

**ILLINOIS STATE BOARD OF EDUCATION**

April 22, 2004

**TO:** Illinois State Board of Education

**FROM:** Robert E. Schiller, Superintendent  
Respicio F. Vazquez, General Counsel

**Agenda Topic:** Action Item: Authorization of the Spring 2004  
Waiver Report to the General Assembly

**Materials:** Waiver Report  
Physical Education Waiver Addendum Summary

**Staff Contacts:** Winnie Tuthill  
Shelley Helton

**Purpose of Agenda Item**

- To inform the Board members about requests for waivers and modifications that have been received since the last report in October 2003;
- To consider whether the Board should recommend that the General Assembly disapprove certain requests; and
- To secure approval of the Spring 2004 Waiver Report for submission to the General Assembly by May 1, as required by law.

**Expected Outcome(s) of Agenda Item**

- The Board's approval to recommend to the General Assembly that it disapprove two requests contained in the report; and
- The Board's authorization to submit the Spring 2004 Waiver Report to the General Assembly.

**Background Information**

The Spring 2004 Waiver Report is the eighteenth report to be submitted to the General Assembly pursuant to Section 2-3.25g of the School Code. That law, enacted in 1995, permits school districts to request waivers or modifications of state education laws and administrative rules promulgated by the State Board of Education. All waivers of state law must be submitted to the General Assembly for its consideration.

This report contains 98 requests and one appeal that seek to waive mandates of School Code provisions. These include requirements pertaining to driver education fees (43 requests); administrative cost limitations (20 requests); daily physical education (16 requests), inservice training (9 requests); and parent-teacher conferences (5 requests). Other requests to be forwarded to the General Assembly for action address evaluation plans for tenured teachers, non-resident tuition, and substitute teachers.

In February 2004 the State Board of Education returned as ineligible a request from Steeleville Community Unit School District #138 wishing to use instructors holding a high school certificate (i.e., grades 6 through 12) to teach students in grade 5. The waiver law prohibits waivers addressing teacher certification. The district has submitted an appeal of the State Board's action that is summarized in Section II of the report.

Since the fall waiver report, the State Board of Education has approved 102 requests that modify School Code mandates or modify or waive agency rules. Of those, 80 address legal school holidays; 11 address daily physical education; eight address adjustment of instructional time pertaining to the spring administration of the Prairie State Achievement Examination; and one each addresses driver's education, the school food program, and transportation. One additional request is pending State Board action.

The Board is being asked to consider that two of the 98 waiver requests to be forwarded to the General Assembly be recommended for legislative disapproval. It also is recommended that the remaining 96 requests and the appeal from Steeleville be submitted to the General Assembly without comment.

### **Analysis and Policy Implications**

Staff are recommending that the State Board provide to the General Assembly disapproval recommendations on two waiver requests contained in the report: one addresses daily physical education and the other addresses driver education fees.

The recommendations for each denial are based primarily on the reasons stated in the waiver law for the State Board to deny a request upon which it must act. These reasons, which are listed below, have been used in the past to support disapproval recommendations provided to General Assembly.

1. The request is not based upon sound educational practices.
2. The requested action would compromise equal opportunities for learning.
3. The request does not have improved student performance as a primary goal.

Finally, in addition to the one recommendation for denial on a physical education waiver request, staff have summarized the information received from all 16 districts applying for physical education waivers (see attached chart). The summary details achievement of the Illinois Learning Standards for Physical Development and Health and the equal learning opportunities provided in lieu of daily physical education.

## **Recommendations for Denial**

**Rockford School District 205 (WM100-3164)** is asking to waive the provisions for daily physical education found in Section 27-6 of the School Code. The Rockford district was granted a waiver in 1999 that allowed it to offer physical education as an elective course for grades 6-12. Rockford was shortening its daily schedule from seven to six periods for financial reasons and requested the waiver “to provide additional class learning opportunities for students.” The waiver expires this spring and Rockford has submitted a renewal request that would again permit students in grades 6-12 to choose physical education, band, chorus, orchestra, foreign languages or technology coursework as electives. Stressing the ongoing financial problems in the district and the continued 6-period days, the application states that:

“ college admissions and competition for scholarships demand that students take more rigorous high school studies than ever before. Computer technology competencies and the ability to speak a foreign language are valued skills for all students. Students are trying to take four years of the core subjects as well as foreign language, technology, physical education, and the arts.”

Results from the 2002-2003 Illinois Standards Achievement Test (ISAT) for physical development and health for students in grade 7 show an overall district score of 47% of students meeting and exceeding the Illinois Learning Standards, compared to a state rating of 64%. Individual school ratings range from 17% to 59% of students meeting and exceeding the learning standards. Data compiled from various locally developed physical education assessments for the district’s high school students range from 62.2% of students in grade 9 meeting and exceeding state standards to 88.1% of students in grades 10, 11 and 12 (combined classes) meeting and exceeding the learning standards.

The State Board is recommending that the General Assembly deny the renewal of Rockford’s waiver request for daily physical education. Specific reasons for the recommendation are:

- Lack of equal opportunities for learning. If this renewal is not disapproved, Rockford will have a decade during which some middle- and high-school students might never have to enroll in physical education.
- The very low ISAT scores for students in grade 7 indicate that the district has not met the requirement that its existing waiver be based on a specific plan for improved student performance.

## **Ridgeview Community Unit School District 19 (WM100-3215)**

While staff are not making any recommendations concerning the increased number of requests to raise fees for driver’s education (see below), they do have concerns about

the request from Ridgeview 19. Ridgeview is seeking a 5-year waiver but it has failed to state the maximum amount it will charge for driver's education. While it will charge no more than \$100 per student in 2004-2005, it has not specified any amount for the remaining four years of the waiver, stating only that its board "has no plans to raise it above that level without public input." However, there is no requirement that a district with an approved waiver gather any additional formal public input on the waiver while it is in effect.

Were the General Assembly to approve this waiver as written, the district would have the ability to raise the student fee for driver's education to any level desired for the last four years of the waiver (2005-06 through 2008-09), without a legal requirement to consider local reaction to such an increase.

Staff believe that the General Assembly should disapprove this request because the public affected by the request (educators directly involved in the implementation of the waiver, parents, students, and those state legislators representing the district) could be denied the opportunity for comment on potential local board actions, which is an integral part of the waiver law.

In addition to Ridgeview's petition, we will be forwarding 42 requests to the General Assembly from districts wishing to increase their fees for driver's education from the maximum of \$50 allowed in 105 ILCS 5/27-23. This number of applications represents a 115% increase from the 20 districts requesting fee increases in the Spring 2003 waiver report, and a 437% increase from the eight districts making the request in the Spring 2002 report.

Of the 43 districts requesting the fee increase, 11 request fees of \$200 or less; 23 request fees of \$250-300; six request fees of \$350-399; and three request fees of \$450.

Only five of these 43 requests are renewals. In four cases the district has requested a fee increase over the amount of the original waiver. In three of the five cases the district has submitted a new waiver a year or more before its current waiver is set to expire.

The fee limit of \$50 placed on districts for their driver's education course was part of the reform legislation passed in 1985. Since that time district costs have gone up in all areas associated with driver's education, and the current trend in applications for this fee increase may point to the need to suggest that the Legislature raise the fee limit to an amount that comes closer to meeting district expenses. The State Board may wish to consider making such a recommendation to the General Assembly.

### **Physical Education**

The State Board will be transmitting to the General Assembly for action 15 additional waiver requests from school districts seeking relief from the mandate to provide physical education on a daily basis. Summaries of each of these requests can be found on pages 10 to 12 of the waiver report.



In September 2001, the State Board of Education implemented its policy concerning physical education waivers and modifications that focuses on:

1. student achievement of the Illinois Learning Standards for Physical Development and Health, specifically Goals 19, 20, and 21; and
2. the need for districts seeking to waive or modify the daily physical education mandate to provide the learning opportunities necessary for their students to progress toward achieving these standards.

The spring 2004 report is the fifth opportunity for districts to include with their physical education waiver applications descriptions of their students' achievement relative to the Illinois Learning Standards for Physical Development and Health and of the additional learning opportunities provided to students to ensure that they continue to make progress toward achieving the standards.

All of the districts submitted this additional information (see attached chart). Six of the nine school districts whose petitions include elementary grade levels submitted ISAT results in addition to results from locally developed assessments. Others also used the Presidential Fitness Test or the Fitnessgram to measure achievement of Goal 20 (i.e., individual fitness). High school districts, for the most part, summarized results from locally developed assessments.

Of the 16 requests:

- 12 are renewal requests;
- Nine include kindergarten through grade 8; and
- Eight include high school grade levels.

### **Superintendent's Recommendation**

- The request from Rockford School District 205 (WM100-3164) asking to waive daily physical education for students in grades 6-12 should be forwarded to the General Assembly with a recommendation for legislative disapproval.
- The request from Ridgeview Community Unit School District 19 (WM100-3215) asking to raise fees for driver's education for five years but not stipulating any fee beyond that set for the 2004-2005 school year, should be forwarded to the General Assembly with a recommendation for legislative disapproval.
- The remaining 96 requests summarized in the report and one appeal of a State Board ruling of ineligibility should be forwarded without comment.
- The Board should approve the report, along with the recommendations for disapproval, and authorize its submission to the General Assembly by May 1.

### **Next Steps**

- Submit the Spring 2004 Waiver Report as presented to the General Assembly by May 1.

## MEMORANDUM

**TO:** The Honorable Emil Jones, Senate President  
The Honorable Frank C. Watson, Senate Minority Leader  
The Honorable Michael J. Madigan, Speaker of the House  
The Honorable Tom Cross, House Minority Leader

**FROM:** Robert E. Schiller  
State Superintendent of Education

**DATE:** April 30, 2004

**RE:** Waivers of School Code Mandates: Spring 2004 Summary Report

As required by Section 2-3.25g of the School Code (105 ILCS 5/2-3.25g), the following report provides summaries of requests for waivers of School Code mandates being transmitted to the Illinois General Assembly for its consideration. Also included are summaries of requests for waivers and modifications acted on by the State Board of Education and of applications that have been returned to school districts or other eligible applicants.

If you have any questions or comments, please contact Respicio F. Vazquez, General Counsel, at 217/782-8535.

cc: The Honorable Rod R. Blagojevich, Governor  
Mark Mahoney, Clerk of the House  
Linda Hawker, Secretary of the Senate  
Legislative Research Unit  
State Government Report Center

## Executive Summary

The following report outlines waivers of School Code mandates that school districts, regional offices of education, or special education or vocational education cooperatives have requested since the last report, which was transmitted in October 2003. Pursuant to Section 2-3.25g of the School Code (105 ILCS 5/2-3.25g), these requests must be sent to the General Assembly for its consideration before May 1, 2004.

The General Assembly may disapprove the report in whole or in part within 30 calendar days after each chamber next convenes once the report is filed. This is done by a joint resolution. If either chamber fails to reject a waiver request, then that request is deemed granted.

Section I summarizes the 98 requests received for waivers of School Code mandates for consideration by the General Assembly, which are presented alphabetically by topic area. The largest number of applications received seeks waivers from Section 27-23 of the School Code regarding driver education (43 requests), followed by 20 petitions pertaining to limitation of administrative costs and 16 that address physical education. Other petitions address inservice training (nine requests), parent-teacher conferences (five requests), evaluation of tenured teachers and nonresident tuition (two requests each), and substitute teachers (one request).

The request dealing with substitute teachers seeks authorization to employ substitutes for longer than the 90 days allowed under Section 21-9 of the School Code (see page 14 of the report).

Additionally, the General Assembly will be asked to consider an appeal of a State Board of Education decision to return as ineligible a request wishing to waive certification requirements for teachers in elementary grades. The district is seeking authority to employ teachers holding a high school certificate (i.e., grades 6 through 12) to teach in grade 5 (see Section II, page 15). Section 2-3.25g of the School Code prohibits waivers from laws and rules governing certification.

This document also contains three other sections beyond what is required under Section 2-3.25g of the School Code. Section III lists the modifications or waivers of State Board of Education rules and modifications of School Code mandates upon which the State Board has acted. Of the approvals, 80 address legal school holidays; 11 involve physical education and block scheduling; eight address instructional time and the Prairie State Achievement Examination; and one each addresses driver education, school foods, and transportation. [NOTE: One petition is pending consideration by the State Board.]

Section IV describes the 30 requests that have been returned to or withdrawn by the petitioning entities. Section V shows all the requests submitted, organized by Senate and House district.

In addition, the requests received are summarized by subject area in a table following this Executive Summary. Complete copies of the waiver requests for the General Assembly's consideration have been made available to legislative staff.

This is the eighteenth report submitted pursuant to Section 2-3.25g of the School Code, which requires that the State Board of Education compile and submit requests for waivers of School Code mandates to the General Assembly before May 1 and October 1 of each year.

**Summary of Applications for Waivers and Modifications**  
**Volume 18 – Spring 2004**

<b>Topic</b>	<b>Approved by SBE</b>	<b>Denied by SBE</b>	<b>Transmitted to GA</b>	<b>Withdrawn or Returned</b>
Certification	0	0	0	1
Certification (Appeal)	0	0	1	0
Content of Evaluation Plans	0	0	2	1
Driver Education	1	0	43	2
Legal School Holidays	80	0	0	12
Limitation of Administrative Costs	0	0	20	4
Non-Resident Tuition	0	0	2	0
Parent-Teacher Conferences	0	0	5	0
Physical Education	11	0	16	6
PSAE – Instructional Time	8	0	0	3
School Foods	1	0	0	0
School Improvement/ Inservice Training	0	0	9	0
Special Education	0	0	0	1
Statement of Affairs	0	0	0	1
Substitute Teachers	0	0	1	0
Transportation	1	0	0	0
Vocational Education	1 Pending	0	0	0
<b>Petition Summary</b>	<b>102 (1 pending)</b>	<b>0</b>	<b>99</b>	<b>31</b>

**TOTAL NUMBER OF APPLICATIONS:            233**

## SECTION I

### Applications Transmitted to the General Assembly

#### Content of Evaluation Plans

*Grayslake CHSD 127 – Lake* (SD 31/HD 62) / **Expiration: 2008-09 school year**  
**WM100-3136 (renewal) – Waiver of School Code** (Section 24A-5) request to allow the district to replace the current rating scale of “excellent, satisfactory, and unsatisfactory” for the teacher evaluation process with ratings of “meets District 127’s standards” and “unsatisfactory.”

*East Moline SD 37 – Rock Island* (SD 36/HD 71) / **Expiration: 2008-09 school year**  
**WM100-3210 (renewal) – Waiver of School Code** (Section 24A-5) request to allow the district to replace the current rating scale of “excellent, satisfactory, and unsatisfactory” for the teacher evaluation process with ratings of “meets district standards” and “does not meet district standards.”

#### Driver Education

*Durand CUSD 322 – Winnebago* (SD 45/HD 89) / **Expiration: 2008-09 school year**  
**WM100-3071-1 – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$120 of students who participate in driver education courses.

*Olympia CUSD 16 – McLean* (SD 53/HD 106) / **Expiration: 2008-09 school year**  
**WM100-3086 – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$300 of students who participate in driver education courses.

*Adlai E. Stevenson HSD 125 – Lake* (SD 30/HD 59) / **Expiration: 2008-09 school year**  
**WM100-3095 – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$300 of students who participate in driver education courses.

*LeRoy CUSD 2 – McLean* (SD 53/HD 106) / **Expiration: 2008-09 school year**  
**WM100-3097 – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$300 of students who participate in driver education courses.

*Morrison CUSD 6 – Whiteside* (SD 36/HD 71) / **Expiration: 2006-07 school year**  
**WM100-3102-2 – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$300 of students who participate in driver education courses.

*Northfield THSD 225 – Cook* (SD 9/HD 17) / **Expiration: 2008-09 school year**  
**WM100-3105 – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$350 of students who participate in driver education courses.

*Geneva CUSD 304 – Kane (SD 25/HD 49) / Expiration: 2008-09 school year*  
**WM100-3119-1 – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$450 of students who participate in driver education courses.

*New Trier THSD 203 – Cook (SD 9/HD 18) / Expiration: 2008-09 school year*  
**WM100-3129 – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$350 of students who participate in driver education courses.

*Bloomington SD 87 – McLean (SD 44/HD 88) / Expiration: 2008-09 school year*  
**WM100-3135 – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$250 of students who participate in driver education courses.

*Canton Union SD 66 – Fulton (SD 46/HD 91) / Expiration: 2008-09 school year*  
**WM100-3152 – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$200 of students who participate in driver education courses.

*Aurora West USD 129 – Kane (SD 42/HD 83) / Expiration: 2008-09 school year*  
**WM100-3156-1 – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$250 of students who participate in driver education courses. The fee will be phased in, with students paying \$100 in school year 2004-05.

*Leyden CHSD 212 – Cook (SD 39/HD 77) / Expiration: 2007-08 school year*  
**WM100-3158 – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$100 of students who participate in driver education courses.

*Oswego CUSD 308 – Kendall, Kane, Will (SD 25/HD 50) / Expiration: 2008-09 school year*  
**WM100-3160 – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$300 of students who participate in driver education courses.

*Bradley-Bourbonnais CHSD 307 – Kankakee (SD 40/HD 79) / Expiration: 2008-09 school year*  
**WM100-3162 – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$250 of students who participate in driver education courses.

*Lexington SD 7 – McLean (SD 53/HD 106) / Expiration: 2008-09 school year*  
**WM100-3163-1 – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$300 of students who participate in driver education courses.

*Pecatonica CUSD 321 – Winnebago, Stephenson (SD 45/HD 89) / Expiration: 2008-09 school year*

**WM100-3172 – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$200 of students who participate in driver education courses.

*Waukegan CUSD 60 – Lake (SD 30/HD 60) / Expiration: 2008-09 school year*

**WM100-3173-2 – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$300 of students who participate in driver education courses.

*Hinsdale THSD 86 – DuPage (SD 24/HD 47) / Expiration: 2008-09 school year*

**WM100-3176-1 (renewal) – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$350 of students who participate in driver education courses.

*Lockport THSD 205 – Will (SD 43/HD 85) / Expiration: 2005-06 school year*

**WM100-3181 (renewal) – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$110 of students who participate in driver education courses.

*Elmwood Park CUSD 401 – Cook (SD 39/HD 77) / Expiration: 2008-09 school year*

**WM100-3183 – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$300 of students who participate in driver education courses.

*Mahomet-Seymour CUSD 3 – Champaign (SD 55/HD 110) / Expiration: 2008-09 school year*

**WM100-3184-4 – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$450 of students who participate in driver education courses.

*Fenton CHSD 100 – DuPage (SD 23/HD 46) / Expiration: 2008-09 school year*

**WM100-3187 – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$250 of students who participate in driver education courses.

*Forrestville Valley CUSD 221 – Ogle (SD 45/HD 89) / Expiration: 2008-09 school year*

**WM100-3189 – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$250 of students who participate in driver education courses.

*Ridgewood CHSD 234 – Ogle (SD 10/HD 20) / Expiration: 2008-09 school year*

**WM100-3190 – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$300 of students who participate in driver education courses.

*Woodland CUSD 5 – Livingston (SD 53/HD 106) / Expiration: 2008-09 school year*

**WM100-3192 – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$75 of students who participate in driver education courses.



*Westmont CUSD 201 – DuPage (SD 24/HD 47) / Expiration: 2008-09 school year*  
**WM100-3193 – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$250 of students who participate in driver education courses.

*Manteno CUSD 5 – Kankakee (SD 40/HD 79) / Expiration: 2008-09 school year*  
**WM100-3202-1 – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$250 of students who participate in driver education courses.

*Tri-Valley CUSD 3 – McLean (SD 53/HD 106) / Expiration: 2008-09 school year*  
**WM100-3204 – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$250 of students who participate in driver education courses.

*Bloom THSD 206 – Cook, Will (SD 40/HD 80) / Expiration: 2008-09 school year*  
**WM100-3206 (renewal) – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$350 of students who participate in driver education courses.

*Lisle CUSD 202 – DuPage (SD 21/HD 42) / Expiration: 2008-09 school year*  
**WM100-3208-1 – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$300 of students who participate in driver education courses.

*Joliet THSD 204 – Will (SD 42/HD 84) / Expiration: 2008-09 school year*  
**WM100-3211 – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$350 of students who participate in driver education courses.

*Round Lake Area SD 116 – Lake (SD 26/HD 52) / Expiration: 2008-09 school year*  
**WM100-3212 (renewal) – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$300 of students who participate in driver education courses.

*Oregon CUSD 220 – Ogle (SD 45/HD 90) / Expiration: 2008-09 school year*  
**WM100-3213 (renewal) – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$250 of students who participate in driver education courses.

*Ridgeview CUSD 19 – McLean (SD 53/HD 105) / Expiration: 2008-09 school year*  
**WM100-3215 – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee of not less than \$100 of students who participate in driver education courses. For school year 2004-05, the district will charge \$100. In subsequent years, the district will set the fee with public input.

*Richmond-Burton CHSD 157 – McHenry (SD 32/HD 63) / Expiration: 2008-09 school year*  
**WM100-3216 – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$200 of students who participate in driver

education courses.

*Huntley CSD 158 – McHenry (SD 32/HD 64) / Expiration: 2008-09 school year*  
**WM100-3222-2 – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$250 of students who participate in driver education courses.

*Libertyville CHSD 128 – Lake (SD 26/HD 51) / Expiration: 2008-09 school year*  
**WM100-3223 – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$300 of students who participate in driver education courses.

*Edwardsville CUSD 7 – Madison (SD 56/HD 112) / Expiration: 2006-07 school year*  
**WM100-3231 – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$175 of students who participate in driver education courses.

*Harlem UD 122 – Winnebago (SD 34/HD 68) / Expiration: 2008-09 school year*  
**WM100-3234 (renewal) – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$300 of students who participate in driver education courses.

*South Beloit CUSD 320 – Winnebago (SD 34/HD 68) / Expiration: 2008-09 school year*  
**WM100-3235-1 – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$399 of students who participate in driver education courses.

*Indian Creek CUSD 425 – DeKalb (SD 35/HD 70) / Expiration: 2008-09 school year*  
**WM100-3239-1 – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$200 of students who participate in driver education courses.

*Urbana SD 116 – Champaign (SD 52/HD 103) / Expiration: 2008-09 school year*  
**WM100-3243 – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$450 of students who participate in driver education courses.

*Central A & M CUD 21 – Shelby (SD 49/HD 98) / Expiration: 2008-09 school year*  
**WM100-3244 – Waiver of School Code** (Section 27-23) request to allow the district to charge a reasonable fee not to exceed \$150 of students who participate in driver education courses.

**Limitation of Administrative Cost**

*Summit SD 104 – Cook (SD 11/HD 21) / Expiration: 2003-04 school year*  
**WM100-3058 (renewal) – Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The superintendent is retiring at the end of the 2004-05 school year and will receive a 20 percent increase in his salary in each of the last two years before retirement

(provided he agrees to work 20 days in each of the two years following retirement at no cost to the district). In the event that a replacement for the superintendent is found sooner than 2005-06, the district has budgeted an additional \$40,000 in the superintendent salary line-item. Finally, the district has experienced an overall increase of 20 percent in its insurance costs.

*Shiloh CUSD 1 – Edgar (SD 55/HD 110) / Expiration: 2003-04 school year*

**WM100-3088 (renewal) – Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. In the 2002-03 school year, the superintendent unexpectedly resigned, and the district employed an interim superintendent for four months. In order to remain competitive with neighboring districts, a permanent superintendent was hired for the 2003-04 school year with a salary and benefit package that is higher than that paid to the previous superintendent, causing the district to exceed the 5 percent limitation.

*Forest Park SD 91 – Cook (SD 4/HD 7) / Expiration: 2003-04 school year*

**WM100-3096 – Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. For the first time this year, two administrative employees opted to receive district health insurance due to the retirement of their spouses (both were entitled to receive the benefit but chose not to do so in the past). In addition, health insurance costs have increased 16 percent, and the district is locked into a three-year contract with the provider.

*Midwest Central CUSD 191 – Mason, Tazewell (SD 47/HD 94) / Expiration: 2003-04 school year*

**WM100-3114 – Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. For most of the 2002-03 school year, the district did not employ a full-time superintendent. A superintendent was hired on a full-time basis for the 2003-04 school year, causing the district to exceed the 5 percent limitation.

*Lena Winslow CUSD 202 – Stephenson (SD 45/HD 89) / Expiration: 2003-04 school year*

**WM100-3117 (renewal) – Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. For most of the 2002-03 school year, the district employed an interim superintendent at a lower salary than that of a permanent superintendent. A permanent superintendent was hired on a full-time basis for the 2003-04 school year, causing the district to exceed the 5 percent limitation.

*Oak Lawn CHSD 218 – Cook (SD 18/HD 36) / Expiration: 2003-04 school year*

**WM100-3138 (renewal) – Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. Several factors contributed to the district's inability to stay within the 5 percent limitation, including funding the early retirement option for several administrators, an increase in health insurance costs, an increase in Medicaid in order to purchase computers for special education classrooms, creation of administrative positions for foreign language and social studies, and the purchase of three new vehicles for the driver's education program.

*Rossville-Alvin CUSD 7 – Vermilion (SD 53/HD 105) / Expiration: 2003-04 school year*  
**WM100-3141 – Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district changed the positions of superintendent and board secretary from 10-month positions to 12-month positions, causing it to exceed the 5 percent limitation.

*Rutland CCSD 230 – LaSalle (SD 38/HD 76) / Expiration: 2004-05 school year*  
**WM100-3142 (renewal) – Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. In keeping with the contract for the district's teachers, the superintendent will receive a 10 percent salary increase for the two years preceding retirement. Since the superintendent is a part-time employee, the amount of the increase will be \$2,500. If approved, this waiver takes effect in the 2004-05 school year.

*Wallace CCSD 195 – LaSalle (SD 38/HD 76) / Expiration: 2004-05 school year*  
**WM100-3144 (renewal) – Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. In keeping with the contract for the district's teachers, the superintendent will receive a 10 percent salary increase for the two years preceding retirement. Since the superintendent is a part-time employee, the amount of the increase will be \$4,000. If approved, this waiver takes effect in the 2004-05 school year.

*Plano CUSD 88 – Kendall (SD 25/HD 50) / Expiration: 2003-04 school year*  
**WM100-3146-1 – Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. For part of the 2002-03 school year, the district employed an interim superintendent at a lower salary than that of a permanent superintendent. While a permanent superintendent was hired on a full-time basis to complete the 2002-03 school year, calculating his salary for a full year caused the district to exceed the 5 percent limitation.

*Leland CUSD 1 – LaSalle (SD 35/HD 70) / Expiration: 2003-04 school year*  
**WM100-3153-1 – Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district experienced an increase in its health insurance costs, and it reclassified the position of "special education/technology coordinator" as an administrative position, increasing the salary 4 percent.

*Posen-Robbins SD 143.5 – Cook (SD 15/HD 30) / Expiration: 2003-04 school year*  
**WM100-3155 – Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district hired an administrator to work with its system of support to help improve student performance. The cost of the position is \$59,000; this caused the district to exceed the 5 percent limitation.

*Kings CSD 144 – Ogle (SD 35/HD 70) / Expiration: 2003-04 school year*  
**WM100-3161 – Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district hired a retired superintendent for the 2002-03 school year to serve as both superintendent and principal and it was not required to make retirement contributions for that person's first 120 days in the positions. The district was required to make retirement contributions for the entire year in 2003-04. Additionally, the district experienced an

increase in its health insurance premiums.

*Galena SD 120 – Jo Daviess (SD 45/HD 89) / Expiration: 2003-04 school year*  
**WM100-3165 – Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district expanded the number of days in which the business manager would work from 100 to 175 so that that person could also serve as the project manager for health-life safety projects identified through the decennial survey. In addition, the superintendent's secretary was replaced with a building-based secretary who had more experience; however, her work schedule was lengthened as a result of the change in position. Finally, the superintendent received a 4.3 percent raise.

*Armstrong THSD 225 – Vermilion (SD 52/HD 104) / Expiration: 2003-04 school year*  
**WM100-3179 – Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. During the 2002-03 school year, the district employed an interim superintendent, who did not receive the benefits that are currently being paid to the permanent superintendent, who was hired on a full-time basis for the 2003-04 school year.

*Panhandle CUSD 2 – Montgomery (SD 49/HD 98) / Expiration: 2003-04 school year*  
**WM100-3191 – Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. Several factors contributed to the increase: insurance premiums increased 6 percent; software for the computerized payroll system was upgraded; and a portion of the prekindergarten grant was incorrectly used for certain administrative salaries.

*Brooklyn USD 188 – St. Clair (SD 57/HD 114) / Expiration: 2003-04 school year*  
**WM100-3196 (renewal) – Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The dean of students was made a full-time position (it was two-thirds time in 2002-03), and the cost for the position was charged to an administrative line item. During the 2002-03 school year, the position was budgeted under teacher salaries.

*Lake Zurich CUSD 95 – Lake (SD 26/HD 51) / Expiration: 2003-04 school year*  
**WM100-3214 – Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. In previous years, the district had been recording some administrative costs outside of the administrative line items. The budgeting process was corrected this year, causing the district to exceed the 5 percent limitation.

*Mendota THSD 280 – LaSalle (SD 38/HD 76) / Expiration: 2003-04 school year*  
**WM100-3224 (renewal) – Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. During the 2002-03 school year, the district opened a new building and kept administrative costs low to ensure sufficient funds to meet the needs of the school. This in turn caused administrative costs for that school year to be lower than in the 2001-02 school year. For the 2003-04 school year, the district provided a 7 percent salary increase to noncertified staff, the superintendent, and the superintendent's secretary; increased the mileage reimbursement to the level set by the Internal Revenue Service; and purchased additional supplies and equipment for the administrative offices.

*Warren THSD 121 – Lake* (SD 31/HD 62) / **Expiration: 2004-05 school year**  
**WM100-3225-2 (renewal) – Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. During the 2003-04 school year, the district reduced its administration by four positions due to a failed referendum, and the school day was shortened from eight periods to seven. For the 2004-05 school year, the eight-period day will resume and enrollment is expected to increase by 400 students. If approved, this waiver takes effect in the 2004-05 school year.

### **Non-Resident Tuition**

*Deer Park CCSD 82 – LaSalle* (SD 38/HD 76) / **Expiration: 2008-09 school year**  
**WM100-3168 – Waiver of School Code** (Section 10-20.12a) request to allow the district to charge non-resident pupil tuition in an amount that is less than 100 percent of the preceding year's per capita tuition costs to nonresident students wishing to enroll in the district. A tuition rate lower than the district's FY 2003 rate of \$8,963 will be set each year.

*Dalzell SD 98 – Bureau* (SD 38/HD 76) / **Expiration: 2008-09 school year**  
**WM100-3209 – Waiver of School Code** (Section 10-20.12a) request to allow the district to charge non-resident pupil tuition in an amount that is less than 100 percent of the preceding year's per capita tuition costs to nonresident students wishing to enroll in the district due to proximity (live within a half of mile of the district) or for safety reasons.

### **Parent-Teacher Conferences**

*Gibson City-Melvin-Sibley CUSD 5 – Ford* (SD 53/HD 105) / **Expiration: 2008-09 school year**  
**WM100-3049-1 (renewal) – Waiver of School Code** (Section 18-8.05(F)(2)(d)(1)) request to allow the district the option of scheduling twice during a five-day period parent-teacher conferences in the evening following a full day of student attendance. One day during that week will be a nonattendance day for students. The evening sessions will be counted among the 176 days of pupil attendance required by Section 10-19.

*Marshall CUSD C-2 – Macoupin* (SD 55/HD 109) / **Expiration: 2008-09 school year**  
**WM100-3131-1 (renewal) – Waiver of School Code** (Section 18-8.05(F)(2)(d)(1)) request to allow the district to schedule parent-teacher conferences in the evening following a school day with at least five clock-hours of instruction. The evening session and the morning session the following day will be counted among the 176 days of pupil attendance required by Section 10-19.

*Rockton SD 140 – Winnebago* (SD 34/HD 68) / **Expiration: 2008-09 school year**  
**WM100-3139-1 (renewal) – Waiver of School Code** (Section 18-8.05(F)(2)(d)(1)) request to allow the district the option of scheduling twice during a two-week period parent-teacher conferences of three-and-a-half hours in length in the evening following a full day of student attendance. One day during that week will be a nonattendance day for students. The district will schedule four such conferences during the school year. The evening sessions will be counted among the 176 days of pupil attendance required by Section 10-19.

*Mahomet-Seymour CUSD 3 – Champaign (SD 55/HD 110) / Expiration: 2009-10 school year*

**WM100-3184-3 (renewal) – Waiver of School Code** (Section 18-8.05(F)(2)(d)(1)) request to allow the district to schedule parent-teacher conferences in the evening following a school day with at least five clock-hours of instruction. The evening session would be five hours and 10 minutes long and will be counted among the 176 days of pupil attendance required by Section 10-19. If approved, this waiver would take effect in the 2005-06 school year.

*Elgin SD U-46 – Kane (SD 22/HD 43) / Expiration: 2008-09 school year*

**WM100-3185-1 (renewal) – Waiver of School Code** (Section 18-8.05(F)(2)(d)(1)) request to allow the district to schedule parent-teacher conferences in the evening following a regular school day. A morning session of at least three clock hours will be scheduled on Friday of the week of conferences, while the evening conferences could be scheduled on any of the remaining four days. The evening and morning sessions will be counted among the 176 days of pupil attendance required by Section 10-19.

### **Physical Education**

*Virgen CUSD 4 – Macoupin (SD 49/HD 98) / Expiration: 2008-09 school year*

**WM100-3107 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to excuse students in grade 6 from daily physical education for one quarter in order to take a keyboarding class. This request will help alleviate overcrowding in physical education classes and enable students to improve their computer skills.

*Woodland CCSD 50 – Lake (SD 31/HD 62) / Expiration: 2004-05 school year*

**WM100-3151-1 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to permit students in kindergarten to participate in physical education twice a week for 20 minutes each session due to inadequate facilities. The district has 740 students in kindergarten who will be sharing one gymnasium.

*Woodland CCSD 50 – Lake (SD 31/HD 62) / Expiration: 2004-05 school year*

**WM100-3151-2 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to permit students in grades 1 through 3 to participate in physical education three times a week for 30 minutes each session due to inadequate facilities. The district has more than 2,400 students who will be sharing four gymnasiums.

*Rockford PSD 205 – Winnebago (SD 34/HD 67) / Expiration: 2008-09 school year*

**WM100-3164 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to excuse students in grades 6 through 12 from the daily physical education requirement in order to take other elective courses, such as fine arts, foreign languages, technology, and advanced academic courses. Due to financial difficulties, the district has reduced its schedule to six periods a day, and it contends that the waiver will enable students to enroll in additional coursework needed for college admissions and to compete for scholarships.

*Streator THSD 40 – LaSalle (SD 38/HD 76) / Expiration: 2009-10 school year*  
**WM100-3166 – Waiver of School Code** (Section 27-6) request to allow the district to excuse students in grades 9 through 11 from the daily physical education requirement in order to take other academic courses, such as language arts, science and math. Students in grades 9 and 10 will be excused only if they score one grade level or more below average on the Gates MacGinitie Reading test; if so, they will take additional language arts courses instead of physical education. Students in grade 11 will be able to schedule math and science courses instead of physical education in order to meet the district's increased graduation requirements in those curricular areas. If approved, this waiver would take effect in the 2005-06 school year.

*Hinsdale THSD 86 – DuPage (SD 24/HD 47) / Expiration: 2008-09 school year*  
**WM100-3176-2 – Waiver of School Code** (Section 27-6) request to allow the district to excuse students in grades 11 and 12 from the daily physical education requirement for ongoing participation in cheerleading and pom-pons.

*Pleasant Plains CUSD 8 – Sangamon (SD 50/HD 100) / Expiration: 2008-09 school year*  
**WM100-3177 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to require students in grades 9 through 12 to participate in daily physical education for the equivalent of two credits only (i.e., two school years). Students who elect not to participate in physical education beyond the two-credit minimum would be enrolled in other academic classes needed for college or remediation or art and technology courses, or would be participating in other activities, such as marching band, cheerleading, and pom-pons.

*Arlington Heights THSD 214 – Cook (SD 33/HD 66) / Expiration: 2008-09 school year*  
**WM100-3180-2 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to excuse students in grades 9 through 12 who are enrolled in alternative programs from the daily physical education requirement. Students would participate in physical education classes for a sufficient amount of time necessary for them to meet the Illinois Learning Standards for Physical Development and Health (Goals 19-21).

*Marquardt SD 15 – DuPage (SD 23/HD 45) / Expiration: 2008-09 school year*  
**WM100-3194 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to permit students in kindergarten through grade 5 to participate in physical education five times in a two-week period (every other day) for 30 minutes each session due to inadequate facilities. Students receive wellness education as part of their science curriculum and participate in structured physical activities with a certified teacher for 15 to 20 minutes each day.

*North Clay CUSD 25 – Clay (SD 54/HD 108) / Expiration: 2008-09 school year*  
**WM100-3195 – Waiver of School Code** (Section 27-6) request to allow the district to excuse students in grades 9 through 12 from the daily physical education requirement for intensive support and tutoring in reading and mathematics. Students in grades 9 through 11 will participate in the support program when they are two or more grade levels behind in these curricular areas; grade 12 students will participate if they fail to achieve a "meets" score on the Prairie State Achievement Examination. Once students make adequate progress, they will return to physical education classes.

*Fremont SD 79 – Lake (SD 26/HD 51) / Expiration: 2008-09 school year*



**WM100-3203 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to permit students in grades 6 through 8 to participate in physical education every other day for 44 minutes each session. On the days when the students are not in physical education, they will be participating in health class. Both the physical education and health curricula are aligned to the Illinois Learning Standards for Physical Development and Health. The request is being made due to overcrowding in the district's middle school.

*New Lenox SD 122 – Will (SD 41/HD 81) / Expiration: 2006-07 school year*

**WM100-3207 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to permit students in kindergarten through grade 3 to participate in physical education two days a week for 30 minutes each session and students in grades 4 through 6 to participate three days a week for 30 minutes each session. In addition, each day students in kindergarten through grade 3 will have a 30-minute physical activity block while students in grades 4 through 6 will have a 15-minute block. The request is being made due to inadequate facilities.

*Huntley CSD 158 – McHenry (SD 32/HD 64) / Expiration: 2005-06 school year*

**WM100-3222-1 – Waiver of School Code** (Section 27-6) request to allow the district to permit students in kindergarten through grade 5 to participate in physical education four days a week for 30 to 35 minutes each session. The district currently has four schools under construction and anticipates returning to a daily schedule once those buildings are completed.

*Warren THSD 121 – Lake (SD 31/HD 62) / Expiration: 2008-09 school year*

**WM100-3225-1 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to permit students in grades 9 through 12 the option of participating in physical education during the summer months in an accredited program at their high school of attendance. Students who opt for summer school will be able to enroll in additional academic courses during the regular school year. The district would also like to excuse students in grades 11 and 12 from daily physical education for ongoing participation in cheerleading and pom-poms.

*St. Joseph-Odgen CHSD 306 – Champaign (SD 52/HD 104) / Expiration: 2008-09 school year*

**WM100-3241 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to excuse students in grade 12 from the daily physical education requirement if they elect to enroll in other academic courses. This will allow students to take up to seven academic courses rather than five. The district states that the opportunity to take additional elective courses will better prepare students for future employment.

*Morton CUSD 709 – Tazewell (SD 53/HD 106) / Expiration: 2008-09 school year*

**WM100-3242 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to permit students in kindergarten through grade 6 to participate in physical education for a minimum of twice a week for 30 minutes each session rather than daily. Classroom teachers will determine whether additional physical education activities will be offered, based on balancing physical and intellectual classroom activities. The request is being made due to inadequate facilities.

### **School Improvement/Inservice Training**

*Roanoke Benson CUSD 60 – Woodford (SD 37/HD 73) / Expiration: 2008-09 school year*

**WM100-3092-2 (renewal) – Waiver of School Code** (Section 18-8.05(F)(2)(d)(2)) request to allow the district to dismiss students at 11:30 a.m. for three days the first week of the school year for the purpose of holding school improvement activities, and to accumulate sufficient student attendance time beyond the five-clock-hour requirement later in the school year to apply towards these days.

*Rockton SD 140 – Winnebago (SD 34/HD 68) / Expiration: 2008-09 school year*

**WM100-3139-2 (renewal) – Waiver of School Code** (Section 18-8.05(F)(2)(d)(2)) request to allow the district to hold two full-day teacher inservice sessions instead of four half days, and to count the days among the 176 days of pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply towards these days.

*Winnebago CUSD 323 – Winnebago (SD 45/HD 89) / Expiration: 2008-09 school year*

**WM100-3178-1 – Waiver of School Code** (Section 18-8.05(F)(2)(d)(2)) request to allow the district to hold three full-day teacher inservice sessions instead of six half days, and to count the days among the 176 days of pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply towards these days.

*Mahomet-Seymour CUSD 3 – Champaign (SD 55/HD 110) / Expiration: 2009-10 school year*

**WM100-3184-2 (renewal) – Waiver of School Code** (Section 18-8.05(F)(2)(d)(2)) request to allow the district to hold one full-day teacher inservice session instead of three half days, and to count the days among the 176 days of pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply towards these days. If approved, this waiver would take effect in the 2005-06 school year.

*Jasper County CUSD 1 – Jasper (SD 54/HD 108) / Expiration: 2008-09 school year*

**WM100-3188 (renewal) – Waiver of School Code** (Section 18-8.05(F)(2)(d)(2)) request to allow the district to dismiss students two hours early on each of the first eight days of the school year for the purpose of holding school improvement activities, and to accumulate sufficient student attendance time beyond the five-clock-hour requirement later in the school year to apply towards these days.

*Tinley Park CCSD 146 – Cook (SD 19/HD 37) / Expiration: 2004-05 school year*

**WM100-3197-1 (renewal) – Waiver of School Code** (Section 18-8.05(F)(2)(d)(2)) request to allow the district to hold seven full-day teacher inservice sessions instead of 14 half days, and to count the days among the 176 days of pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply towards these days.

*McLean CUD 5 – McLean (SD 44/HD 88) / Expiration: 2008-09 school year*

**WM100-3201-1 (renewal) – Waiver of School Code** (Section 18-8.05(F)(2)(d)(2)) request to allow the district to hold two full-day teacher inservice sessions instead of four half days, and to count the days among the 176 days of pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply towards these days.

*Dallas City CUSD 336 – Hancock (SD 47/HD 94) / Expiration: 2008-09 school year*  
**WM100-3228 – Waiver of School Code** (Section 18-8.05(F)(2)(d)(2)) request to allow the district to hold two full-day teacher inservice sessions instead of four half days, and to count the days among the 176 days of pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply towards these days.

*St. Charles CUSD 303 – Kane (SD 25/HD 49) / Expiration: 2008-09 school year*  
**WM100-3230 (renewal) – Waiver of School Code** (Section 18-8.05(F)(2)(d)(2)) request to allow the district to hold two full-day teacher inservice sessions instead of four half days, and to count the days among the 176 days of pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply towards these days.

### **Substitute Teachers**

*Waukegan CUSD 60 – Lake (SD 30/HD 60) / Expiration: 2004-05 school year*  
**WM100-3173-1 (renewal) – Waiver of School Code** (Section 21-9) request to allow the district to employ substitute teachers for more than 90 days in any one school year. The most-qualified substitutes will be employed; no substitute will be employed for more than 90 consecutive days in the same classroom.

## SECTION II

### Appeal of Application Declared Ineligible by the Illinois State Board of Education

#### Certification

*Steeleville CUSD 138 – Randolph (SD 58/HD 116) / Expiration: 2007-08 school year*  
**WM100-3232 (Appeal) – Waiver of School Code** (Section 21-5). The district requested to be allowed to use instructors with certification to teach in grades 6 through 12 to provide instruction to students in grade 5. The district's middle school includes grade 5, and it would like for teachers with specialized training in subject area content, particularly in math and science, to be able to teach at that grade level. Currently, a person holding a high school certificate, which requires study in at least one major area of specialization, can teach only in grades 6 through 12. A person holding an elementary certificate can teach in kindergarten through grade 9.

Section 2-3.25g of the School Code (105 ILCS 5/2-3.25g) prohibits districts from requesting waivers from laws and rules dealing with certification; therefore, the request was returned to the district as ineligible for consideration.

## SECTION III

### Applications Approved by the State Board of Education

#### Driver Education

*Robinson CUSD 2 – Crawford* (SD 55/HD 109) / **Expiration: 2007-08 school year**  
**WM400-3081 – Modification of Administrative Rule** (23 Illinois Administrative Code 252.20(b)(1) and (c)(4) and (5)) allows the district to offer the classroom and behind-the-wheel portions of driver education during the summer for a two-week period, two days a week for three hours a day.

#### Holidays

*Abingdon CUSD 217 – Knox, Warren* (SD 37/HD 74) / **Expiration: 2005-06 school year**  
**WM300-3046 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln and Casimir Pulaski through instructional activities rather than observing school holidays in their honor.

*South Holland SD 151 – Cook* (SD 15/HD 29) / **Expiration: 2007-08 school year**  
**WM300-3047-2 – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*Galatia CUSD 1 – Saline* (SD 59/HD 118) / **Expiration: 2003-04 school year**  
**WM300-3048 – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*Gibson City-Melvin-Sibley CUSD 5 – Ford* (SD 53/HD 105) / **Expiration: 2008-09 school year**  
**WM300-3049-2 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

*Tri-County Special Education Agreement – Jackson* (SD 58/HD 115) / **Expiration: 2007-08 school year**  
**WM300-3050 – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln and Casimir Pulaski through instructional activities rather than observing school holidays in their honor.

*North DuPage Special Education Cooperative – DuPage* (SD 23/HD 45) / **Expiration: 2007-08 school year**  
**WM300-3051 – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*Heyworth CUSD 4 – McLean (SD 44/HD 87) / Expiration: 2007-08 school year*  
**WM300-3052 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, and Christopher Columbus through instructional activities rather than observing school holidays in their honor.

*Illiopolis CUSD 12 – Sangamon (SD 44/HD 87) / Expiration: 2007-08 school year*  
**WM300-3053 – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*Worth SD 127 – Cook (SD 18/HD 35) / Expiration: 2006-07 school year*  
**WM300-3054 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*South Holland SD 150 – Cook (SD 15/HD 29) / Expiration: 2003-04 school year*  
**WM300-3056 – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*DePue USD 103 – Bureau (SD 38/HD 76) / Expiration: 2007-08 school year*  
**WM300-3057 – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

*Thomasboro CCSD 130 – Champaign (SD 52/HD 104) / Expiration: 2007-08 school year*  
**WM300-3059 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln and Casimir Pulaski through instructional activities rather than observing school holidays in their honor.

*Round Lake Area SD 116 – Lake (SD 26/HD 52) / Expiration: 2008-09 school year*  
**WM300-3060 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*Roseville CUSD 200 – Warren (SD 47/HD 94) / Expiration: 2008-09 school year*  
**WM300-3061 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*Black Hawk Area Special Education District – Warren (SD 36/HD 71) / Expiration: 2007-08 school year*  
**WM300-3064 – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*Wood Dale SD 7 – DuPage (SD 23/HD 46) / Expiration: 2007-08 school year*  
**WM300-3066 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Casimir Pulaski through instructional activities rather than observing a school holiday in his honor.

*Bradford CUSD 1 – Stark (SD 37/HD 74) / Expiration: 2007-08 school year*  
**WM300-3069 – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

*Durand CUSD 322 – Winnebago (SD 45/HD 89) / Expiration: 2007-08 school year*  
**WM300-3071-2 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*West Prairie CUSD 103 – McDonough (SD 47/HD 94) / Expiration: 2007-08 school year*  
**WM300-3073 – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*Girard CUSD 3 – Macoupin (SD 49/HD 98) / Expiration: 2007-08 school year*  
**WM300-3074 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*South Pekin GSD 137 – Tazewell (SD 46/HD 91) / Expiration: 2007-08 school year*  
**WM300-3075 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*Bluford CCSD 114 – Jefferson (SD 54/HD 107) / Expiration: 2007-08 school year*  
**WM300-3076 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*Jasper CCSD 17 – Wayne (SD 54/HD 108) / Expiration: 2008-09 school year*  
**WM300-3077 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Casimir Pulaski through instructional activities rather than observing a school holiday in his honor.

*Lake Forest CHSD 115 – Lake (SD 29/HD 58) / Expiration: 2007-08 school year*  
**WM300-3078 – Modification of School Code** (Section 24-2) allows the district to hold school or schedule a teacher inservice day on the legal holidays honoring Abraham Lincoln, Casimir Pulaski, and all veterans of foreign wars. Instruction pertaining to the contributions of the honored individuals will be provided rather than observing the legal school holidays.

*Lake Villa CCSD 41 – Lake (SD 31/HD 62) / Expiration: 2008-09 school year*  
**WM300-3079 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

*Mount Olive CUSD 5 – Macoupin (SD 49/HD 98) / Expiration: 2008-09 school year*  
**WM300-3080 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*Woodland CCSD 50 – Lake (SD 31/HD 62) / Expiration: 2003-04 school year*  
**WM300-3082 – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

*#28 Regional Safe Schools Program – Bureau, Henry, Stark (SD 45/HD 90) / Expiration: 2007-08 school year*  
**WM300-3085 – Modification of School Code** (Section 24-2) allows the regional office to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, and Casimir Pulaski through instructional activities rather than observing school holidays in their honor for schools established under Article 13A.

*Pekin CHSD 303 – Tazewell (SD 46/HD 91) / Expiration: 2008-09 school year*  
**WM300-3090 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*Lowpoint-Washburn CUSD 21 – Woodford, Marshall (SD 37/HD 73) / Expiration: 2008-09 school year*  
**WM300-3091 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln and Casimir Pulaski through instructional activities rather than observing school holidays in their honor.

*Roanoke Benson CUSD 60 – Woodford (SD 37/HD 73) / Expiration: 2008-09 school year*  
**WM300-3092-1 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

*Colona SD 190 – Henry (SD 36/HD 71) / Expiration: 2007-08 school year*  
**WM300-3100 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln and Casimir Pulaski through instructional activities rather than observing school holidays in their honor.

*Morrison CUSD 6 – Whiteside (SD 36/HD 71) / Expiration: 2008-09 school year*  
**WM300-3102-1 (renewal) – Modification of School Code** (Section 24-2) allows the



district to recognize the contributions of Abraham Lincoln, Casimir Pulaski, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

*Thornton THSD 205 – Cook (SD 15/HD 29) / Expiration: 2008-09 school year*

**WM300-3103 – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*Woodland CCSD 50 – Lake (SD 31/HD 62) / Expiration: 2003-04 school year*

**WM300-3104 – Modification of School Code** (Section 24-2) allows the district to hold a teacher institute on the legal holiday honoring Dr. Martin Luther King, Jr. The institute program is subject to prior approval from the Regional Office of Education. Instruction pertaining to the contributions of the honored individual will be provided rather than observing the legal school holiday.

*Marissa CUSD 40 – St. Clair (SD 58/HD 116) / Expiration: 2004-05 school year*

**WM300-3110 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*Park Ridge CCSD 64 – Cook (SD 33/HD 65) / Expiration: 2004-05 school year*

**WM300-3118 – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., through instructional activities rather than observing a school holiday in his honor.

*Geneva CUSD 304 – Kane (SD 25/HD 49) / Expiration: 2008-09 school year*

**WM300-3119-2 (renewal) – Modification of School Code** (Section 24-2) allows the district to schedule an attendance day, a half- or full-day inservice training session, or parent-teacher conferences on the holidays honoring the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars. Any scheduled institute program is subject to prior approval from the Regional Office of Education. Instruction pertaining to the contributions of the honored individuals will be provided rather than observing the legal school holidays.

*DeKalb CUSD 428 – DeKalb (SD 35/HD 70) / Expiration: 2005-06 school year*

**WM300-3121 – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Casimir Pulaski through instructional activities rather than observing a school holiday in his honor.

*Freeburg CCSD 70 – St. Clair (SD 58/HD 116) / Expiration: 2003-04 school year*

**WM300-3123 – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Casimir Pulaski through instructional activities rather than observing a school holiday in his honor.

*Rock Island SD 41 – Rock Island (SD 36/HD 72) / Expiration: 2007-08 school year*

**WM300-3124-1 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*Ottawa ESD 141 – LaSalle (SD 38/HD 76) / Expiration: 2007-08 school year*  
**WM300-3126 – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

*Big Hollow SD 38 – Lake (SD 26/HD 52) / Expiration: 2003-04 school year*  
**WM300-3127 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*Zion ESD 6 – Lake (SD 31/HD 61) / Expiration: 2008-09 school year*  
**WM300-3128 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*Bunker Hill CUSD 8 – Macoupin (SD 49/HD 98) / Expiration: 2008-09 school year*  
**WM300-3130 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*Marshall CUSD C-2 – Clark (SD 55/HD 109) / Expiration: 2008-09 school year*  
**WM300-3131-2 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of all veterans of foreign wars through instructional activities rather than observing a school holiday in their honor.

*LaGrange Highlands SD 106 – Cook (SD 41/HD 82) / Expiration: 2008-09 school year*  
**WM300-3133 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Casimir Pulaski through instructional activities rather than observing a school holiday in his honor.

*North Palos SD 117 – Cook (SD 18/HD 36) / Expiration: 2007-08 school year*  
**WM300-3137 – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*Medinah SD 11 – DuPage (SD 23/HD 45) / Expiration: 2008-09 school year*  
**WM300-3140 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*Hawthorn CCSD 73 – Lake (SD 30/HD 59) / Expiration: 2005-06 school year*  
**WM300-3143 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

*Addison SD 4 – DuPage (SD 23/HD 46) / Expiration: 2008-09 school year*  
**WM300-3145 (renewal) – Modification of School Code** (Section 24-2) allows the district to schedule an attendance day or a teacher inservice day on the holidays honoring Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars. Instruction pertaining to the contributions of the honored individuals will be provided rather than observing the legal school holidays.

*Plano CUSD 88 – Kendall (SD 25/HD 50) / Expiration: 2008-09 school year*  
**WM300-3146-2 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

*Leland CUSD 1 – LaSalle (SD 35/HD 70) / Expiration: 2003-04 school year*  
**WM300-3149 (renewal) – Modification of School Code** (Section 24-2) allows the district to schedule an attendance day or a teacher inservice day on the holiday honoring Abraham Lincoln. Instruction pertaining to the contributions of the honored individual will be provided rather than observing the legal school holiday.

*Leland CUSD 1 – LaSalle (SD 35/HD 70) / Expiration: 2008-09 school year*  
**WM300-3153-2 (renewal) – Modification of School Code** (Section 24-2) allows the district to schedule an attendance day or a teacher inservice day on the holidays honoring Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars. Instruction pertaining to the contributions of the honored individuals will be provided rather than observing the legal school holidays.

*Wheaton CUSD 200 – DuPage (SD 48/HD 95) / Expiration: 2008-09 school year*  
**WM300-3154 – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of all veterans of foreign wars through instructional activities rather than observing a school holiday in their honor.

*Aurora West USD 129 – Kane (SD 42/HD 83) / Expiration: 2008-09 school year*  
**WM300-3156-2 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln and Casimir Pulaski through instructional activities rather than observing school holidays in their honor.

*LaGrange Park SD 102 – Cook (SD 21/HD 41) / Expiration: 2007-08 school year*  
**WM300-3157 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln, Casimir Pulaski, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

*Unity Point CCSD 140 – Jackson (SD 58/HD 115) / Expiration: 2008-09 school year*  
**WM300-3159 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*Lexington SD 7 – McLean (SD 53/HD 106) / Expiration: 2008-09 school year*  
**WM300-3163-2 – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Christopher Columbus through instructional activities

rather than observing a school holiday in his honor.

*Staunton CUSD 6 – Macoupin* (SD 49/HD 98) / **Expiration: 2008-09 school year**  
**WM300-3167 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*Fairview SD 72 – Cook* (SD 8/HD 15) / **Expiration: 2008-09 school year**  
**WM300-3171 (renewal) – Modification of School Code** (Section 24-2) allows the district to schedule an attendance day, a teacher inservice day, or parent-teacher conferences on the holidays honoring Abraham Lincoln and Casimir Pulaski. Instruction pertaining to the contributions of the honored individuals will be provided rather than observing the legal school holidays.

*Bartonville SD 66 – Peoria* (SD 46/HD 91) / **Expiration: 2008-09 school year**  
**WM300-3175 (renewal) – Modification of School Code** (Section 24-2) allows the district to schedule an attendance day or teacher institute on the holidays honoring Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars. The institute program is subject to prior approval from the Regional Office of Education. Instruction pertaining to the contributions of the honored individuals will be provided rather than observing the legal school holidays.

*Winnebago CUSD 323 – Winnebago* (SD 45/HD 89) / **Expiration: 2008-09 school year**  
**WM300-3178-2 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln, Casimir Pulaski, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

*Arlington Heights THSD 214 – Cook* (SD 33/HD 66) / **Expiration: 2009-10 school year**  
**WM300-3180-3 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln and Casimir Pulaski through instructional activities rather than observing school holidays in their honor. This modification takes effect in the 2005-06 school year.

*Martinsville CUSD C-3 – Clark* (SD 55/HD 109) / **Expiration: 2008-09 school year**  
**WM300-3182 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*Mahomet-Seymour CUSD 3 – Champaign* (SD 55/HD 110) / **Expiration: 2009-10 school year**  
**WM300-3184-1 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor. This modification takes effect in the 2005-06 school year.

*Elgin SD U-46 – Kane* (SD 22/HD 43) / **Expiration: 2008-09 school year**  
**WM300-3185-2 – Modification of School Code** (Section 24-2) allows the district to schedule an attendance day, a teacher inservice day, or school improvement day on the

holiday honoring Abraham Lincoln. Instruction pertaining to the contribution of the honored individual will be provided rather than observing the legal school holiday.

*Moline SD 40 – Rock Island (SD 36/HD 72) / Expiration: 2008-09 school year*  
**WM300-3186 – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Casimir Pulaski through instructional activities rather than observing a school holiday in his honor.

*Tinley Park CCSD 146 – Cook (SD 19/HD 37) / Expiration: 2004-05 school year*  
**WM300-3197-2 – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

*Maine THSD 207 – Cook (SD 33/HD 65) / Expiration: 2008-09 school year*  
**WM300-3199 – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Casimir Pulaski and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

*McLean CUD 5 – McLean (SD 44/HD 88) / Expiration: 2008-09 school year*  
**WM300-3201-2 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Christopher Columbus through instructional activities rather than observing a school holiday in his honor.

*Manteno CUSD 5 – Kankakee (SD 40/HD 79) / Expiration: 2008-09 school year*  
**WM300-3202-2 (renewal) – Modification of School Code** (Section 24-2) allows the district to schedule an attendance day, parent-teacher conferences, or a teacher institute on the holidays honoring Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, and all veterans of foreign wars. The institute program is subject to prior approval from the Regional Office of Education. Instruction pertaining to the contributions of the honored individuals will be provided rather than observing the legal school holidays.

*Lisle CUSD 202 – DuPage (SD 21/HD 42) / Expiration: 2008-09 school year*  
**WM300-3208-2 – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Casimir Pulaski through instructional activities rather than observing a school holiday in his honor.

*Belleville SD 118 – St. Clair (SD 57/HD 113) / Expiration: 2008-09 school year*  
**WM300-3218 – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Casimir Pulaski through instructional activities rather than observing a school holiday in his honor.

*Saunemin CCSD 438 – Livingston (SD 53/HD 105) / Expiration: 2008-09 school year*  
**WM300-3227 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln and Casimir Pulaski through instructional activities rather than observing school holidays in their honor.

*South Beloit CUSD 320 – Winnebago (SD 34/HD 68) / Expiration: 2009-10 school year*

**WM300-3235-2 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor. This modification takes effect in the 2004-05 school year.

*Taylorville CUSD 3 – Christian* (SD 49/HD 98) / **Expiration: 2008-09 school year**

**WM300-3236 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

*Coulterville USD 1 – Randolph* (SD 58/HD 116) / **Expiration: 2008-09 school year**

**WM300-3237 – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*Indian Creek CUSD 425 – DeKalb* (SD 35/HD 70) / **Expiration: 2008-09 school year**

**WM300-3239-2 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

*Lake Bluff SD 65 – Lake* (SD 29/HD 58) / **Expiration: 2004-05 school year**

**WM300-3240 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Casimir Pulaski and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

### **Physical Education**

*South Holland SD 151 – Cook* (SD 15/HD 29) / **Expiration: 2005-06 school year**

**WM300-3047-1 (renewal) – Modification of School Code** (Section 27-6) allows the district to permit students in kindergarten through grade 5 to participate in physical education three days a week for 30 to 45 minutes each session rather than daily for 15 to 20 minutes each session due to a block schedule.

*Grant Park CUSD 6 – Kankakee* (SD 40/HD 79) / **Expiration: 2007-08 school year**

**WM300-3055 – Modification of School Code** (Section 27-6) allows the district to permit students in grades 9 through 12 to participate in physical education every other day for 84 minutes each session rather than daily due to an 8-block schedule.

*DuQuoin CUSD 300 – Perry* (SD 58/HD 115) / **Expiration: 2007-08 school year**

**WM300-3067 (renewal) – Modification of School Code** (Section 27-6) allows the district to permit students in grades 9 through 12 to participate in physical education every day for 90 minutes each session for one semester only due to a 4-block schedule.

*Virginia CUSD 64 – Cass (SD 47/HD 93) / Expiration: 2007-08 school year*  
**WM300-3072 – Modification of School Code** (Section 27-6) allows the district to permit students in grades 6 through 12 to participate in physical education every other day for 80 minutes each session rather than daily due to an 8-block schedule.

*Princeton HSD 500 – Bureau (SD 37/HD 74) / Expiration: 2008-09 school year*  
**WM300-3132 (renewal) – Modification of School Code** (Section 27-6) allows the district to permit students in grades 9 through 12 to participate in physical education every day for 85 minutes each session for two quarters only due to a 4-block schedule.

*Brown County CUSD 1 – Brown (SD 47/HD 93) / Expiration: 2008-09 school year*  
**WM300-3150 (renewal) – Modification of School Code** (Section 27-6) allows the district to permit students in grades 6 through 12 to participate in physical education every other day for 90 minutes each session rather than daily due to an 8-block schedule.

*Princeville CUSD 326 – Peoria, Marshall (SD 37/HD 73) / Expiration: 2008-09 school year*  
**WM300-3169 (renewal) – Modification of School Code** (Section 27-6) allows the district to permit students in grades 9 through 12 to participate in physical education every other day for 86 minutes each session rather than daily due to an 8-block schedule.

*Arlington Heights THSD 214 – Cook (SD 33/HD 66) / Expiration: 2008-09 school year*  
**WM300-3180-1 (renewal) – Modification of School Code** (Section 27-6) allows the district to permit students in grades 9 through 12 to participate in physical education for 90 minutes each session either every other day rather than daily or daily for one semester only due to block scheduling.

*Harrisburg CUSD 3 – Saline (SD 59/HD 118) / Expiration: 2008-09 school year*  
**WM100-3205 (renewal) – Waiver of School Code** (Section 27-6) allows the district to permit students in grades 9 through 12 to participate in physical education every day for 70 to 75 minutes each session for two quarters only due to a 4-block schedule.

*Sherrard CUSD 200 – Rock Island (SD 36/HD 72) / Expiration: 2008-09 school year*  
**WM100-3220 (renewal) – Waiver of School Code** (Section 27-6) allows the district to permit students in grades 7 through 12 to participate in physical education every day for 85 minutes each session for one semester only due to a 4-block schedule.

*Evergreen Park CHSD 231 – Cook (SD 18/HD 36) / Expiration: 2008-09 school year*  
**WM300-3233 – Modification of School Code** (Section 27-6) allows the district to permit students in grades 9 through 12 to participate in physical education every day for 83 minutes each session for two quarters only due to a 4-block schedule.

**Prairie State Achievement Examination – Instructional Time**

*La Salle-Peru THSD 120 – LaSalle (SD 38/HD 76) / Expiration: 2003-04 school year*  
**WM300-3083 (renewal) – Modification of School Code** (Section 18-8.05(F)(2)(d)) allows the district to dismiss students in grade 11 following the administration of the Prairie State Achievement Examination on April 28 and 29. Students in grades 9, 10,

and 12 will attend school for a half day on the afternoon of April 28 and have no school on April 29. The district will accumulate sufficient student attendance time beyond the five-clock-hour instructional day to be applied to these days so that they can be counted among the 176 days of pupil attendance required by Section 10-19.

*Geneseo CUSD 228 – Henry (SD 45/HD 90) / Expiration: 2007-08 school year*

**WM300-3109 (renewal) – Modification of School Code** (Section 18-8.05(F)(2)(d)) allows the district to dismiss students in grade 11 following the administration of the Prairie State Achievement Examination on two days in April. Students in grades 9, 10, and 12 will attend school on the first test administration day in the afternoon and will have a non-attendance day on the second day. The district will accumulate sufficient student attendance time beyond the five-clock-hour instructional day to be applied to these days so that they can be counted among the 176 days of pupil attendance required by Section 10-19.

*Moline USD 40 – Rock Island (SD 36/HD 72) / Expiration: 2007-08 school year*

**WM300-3111 (renewal) – Modification of School Code** (Section 18-8.05(F)(2)(d)) allows the district to dismiss students in grade 11 following the administration of the Prairie State Achievement Examination on two days in April. Students in grades 9, 10, and 12 will attend school on the first test administration day in the afternoon and will have a non-attendance day on the second day. The district will accumulate sufficient student attendance time beyond the five-clock-hour instructional day to be applied to these days so that they can be counted among the 176 days of pupil attendance required by Section 10-19.

*Washington CHSD 308 – Tazewell (SD 53/HD 106) / Expiration: 2003-04 school year*

**WM300-3112 (renewal) – Modification of School Code** (Section 18-8.05(F)(2)(d)) allows the district to dismiss students in grades 9, 10, and 11 following the administration of the Prairie State Achievement Examination on April 28 and 29 and to not hold school on these days for students in grade 12. The district will accumulate sufficient student attendance time beyond the five-clock-hour instructional day to be applied to these days so that they can be counted among the 176 days of pupil attendance required by Section 10-19.

*Ottawa HSD 140 – LaSalle (SD 38/HD 76) / Expiration: 2007-08 school year*

**WM300-3113 (renewal) – Modification of School Code** (Section 18-8.05(F)(2)(d)) allows the district to dismiss students in grade 11 following the administration of the Prairie State Achievement Examination for two days in April and to not hold school on these days for students in grades 9, 10 and 12. The district will accumulate sufficient student attendance time beyond the five-clock-hour instructional day to be applied to these days so that they can be counted among the 176 days of pupil attendance required by Section 10-19.

*Rock Island SD 41 – Rock Island (SD 36/HD 72) / Expiration: 2005-06 school year*

**WM300-3124-2 (renewal) – Modification of School Code** (Section 18-8.05(F)(2)(d)) allows the district to dismiss students in grade 11 following the administration of the Prairie State Achievement Examination for two days in April. Students in grades 9, 10, and 12 will attend school in the afternoon on the first test administration day and will have a non-attendance day on the second day. The district will accumulate sufficient student attendance time beyond the five-clock-hour instructional day to be applied to these days so that they can be counted among the 176 days of pupil attendance



required by Section 10-19.

*Champaign CUSD 4 – Champaign* (SD 52/HD 103) / **Expiration: 2003-04 school year WM300-3198 (renewal) – Modification of School Code** (Section 18-8.05(F)(2)(d)) allows the district to require that students in grades 9, 10, and 12 attend school only in the afternoon for two days in April when the Prairie State Achievement Examination is administered. The district will accumulate sufficient student attendance time beyond the five-clock-hour instructional day to be applied to these days so that they can be counted among the 176 days of pupil attendance required by Section 10-19.

*Zion-Benton THSD 126 – Lake* (SD 31/HD 61) / **Expiration: 2007-08 school year WM300-3238 – Modification of School Code** (Section 18-8.05(F)(2)(d)) allows the district to dismiss students in grade 11 following the administration of the Prairie State Achievement Examination for two days in April and to not hold school on these days for students in grades 9, 10 and 12. The district will accumulate sufficient student attendance time beyond the five-clock-hour instructional day to be applied to these days so that they can be counted among the 176 days of pupil attendance required by Section 10-19.

### **School Food Program**

*Lyons SD 103 – Cook* (SD 11/HD 21) / **Expiration: 2007-08 school year WM400-3099 – Modification of Administrative Rule** (23 Illinois Administrative Code 305.15(b), (c), and (f)) allows the district to permit school-based groups and student organizations to sell food during regularly scheduled breaks and lunch periods and to use the proceeds from the sales for their respective organizations rather than returning the money to the school food program.

### **Transportation**

*Steeleville CUSD 138 – Randolph* (SD 58/HD 116) / **Expiration: 2008-09 school year WM300-3134-2 – Modification of School Code** (Section 29-3) allows the district to enable parents to waive their right to free transportation for their child. A parent may reinstate the free transportation option by providing a request to the district at least a month in advance of when they want the child to begin riding the bus. The district hopes to reduce bus routes that are little used by students who use alternative means to get to school.

## SECTION IV

### Applications Returned to Applicants

Listed below are several categories of requests that have been returned to applicants. Some of these applicants sought permission for actions that were already permissible under the law or rules. Other requests were returned because they were ineligible under the law (e.g., mandates not found in the School Code, applicant is not eligible to apply, application incomplete).

#### NO WAIVER NEEDED

##### Holidays

*Patoka CUSD 100 – Marion (SD 54/HD 107) / Expiration: 2008-09 school year*  
**WM300-3148 (renewal) – Modification of School Code** (Section 24-2). The district requested to be allowed to hold school on the legal holiday honoring Abraham Lincoln. The district currently has an approved modification for this day that is in effect until the 2006-07 school year.

*Lisle CUSD 202 – DuPage (SD 21/HD 42) / Expiration: 2008-09 school year*  
**WM300-3208-3 (renewal) – Modification of School Code** (Section 24-2). The district requested to be allowed to hold school on the legal holiday honoring Abraham Lincoln. The district currently has an approved modification for this day that is in effect until the 2006-07 school year.

#### INELIGIBLE

##### Certification

*Steeleville CUSD 138 – Randolph (SD 58/HD 116) / Expiration: 2007-08 school year*  
**WM100-3134-1 – Waiver of School Code** (Section 21-5). The district requested to be allowed to use instructors with high school certification (i.e., grades 6 through 12) to teach students in grade 5. The waiver law prohibits districts from requesting waivers from laws and rules dealing with certification.

##### Content of Evaluation Plans

*Grayslake CHSD 127 – Lake (SD 31/HD 62) / Expiration: 2008-09 school year*  
**WM100-3108 (renewal) – Waiver of School Code** (Section 24A-5). The district requested to be allowed to use two categories rather than three for the teacher evaluation process. P.A. 93-557, effective August 20, 2003, now requires that the public hearing to consider the request be held on a day other than a regular board meeting day and that legislators be notified in writing of the public hearing.

### Driver Education

*Adlai E. Stevenson HSD 125 – Lake (SD 30/HD 59) / Expiration: 2007-08 school year*  
**WM100-3070 – Waiver of School Code** (Section 27-23). The district requested to be allowed to increase the fee charged of students who participate in driver's education up to \$350. P.A. 93-557, effective August 20, 2003, now requires that the public hearing to consider the request be held on a day other than a regular board meeting day and that legislators be notified in writing of the public hearing.

*Tri-Valley CUSD 3 – McLean (SD 53/HD 106) / Expiration: 2008-09 school year*  
**WM100-3170 – Waiver of School Code** (Section 27-23). The district requested to be allowed to increase the fee charged of students who participate in driver's education up to \$250. P.A. 93-557, effective August 20, 2003, now requires that the public hearing to consider the request be held on a day other than a regular board meeting day and that legislators be notified in writing of the public hearing.

### Holidays

*Lake Villa CCSD 41 – Lake (SD 31/HD 62) / Expiration: 2008-09 school year*  
**WM300-3062 (renewal) – Modification of School Code** (Section 24-2). The district requested to be allowed to hold school on the legal holidays honoring Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars. P.A. 93-557, effective August 20, 2003, now requires that the public hearing to consider the request be held on a day other than a regular board meeting day and that legislators be notified in writing of the public hearing.

*Bunker Hill CUSD 8 – Macoupin (SD 49/HD 98) / Expiration: 2008-09 school year*  
**WM300-3063 (renewal) – Modification of School Code** (Section 24-2). The district requested to be allowed to hold school on the legal holiday honoring Abraham Lincoln. P.A. 93-557, effective August 20, 2003, now requires that the public hearing to consider the request be held on a day other than a regular board meeting day and that legislators be notified in writing of the public hearing.

*Marissa CUSD 40 – St. Clair (SD 58/HD 116) / Expiration: 2004-05 school year*  
**WM300-3093 (renewal) – Modification of School Code** (Section 24-2). The district requested to be allowed to hold school on the legal holiday honoring Abraham Lincoln. P.A. 93-557, effective August 20, 2003, now requires that the public hearing to consider the request be held on a day other than a regular board meeting day and that legislators be notified in writing of the public hearing.

*La Grange SD 102 – Cook (SD 21/HD 41) / Expiration: 2007-08 school year*  
**WM300-3094 (renewal) – Modification of School Code** (Section 24-2). The district requested to be allowed to hold school on the legal holidays honoring Abraham Lincoln, Casimir Pulaski, and all veterans of foreign wars. P.A. 93-557, effective August 20, 2003, now requires that the public hearing to consider the request be held on a day other than a regular board meeting day and that legislators be notified in writing of the public hearing.

*Freeburg CCSD 70 – St. Clair (SD 58/HD 116) / Expiration: 2003-04 school year*  
**WM300-3098 – Modification of School Code** (Section 24-2). The district requested to be allowed to hold school on the legal holiday honoring Casimir Pulaski. P.A. 93-557,

effective August 20, 2003, now requires that the public hearing to consider the request be held on a day other than a regular board meeting day and that legislators be notified in writing of the public hearing.

*Rock Island SD 41 – Rock Island (SD 36/HD 72) / Expiration: 2003-04 school year*  
**WM300-3106-1 (renewal) – Modification of School Code** (Section 24-2). The district requested to be allowed to hold school on the legal holiday honoring Abraham Lincoln. P.A. 93-557, effective August 20, 2003, now requires that the public hearing to consider the request be held on a day other than a regular board meeting day and that legislators be notified in writing of the public hearing.

*North Palos SD 117 – Cook (SD 18/HD 36) / Expiration: 2007-08 school year*  
**WM300-3122 – Modification of School Code** (Section 24-2). The district requested to be allowed to hold school on the legal holiday honoring Abraham Lincoln. P.A. 93-557, effective August 20, 2003, now requires that the public hearing to consider the request be held on a day other than a regular board meeting day and that legislators be notified in writing of the public hearing.

*LaGrange Highlands SD 106 – Cook (SD 41/HD 82) / Expiration: 2008-09 school year*  
**WM300-3125 (renewal) – Modification of School Code** (Section 24-2). The district requested to be allowed to hold school on the legal holiday honoring Casimir Pulaski. P.A. 93-557, effective August 20, 2003, now requires that the public hearing to consider the request be held on a day other than a regular board meeting day and that legislators be notified in writing of the public hearing.

*Monroe SD 70 – Peoria (SD 46/HD 92) / Expiration: 2008-09 school year*  
**WM300-3174 (renewal) – Modification of School Code** (Section 24-2). The district requested to be allowed to hold school on the legal holidays honoring Dr. Martin Luther King, Jr., Abraham Lincoln, and Casimir Pulaski. A quorum of board members failed to attend the public hearing held to consider the request.

*Germantown Hills School District 69 – Woodford (SD 37/HD 73) / Expiration: 2008-09 school year*  
**WM100-3219 (renewal) – Modification of School Code** (Section 24-2). The district requested to be allowed to hold school on the legal holiday honoring Abraham Lincoln. The district failed to provide evidence that it met the notice and public hearing requirements of the waiver law.

### **Limitation of Administrative Costs**

*Lena-Winslow CUSD 202 – Stephenson (SD 45/HD 89) / Expiration: 2003-04 school year*  
**WM100-3087 (renewal) – Waiver of School Code** (Section 17-1.5). The district requested to be allowed to exceed the limitation on administrative expenses due to circumstances beyond its control. P.A. 93-557, effective August 20, 2003, now requires that the public hearing to consider the request be held on a day other than a regular board meeting day and that legislators be notified in writing of the public hearing.

*Rutland CCSD 230 – LaSalle (SD 38/HD 76) / Expiration: 2004-05 school year*  
**WM100-3115 (renewal) – Waiver of School Code** (Section 17-1.5). The district

requested to be allowed to exceed the limitation on administrative expenses due to circumstances beyond its control. P.A. 93-557, effective August 20, 2003, now requires that the public hearing to consider the request be held on a day other than a regular board meeting day and that legislators be notified in writing of the public hearing.

*Wallace CCSD 195 – LaSalle (SD 38/HD 76) / Expiration: 2004-05 school year*  
**WM100-3120 (renewal) – Waiver of School Code** (Section 17-1.5). The district requested to be allowed to exceed the limitation on administrative expenses due to circumstances beyond its control. P.A. 93-557, effective August 20, 2003, now requires that the public hearing to consider the request be held on a day other than a regular board meeting day and that legislators be notified in writing of the public hearing.

### **Physical Education**

*Brown County CUSD 1 – Brown (SD 47/HD 93) / Expiration: 2008-09 school year*  
**WM300-3101 (renewal) – Modification of School Code** (Section 27-6). The district requested to be allowed to hold physical education classes every other day for 90 minutes a session rather than daily. P.A. 93-557, effective August 20, 2003, now requires that the public hearing to consider the request be held on a day other than a regular board meeting day and that legislators be notified in writing of the public hearing.

*Princeton HSD 500 – Bureau (SD 37/HD 74) / Expiration: 2008-09 school year*  
**WM300-3116 (renewal) – Modification of School Code** (Section 27-6). The district requested to be allowed to offer physical education classes for one semester for double the time each session due to a 4-block schedule. P.A. 93-557, effective August 20, 2003, now requires that the public hearing to consider the request be held on a day other than a regular board meeting day and that legislators be notified in writing of the public hearing.

*Harrisburg CUSD 3 – Saline (SD 59/HD 118) / Expiration: 2008-09 school year*  
**WM300-3147 (renewal) – Modification of School Code** (Section 27-6). The district requested to be allowed to offer physical education classes for one semester for double the time each session due to a 4-block schedule. The district failed to provide proper notice of the hearing held to consider the request.

*Morton CUSD 709 – Tazewell (SD 53/HD 106) / Expiration: 2008-09 school year*  
**WM300-3200 (renewal) – Modification of School Code** (Section 27-6). The district requested to be allowed to hold physical education classes twice a week rather than daily. P.A. 93-557, effective August 20, 2003, now requires that the public hearing to consider the request be held on a day other than a regular board meeting day and that legislators be notified in writing of the public hearing.

*St. Joseph-Ogden CHSD 305 – Champaign (SD 52/HD 104) / Expiration: 2008-09 school year*  
**WM100-3217 (renewal) – Waiver of School Code** (Section 24-2). The district requested to be allowed to excuse students in grade 12 from the daily physical education requirement in order to enroll in other academic classes. The district failed to provide proper notice of the hearing held to consider the request.

### **Prairie State Achievement Examination – Instructional Time**

*Geneseo CUSD 228 – Henry* (SD 45/HD 90) / **Expiration: 2003-04 school year**  
**WM300-3089 (renewal) – Modification of School Code** (Section 18-8.05(F)(2)(d)). The district requested to be allowed to adjust the length of the school day for some students on the days when the Prairie State Achievement Examination is administered. P.A. 93-557, effective August 20, 2003, now requires that the public hearing to consider the request be held on a day other than a regular board meeting day and that legislators be notified in writing of the public hearing.

*Rock Island SD 41 – Rock Island* (SD 36/HD 72) / **Expiration: 2003-04 school year**  
**WM300-3106-2 (renewal) – Modification of School Code** (Section 18-8.05(F)(2)(d)). The district requested to be allowed to adjust the length of the school day for some students on the days when the Prairie State Achievement Examination is administered. P.A. 93-557, effective August 20, 2003, now requires that the public hearing to consider the request be held on a day other than a regular board meeting day and that legislators be notified in writing of the public hearing.

*Kaneland CUSD 302 – Kane* (SD 25/HD 50) / **Expiration: 2004-05 school year**  
**WM300-3221 (renewal) – Modification of School Code** (Section 18-8.05(F)(2)(d)). The district requested to be allowed to adjust the length of the school day for some students on the days when the Prairie State Achievement Examination is administered. P.A. 93-557, effective August 20, 2003, now requires that the public hearing to consider the request be held on a day other than a regular board meeting day and that legislators be notified in writing of the public hearing.

### **Special Education**

*Plainfield SD 202 – Will* (SD 42/HD 84) / **Expiration: 2003-04 school year**  
**WM200-3068 – Waiver of Administrative Rule** (23 Illinois Administrative Code 226.730(a)(3) and (a)(7)). The district requested to be allowed to increase by one student the maximum allowed in a special education classroom. The waiver law prohibits waivers from mandates concerning special education.

### **Statement of Affairs**

*Hiawatha CUSD 426 – DeKalb* (SD 35/HD 69) / **Expiration: 2006-07 school year**  
**WM100-3226 – Waiver of School Code** (Section 10-17). The district requested to be allowed to not publish a statement of affairs since it sends to each household a monthly bulletin. P.A. 93-557, effective August 20, 2003, now requires that the public hearing to consider the request be held on a day other than a regular board meeting day and that legislators be notified in writing of the public hearing.

### **Withdrawn**

### **Limitation of Administrative Costs**

*Cowden-Herrick CUSD 3A – Shelby* (SD 51/HD 102) / **Expiration: 2003-04 school year**  
**WM100-3084 – Waiver of School Code** (Section 17-1.5). The district withdrew its

request to be allowed to exceed the limitation on administrative expenses due to circumstances beyond its control.

**Physical Education**

*Orangeville CUSD 203 – Stephenson (SD 45/HD 89) / Expiration: 2003-04 school year*

**WM100-3065 – Waiver of School Code** (Section 27-6). The district withdrew its request to be allowed to provide physical education for 40 minutes a session two or three times a week.

**ILLINOIS STATE BOARD OF EDUCATION**

April 22, 2004

**TO:** Illinois State Board of Education

**FROM:** Robert E. Schiller, Superintendent  
Respicio F. Vazquez, General Counsel  
Lynne M. Curry, Director, Planning & Performance

**Agenda Topic:** Action Item: Determination of Glenbard School District #87  
Request for Modification of Rules

**Materials:** Modification Application

**Staff Contacts:** Lynne M. Curry  
Sandy Dunkel

**Purpose of Agenda Item**

To consider disapproving a request to modify the rules governing teacher supervision for cooperative education courses.

**Expected Outcome of Agenda Item**

The Board's disapproval of the request.

**Background Information**

At the time the Board adopted emergency rules for the waiver process in March 1995, it also acted to establish a procedure for considering those requests upon which the State Board must act (i.e., modifications of School Code mandates and waivers and modifications of agency rules.) By law, the State Board must act on these requests within 45 days. Given this timeframe, the Board delegated responsibility to the State Superintendent to approve those requests that are in conformance with the waiver law. In addition, it stipulated that any request that the State Superintendent believed should be denied must come before the Board for final action. The Board will consider one request that staff believe should be denied; the superintendent representing the school district submitting the request has been notified of the Board's consideration.

In considering denial of a request deemed to be a modification of a School Code mandate or a waiver or modification of agency rules, the State Board reviews whether the request meets the criteria for disapproval stipulated in the law, which includes the following:



- The request is not based upon sound educational practices.
- The requested action would endanger the health or safety of students or staff.
- The requested action would compromise equal opportunities for learning.
- The request does not address the intent of the rule or mandate in a more effective, efficient or economical manner.
- The request does not have improved student performance as a primary goal.

One request from Glenbard Township High School District 87 for a modification of a State Board of Education rule is not based on sound educational practices, would endanger the safety of students and does not appear to meet the intent of the law in a more effective, efficient, or economical manner. Specific reasons for recommending denial of this request are discussed below. As noted above, the State Board has 45 days to act to deny a request after that request has been received, otherwise the request is “deemed” approved. The 45-day timeline for the Glenbard request will end May 2, 2004.

### **Analysis and Policy Implications**

Section 254.1150(b) of the rules governing Vocational Education requires that students receive at least ½ hour of on-the-job supervision a week by a qualified teacher-coordinator. Glenbard would like to enroll 20 students per teacher/coordinator, thereby providing each student only 15 minutes of on-the-job supervision a week. It is recommended that this request be denied since providing only 15 minutes of supervision a week for each student will endanger the health and safety of students and is not based upon sound educational practices. The rules for cooperative education exist to assure viable training situations in the private sector are offered to students that provide the most appropriate and safe setting for students to develop skills necessary for further training and/or employment. Specific reasons for the recommendation are:

1. The rule requires that at least a half hour of supervision per student per week is provided. This requirement provides adequate time for the teacher/coordinator to assure students continue to work in a safe environment as well as that the worksite complies with all provisions of the child labor laws.
2. Cooperative education is an instructional class that provides a student credit to meet local high school graduation requirements. As such, students are required to be supervised by a certified educator. Providing only 15 minutes a week of supervision would result in this responsibility being shifted from the teacher/coordinator to an employer, who is not certified and could not assign a grade.
3. The activities of the student are part of a training memorandum, which is jointly developed by the teacher/coordinator and the employer. The memorandum outlines a series of experiences designed to assist the student in developing occupational skills. E-mail, faxes and other electronic communication between the employer and the teacher/coordinator – rather than on-site observation by the

teacher/coordinator - will not provide the teacher/coordinator assurance that the training memorandum is being fulfilled in an effective, efficient and safe manner.

4. The required related career and technical education class for cooperative education is based on a specific curriculum that supports the worksite component. Class time is not intended to be used as time to monitor employment or employer issues.

### **Superintendent's Recommendation**

The Board should deny the petition from Glenbard 87 because it would endanger the health or safety of students and because it does not address the intent of the rule or mandate in a more effective, efficient or economical manner.

### **Next Steps**

The district will be informed of the Board's action and of the appeal process. In addition, a description of the request and the Board's action will be included in the May 1, 2004, report to the General Assembly transmitting waiver requests.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**April 22, 2004**

**TO:** Illinois State Board of Education

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

**Agenda Topic:** Action Item: Approval of Academic Improvement Awards Criteria and Program

*Staff Contact(s):* Connie Wise

**Purpose of Agenda Item**

To inform the Board of upcoming Academic Improvement Awards based on state testing data and Adequate Yearly Progress calculations through 2003.

**Expected Outcome(s) of Agenda Item**

The State Board will understand and approve the criteria for selection and the awards process to take place in May 2004.

**Background Information**

Public Act 93-0470 modified the School Code (105 ILCS 5/2-3.25) to bring Illinois school accountability into line with the *No Child Left Behind Act of 2001* (NCLB). Section 5/2-3.25c requires the State Board of Education to institute a system of rewards and acknowledgements for schools and districts that consistently meet Adequate Yearly Progress (AYP) criteria.

In the fall of 2003, the State Board recognized a group of high-performing, high-poverty schools through a joint project with Northern Illinois University (NIU). These "Spotlight Schools" received state recognition and a financial award from the Illinois Business Roundtable. These schools are highlighted on the ISBE website.

In March 2004, the State Board approved the removal of 22 schools from the Academic Early Warning List for meeting AYP criteria in 2002 and 2003, and sent congratulatory letters and certificates to those schools.

Once again partnering with the NIU University Outreach office, the State Board will now identify and recognize an additional 99 schools for consistent academic improvement while meeting Adequate Yearly Progress criteria.

### ***Criteria for Academic Improvement Awards***

- School made Adequate Yearly Progress (AYP) in 2003, and
- School's state test results show an upward trend, and
- School showed at least 7.5% improvement in scores between 2002 and 2003  
OR
- School showed at least 15% improvement in scores between 2001 and 2003.

The 7.5% improvement increments were selected to match the projected increase in annual academic performance targets under NCLB beginning in 2005.

Schools will be invited to awards events in north, central and southern Illinois locations during the month of May. NIU researchers will interview school personnel and post school information to our website.

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

#### ***Policy Implications***

The State Board has committed to implementing state and federal accountability laws. While much of that implementation involves identifying schools in various levels of improvement status, and providing school improvement assistance to those schools and districts. The law also offers the positive opportunity to recognize schools that improve performance and maintain high expectations for students. This identification coincides with the Board's continuing policy commitment to institutionalizing a strong, standards-led academic program in all public school districts in Illinois.

#### ***Budget Implications***

The cost of the Academic Improvement Awards program is approximately \$30,000, most of which will be paid from the Board's Standards, Assessment and Accountability line item (state funds).

#### ***Communication***

The State Board will notify all award recipients, issue a statewide press release, provide sample local press releases for school district use, and post school information on the ISBE website.

### **Superintendent's Recommendation**

The State Board should approve the Academic Improvement Awards criteria and program as presented.

### **Next Steps**

ISBE, in collaboration with NIU, will notify schools, prepare press materials, schedule and conduct awards ceremonies in May, and post information on the agency website.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**April 22, 2004**

**TO:** Illinois State Board of Education

**FROM:** Robert E. Schiller, Superintendent

**Agenda Topic:** Action Item: Determination of School Status Appeals

**Staff Contact(s):** Lou Ann Reichle, Assistant Legal Advisor

**Purpose of Agenda Item**

The purpose of the agenda item is to inform the Board of the latest recommendations from the Appeals Advisory Committee to the State Superintendent and discuss the recommendations as presented.

**Expected Outcome(s) of Agenda Item**

The outcome will be final action on two appeals.

**Background Information**

School districts may appeal school or district status levels, recognition levels, or corrective action. The State Board of Education is charged with processing school and district appeals through an Appeals Advisory Committee.

The Appeals Advisory Committee was appointed in August 2003, and held its initial meeting on September 16, 2003. It has had five meetings to hear appeals, and has heard ten to date. No additional appeals are awaiting hearing at this time.

**Current Issue**

Regarding **Argo #217**, the major issues as outlined by the district were:

1. The designation of the district on the state Academic Early Warning (AEW) list is erroneous and should be struck; and
2. The identification of the high school as in school improvement status under the *No Child Left Behind Act of 2001 (NCLB)* is inaccurate and should be withdrawn.

Counsel for the district stated that the State failed to notify the district in a timely fashion of their status. He said the district was never provided the necessary system of support. Under state law, districts are assigned an external support team to provide guidance to revise their school improvement plans. On December 12, 2002, the district was informed by the State that its high school was being placed on the AEW list. In December 2002 the district contacted State officials regarding this late designation. Other districts had been notified in advance of the school year, in June 2002. As a result, the district did not participate in any system of support meetings in fall 2002. In January 2003 a consultant was assigned to the district regarding the formulation of a school improvement plan, due June 2003. Argo did not receive the assistance of

consultants who were assigned to work with districts to address State-identified deficiencies and set goals to address student improvement by designated sub-groups. The plan was completed. As of September 2003 the district had not been notified of the status of its plan.

The district has instituted a series of supports for the students with the lowest academic achievement. All teachers meet the highly qualified requirements of *NCLB*. So while the school may have fallen short on a few benchmarks, the sanctions involved with not making AYP do not adequately reflect that the school has already allocated significant resources to improving academic performance.

Counsel for ISBE stated that the school was placed on the AEW list in December 2002 because in the 2000 and 2001 school years, the percent of students meeting and exceeding standards were 47.7% and 44.6% respectively. There were two years of not making AYP so placement into AEW status was in order. For 2002-03 there were 5 hurdles not met -- 3 of them in reading (39.8% for all; 34.7% for Hispanic; and 29.3% for economically disadvantaged).

As to timely notice, notices were sent to Argo at the same time as to other districts. Those districts that received notices in summer 2002 did so because they could be placed in school improvement status the following fall under federal law and thus be subject to public school choice. Argo did not receive a notice then because that was not the case until after the 2002-03 tests results were available. There was an ISBE staff member assigned to Argo, and an Educator-in-Residence assigned as well.

Regarding the PSAE results, the calculation includes PSAE, IAA and IMAGE results, not just PSAE. Counsel for the district argues that those tests are not based on content area standards. They are. IMAGE was originally based as described but it has been revised, with the content based on ISAT and the *Illinois Learning Standards*. USDE has approved all of the tests. The Illinois Alternate Assessment (IAA) is also based on content area standards. They are both part of the State's plan, and accepted by USDE. There is no question that both address State standards. The district must take into account the results of the test scores on the IAA and the IMAGE.

The school was placed on the AEW list and support was offered. Based on this designation under State law, a revised school improvement plan was required and the district was assigned an ISBE contact for implementing the State's system of support (similar to other districts). After the district submitted the revised plan, ISBE approved it in September 2003.

ISBE notified the district in writing in July 2003 that preliminary assessment data indicated that the high school had not made AYP for the 2002-03 school year and that the district may be required to offer public school choice for the 2003-04 school year given that the school was identified as in need of improvement per *NCLB*. The status of the school was confirmed on December 19, 2003.

Counsel for the district stated that the Illinois Measure of Annual Growth in English (IMAGE) assessment is an English acquisition exam, and that was its genesis. Although IMAGE was originally designed as a reading and writing English language proficiency test, the State said it was adapted to include a mathematics assessment in spring 2002. ISBE developed modifications of the regular ISAT mathematics tests that were appropriate for LEP students. IMAGE is a standards-based examination.

The high school did not make AYP in 2003. Based on the high school's failure to make AYP for two consecutive years, school years 2001-02 and 2002-03, ISBE applied federal law in identifying the high school as in need of improvement in 2003 and requiring the district to offer choice beginning with the 2003-04 school year.

In order for the waiver provision in *NCLB* to apply, the law requires uncontrollable events (such as a natural disaster) but not exigent circumstances. The law permits a waiver in a second year of school improvement based on an uncontrollable event. *NCLB* does not authorize a "waiver" or "delay" in implementing public school choice, either explicitly or implicitly. The only delay provisions in the federal law apply to the requirement to offer supplemental educational services or to implement corrective action. The law allows a district to delay the implementation of year two of school improvement if, after the first year of school improvement, (1) the school makes AYP, or (2) the school does not make AYP due to exceptional or uncontrollable circumstances such as a natural disaster or precipitous and unforeseen decline in the financial resources of the district or school. During this delay, the school must continue to implement its school improvement plan and the district must provide public school choice. The district does not allege that exceptional or uncontrollable circumstances such as a natural disaster or precipitous and unforeseen decline in the financial resources of the district or school are present.

The committee recommended that the status of Argo High School as determined by ISBE be upheld. The committee rejected the arguments presented by the district and recommend that the State Superintendent affirm the following:

- Retain the high school in its current school improvement status (first year) and require the district to continue to offer choice for students in the high school for the remainder of the 2003-04 school year; and
- Permit no "delay" or "waiver" in enforcing the requirements of *NCLB* for failure to make AYP for two consecutive years in 2003-04 or 2004-05.

Regarding **Granite City #9**, the appeal was on behalf of the high school. The high school does not receive Title I funds. Granite City inquired in early January 2004 about the status of four of its schools which had not made adequate yearly progress (AYP). It asked in its January 6, 2004 letter to ISBE for a data review on behalf of the four schools. Staff determined that three of the four schools should have an expedited review of their data (the data verification process). The fourth school, the high school, appeared to not be making AYP due to lack of all juniors taking the test, in this case its



second-year juniors. As this aspect was not data verification, the appeal on this issue alone went forward.

School personnel presented regarding the school's participation rate for secondary students. Items presented were homebound students, students who had left the district via expulsions or dropping out, and those who were second-year juniors in terms of credits earned.

- There were three homebound students at the high school -- two of them went into that status in early March and one student was on homebound status all year. None of these students was tested.
- The district had 25 students still showing as having junior status in March 2003. Those students took the PSAE in 2002 but not again in 2003. They did not have enough credits for senior status so continued as second-year juniors. The district's system changes student status once a year. The decision made locally was that these 25 youth did not have to be tested again, based on the district's past practice. The district looked for advice on second-year juniors but there was no written guidance from the State specifically on this issue that says test again. The district has corrected this situation and in 2004 will test all who have junior status, whether or not they have taken the PSAE before.
- There were also two students who were expelled between March 10<sup>th</sup> and the first day of testing and four other students who dropped out of school in March before testing.

The district believes its students made AYP on achievement. It has been the "accounting procedures" that have put it at a disadvantage in its community because citizens only tend to hear that the district is not making AYP, not that it was due to "accounting procedures."

According to ISBE, the district contends that the determination that Granite City High School did not make AYP in 2002-2003 is in error because 11<sup>th</sup> grade students who had taken the PSAE the prior year were not tested again in April of 2003. However, the students were enrolled as 11<sup>th</sup> graders in 2003 and reported as such. As a result, the district claims the participation rates for "all" and three subgroups are inaccurate. The district states that the failure to test these students has had a major impact on the school's AYP calculations. Had these students been tested, the school may have met or exceeded the threshold for percent tested. Therefore, the district claims, Granite City High School may have made AYP.

There was *not* 95% participation by all subgroups. Further, the performance threshold was not achieved in reading for students with disabilities and economically disadvantaged students. There is written ISBE guidance for the PSAE assessment which addresses all students who are 11<sup>th</sup> graders. Such students are to be included in the enrollment number, and are juniors, so they must be tested. The December 2002 guidance from ISBE also states that all 11<sup>th</sup> graders must take the assessment.

ISBE maintains that it properly calculated AYP based on the information submitted by the district, and the information shows that the school failed to meet the threshold for

participation for “all” and the white, students with disabilities, and economically disadvantaged subgroups. Therefore, Granite City High School did not make AYP. The law requires all 11<sup>th</sup> graders to take the PSAE assessment, and subsequent guidance supports this interpretation by the agency.

In addition, the high school failed to meet the 40% threshold for students meeting or exceeding State standards in reading for two subgroups. The high school did not make AYP due to its performance in reading for the students with disabilities and economically disadvantaged subgroups.

ISBE believes the district should not be allowed at this time to decrease its enrollment numbers in order to achieve higher participation and performance rates. This appeal is distinguished from permissible data corrections for schools with participation rate problems in subgroups because this is not simply a data verification process. Students who attain junior status prior to the first day of testing must be included in the denominator (enrollment on the first day of testing). The instructions for the 2003 PSAE assessment state that total enrollment is figured by entering the total number of students enrolled in grade 11 as of April 15, 2003. The only exceptions are students with disabilities in terms of their home schools, or foreign exchange students who were not required to test.

The law says “*Each student...shall be required to take the examination in grade 11.*” This statutory provision allows no exceptions for 11<sup>th</sup> graders to not take the test. Some students may be eligible to take an alternate assessment but all 11th grade students will be tested. The December 2002 guidance states “*Districts have the prerogative and responsibility to decide who is in grade 11 (and therefore required to take the PSAE).*”

ISBE properly calculated AYP for Granite City High School based on the information submitted and Granite City High School did not make AYP in 2002-2003 based on that information.

The committee recommends to the State Superintendent of Education that Granite City be given the opportunity to resubmit its data regarding the seven students who may have been misclassified as to whether they were enrolled or not. Pending the recalculation, the current status should be maintained [and if the recalculation changes the AYP status, that new status should be upheld]. However, no changes should be made because of the second-year juniors’ issue. Based on those corrections, if any, ISBE will analyze the data and make any necessary changes on the 2003 Report Cards and AYP calculations.

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

### ***Analysis and Policy Implications***

The State Board of Education has the options of accepting, rejecting, or modifying the recommendations of the Superintendent. Staff will inform the district of the Board's decision.

### **Budget Implications**

Budget implications at the state level as a result of these recommendations are minimal. Granite City's data verifications and corrections would be a cost, as has been the case with all of the recent data verifications.

### **Pros and Cons of Various Actions**

Data was clear and convincing to go forward with these recommendations. All juniors must be tested, even if they are second year juniors as in the case of Granite City. The Argo #17 issue is the same as was presented for East Alton-Wood River at the last Board meeting. Proper notification was given. Notification has been discussed before, generally at every hearing. The Superintendent recommends affirming the committee's recommendations.

### **Superintendent's Recommendation**

The motion adopted by the committee on March 19, 2004 was to support the status of the schools in both districts as they were established by ISBE earlier in 2003.

*It is therefore recommended that the State Board of Education do the following:*

#### **Regarding Argo Community High School District #217:**

- Retain the high school in its current school improvement status (first year) and require the district to continue to offer choice for students in the high school for the remainder of the 2003-04 school year; and
- Permit no "delay" or "waiver" in enforcing the requirements of NCLB for failure to make AYP for two consecutive years in 2003-04 or 2004-05.

#### **Regarding Granite City Community Unit School District #9:**

- The district should be given the opportunity to resubmit its data regarding the seven students who may have been misclassified as to whether they were enrolled or not. Pending the recalculation, the current status should be maintained [and if the recalculation changes the AYP status, that new status should be upheld. Based on those corrections, if any, ISBE will analyze the data and make any necessary changes on the 2003 Report Cards and AYP calculations.
- However, no changes should be made on to the school's participation rate with regard to the second-year juniors' issue as the law states that "each student...shall be required to take the examination in grade 11."

### **Next Steps**

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

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**April 22, 2004**

**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 Educational Service Providers  
Attachment #2 – List of Recommended Supplemental Educational Service Providers

**Staff Contact(s):** Lynne Curry, Don Full

**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*. To promote maximum participation by providers to ensure, to the extent practicable, that parents have as many choices as possible, applications are accepted at anytime. 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>. On April 6, sixty-two letters were sent to providers in eight neighboring states inviting them to apply in Illinois.

Based on the committee's review of the applications received, five are recommended for placement on the *Approved List of Supplemental Educational Service Providers*. Applicants that did not provide sufficient evidence for meeting the criteria established by the State Board of Education are not recommended for approval and are notified of same in writing. However, since December 2003, potential providers have been allowed to submit additional information for review within 30 days of notification of insufficient evidence.

## **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.

**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**  
**and revised February 18, 2004**

**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 minimum number of students they require in order to provide supplemental educational services to an LEA and the total number of Illinois students they can serve.

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  
April 2004**

<b>Entity</b>	<b>Subject(s)</b>	<b>Grades</b>	<b>Cost per hour per Student</b>	<b>Total Program hours per Student</b>	<b>Total cost per Student</b>
Cambridge Educational Services	Reading Math	1-12	\$40.00 to \$50.00	20-30	\$800 to \$1500
Madison CUSD 12	Reading Math	1-12	\$23.00	80	\$1840
Reading Advantage	Reading	1-12	\$40 indiv \$30 grp	40	\$1600 indiv \$1200 grp
Richland Community College	Reading	1-5	\$34.38	32	\$1100
Socratic Learning Inc.	Reading Math	6-12 3-12	\$25.00	50	\$1250

**Program Descriptions of Recommended Providers  
(as prepared by the individual providers)  
April 2004**

<b>Entity</b>	<b>Program Description</b>
Cambridge Educational Services  Des Plaines, IL	Cambridge Educational Services provides test preparation instructional services for high-stakes tests including the PSAT, ACT, SAT, PSAT, ITBS, GED using a scientific Six-Step Approach, which includes assessment, basic review, strategies, and practice tests. Cambridge, founded in 1990, is America's #1 campus-based test prep provider and helps thousands of students nationwide achieve scores that reflect their true potential and ability. Students completing a Cambridge course of instruction will not only be "test-wise" but will have a solid understanding of core curriculum concepts, which will aid them in all academic courses.
Madison CUSD 12  Madison, IL	Madison School District offers academic assistance to individuals and small groups in reading and math to students in grades 1-12. These services are available after school between the hours of 4-6 p.m. and through the summer.
Reading Advantage  Savoy, IL	Reading Advantage located in Champaign, Illinois will provide your child reading and associated learning and language skills improvement using one-to-one interactive methods of education in a "You Make Learning FUN" environment. Goal oriented actions include: to test and assess skill levels, to develop and implement a goal-based program, to provide regular feedback and progress reports, to expand literature appreciation and enrichment, and to exceed expectations. Qualifications include: Masters Degree in Special Education, multi-year experience as an Educator/Title/Reading Specialist, approaching 15 years experience as a mentor to multiple children of need, and continued parenting and care-giving experiences.
Richland Community College	The America Reads program enhances literacy and life skills by providing students who are reading below average with a trained tutor who works with them at least once a week. Program components include tutor training using

Decatur, IL	a research-based curriculum, and one on one tutoring.
Socratic Learning Inc. Plano, TX	Performance guaranteed – will keep tutoring till the student achieves desired proficiency. You may preview our service for free prior to selection. One-on-one and year-round instruction in all subjects.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**April 22, 2004**

**TO:** Illinois State Board of Education

**FROM:** Robert E. Schiller, Superintendent  
Lee Patton, Interim Director  
Certification and Professional Development

**Agenda Topic:** Action Item: Approval of Continuing Accreditation  
Status Recommendations—Judson College

**Materials:** State Teacher Certification Board Report to  
the State Board for Judson College

**Staff Contact:** Phyllis Jones

**Purpose of Agenda Item**

- Present the State Teacher Certification Board's recommendation for the accreditation of Judson College

**Expected Outcome(s) of Agenda Item**

- Discussion of the Certification Board's recommendation; and
- Determination of the accreditation status of Judson College

**Background Information**

In August, 2003, the State Board granted Judson College "Continuing Accreditation with Conditions" and required that the College submit a written report within six months verifying how it addressed the weaknesses cited following the accreditation review on October 5-9, 2002.

The action was based on the Board's review of the recommendation of the State Teacher Certification Board.

The College submitted the six-month report to the State Board in February, and that report was reviewed by the State Teacher Certification Board on April 1-2, 2004. In addition to the six-month report, the STCB interviewed representatives of Judson, including Dr. Judith White, Dean of Education and Dr. Keith Drew.

### **Certification Board Review and Action**

The STCB determined that Judson College presented evidence sufficient to support removing three of the four weakness statements and to designate the six accreditation standards as “met.”

The STCB continued the weakness statement that candidates have limited opportunities to interact with diverse faculty but acknowledged the College’s efforts to address this concern. The STCB suggested that the College broaden its faculty search by posting available positions in national publications that are read by minority populations.

On the basis of the review of the Judson College six-month report, the institution’s progress in addressing the original weakness statements, and the fact that despite one remaining weakness, all standards can be considered “met,” the STCB recommended that Judson College be granted “Continuing Accreditation.” {Section 25.125 (j) (2) (C).}

### **Superintendent’s Recommendation**

Grant “Continuing Accreditation” status to Judson College for the operation of its state-approved professional education programs.

### **Next Steps**

Staff will notify the College of the decision of the State Board of Education and work with the College regarding its one remaining area of weakness. Future annual reports submitted by Judson College will identify actions taken to address the weakness. The next accreditation visit for the College will be on the regular seven-year cycle for institutions that have been granted “Continuing Accreditation.”

# ILLINOIS STATE BOARD OF EDUCATION

## ACCREDITATION DECISION

Judson College  
Elgin, IL

Continuing Accreditation Review –Initial Level  
October 5-9, 2002

**ACCREDITATION DECISION: April 22, 2004**

**Continuing Accreditation (Section 25.125 (j) (2) (C))**

Please refer to the Team Report for strengths of the unit and for further information on the weakness cited below.

### **STANDARD 1 – Candidate Knowledge, Skills and Dispositions**

**Met**

### **STANDARD 2 – Assessment System and Unit Evaluation**

**Met**

### **STANDARD 3 – Field Experiences and Clinical Practice**

**Met**

### **STANDARD 4 – Diversity**

**Met With Weakness**

- **Candidates have limited opportunities to interact with racially and ethnically diverse faculty within the unit.**

### **STANDARD 5 – Faculty Qualifications, Performance and Development**

**Met**

**STANDARD 6 – Unit Governance and Resources**

**Met**

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**April 22, 2004**

**TO:** Illinois State Board of Education

**FROM:** Robert E. Schiller, Superintendent  
Lee Patton, Interim Director  
Certification and Professional Development

**Agenda Topic:** Action Item: Approval of Continuing Accreditation Status Recommendations— University of Illinois at Springfield (UIS)

**Materials:** State Teacher Certification Board UIS Accreditation Recommendation

**Staff Contact(s):** Marti A. Woelfle

**Purpose of Agenda Item**

- Present the State Teacher Certification Board's recommendation for the accreditation of the University of Illinois at Springfield.

**Expected Outcome(s) of Agenda Item**

- Discussion of the Certification Board's recommendation; and
- Determination of the accreditation status for UIS

**Background Information**

At its August 20, 2003 meeting, the State Board granted the University of Illinois at Springfield "Continuing Accreditation with Conditions" and required that the University submit a written report within six months verifying how it addressed the weaknesses cited following the accreditation review on October 26-30, 2002.

This action was based on the Board's review of the recommendation of the State Teacher Certification Board.

The University submitted the six-month report to the State Board on March 1, 2004, and the State Teacher Certification Board reviewed that report on April 1-2, 2004. In addition to the six-month report, the STCB interviewed representatives of the University of Illinois at Springfield, including Dr. Larry D. Stonecipher, Dean of the College of Education and Human Services; Dr. Allan Cook, Chair of Teacher Education; Dr. Daniel

Matthews, Chair of Educational Leadership; and Dr. Cindy Wilson, Chair of the Dispositions Committee.

### **Certification Board Review and Action**

The STCB determined that the University of Illinois at Springfield presented sufficient evidence to support removing five of the ten cited weakness statements and to designate Standards 1, 3, 4, 5, & 6 as “Met.”

The STCB removed one of five weakness statements under Standard 2 and determined Standard 2 is “Not Met.” Although some progress has been made, the assessment system needs to be addressed at the unit level with a comprehensive and integrated plan.

According to the Illinois Administrative Rules, Section 25.140 (2) (c) Transitional Requirements for Unit Assessment Systems, the unit should be in the third phase of the transition period. At this time, Illinois accredited teacher preparation institutions are required to be in the second year of implementing their unit assessment system plan and should present evidence that performance data are being collected, including results of the State certification tests. The university needs to be using internal performance assessments to identify the competence of all candidates, testing the system for accuracy, consistency, and fairness; and implementing the systematic management of data on candidates’ performance. It must also begin to aggregate, analyze, and use assessment data to improve program quality, unit operations, and candidate performance.

Based upon its review of the UIS six-month report, the STCB determined that a focused visit addressing the unmet standard (Standard 2) should occur within one year after the semester in which the documentation was submitted.

### **Superintendent’s Recommendation**

The State Teacher Certification Board recommends that a focused visit which addresses the unmet standard (Standard 2) be required of the University of Illinois at Springfield within one year (April 2005). {Section 25.125 (j) (2) (C)}. The accreditation status of the university will remain unchanged.

### **Next Steps**

Staff will notify the University of Illinois at Springfield of the decision of the State Board of Education and work with the university regarding Standard 2. Future annual reports submitted by the UIS will identify actions taken to address weaknesses under Standard 2. A focused visit addressing the unmet Standard 2 will occur within one year after the semester in which the documentation was submitted (April 2005).



# **ILLINOIS STATE BOARD OF EDUCATION**

## **ACCREDITATION DECISION**

University of Illinois at Springfield  
Springfield, IL

Continuing Accreditation Review – Initial and Advanced Level  
October 26-30, 2002

**ACCREDITATION DECISION: April 22, 2004**

The State Teacher Certification Board recommends a focused visit, which addresses the unmet standard (Standard 2), be required of the University of Illinois at Springfield within one year (April 2005). {Section 25.125 (j) (2)(C)}

Please refer to the Team Report for strengths of the unit and for further information on weaknesses cited. Weaknesses for each category are listed below.

### **STANDARD 1 – Candidate Knowledge, Skills and Dispositions**

**Met**

### **STANDARD 2 – Assessment System and Unit Evaluation**

**Not Met**

- The unit's assessment plan is not fully developed.
- The unit has not defined multiple performance assessments that will be used at each transition point.
- The unit has not taken effective steps to establish fairness, accuracy, and consistency in its assessment procedures.
- The unit has not developed a cohesive, collaborative, and comprehensive unit assessment data collection, analysis, and evaluation system.

### **STANDARD 3 – Field Experiences and Clinical Practice**

**Met**

### **STANDARD 4 - Diversity**

**Met**

**STANDARD 5 – Faculty Qualifications, Performance and Development**

**Met**

**STANDARD 6 – Unit Governance and Resources**

**Met**

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**April 22, 2004**

**TO:** Illinois State Board of Education

**FROM:** Robert E. Schiller, Superintendent  
Lee Patton, Interim Director  
Certification and Professional Development

**Agenda Topic:** Action Item: Approval of New Program Proposal  
Recommendations

**Materials:** State Teacher Certification Board New Program  
Recommendation

**Staff Contact(s):** Lee Patton  
Phyliss Jones

**Purpose of Agenda Item**

- To review the recommendations issued by the State Teacher Certification Board for the approval of new preparation programs at six recognized and accredited institutions.

**Expected Outcome(s) of Agenda Item**

- To issue final decisions allowing the new programs to operate, and
- To authorize the State Superintendent to inform the institutions of the State Board decisions.

**Background Information**

On April 1 and 2, 2004, the State Teacher Certification Board reviewed proposals from five institutions that had requested approval to initiate new programs. The six proposed programs and their institutions were:

- Concordia University - Special Education—LBS 1
- Dominican University - Alternative Certification
- McKendree College - Alternative Route to Certification
- National-Louis University - Technology Specialist

- University of St. Francis - Reading Specialist
- University of St. Francis – Special (K-12) Music Education

On April 2, 2004, the Certification Board voted to recommend that, with one exception, these preparation programs be granted approval to begin operation. The Certification Board voted to recommend that the St. Francis music program be approved with the stipulation that in one year, the institution would be able to present evidence of a substantial increase in the amount of instrumental instruction in the program.

The Illinois Administrative Code Section 25.145 states that the State Board’s decision to “approve” a new program authorizes the educational unit to conduct the program and to recommend candidates for certification by entitlement. This is consistent with the policies and procedures for unit accreditation established in alignment with those of the National Council for Accreditation of Teacher Education (NCATE).

### **Certification Board Analysis and Recommendations**

#### *Concordia University*

Concordia University, located in River Forest, is an established Illinois approved teacher preparation institution that offers undergraduate and graduate programs in early childhood education, elementary education, several secondary education areas, music, reading, school counseling, and administration. The proposed LBS 1 program has been developed to meet the high need for highly qualified Special Education (birth to age 21) teachers.

Candidates seeking the initial LBS 1 certificate will be prepared in the education unit at both the undergraduate and graduate levels and will lead to a Type 10 certificate. The initial level teacher preparation program will ensure that program completers meet the standards defined in Standards for All Illinois Teachers (IAC Sections 24.100, 24.110, 24.120), the Core Standards for All Special Educators (IAC Section 28.100), and Learning Behavior Specialist I (LBS I) (IAC Section 28.200).

The State Teacher Certification Board (STCB) determined that the program satisfies the statutory requirements and applicable administrative rules. The STCB recommended that Concordia’s LBS 1 program be approved.

#### *Dominican University*

Dominican University, located in River Forest, is an established Illinois approved teacher preparation institution that offers undergraduate and graduate programs in early childhood education, elementary education, several secondary education areas, art, library information specialist, reading specialist, LBS 1, and administration. The

proposed Alternative Certification program has been developed according to Section 21-5b of the School Code [105 ILCS 5/21-5b] to meet the increased need for alternative certification for those who are changing careers to become highly qualified teachers.

Candidates seeking preparation through this alternative certification program will be prepared in the education unit in partnership with Chicago Public Schools and Teach for America. The program will prepare teachers in the following certification areas:

- Type 03      Elementary Education
- Type 09      Secondary Education
  - English
  - Mathematics
  - Science (Biology, Chemistry)
  - Social Science (History)
  - Visual Arts
- Type 10      Special K-12
  - Foreign Language (French, Italian, Spanish)

The program proposal addresses the requirements as defined in the Illinois Administrative Rules Section 25.65. The course of study in Phase I; Phase II, including practice teaching and full-year full-time teaching internship components; and a description of the program's assessment system, including Phase III have been presented in the proposal. The university assures that the applicable Illinois standards will be met.

The State Teacher Certification Board (STCB) determined that the program satisfies the statutory requirements and applicable administrative rules. The STCB recommended that Dominican's Alternative Certification program be approved.

### *McKendree College*

McKendree College, located in Lebanon, is an established Illinois approved teacher preparation institution that offers undergraduate programs in elementary education, several secondary education areas, visual art, and physical education. The proposed Alternative Route to Teacher Certification Program has been developed in collaboration with a consortium of institutions that have received a "Transitions to Teaching" grant from the U.S. Department of Education grant to address teaching vacancies in "high need" public schools in the St. Louis Metro East area. The program was developed using Section 21-5b of the School Code [105 ILCS 5/21-5b] and follows the model approved by the State Board for Concordia University, St. Xavier University, and Elmhurst College in August 2003.

Candidates seeking preparation through this program will be prepared in the education unit in the following certification areas:

- Type 09      Secondary Education
  - English

- Mathematics
- Science (Biology)
- Type 10 Special K-12
  - Music Education
  - Physical Education

The program proposal addresses the requirements as defined in the Illinois Administrative Rules Section 25.675. The course of study in Phase I; Phase II, including practice teaching and full-year full-time teaching internship components; and a description of the program's assessment system, including Phase III have been presented in the proposal. The university assures that the applicable Illinois standards will be met.

The State Teacher Certification Board (STCB) determined that the program satisfies the statutory requirements and applicable administrative rules. The STCB recommended that McKendree's Alternative Route to Teacher Certification program be approved.

*National-Louis*

National Louis University, located in Chicago, is an established Illinois approved teacher preparation institution that offers initial teacher education programs at the graduate level in early childhood education, elementary education, several secondary education areas, music, reading, LBS 1, school counseling, school nursing, school psychology, and administration. The proposed Technology Specialist program has been developed to meet the rising need for highly qualified Technology Specialist in schools.

Candidates seeking the Technology Specialist certificate will be prepared in the education unit at the graduate levels and will lead to a Type 10 certificate and a Master's degree or a Certificate of Advanced Studies, if the teacher already holds a Master's degree. The program will meet the Technology Specialist Standards (IAC Section 27.460).

The State Teacher Certification Board (STCB) determined that the program satisfies the statutory requirements and applicable administrative rules. The STCB recommended that National-Louis's Technology Specialist program be approved.

*University of St. Francis*

The University of St. Francis, located in Joliet, is an Illinois approved teacher preparation institution that offers undergraduate and graduate programs in elementary education, several secondary education areas, LBS 1, and administration. The proposed Reading Specialist program has been developed to meet the high need for highly qualified Reading Specialists.

Candidates seeking the Reading Specialist certificate will be prepared in the education unit at graduate level and will lead to a Type 10 certificate and a Master's degree. The program will ensure that program completers meet the standards for Reading Specialist (IAC Section 27.120).

The State Teacher Certification Board (STCB) determined that the program satisfies the statutory requirements and applicable administrative rules. The STCB recommended that the St. Francis Reading Specialist program be approved.

St. Francis has also brought forth a proposal for a Music K-12 program to meet the increased demand for Music teachers in the Joliet and Chicago area. Candidates seeking the Music Education certificate will be prepared in the educational unit and the Music department and, upon successful completion, be recommended for the Type 10 Special K-12 certificate through entitlement. The program would ensure that the Music content-area standards (IAC Section 27.320) would be met.

The State Teacher Certification Board (STCB) determined that the program satisfies the statutory requirements and applicable administrative rules. The Certification Board voted to recommend that the St. Francis music program be approved with the stipulation that in one year, the institution will present evidence of a substantial increase in the amount of instrumental instruction.

### **Policy, Budget, and Legislative Implications**

The State Board's decisions regarding the program approval status of these requests do not have state-level policy, budget, or legislative implications. However, the programs respond to personnel needs in Illinois schools and their creation is consistent with the State Board goal of providing sufficient and high-quality preparation opportunities in areas of shortage.

### **Communication**

Each institution may advertise the new program and actively recruit candidates to enroll in the new program. The Department of Certification and Professional Development will post the new programs on its website and in the Directory of Approved Programs.

### **Pros and Cons of Various Actions**

Acceptance of the Certification Board's recommendations for the new programs described in this report will allow institutions to offer coursework, enroll candidates, and engage in other pertinent activities necessary for the operation of the new program. The preparation of new teachers will positively impact the pool of certified personnel available to serve the children in Illinois public schools.

If the Board rejects any of the Certification Board recommendations, the final decisions will be shared with the appropriate institution. The affected institution would not be authorized to initiate its proposed program.

### **Superintendent's Recommendation**

The State Board should:

- Approve the following programs, thereby authorizing the institutions to conduct the programs and to recommend candidates for certification by entitlement until the time of the institution's next review.
  - Concordia University - Special Education—LBS 1
  - Dominican University - Alternative Certification
  - McKendree College - Alternative Route to Certification
  - National-Louis University - Technology Specialist
  - University of St. Francis - Reading Specialist
  - University of St. Francis – Special (K-12) Music Education (with stipulation)
- Authorize the Superintendent to inform the institutions of the State Board's decisions.

### **Next Steps**

Staff members will contact representatives of each institution to explain the State Board's decision and to provide technical assistance requested by the institution. Official correspondence from the State Superintendent will confirm the decision of the State Board and will serve as written documentation of the Board's formal action.



**ILLINOIS STATE BOARD OF EDUCATION**  
**April 22, 2004**

**TO:** Illinois State Board of Education

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

**Agenda Topic:** Action Item: Adoption of Rules - Part 25 (Certification);  
Part 1 (Public Schools Evaluation, Recognition and  
Supervision)

**Materials:** Recommended Amendments

**Staff Contact:** Lee Patton  
Bob Bigham  
Sally Vogl

**Purpose of Agenda Item**

To present the proposed amendments to Parts 25 and 1 for adoption.

**Expected Outcome of Agenda Item**

The Board's adoption of the proposed amendments to Parts 25 and 1.

**Background Information**

These proposed rules set forth new requirements for certification and related matters in Illinois, including the parameters for assigning staff to teach in specific grades and subjects. They respond to the need to redesign the certification system around standards and the No Child Left Behind (NCLB) requirements, as well as to address several legislative changes made during the last session (e.g., requirements for school counselors and speech-language pathologists).

The proposed rules were developed through an extended, multi-stage process that began with a dialogue between staff and the educational community about specific aspects of potential rules – e.g., requirements for subsequent certification and endorsements and requirements for school counselor candidates who do not have a teaching certificate. These conversations led to a “discussion draft” of proposed rules which was widely disseminated and discussed with various audiences. An official proposal for modification to Part 25 was presented to the State Teacher Certification Board (STCB) and State Board of Education (SBE) in December 2003 and then

disseminated for a 60-day public comment period. The proposed amendments to Part 1, which complement those in Part 25, were presented to the STCB and SBE in January 2004 and then disseminated for the normal 45-day public comment period. More than 100 letters and messages were received.

The dialogue with the educational community that began this process has continued up to and through the development of this final proposal – i.e., staff have consulted specific groups whose members have a broad base of knowledge about certification issues (e.g., college and university certification officers and Regional Superintendents) as well as individuals and groups with knowledge and experience in a specific area of the rules (e.g., reading, school nurses).

This final proposal for amendments to Part 25 and Part 1 reflects the valuable insights provided by educators throughout this process.

In addition, this package includes for adoption an amendment to Part 25 that was first adopted as an emergency rule in January. Section 25.835(d) was revised so that no return receipt would be required on one of the notices required to be sent by LPDCs to certificate-holders in the certificate renewal process. The change was made to streamline the process and eliminate an item of unnecessary cost at the local level. The emergency amendment took effect on January 23, 2004, and no public comment was received on the regular amendment. No change has been made in the text of this rule since it was initially reviewed, and it can be adopted as part of the larger rulemaking even though proposed at a different point in time.

### **State Teacher Certification Board Consultation**

The policy issues raised during the public comment period were discussed with the State Teacher Certification Board on April 2, 2004 and the direction provided at that time has been incorporated into the final proposal. The attached summary and analysis of public comment and the proposed changes to the rules have been sent to the Certification Board for the members' review and comment prior to the State Board meeting. Their responses will be presented to the State Board during the April 22 meeting so that the Board's final decision fully reflects consultation with the Certification Board

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

#### **Policy Implications**

The proposed rules do the following:

- Establish certification requirements that are based on state and national standards;

- Modify certification requirements to be consistent with recently-adopted legislation;
- Align the Illinois certification system with NCLB;
- Establish requirements and options for assignment of staff;
- Establish a foundation for data collection and reporting; and
- Provide implementation timelines designed to assure that educators and educator candidates are safe from harm during the transition to a new system.

Although the proposed rules carefully maintain the qualifications of current teachers, they are also designed to “raise the bar” for credentialing Illinois educators. Examples:

- Under the proposed rules, the general classroom endorsement on an elementary certificate can be obtained only through completion of an approved program. Current rules allow individuals who elect to “split” their K-12 certificate into elementary and secondary certificates to obtain the general classroom endorsement simply by completing one course in each of the designated areas (e.g., one course in math, one in reading, one in social science, etc.)
- Reading endorsements will eventually require at least 24 semester hours (rather than the current 18) and no teacher will be eligible for assignment in reading without endorsement as a reading teacher or a reading specialist. Under some circumstances, current rules allow a reading teacher to have only one course in that subject.
- All new certificate and endorsement candidates will be required to pass the relevant content area test.
- All Illinois school counseling programs will be required to meet the national standard for an internship – 600 hours – unless candidates have two years of teaching experience, and a new “interim counselor certificate” will allow candidates to spend full time completing their internship.

In several areas, the proposed rules include requirements based on semester hours – for example, one option for subsequent endorsements is to earn 24 semester hours in the subject area. Although some regard this as moving away from a commitment to standards-based certification, such time-based requirements were considered necessary to ensure that candidates who do not have access to an approved program have another route to endorsement. In other instances, such as the internship requirements for the school service personnel endorsements, the time specifications were considered necessary to establish a minimum basis for quality. The commitment to standards is maintained by the requirement that, in all cases, the candidate will also have to pass a standards-based test.

The proposed rules maintain the current middle grades assignment criteria as well as the current requirements for bilingual and ESL endorsements and approvals. A proposal for changes to middle grades requirements is being developed by the Middle Grades Task Force and will be presented to the State Board and State Teacher Certification Board in the next few months. Pending presentation of this very important

proposal, the rules will make clear that even the new reading requirements are superseded for the time being by the existing provisions for middle-grade assignments.

We have not yet begun the task of developing requirements for bilingual and ESL teachers that reflect the new “English as a New Language” standards. That project will be initiated during the next year; unlike the middle grades issue, which must be resolved soon, we expect no particular problem with maintaining the current requirements for as long as necessary to sort out the implications of the standards for “English as a New Language”.

An additional future task for the two Boards is the development of requirements for the design, submission and state approval of “reading teacher programs.” Although the standards for the new “reading teacher” endorsement have been in place for more than two years, there has been no clear direction for how these would be integrated into the certification system. The proposed rules resolve that problem by identifying the endorsement options for a “reading teacher” – which include completion of a “reading teacher” endorsement program -- and creating a timeline that allows institutions to create such programs and have them in place by July 1, 2005. In the interim, candidates will be allowed to meet the current 18-hour reading endorsement requirements. It is assumed that most institutions that have offered reading courses sufficient to meet the current requirements, including the K-12 reading specialist programs, will “package” their previous offerings and align them with the standards and the new 24-hour minimum. Those that do not have the staff resources to offer a 24-semester-hour endorsement program will be able to continue offering reading courses that can be counted toward the second reading teacher endorsement option (i.e., 24 semester hours of coursework in identified areas).

There is some concern about access to coursework for individuals seeking additional endorsements if they are not degree candidates. Because some current policies of the Board of Higher Education have been reported to be a disincentive for serving such individuals, a meeting has been arranged among BHE staff and representatives of the higher education institutions to explore the problem and identify potential solutions. The policies of individual institutions regarding the amount of transfer credit that can be accepted and the recency of candidates’ educational experiences may also have an impact on candidates’ access to credentials. The State Board and the State Teacher Certification Board should be particularly sensitive to these issues in the months and years following adoption of the new certification structure.

Every effort has been made to review the proposed rules in terms of their implications for educators, local school districts, professional preparation institutions, and the state education agency. However, as these rules are implemented, it is expected that there will be unforeseen consequences and concerns that could necessitate additional Board policy decisions.

### Budget and Staffing Implications

The proposed rules establish the foundation for data collection. Although the design and implementation of the systems for such data collection will require substantial effort by the State Board, the resulting data base regarding educator credits should be very valuable to the state, to employers, and to educators. Completion of the OTIS system will be essential to the effectiveness of the certification data system.

Over time, the proposed rules should reduce the amount of state agency transcript review required for determining eligibility for certificates and endorsements. That in turn may have implications for the ISBE budget. However, the rules will require additional work by the teacher preparation institutions, since they will be responsible for evaluating candidates' credentials for subsequent certificates, and that in turn may require additional resources from the higher education budget.

### Legislative Implications

Several certification requirements for which changes have been recommended cannot be made unless there is a change in the statutes. This includes the changes to the testing requirements for out-of-state candidates suggested by SAELP (e.g., eliminate the requirement for the basic skills test).

### Communication Implications

Because knowledge about these rules is critical to candidates, preparation institutions, and local districts, it will be necessary to develop and implement a comprehensive information dissemination process. That process must focus on translating complex rules into simple-to-understand information and making it widely available in multiple formats (e.g., written, web, presentations.)

### **Superintendent's Recommendation**

The State Board of Education should:

- review any additional comments provided by the State Teacher Certification Board as a result of its review of these materials;
- consider any public comment received during the Board meeting;
- identify any final changes to be incorporated into the rules; and
- adopt the following motion:

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

Certification (23 Illinois Administrative Code 25); and

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

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

### **Next Steps**

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

Staff will develop and implement a process for making the adopted rules and information about the rules available to all interested parties. This would include notification to the National Association of State Directors of Teacher Education and Certification so that the national data base about Illinois requirements can be updated.

Staff will also prepare all materials necessary to the formal establishment of reading teacher endorsement programs. This will include any necessary amendments to the rules where the standards for reading teachers are set forth (23 Ill. Adm. Code 27.110).

# Summary and Analysis of Public Comment

## Certification (23 Ill. Adm. Code 25)

### Public Schools Evaluation, Recognition and Supervision (23 Ill. Adm. Code 1)

*In order to avoid unnecessary repetition and to provide as unified an explanation as possible of the many changes that are being recommended in response to public comment, we have organized this summary to address several major systemic issues, first broadly and then in terms of individual, related issues. The balance of the summary will respond to the other comments received, following their order of appearance in the rules and building, where possible, on the changes already suggested.*

#### Basis for Issuing Endorsements Section 25.100 Endorsing Teaching Certificates (2004) *General*

#### **Comment**

It was suggested that ISBE should review the use of on-line coursework for certification and endorsements. The commenter voiced concern about how on-line courses compare to regular class work.

#### **Analysis**

We have frequently encountered questions as to whether on-line coursework may be used to fulfill various requirements, and we acknowledge the necessity for ensuring that such coursework is held to the same standard as more traditional coursework. We believe the new rule on endorsing certificates should address this matter.

#### **Recommendation**

A new sentence should be added to the introduction to Section 25.100, as follows:

Any semester hours of credit presented toward fulfillment of the requirements of this Section may be earned in on-line or electronically-mediated courses, provided that college credit is awarded for the coursework by a regionally accredited institution of higher education.

#### **Comment**

Several commenters suggested issuing endorsements based on passage of the content-area tests only (subsections (b) and (f)). Their rationale rested generally on the fact that the tests are based on the relevant standards and are the only available means for assessing individuals' proficiency against those standards. It was also pointed out that passage of the required test makes a teacher highly qualified in a subject under the federal No Child Left Behind Act. It was noted that this approach had great potential for alleviating the agency's backlog of transcript evaluations for endorsements.

Additional suggestions were made for changes to the proposed bases for issuing endorsements. It was suggested that the requirement (in subsections (b)(2)(B) and (f)(3)(A)) that an individual be recommended for an endorsement by an institution with an approved program in that content area should be deleted. Commenters explained that institutions would have to offer 32 semester hours in every area in which they desired to be able to recommend candidates and that this would not be economically feasible for institutions. They noted that institutions might be able to offer the required 24 semester hours that are standards-based but that under the proposed rule this would not be sufficient. That is, the candidate would be completing the required coursework but the institution would not have standing to make the recommendation. This would restrict teachers' ability to attain additional endorsements.

As another example, one commenter pointed to a master's degree program in reading that is not an approved preparation program but has led to the issuance of endorsements by transcript evaluation. These endorsements would be precluded in future by the language of the proposed rule. It was therefore suggested that ISBE might need to develop a different definition of "approved program" or permit institutions to put together packages of coursework that meet requirements for additional endorsements, irrespective of approved programs for certification.

With regard to the same proposed provisions, commenters questioned the need for the inclusion of pedagogy relevant to each subject area in which endorsement is sought and/or recommended that this requirement be deleted. They stated that methods work is generally embedded in the coursework that makes up an approved program and is usually not available to individuals not enrolled in the program. For financial reasons, institutions are not likely to be able to set up free-standing methods courses in addition, so the rule would only exacerbate shortages. It was also stressed that this requirement is redundant for teachers who are already certified because good methods are good methods, regardless of subject area.

With regard to subsection (b)(2)(C), a commenter noted that reviewing the course descriptions to determine alignment with the applicable standards would be difficult and time-consuming, particularly since the descriptions would not necessarily identify the standards addressed by each course. She questioned who would perform this task. This commenter also reached the conclusion that passage of the test is the most preferable requirement for an endorsement. She suggested eliminating the requirement for coursework altogether, proposing that the best solution in a standards-based environment is to require either passage of the test or completion of a major from an approved program.

All the above comments pertained to both subsection (b) and subsection (f) of this rule.

### **Analysis**

Our goals for this rule have been and should remain (1) to ensure that candidates for the various credentials meet the relevant standards *and* have formal study in the subject



areas, and (2) to offer at least two possible paths to most endorsements so as to take issues of access into account.

The questions raised about the requirements for issuing endorsements are important ones, and they have convinced us that several changes should be made in order to achieve those goals.

In particular, the comments and questions have persuaded us that all options for an endorsement should include both passage of a standards-based content area test and an amount of coursework that should provide breadth and depth of preparation for teaching in that subject area.

As a result of the recent reconfiguration of preparation programs in light of the content-area standards, it has become difficult to identify by course title the specific subsets of coursework that would suffice for additional endorsements, and it is also not feasible to expect that those will be uniformly offered by various institutions. From our follow-up conversations with representatives of the institutions, we have also come to understand the growing tendency to offer preparation coursework in “blocks” that are available only to candidates in approved programs. Thus, if we absolutely require standards-based coursework and do not offer any other option, we run the risk of precluding many individuals from meeting the applicable requirements. We should also acknowledge that the courses currently required for endorsements often are not taken from approved programs. Successful completion of the required number of semester hours distributed as required by the relevant rule is accepted regardless of the source(s) of the coursework.

After careful consideration of all factors, we have concluded that it is not necessary to distinguish between the amount of coursework earned as a subset of an approved program and that from one or more other institutions. Rather, we believe that earning at least 24 semester hours of credit will be sufficient to provide the depth and breadth of study desired for Illinois teachers who can also pass the relevant, standards-based content test.

In an ideal world, we might prefer to require that each individual have formal training in pedagogical methods associated with each field taught. However, based on input from the institutions, we acknowledge that this may be a requirement that is impossible for candidates to meet. Therefore, we agree that references to pedagogy should not be included as an identifiable component of the coursework requirements.

### **Recommendation**

Section 25.100(b)(2) (regarding additional endorsements that will be affixed at the time of program completion and issuance of the certificate) should be revised as follows:

- 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 content-area test or test of subject matter knowledge 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 a regionally the accredited institution on the individual's official transcript, and has passed the applicable content-area test (or test of subject matter knowledge), ~~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 presents verification by an institution with an approved program in the content area indicating that the individual has completed at least 24 semester hours of college coursework offered by that institution that addressed the content area standards applicable to the endorsement and included pedagogy relevant to the content area;~~ and
- ~~C)~~ E) any additional area in which the individual ~~has passed the applicable content-area test and presents evidence of having accumulated 24~~ 32 semester hours of college credit demonstrably related to the subject area, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, and has passed the applicable content-area test (or test of subject matter knowledge) along with course descriptions demonstrating that, taken together, the coursework completed addressed the breadth and depth of the applicable content-area standards; and
- C) ~~D)~~ any additional area for which the individual has met the applicable requirements of subsection (e) of this Section; and
- D) ~~E)~~ any additional area in which the applicant has met the requirements of Section 25.425(a) of this Part.

Further, parallel changes should be made in Section 25.100(f)(3) of the rules so that the requirements for adding endorsements to existing certificates will be comparable.

### **Comment**

A question was raised as to how the 32 hours required under Section 25.100(f)(3)(C) would be handled (that is, whether a deficiency statement will be issued if the courses submitted do not satisfy the content-area standards).

### **Analysis**

This issue will not arise if the changes displayed above are made, since the general rule would not identify specific requirements for the semester hours. However, if transcripts are submitted for fewer than the proposed 24 (rather than 32) semester hours, a deficiency statement will be needed to advise the applicant of the number of hours

remaining to be completed or documented. With respect to reading teacher endorsements based on 24 semester hours in focused coursework, the deficiency statement would also identify any areas not addressed by the coursework presented.

### **Recommendation**

No additional change is needed in response to this comment.

## ***Meaning of Designations***

### **Comment**

With respect to Section 25.100(a), several commenters indicated that, during the development of the science and social science standards, they had understood that only Advanced Placement courses would be treated as “advanced.” To these individuals, the broad science or social science endorsement would be sufficient for all courses in the field except for those that are Advanced Placement courses. These individuals advocated returning to that approach in preference to the requirement for a designation in all cases other than first-year courses. It was stated that this would allow all schools to be on a “level playing field” because everyone would know which classes are AP and which are not.

It was stated that the proposed language of subsection (a) would mean that individuals could be qualified to teach more subjects in some districts than in others (according to which subjects various districts offer) and that the proposed language would therefore lead to inconsistency. Making the suggested change would allow administrators to determine which specific fields each teacher should cover, according to course content and individual qualifications. For these reasons, these individuals stated their continued belief that Advanced Placement courses should be the only ones for which the relevant designations are required. Further, if the agency does not adopt that position, several respondents requested that teachers with science or social science designations at least be allowed to teach first-year courses in all the sub-areas of their general fields.

### **Analysis**

We discussed this issue with the State Teacher Certification Board and clarified the purpose of the designation structure in these fields. The standards in the sciences and social sciences were written to give teachers the ability to teach a range of subjects within each field. It was only for advanced courses that the State would need to require additional evidence of competence (i.e., an additional designation) for the level of instruction to be provided.

We therefore believe that, instead of limiting individuals’ eligibility to first-year courses, it is more appropriate to write the rule to preclude only their assignment to “advanced” courses. The State Teacher Certification Board advises that this category should be limited to Advanced Placement and honors courses.

We should acknowledge that teachers could be qualified to teach more subjects in one district than another, depending upon the congruence of their qualifications with the courses offered in the employing district. This is true under the current system as well and is not a function of the rule.

### **Recommendation**

Section 25.100(a) should be revised as shown below.

- a) Subject-area “designations” shall be required in conjunction with some endorsements, as shown in Appendix E to this Part. Except in the case of foreign language, 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 not teach honors courses, as these are defined by the employing district, or Advanced Placement only first-year 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 not teach honors only first-year physics or chemistry. ~~Advanced Placement courses shall be considered advanced. They may not be treated as first-year courses and shall require the relevant designations.~~

### ***Fields Without Content-Area Tests***

#### **Comment**

The requirement for just nine semester hours in certain fields (Section 25.100(e)(2)(B)) was questioned in comparison with the 24 including pedagogy for most other fields.

#### **Analysis**

The proposed rule relates only to specific fields: Business Computer Programming; Apparel and Textiles; Living Environments; and Nutrition, Wellness, and Hospitality. These are all “designations” rather than full endorsements, and the proposed numbers of semester hours carry forward the respective semester hour totals in the current rules.

- Business Computer Programming is an optional designation in conjunction with the new endorsement for Business, Marketing, and Computer Education. Nine semester hours are currently required for the similar, optional concentration associated with the endorsement for Business, Marketing, and Management (see Section 1.735(b)(1)(C)(v)).
- Similarly, nine semester hours are currently required for a concentration in Fashion and Clothing Services (Section 1.735(d)(1)(C)(iii)); Interior Furnishings Services/Living Environments (Section 1.735(d)(1)(C)(iv)); or Food and Nutrition Services (Section 1.735(d)(1)(C)(ii)). These areas are comparable to the designations that will now be associated with the endorsement in Family and Consumer Sciences.

**Recommendation**

The proposed rule maintains the current requirements for individuals who have not completed State-Board approved, standards-based programs in certain subject areas. No change is needed.

***Sciences and Social Sciences*****Comment**

One commenter believed the exception stated in subsection (b)(2) should refer to subsection (h)(4) in addition to subsection (g).

**Analysis**

Section 25.100(h) discusses special provisions for endorsements in the sciences and social sciences. Our review of the internal cross-references within Section 25.100 indicates that in fact all of subsection (h), not just subsection (h)(4), is an exception to the generally applicable requirements of subsection (b)(2). (Further, subsection (h)(4) is recommended for deletion below, in favor of a broader rule allowing additional time for individuals currently “in the pipeline” to complete their training based on the requirements that were in place when they entered their programs.)

**Recommendation**

Section 25.100(b)(2) should be revised to state:

- 2) Except as provided in subsections (g) and (h) of this Section, for each application received.....

**Comment**

Several commenters addressed the requirements for science and social science endorsements, believing that candidates for those endorsements are being held to a higher standard than for mathematics or English. The need for completion of an entire approved program was specifically questioned. The respondent stated he could understand the rationale but was seeking some means of opening up this requirement somewhat since it will make it difficult for someone who receives his or her first certificate in another field to add an endorsement in science (or social science).

**Analysis**

As discussed above, requirements and preparation in the sciences and social sciences were intentionally set up differently from those applicable to all other fields so that teachers would be able to teach across a broader range of subject areas. Without completion of an approved program, there would be inadequate assurance that an individual’s preparation was both broad and deep enough to enable him or her to teach a variety of subjects successfully at all but the most advanced levels.

**Recommendation**

No change should be made in response to this comment.

**Comment**

A question was raised in connection with science and social sciences as to whether one course in pedagogy would suffice for all designations or a separate one would be required for each.

**Analysis**

The proposed rule on the sciences and social sciences makes no specific statement about courses in pedagogy *per se*. Because of the need for approved programs to address the standards for these fields as well as the Illinois Professional Teaching Standards, we believe adequate attention to subject-specific pedagogy is inherent in completion of an approved program in one of these fields.

**Recommendation**

No change is needed.

**Comment**

It was noted that Section 25.100(h)(3)(B) does not require passage of a test for a subsequent designation in the sciences or social sciences, and the reason for this was questioned.

**Analysis**

The design of the individual tests in sciences and social sciences provides for a significant degree of overlap among them, due to the inclusion of the common core of relevant standards in each one. Any individual seeking a subsequent designation in one of these fields will already have passed a content-area test in conjunction with original receipt of the science or social science endorsement. The degree of duplication between tests makes it somewhat redundant in this case to establish passage of a test as an absolute requirement. We should mention also that either another test or a major in another field would result in “highly qualified” status under No Child Left Behind, so we see no need to require the test in these cases.

**Recommendation**

No change is needed in response to this comment.

***Reading Teacher and Reading Specialist*****Comment**

A number of comments and questions addressed Section 25.100(i). The distinction between reading teacher and reading specialist was confusing to some. There was some feeling that the two are too much alike as described in the proposed rules and that making both credentials endorsements would discourage teachers from pursuing them and devalue the specialist’s credential. It was stated that issuing an endorsement for reading teacher was appropriate but that “reading specialist should be a certificate”.

In advocating stronger differentiation between the two, a commenter indicated that teachers need access to highly qualified reading specialists to assist them. Staff

development is seen as a critical role of the specialist. Recent research indicates that interventions implemented by highly qualified teachers are more effective than other models. It was therefore suggested that the preparation program for reading specialists should continue as proposed, a 32 hour program rather than an 18-hour (or 24-hour) endorsement, particularly since this would be necessary to meet the standards of the International Reading Association (IRA). It was noted that student teaching is an important component of preparation, further underscoring the need for a full program.

The issue outlined earlier connected with requiring a recommendation for the endorsement from an institution with an approved program applies to reading as well. This requirement will restrict individuals' ability to acquire reading endorsements since there are currently no approved preparation programs for reading teachers.

Commenters also suggested that candidates should take the content-area test after, rather than before, completing the practicum required by Section 25.100(i)(3). They noted that the recent law requiring passage of the test prior to student teaching does not affect the timing of the practicum, which is a different experience. In addition, they pointed out that the test was designed as an "exit exam" and that much important learning takes place during the practicum.

Finally, the provision in subsection (i)(2)(A)) for the specialist's K-12 endorsement to be affixed to an elementary or secondary certificate was stated to make no sense.

Regarding endorsing early childhood certificates for reading as contemplated in Section 25.100(i)(1), one respondent asked whether this would be a new arrangement, as he or she had not been aware that the Type 04 certificate could be endorsed. Would this be the only available endorsement on the Type 04? This individual did support offering the reading endorsement on the early childhood certificate. Additional questions involved the types of courses that would be required within the 24 semester hours, i.e., whether methods and middle-grades coursework would be included and whether deficiency statements would be issued if the coursework completed under Section 25.100(i)(1)(C) was deemed not to cover the standards.

### **Analysis**

Some portion of the confusion about these two credentials is due to nomenclature. The current rules term anyone whose major assignment is reading a "reading specialist", but this bears no relationship to the distinction contemplated in the proposed amendments. Further, many individuals refer to the reading credential currently issued as a certificate, when in fact it is an endorsement on a special K-12 certificate. In this respect it is no different than credentials for music or physical education, which are also issued as endorsements on the special K-12 certificate. Since special K-12 certificates have generally not borne multiple endorsements to date, they are often referred to as "reading certificates" or "music certificates". However, terming the credential an "endorsement" does not diminish its applicability or devalue it in any way.

The distinction between the role of reading teacher and that of reading specialist is reflected in the differences in the standards for the two credentials, which are delineated in other rules at 23 Ill. Adm. Code 27.110 and 27.120. The specific functions of each of these professionals are also described in the amendments to Part 1 that are proceeding along with this rulemaking. As stated in proposed Section 1.745(a), "A reading teacher is one whose assignment involves teaching reading to students, while a reading specialist is one whose assignment involves primarily the provision of technical assistance and/or professional development to other teachers." This statement was placed into Part 1 so that school district personnel would know which credential is required for each of these two types of assignments. However, the State Teacher Certification Board indicated that a change should be made to remove the connotation that the reading specialist "primarily" focused on service to other teachers. Upon reviewing this provision, we determined that the distinction between these roles needs to be clarified in both Part 1 and Part 25. Experts in the field with whom we have also consulted agreed that more clarity was needed in order to help explain the new structure and the functions of reading teachers and specialists.

The larger issue is what requirements candidates for these two credentials should meet. In our follow-up consultation with representatives of the education community, objections were voiced to the requirement for reading teachers to have two years of teaching experience before qualifying for this credential. While it was indicated that the reading teacher's endorsement should not be an individual's first teaching credential, it was generally agreed that there was no reason this endorsement could not be earned concurrently with a teaching certificate in some other field. Requiring teaching experience as well was thought to be excessively restrictive.

Over the course of these discussion, it also became evident that provision of standards-based reading teacher preparation programs would entail the creation of such programs since none now exist in Illinois. Endorsement-related coursework offered by institutions up to this point would need to be reviewed and possibly reconfigured in light of the standards for reading teachers. Until those programs can be put into place, we will need to ensure that individuals who have been working toward the endorsement have an opportunity to complete the 18 hours of coursework that currently suffice.

It has also become evident that there is no need to differentiate between the amount of coursework required for reading teacher candidates based on whether they completed or did not complete a "reading teacher program". However, regardless of where the coursework is earned, it must be focused on certain topics or areas that are critical to the reading teacher's role in the schools.

This rule was specifically written to allow individuals to add the reading specialist's or reading teacher's credential/endorsement to certificates other than the special K-12 so that teachers could limit how they could be assigned if they did not wish to teach outside the grade levels for which they were already certificated. In other words, the reading teacher's or reading specialist's credential would entitle the person to function anywhere from kindergarten through grade 12, but he or she might prefer to remain in elementary



or secondary (or early childhood) assignments instead. For this reason the rule offers the possibility of adding the credential to the pre-existing certificate, and representatives of the reading community affirmed the desirability of this approach in our follow-up conversations.

However, if an individual does choose to receive a separate special K-12 certificate, it is necessary to determine whether he or she is subject to any testing requirement other than the content-area test. Section 25.720 deals with the complex issue of who is required to take which examinations. A reference to this rule needs to be added to Section 25.100(i) for the sake of completeness. We have realized that the same is true with respect to Section 25.100(g) regarding the elementary certificate, and a similar reference should be added to that rule.

Also, there is no reason why endorsements cannot be affixed to the early childhood certificate. In fact, each one is now being endorsed for either early childhood education or early childhood special education at the time of issuance.

Finally, pending the development of comprehensive statements regarding middle-grade requirements, we recognized that we need to make clear that the new reading requirements are not applicable at that level at this time.

### **Recommendation**

The introduction to Section 25.100(i) should be amplified with the following statement, taken from proposed Section 1.745(a):

- i) Special provisions shall apply to the issuance of endorsements for reading teachers and reading specialists. A reading teacher is one whose assignment involves teaching reading to students, while a reading specialist is one whose assignment involves the provision of technical assistance and/or professional development to other teachers and may also include teaching reading to students.

In Section 1.745(a), the proposed language displayed above should be deleted, and emphasis should be placed more on which credential is required for each of these two assignments:

- a) The “reading teacher” endorsement is valid only for teaching reading to students, while the “reading specialist” endorsement is valid not only for teaching reading to students but also for providing technical assistance and/or professional development to other teachers.

Section 1.745(b) should be amended to provide:

- b) Beginning July 1, 2004, no individual may be assigned to teach reading, other than reading as part of general classroom instruction provided by that individual or reading instruction provided in departmentalized grades 5 through 8, or to

serve as a reading specialist unless he or she holds a certificate valid for the grade level or levels of the assignment and:

Subsection 1.745(b)(3) should be slightly revised:

- 3) presents evidence of having completed ~~18 semester hours of college coursework in reading that included relevant pedagogy prior to July 1, 2005, or 24 semester hours of college coursework in reading including relevant pedagogy~~ on or after July 1, 2005, and has not exhausted the three-year period of eligibility available pursuant to 23 Ill. Adm. Code 25.100(l); or

Subsection 1.720(b)(4) should be deleted because it would make middle-level reading assignments subject to the new requirements for reading.

The requirements stated in Section 25.100(i) should be revised as shown below:

- 1) Reading Teacher

~~The reading teacher's endorsement shall require two years of teaching experience.~~ An individual who holds or receives an Illinois early childhood, elementary, secondary, or special certificate shall be eligible to receive this endorsement on that certificate (and on any other certificate held or subsequently earned) when he or she presents evidence of having completed the required teaching experience and:

- A) ~~having completed a major in reading in a program that is approved for reading teacher or reading specialist pursuant to Subpart C of this Part and includes a practicum (see subsection (i)(3) of this Section); and having passed the applicable content-area test; or~~
- B) having passed the applicable content-area test (or test of subject matter knowledge) and having been recommended for the endorsement by virtue of completing an approved reading teacher's preparation program based on the standards set forth at 23 Ill. Adm. Code 27.110 that requires at least having completed 18 semester hours of college coursework prior to July 1, 2005, or 24 semester hours of graduate or undergraduate coursework in reading beginning July 1, 2005, including a practicum, at an institution that is recognized to offer teacher preparation programs in Illinois offers an approved reading teacher's or reading specialist's program and verifies that the courses completed addressed the content area standards set forth at 23 Ill. Adm. Code

~~27.110 and/or 27.120 and included relevant pedagogy; and having passed the applicable content-area test; or~~

- B) ~~G)~~ having passed the applicable content-area test (or test of subject matter knowledge) and having completed 24 semester hours of college coursework in reading prior to July 1, 2005, or 32 semester hours of graduate or undergraduate coursework in reading, beginning July 1, 2005, including a practicum, at one or more regionally accredited institutions of higher education, provided that all the following areas were addressed that, taken together, addressed the range of the applicable content-area standards, as documented by course descriptions; and having passed the applicable content-area test:
- i) foundations of reading,
  - ii) content-area reading,
  - iii) assessment and diagnosis of reading problems,
  - iv) developmental and remedial reading instruction and support,
  - v) developmental and remedial materials and resources, and
  - vi) literature appropriate to students across all grade ranges; or
- C) having completed, on or before June 30, 2005, the 18 semester hours of college coursework in reading described at 23 Ill. Adm. Code 1.740(a), in which case passage of the content-area test or test of subject matter knowledge shall not be required and no deficiency statement shall extend the timeline for completion of the coursework beyond June 30, 2005.

2) Reading Specialist

The reading specialist's endorsement shall require two years of teaching experience. An individual who holds an Illinois early childhood, elementary, secondary, or special certificate shall be eligible to receive this endorsement on that certificate or on a

separate special K-12 certificate when he or she presents evidence of having completed the required teaching experience and:

- A) having completed a K-12 reading specialist's program approved pursuant to Subpart C of this Part that includes a practicum (~~see subsection (i)(3) of this Section~~) and leads to the issuance of a master's or higher degree; and
  - B) having been recommended for the endorsement by the institution offering the program; and
  - C) having passed the content-area test for reading specialist.
- 3) An individual who elects to receive a separate special K-12 certificate pursuant to subsection (i)(2) of this Section shall be required to pass the test of basic skills and/or the applicable assessment of professional teaching if passage of one or both of these tests would be required for receipt of a standard certificate as explained in Section 25.720 of this Part.

#### Practicum

~~The practicum required pursuant to this subsection (i) shall conform to the definition in Section 25.610 of this Part and shall be required to occur after the individual's passage of the content area test for reading teacher or reading specialist, as applicable.~~

- 4) ~~An individual who meets the requirements of this subsection (i) shall receive a special K-12 certificate with an endorsement for reading teacher or reading specialist, as applicable.~~

Section 25.100(g) should be amplified with a provision parallel to subsection (3) shown above.

### ***Foreign Languages***

#### **Comment**

A question was raised as to why Section 25.100(j)(3) states no requirement for pedagogy among the 32 hours in foreign language to be completed. The respondent indicated that it would be particularly necessary to have that requirement for someone teaching a foreign language who has put together courses from several institutions.

#### **Analysis**

The rule on foreign languages needs to be revised throughout to make it as consistent as possible with the rules for the addition of other endorsements in subsection (f).

## Recommendation

Portions of Section 25.100(j) should be rewritten as shown below.

- 1) An endorsement and a designation for a foreign language may be added to an existing certificate when an individual has completed a major area of concentration, totaling 32 semester hours or as otherwise identified by a regionally the accredited institution on the individual's official transcript, and has passed the applicable content-area test (or test of subject matter knowledge) ~~been recommended for the endorsement by an institution that operates an approved foreign language program.~~
- 2) An endorsement and a designation for a foreign language may be added to an existing certificate when an individual ~~has passed the applicable content-area test and~~ presents evidence of having accumulated 20 semester hours of college credit in the language, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, ~~verification by an institution with an approved foreign language program indicating that the individual has completed 20 semester hours and has passed the applicable content-area test (or test of subject matter knowledge) of college coursework offered by that institution in the language that addressed the content-area standards applicable to foreign language and included pedagogy relevant to the teaching of foreign language.~~ The 20 semester hours may be calculated by including semester hours of study that were waived by the institution offering the coursework based on the individual's prior learning, provided that the individual presents verification issued by the institution to this effect (i.e., a statement on the official transcript or a letter signed by the certification officer identifying the number of hours involved).
- 3) ~~An endorsement and a designation for a foreign language may be added to an existing certificate when an individual has passed the applicable content-area test and presents evidence of having accumulated 32 semester hours of college credit along with course descriptions demonstrating that, taken together, the coursework completed addressed the range of the content-area standards for foreign language.~~

Proposed subsection (4) should be relabeled as (3).

### ***Middle Grades; Bilingual Education***

#### **Comment**

A question was raised as to how the requirement for 24 semester hours in the field pertains to the middle-grades endorsement, i.e., whether the 24 hours included or excluded the 6 hours in philosophy, instructional methods, child development, adolescent psychology, etc., now required by Section 1.720.

#### **Analysis**

This question called an unintended interpretation of Section 25.100 to our attention. Because no exception for the middle-grades endorsement was stated, the general requirements of Section 25.100 as proposed would apply to that endorsement. However, our intention was to leave the existing requirements of Section 1.720 in place pending further discussion of credentials for the middle grades. This needs to be made clear via additional language in Section 25.100. Similarly, we have noted that no exception has been stated for bilingual education or English as a Second Language, and this needs to be inserted so that reliance on existing rules in Sections 1.780, 1.781, and 1.782 will continue until revisions are made.

Finally, other recommended changes in the basis for issuing endorsements have also created a need to review each general provision and ensure that the exceptions to that statement are correctly identified.

### **Recommendation**

A new subsection (k) should be added near the end of Section 25.100, to state as follows:

- k) The requirements of 23 Ill. Adm. Code 1.720 (Requirements for Teachers of Middle Grades), rather than the requirements of this Section, shall apply to credentials and assignments in the middle grades, including reading assignments in the middle grades. The requirements of 23 Ill. Adm. Code 1.780, 1.781, and 1.782, rather than the requirements of this Section, shall apply to credentials and assignments in the areas of bilingual education and English as a Second (New) Language.t6

The text of existing subsection (k) should be relabeled as (l). The cross-references in Sections 25.11(a)(2), 1.737(a)(3) and (b), 1.745(b)(3), and 1.755(c) should also be amended to refer to Section 25.100(l) instead of 25.100(k).

### **Additional Recommendation**

The recommended revisions to the rules for various endorsements have called to our attention the need to be sure we identify all the exceptions to the general model set forth in subsections 25.100(b) and (f), including the new exception outlined above for the middle-grades endorsement. Therefore, the introductory provision in subsection (b)(2) should be amended as shown below:

- 2) Except as provided in ~~subsection~~ subsections (g), (h), (i), (j), and (k) of this Section, for each application received on or after October 1, 2004, ...

Finally, the introductory provision in subsection (f)(3) should be revised to state:

- 3) Except as provided in subsections (g), (h), (i), ~~and (j),~~ and (k) of this Section, for applications received on or after October 1, 2004, an endorsement will be issued to each applicant who:

**Timeline for the Transition**  
**Section 25.100 Endorsing Teaching Certificates (2004)**

**Comment**

Several commenters advocated lengthening the timeframe set forth in subsection (h)(4) so that all individuals who are already enrolled in science or social science programs would have the same opportunity to qualify for endorsements on the “old” basis as currently certified teachers would have under the deficiency statements contemplated in subsection (f)(2). It was stated that this would be the only fair way to treat candidates already in the pipeline, because they will not have had adequate notice of the requirements for the new endorsements in sciences and social science. One respondent proposed August 31 and September 30, 2005, to replace the date stated in subsection (h)(4) (June 30, 2005), while others recommended giving certification officers at the institutions the latitude to recommend candidates for endorsements under the old structure if they apply by June 30, 2006.

Similarly, two commenters requested that Section 25.100(j) be revised to allow individuals to complete secondary-level foreign language programs they had already begun, preferably through July 2006.

Finally, some commenters questioned whether reading teacher candidates who seek the endorsement between July 1, 2004, and July 1, 2005, will be subject to the testing requirement.

**Analysis**

These comments were all aimed at permitting individuals who are in the midst of approved certification programs to qualify for their original endorsements and for additional endorsements when their certificates are issued on the same basis as those who are already certified and are now working on additional endorsements.

We do agree that additional time to qualify for the now-current endorsements is warranted for individuals who are already enrolled in preparation programs for certification in those fields. We also agree that the timeline for the establishment of the new endorsement structure should affect both candidates’ original certification and any additional endorsements to be issued at the same time. Our discussion with the State Teacher Certification Board pointed out that there is no hard and fast rule by which to determine the degree of completion that all candidates will have reached by any given point in time. Too much depends upon whether they have accumulated coursework prior to actual “enrollment” in the program, for example.

We therefore believe that the fairest solution during this time of transition is to confer upon the institutions the authority to review each candidate’s circumstances and recommend each one for endorsements in keeping with the opportunity he or she has

had to meet the new requirements. The persons affected should be those who are already enrolled in preparation programs by the time these rules go into effect.

We also believe that it is important to avoid unnecessary confusion during the transition. Therefore, the transition year for reading teacher endorsements should allow candidates to receive the endorsement without taking the test.

### **Recommendation**

A new subsection (b)(4) should be added to Section 25.100:

- 4) To account for the differing stages of preparation attained by candidates who were already enrolled in approved programs as of July 1, 2004, each institution may, through June 30, 2006, recommend to the State Board of Education the issuance of one or more endorsements under the structure in effect prior to July 1, 2004, to a candidate who has completed the coursework required for those endorsements and, in the judgment of the institution's certification officer, did not have a sufficient opportunity to complete the requirements for the comparable new endorsements instead.

### **Comment**

It was brought to our attention that the proposed language of subsection (f)(2) does not explicitly identify the basis for the deficiency statements that will be issued, which should be clarified as the current, rather than the new, requirements. The short amount of time available after the effectiveness of the rules was also called into question.

### **Analysis**

We agree that it is worth clarifying that each individual's qualifications submitted under subsection (f)(2) will be reviewed for their congruence with the requirements that have been in place until now. Also, our discussion with the State Teacher Certification Board regarding the timeline have led us to conclude that we should extend the opportunity for currently certified teachers to apply for endorsements on the now-current basis through December 31, 2004, to ensure that teachers are aware of this possibility and have time to submit their applications.

### **Recommendation**

Proposed subsection 25.100 (f)(2) should be amplified as shown below.

- 2) Applications ~~For applications~~ received through December 31, September 30, 2004, shall, at the request of the applicant, be reviewed against the requirements in place immediately prior to July 1, 2004, and deficiency statements shall be issued when an applicant does not qualify for the requested endorsements. Each deficiency statement ~~and~~ shall be honored by the State Board of Education for a period of one year from the date of issue, except in the case of reading as provided in subsection (i)(1)(C) of this Section. Applicants will receive the endorsements only if they remove the identified deficiencies within one year after the date of the deficiency statement. Subsequent applications for the same



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

Conforming changes should be made in the date stated in Sections 1.730, 1.735, and 1.736.

### **Comment**

Several commenters stated that some candidates will complete new programs in science or social science before July 1, 2004. They believed the language of the rule should allow them to be recommended for the new endorsements once the pending amendments are adopted (rather than beginning July 1).

### **Analysis**

We acknowledge the fact that some programs were converted to the standards-based framework more quickly than others. Since the overriding goal of these rules is to ensure that each individual receives the credentials for which he or she is qualified, we consider that institutions should recommend candidates in accordance with the programs they have completed.

### **Recommendation**

No change in the rule is needed in response to this comment. However, ISBE is in the process of disseminating information to institutions indicating that July 1, 2004, need not be the earliest date on which entitlements related to standards-based programs may be issued.

**Potential Loss of Qualifications**  
**Section 25.11 New Certificates (February 15, 2000)**  
**Section 25.100(k)**

### **Comment**

Objections were raised to the revision being made in Section 25.11(a)(2) to state "Qualifications accepted for particular teaching assignments prior to February 15, 2000, shall continue to be acceptable for those assignments, unless Section 25.100(k) of this Part applies." Commenters advocated treating persons who hold the qualifications that have been delineated in Part 1 as permanently qualified "without having to go back and redo the endorsements three years from the time he/she teaches a subject". Others noted that to date the principle of "once qualified, always qualified" has applied to date and discussed examples of veteran teachers who might be displaced because they could no longer be assigned to particular subject areas.

Similarly, two respondents took issue with the provisions of Section 25.100(k) to the extent that it deviates from the agency's long-standing policy that a teacher would remain qualified in any field for which he or she had ever met the qualifications that existed at the time. They stated that it would not be right to take away credentials that had been earned simply because they had not been used. Operational difficulties might result in a need for districts to let veteran teachers go while retaining those with less

seniority if the veterans could not be assigned in fields for which they had completed the coursework some time ago.

This rule also raised questions as to who would be checking that this is done correctly and what documentation a district would need to file as verification. It was pointed out that current employers may not know what someone taught years ago. Finally, one commenter asked whether this would initiate the short-term authorization process.

Comments regarding this matter were also received in relation to the proposed amendments to Part 1 (new Sections 1.737, 1.745, and 1.755). Respondents objected to not continuing to consider teachers as eligible to teach in fields for which they had held the required qualifications, noting that in many instances the assignment is outside the teacher's control. Other commenters pointed to difficulties the rules would cause for small schools if teachers are not allowed to teach in multiple subjects when called upon to do so. Reductions in force could lead to unavailability of teaching staff in some areas if teachers with more seniority were not considered eligible in areas where they held qualifications but had not yet taught for two semesters. ISBE was urged to maintain the principle of "once qualified, always qualified".

### **Analysis**

We believe a portion of the proposed rules has been misunderstood. The point of Section 25.100(k) was to allow individuals without endorsements to be first assigned on the basis of new minimum requirements set forth in Part 1 and to require those individuals to obtain the respective endorsements within three years, rather than to require individuals with existing endorsements to secure new ones. As subsection (d) of Section 25.100 states, endorsements issued under the old system will continue to be valid as they were before. Other related provisions are found in Section 25.100(f)(2) as well as in Sections 1.730, 1.735, 1.736, 1.737, 1.745, and 1.755.

We do understand that there are teachers who have met the current coursework requirements for certain endorsements but have not applied for those endorsements. Under the proposed rules, if they have taught for at least two full semesters in those fields, they would not now need to secure those endorsements, because there is a record of their teaching that would serve as an assurance that they held the required qualifications. If they have not taught in those fields but do wish to be eligible for those assignments, the avenue available to them under the proposed rules would be to apply for those endorsements before September 30 (recommended for extension to December 31) of this year so that a record of their qualifications would exist.

We also recognize that there are probably individuals in the teaching force who hold the qualifications that were in force for particular assignments before the now-current set of requirements was adopted. Under the proposed rules, if there is a record of their teaching for at least two full semesters, they would continue to be qualified for the relevant assignments.

The Teacher Service Record offers one comprehensive set of records from which information on individuals' teaching history can be gleaned by the agency. However, it is true that not all assignments are reflected in this record. We had not expected that districts would need to verify all the fields taught by any particular teacher, and for that reason the proposed rule contained no such requirement.

The comments received on this issue have led us to reconsider the effects on districts as well as teachers. As we contemplated additional methods by which teachers and/or districts could provide evidence of prior qualifications, we became conscious of the degree to which this complexity would be likely to overwhelm educators, regional offices of education, and the State Board with no commensurate benefit.

Taking all these factors into account, we believe it is fairer and more workable for all concerned to simply retain the current practice of local determination of a teacher's eligibility for assignment under the "once qualified, always qualified" principle. The new environment created by the No Child Left Behind Act brings additional incentives to bear on districts' assignment of their teaching staff, and these incentives are at least as strong as any regulatory incentives that ISBE could adopt. We therefore believe that the provisions on eligibility for assignment should be rewritten to rely upon local verification of qualifications, as has so long been the case. However, after July 1, 2004, any teacher who is first assigned to a subject area will be required to meet the applicable new requirements.

This change in approach will not affect the meaning of Section 25.100(k), which discusses assignments based on newly stated minimum qualifications and eventual acquisition of a full endorsement. It will, however, affect Sections 1.710, 1.720, 1.737, 1.745, and 1.755.

### **Recommendation**

Section 1.710(d)(2) should be revised to state,

- 2) ~~was previously assigned to teach self-contained general elementary education in Illinois based on having met the requirements of this Section or its predecessor requirements at a time when they were applicable, as confirmed by the employing district's verification of the individual's qualifications Subpart G that were applicable to that assignment at the time (i.e., the teacher qualified for the relevant endorsement but did not apply for it) and served in such an assignment for at least two full semesters; or~~

Parallel changes should be made in Sections 1.720(b)(3), 1.737(a)(2), 1.745(b)(2), and 1.755(b).

In addition, we acknowledge that the rules on this issue are not easy to follow, because several different Sections in two Parts are involved. One way to help clarify the meaning of these provisions will be to make specific references in proposed Section

25.100(k) (which will be relabeled as subsection (l)) to the individual Sections of Part 1 that now state the new minimum requirements for assignments, as follows:

- l) 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 are set forth at 23 Ill. Adm. Code 1.737(b), 1.745(b)(3), or 1.755(c), as applicable, 23 Ill. Adm. Code 1, Subpart G, but who has not met the requirements of this Section for an endorsement in that subject area 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.

### **Various Additional Comments on Certificates and Endorsements**

#### **Comment**

One commenter pointed to a problem in connection with Section 25.11(d)(2) for persons in the military reserves who are repeatedly called up. Individuals in this situation might not be able to complete 4 years of teaching on their initial certificates within the 12-year period allowed. It was suggested that the “clock” be stopped for these individuals, as well as for standard certificate-holders in the same situation.

#### **Analysis**

A comprehensive approach to this issue as it might affect not only holders of initial certificates but also those with renewable certificates can be taken by revising Section 25.405 (Military Service). This is a rule that has been in place for nearly 25 years and can be brought up to date to acknowledge the current certificate structure more adequately. We believe that this is a particularly important clarification given current world conditions.

#### **Recommendation**

Section 25.405 should be included in this rulemaking and revised as shown below:

Section 25.405 Military Service

- a) The provisions of this Section shall apply to any individual who:
  - 1) holds a teaching, school service personnel, or administrative certificate; and
  - 2) is unavailable for employment on that certificate due to military service, including service in any reserve capacity.
- b) For any individual subject to this Section, the period of validity of any certificate held shall be tolled during the period of his or her unavailability.

- 1) The time remaining on any certificate held, and the time when the individual can continue to hold any type of certificate held, shall be the same when he or she becomes available for employment on the certificate as was the case when he or she became unavailable under this Section.
- 2) An individual subject to this Section shall not owe a fee for any period of time when his or her certificate's validity is tolled pursuant to this Section.
- 3) An individual subject to this Section shall give written notification to the appropriate regional superintendent of schools that he or she has been called to active military service and shall enclose a copy of the military order. Upon return from active duty, the individual shall provide written notification of his or her availability and shall enclose a copy of the release order. This information shall be used to establish the tolling period.

~~The State Teacher Certification Board has ruled that holders of teacher's certificates who are serving in the Armed Forces will have the same status after they are discharged from the service as they had when they entered the service.~~

#### **Comment**

The change proposed for Section 25.11(e) was characterized as positive, in that a person who already has a standard certificate should not have to "jump through further hoops" in order to acquire an additional standard certificate. It could be impossible for a teacher already employed in one area to go back and fulfill the requirements for moving from an initial to a standard on another type of certificate.

#### **Analysis**

This comment refers to the new statement that, "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..."

#### **Recommendation**

No change is needed in response to this comment because it expresses support for the language of the rule.

#### **Comment**

Two commenters expressed support for new Sections 25.22, 25.32, 25.42, and 25.82 on the issuance of certificates, as well as Section 25.37 on subsequent certificates, stating that the language of these rules reflected discussions that had taken place between ISBE and the teacher preparation institutions.

Another respondent, on the other hand, felt the review mechanism discussed in Section 25.37 with regard to subsequent certificates puts too much authority in the hands of colleges/universities. This commenter noted the financial incentive that exists for colleges and universities to require students to take more coursework rather than less and voiced the concern that completion of a full program could be required despite prior completion of relevant coursework at another institution.

Yet another respondent saw both positive and negative aspects in the proposal for subsequent certificates. On the positive side, it would lighten the review burden on ISBE and leave the decision as to what each individual candidate needs to the teacher training institution. On the negative side, there would be no assurance that any institution had to review the person's prior work. Theoretically, a person could be unable to attain a subsequent certificate at all because there would be no one who is required to review his or her credentials. Also, this approach eliminates the current checklist that allows teachers to see for themselves what they will have to do and to pursue each class at the university of their choice, including online institutions. The commenter also pointed out that universities could disallow classes that are currently considered acceptable. He stated that these issues should be addressed before finalizing the rules, because it "isn't prudent to just hope that things would go smoothly." It was suggested in connection with Section 25.37(b)(3) that all universities be required to publish their program options. Instead of having institutions individually assess candidates' needs, the process should be more uniform, without "wiggle room" to mandate more coursework than is necessary. The commenter was concerned that institutions might say they evaluate individually while still requiring everyone to complete an entire program.

### **Analysis**

These comments embody the crux of the issue related to subsequent certificates in a standards-based system. Candidates for certificates will be expected to meet the applicable standards for each certificate sought and, as in the current system, should be credited for work already accomplished in conjunction with certificates earned earlier. Since universities have chosen different ways of configuring their coursework within their programs, it will no longer be possible to identify a single, uniform means of attaining any certificate as a subsequent certificate. It is inherent in a standards-based system that there will no longer be a prescribed set of courses serving as a checklist of requirements that can be completed piecemeal.

In this environment, the State will have to rely on colleges and universities to determine whether candidates have met the applicable standards. The concept expressed in the proposed rules essentially rests on completion of an approved program for every certificate, albeit in many cases a focused program, as opposed to the aggregation of coursework as has been the case until now. The analysis of candidates' prior work will need to be performed by knowledgeable individuals associated with individual approved programs.

We acknowledge the concern raised for access to these reviews, as well as the concern that duplicative requirements might be imposed. In connection with the latter issue, we believe it would be prudent to require not only the information required under proposed Section 25.37(b)(3) but also a description of the approach the institution will take in developing focused programs. The State Teacher Certification Board endorsed this addition.

### **Recommendation**

Section 25.37(b)(3) should be amplified as follows:

- 3) Each institution shall make available a description of the method to be used by the educational unit in assessing the degree to which the work previously completed by candidates for focused programs has addressed relevant standards and in identifying the coursework and experiences these candidates will be required to complete in order to qualify for subsequent certificates. 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, or to complete a full program without acknowledgment of prior courses or experiences, shall publish and make available a written statement to this effect, describing those requirements.

### **Comment**

One commenter was of the opinion that out-of-state applicants should not be penalized for trying to teach in Illinois. This individual noted that every state is subject to the requirements of the federal No Child Left Behind Act and stated that we should try to improve all schools, not create an “exclusive” state. Limiting the way certificates are completed to only Illinois institutions would, in this person’s opinion, harshly restrict out-of-state transfers into Illinois colleges.

### **Analysis**

We believe the author of this comment may have misunderstood how Sections 25.37 and 25.425 will apply. Section 25.37(a) in particular may be the source of confusion, stating, “The candidate shall submit his or her official transcripts and evidence of teaching experience to an Illinois institution of higher education operating a program.....”

Section 25.37 will not affect out-of-state candidates; it pertains only to teachers who already hold one or more Illinois certificates. (Even if they received those certificates based on credentials brought here from other states, they are now Illinois certificate-holders.) This rule discusses how they will be treated when seeking additional Illinois certificates.

It is Section 25.425 that governs Illinois certification for out-of-state applicants, i.e., individuals who qualify for or hold certification from other states only. Proposed language in subsection (a) of that Section referred to completion of a “state-approved

educator preparation program”. This phrase did not mean an Illinois approved program; it meant a program approved in the other state.

### **Recommendation**

No change is needed in response to this comment.

### **Comment**

One commenter considered that Section 25.22 as written would eliminate the option for the recipient of a special certificate to “split” that certificate and receive both an elementary and a secondary certificate instead. She read the reference to 32 semester hours or a major in the field (see subsection (b)) as precluding the issuance of an elementary certificate in the split. This individual called to our attention the implication that all special educators and art and music teachers would therefore have a special certificate only.

### **Analysis**

The language identified by this respondent is not intended to eliminate the opportunity to split the special certificate, which is established in law. An individual who qualifies for a special certificate is not considered an “applicant” for an elementary and a secondary certificate, and the elementary certificate that is issued to such a teacher is not endorsed for self-contained general education as it would be if he or she had met the requirements for an elementary certificate *per se*. Similarly, a candidate for a special certificate who elects to split it is not required to take content-area tests for the elementary and the secondary certificate received, but rather only the content-area test that corresponds to the special field.

There is no reason we cannot amplify the rules for the elementary and secondary certificates to make certain this distinction is clear.

### **Recommendation**

Parallel subsections (g) should be added to Section 25.22 and Section 25.32 to state:

- g) The requirements of this Section shall not apply to an elementary [a secondary] certificate that is issued along with a secondary [an elementary] certificate in place of a special certificate as provided in Appendix C to this Part.

### **Comment**

One commenter stated that the provisions of Section 25.32 regarding the secondary certificate were acceptable but not those of Section 25.82. This correspondent stated that it was not the intent of the individuals who wrote the standards for early childhood special education to require individuals who choose to attach early childhood special education approval to the early childhood certificate to have to meet the requirements of Section 25.82 for the certificate and those for the approval in addition. The certificate was supposed to be issued for either early childhood education or early childhood special education. This problem was stated not to affect candidates at some universities because their majors are attaching the approval to the special certificate or



completing the early childhood special education course sequence and attaching the approval to the early childhood certificate. However, it might affect programs at other universities.

### **Analysis**

We understand that there has been confusion regarding early childhood special education, largely as a result of statements in the “Final Transition Rules” implemented under a federal court order in the *Corey H.* matter that do not match the structure of the early childhood standards related to special education. Since this has come to light, the agency has been issuing the early childhood certificate either for general education or for special education, as this commenter contemplated. Since Section 25.82 does not address special education approval, we do not see that the situation in question can be improved via this rulemaking. Technical revisions to the Transition Rules will require discussion with the Court-appointed Monitor and the parties in *Corey H.* and some form of agreement as to the desired changes.

### **Recommendation**

No change should be made as a result of this comment.

## **Section 25.464 Short-Term Authorization for Positions Otherwise Unfilled**

### **Comment**

In follow-up conversations with certification specialists from regional offices, it was brought to our attention that this Section could be streamlined by eliminating the requirement for annual renewals of this authorization in favor of making the original authorization valid for its entire available three-year period.

### **Analysis**

We agree that districts employing individuals on short-term authorizations should not need to verify completion of coursework at one-year intervals. Each affected individual will either complete the certification requirements within the time available or become ineligible to teach in that field, and no intermediate submission of information is needed.

### **Recommendation**

Several portions of Section 25.464 should be revised as shown below.

- a) 7) a ~~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 ~~25.100(b)(2)~~ of this Part) within three school years after the issuance of authorization under by the time the renewal periods available under subsection (d) of this Section have been exhausted.
- 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

~~of the third school year 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 validity of authorization received under 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.

### **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**

##### **Comment**

One commenter believed that certain new language in subsection (c) of this Section is out of place or would need be repeated in the Section on endorsing certificates.

##### **Analysis**

This commenter is referring to the proposed requirement for institutions to make available to students a list of the courses within approved programs that the institution “recommends” for completion when individuals are seeking to add an endorsement. We agree that this will not be necessary.

##### **Recommendation**

The relevant sentence in Section 25.115(c) should be deleted:

~~Each institution shall make available to its students a list of the courses within each of its approved programs that the institution recommends as the coursework that should be completed for an additional endorsement as provided in Section 25.100(f)(3)(B) of this Part.~~

#### **Section 25.125 Accreditation Review of the Educational Unit**

##### **Comment**

It was stated that the reference to two years in subsection (j)(2)(C) conflicts with subsection (j)(2)(B), which refers to one year.

### **Analysis**

These two provisions apply to different situations and can therefore be different without creating a conflict. Subsection (j)(2) discusses what happens when an institution is assigned accreditation with conditions. Subsection (j)(2)(A) and (B) apply when the State Teacher Certification Board believes that the conditions can be satisfied within six months, and subsection (j)(2)(B) provides for a focused visit within one year after the submission of certain documentation demonstrating that conditions have not yet been satisfied. Subsection (j)(2)(C), on the other hand, deals with situations in which the Certification Board does not believe the conditions can be satisfied within six months and provides for a focused visit within two years after issuance of the conditions.

### **Recommendation**

No change is needed in response to this comment. However, in reviewing the comments received on Sections 25.115 and 25.125, it came to our attention that one aspect of our use of language does not conform to terminology now used by NCATE. There are numerous places in these Sections and in Section 25.127 where the phrase “areas of weakness” is used, while NCATE’s written material refers to these as “areas for improvement”. These revisions should be made in all three Sections to conform our language to that used by NCATE.

## **Subpart D: School Service Personnel**

### **Section 25.215 Certification of School Social Workers (2004)**

#### **Comment**

A question was raised as to how Section 25.215(a) would affect out-of-state applicants and whether this requirement was “part of NCATE”.

#### **Analysis**

This requirement will affect all candidates equally and is not related to ISBE’s reliance upon NCATE’s standards. The provision is taken directly from the relevant Illinois standards. Section 23.140(a)(1) provides that, “The competent school social worker:

- A) has attained a master’s degree in social work with a specialization in school social work from a program accredited by the Council on Social Work Education (CSWE).”

#### **Recommendation**

No change should be made in response to this comment.

### **Section 25.225 Certification of School Counselors (2004)**

More than 40 commenters addressed the requirements for school counselors (Section 25.225). Some favored the proposed new rule without reservation, stating that it would provide a great way to increase the effectiveness of schools' counseling centers, while others did object to specific aspects of the rule.

### **Comment**

Many individuals stated that holding the qualifications that are required for a teaching certificate is not necessary and should not be a prerequisite for school counselors. They felt that admitting individuals from other walks of life would increase the cultural awareness of counselors and pointed out that a desire to work with students is the essential key to success. We were urged not to rule out other people who have a passion for this type of work. Commenters did acknowledge that counselors' coursework should be required to cover certain topics such as adolescent psychology and working with students who have special needs. It was stated that the coursework and experiences required by the rule would be "great ways" to ensure that counselors are fully qualified. Communication from the Illinois School Counselor Association voiced the unanimous support of that organization's leadership team for the proposed rule "as is".

### **Analysis**

Many of the commenters did not appear to realize that the change away from requiring school counselors to be qualified as teachers was made in the law. Nevertheless, their comments expressed appreciation for this new direction and the way in which it would be implemented through these rules.

### **Recommendation**

No changes are needed in response to these supportive comments.

### **Comment**

It was suggested that the requirement for a master's degree in school counseling be removed from Section 25.225(a) so that individuals would not have to acquire entirely new master's degrees. This change would open the school counseling field to professionals with master's degrees in related fields.

### **Analysis**

The intended relationship between subsections (a) and (h) of this rule was evidently not clear as written. These provisions were meant to convey the idea that each person who completes the applicable requirements of subsections (b) through (h) either will already hold or would acquire the master's degree in school counseling required by subsection (a). However, representatives of school counseling preparation programs have let us know that this was an erroneous assumption. It is true that some candidates, including those with educational degrees and others without a therapeutic background, would be required to complete sufficient work to earn a new master's degree in school counseling. On the other hand, individuals who hold do master's degrees in related fields (i.e., other therapeutic fields) will complete the certification requirements without

receiving an additional master's degree. We therefore agree that subsection (a) should be amended to delete this reference.

### **Recommendation**

Portions of proposed new Section 25.225 should be revised as shown here:

- a) Each applicant for the school service personnel certificate endorsed for school counseling shall hold a master's degree in school counseling or in another counseling or therapeutic field such as counseling psychology, marriage and family therapy, or social work awarded by a regionally accredited institution of higher education. (See subsection (h) of this Section.)
  
- h) An applicant who holds a master's degree in any a field ~~of counseling~~ other than school counseling, or who holds a bachelor's degree only, 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 and experiential 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.

### **Comment**

Several commenters indicated that requiring 600 hours for the internship (Section 25.225(c)) is excessive (and one believed the rule would require 800 hours and indicated that that number would be excessive). It was stated that 400 hours would be more than enough and that it should be left to the universities with approved programs to monitor their students and set the number required.

Other commenters noted the financial difficulties inherent in completing an internship and expressed the hope that the number of hours would be set with that in mind and with particular attention to the number of other tasks that candidates who are teaching at the time will have to carry out. Several high school students wrote to describe the burden placed on teachers they knew who were in the process of acquiring certification as counselors. On the other hand, one individual wrote that it is crucial to maintain the requirement for 600 hours and at least one semester intact.

It was suggested that further specificity be introduced regarding the internship, to account for the experiences and skills of professionals coming from other fields, including teaching, and to clarify whether the internship must be conducted in a school. Another commenter identified certain other groups of individuals who should be considered qualified (i.e., those who have been in the field for more than 15 years or have master's degrees in related fields). One individual indicated that the 600-hour requirement and the interim certification as a school counselor intern should not be "for everyone, as the rules are written now", but rather for everyone who is in an internship

program. The commenter noted that this would permit such individuals to be paid during their service as interns.

### **Analysis**

The goal of this new rule is to state requirements that will reinforce the quality of counseling in the schools while broadening the pool of potential candidates. Our discussions with the counseling community have emphasized the nationally accepted standards pertaining to the internship experience (which call for 600 hours), and we note that 12 of the 15 Illinois institutions with approved school counseling programs are affiliated with the organization that established those standards. We therefore believe that the most reasonable approach is to maintain the requirement for a 600-hour internship and to add specificity regarding direct service work to carry forward the requirements stated in the current rule (Section 25.220). However, it is also reasonable to provide for a reduction in this requirement for those with at least two years of teaching experience (as Section 25.220 now states), acknowledging that these individuals already have had useful orientation to aspects of the school environment such as interacting with other professionals and parents, the context of IEP meetings, and students' learning needs.

We agree that, generally speaking, the internship should be conducted in school setting but do acknowledge that experience in other related settings might be accepted by the institution as providing some of the necessary orientation; this could then be augmented by school-based experience.

We should note that the interim certificate (in Section 25.227) was intentionally proposed to permit working individuals such as teachers to be paid for the internship so that they could focus their attention on their orientation to school counseling rather than having to add that to other work-related obligations and priorities.

During these discussions it also came to our attention that the proposed rule failed to include another required component of preparation, i.e., the supervised counseling practicum. Although all Illinois programs already include this component, the requirement does need to be stated in the rule so that its applicability to out-of-state candidates will be clear.

Finally, some of the recommended specific internship requirements that will be recommended below will represent an increase for candidates now enrolled in a small number of Illinois programs. It will therefore be necessary to make some provision for their completion of programs based on the requirements in place when they began.

### **Recommendation**

Section 25.225(c) should be amplified to carry forward the requirement for a supervised practicum; to differentiate among internship requirements based on prior work and learning; and to add specificity regarding the setting.

- c) Each candidate shall have completed a supervised counseling practicum of at least 100 clock hours that provided interaction with individuals and groups of school age and included at least 40 hours of direct service work. 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~~
- 1) The internship shall be of a length that is determined by the approved program to be adequate to enable candidates to meet the standards set forth at 23 Ill. Adm. Code 23.110 but shall entail at least 600 hours and last lasts no less than one semester, during which the candidate shall engage engaged in the performance of various aspects of the counseling role and shall be was gradually introduced to the full range of responsibilities associated with that role. However, the internship for an individual with at least two years of teaching experience may, at the discretion of the institution offering the approved program, consist of no fewer than 400 hours. In each case at least 240 hours of the internship shall involve direct service work with individuals and groups of school age.
  - 2) The internship shall occur in a school setting except that, at the discretion of the institution, a maximum of one-third of the hours required may be credited for experiences in other related settings such as hospitals or day care settings that, in the judgment of the institution, expose the candidate to the needs of school-aged children and prepare the candidate to function as a school counselor.
  - 3) An institution may recommend certification of a candidate who was enrolled in an approved program prior to July 1, 2004, and has completed an internship meeting the requirements applicable at the time of his or her enrollment.

In addition, subsection (f) of this Section needs to state clearly that an approved school counseling program is meant in order to avoid any confusion.

- f) An applicant who has completed an approved school counseling program in another state that includes.....

### **Comment**

One individual stated that counselors should hold a teaching certificate in order to obtain the Type 73 (school service personnel) certificate. This individual stated, "With this in mind, a new graduate from any counseling program could bump a better qualified counselor because of the cost of hiring someone at zero experience rather than 10, 15, or 20 years when a teacher could be burning out in the classroom. Is it better to keep a burned-out teacher in the classroom rather than allowing other opportunities for him or her?"

**Analysis**

Districts' hiring practices are not the province of these rules. However, the State Board's rules must reflect the change in the law that now allows individuals without teaching credentials to become school counselors.

**Recommendation**

No change should be made in response to this comment.

**Comment**

One correspondent asked for additional language giving counselor educators some guidance for evaluating competencies, presumably with reference to subsection (h) of this rule.

**Analysis**

We believe that counselor educators in institutions with approved programs are in the best position to compare candidates' prior learning and experiences to the requirements that are implicit in the relevant standards. The only addition we think advisable to the language of subsection (h) is the inclusion of a reference to individuals' prior experiences.

**Recommendation**

The recommended insertion of "and experiential" before "background" is displayed above along with other recommended revisions to subsection (h).

**Comment**

One commenter suggested a change in the language of Section 25.225(d)(2)(B) from "the growth and development of children and youth, and their implications for counseling in schools" to "the academic and social/emotional growth and development". This commenter stated that nothing should be "implied" because of the new laws regarding children's mental health.

**Analysis**

The rule is not intended to imply anything; the word "implications" only conveys the expectation that candidates for the school counseling credential will understand the relationship between children's growth and development and the work of school counselors. We understand the commenter's desire to have the rule specify that both academic and social/emotional growth and development are meant. However, doing so would have the unintended consequence of omitting reference to physical growth and development. For this reason it is preferable to leave the language of the rule broad so that institutions will address all aspects of the standards in their programs.

**Recommendation**

No change should be made in response to this comment.

**Section 25.227 Interim Certification of School Counselor Interns (2004)**



**Comment**

Our discussions regarding the nature of the practicum and internship also brought to light a potential for misunderstanding the rule offering interim certification. The proposed language conveyed a requirement for this certificate that was not intended.

**Analysis**

We agree that the opportunity for interim certification was intended to be an option so that paid employment might be available for individuals completing their internships. The rule does not accurately express the optional nature of this provision and, as stated, inadvertently eliminates this option for certified teachers.

**Recommendation**

Section 25.227(a) should be revised as shown below:

An individual who wishes to participate in an internship program enabling him or her to meet the requirements described in Section 25.225 of this Part may ~~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:

**Section 25.235 Certification of School Psychologists (2004)****Comment**

More than two dozen commenters expressed support for the provisions of Section 25.235 regarding the certification of school psychologists. In particular, they affirmed the desirability of relying upon programs accredited by the National Association of School Psychologists (NASP), particularly with respect to the curriculum and field experiences offered through those programs and the facilitation of certification for out-of-state candidates. NASP was identified as the only national psychological association whose primary aim is psychological services to children. To expect anything less was stated to leave practitioners ill-prepared to deal with students' myriad problems. Numerous commenters, including the Directors of School Psychology Programs, an inter-university council consisting of the directors of the eight Illinois approved programs preparing school psychologists, characterized the proposed rules as "appropriate and necessary".

**Analysis/Recommendation**

These comments call for no change in Section 25.235 as proposed.

**Section 25.245 Certification of School Nurses (2004)****Comment**

Representatives of Illinois school nurses pointed out several errors in the proposed new Section dealing with school nurse certification. With respect to Section 25.245(a), they stated that a bachelor's degree in nursing has never been required and that such a requirement should not be instituted now because it would eliminate many qualified nurses from pursuing school nursing as a career option. It was stated that completion

of a program and having the personal disposition to practice in the schools are the major determinants of well qualified school nurses.

### **Analysis**

These commenters are correct that the requirement for a bachelor's degree in nursing is incorrectly specified.

### **Recommendation**

The words "in nursing" should be deleted from Section 25.245(a).

### **Comment**

Subsection (d) of the rule refers to two years of successful experience as a school nurse as an allowable alternative to a one-year internship. It was pointed out that the current rule (Section 25.240) allows for substituting this experience only if it was acquired prior to the date when that Section was added to the rules. Further, the meaning of the adjective "successful" was questioned.

### **Analysis**

Subsection (d) does need to be restructured so that it will correctly reflect the current requirements for the internship and its supervision and will permit the use of school nursing experience as a substitute for the internship only as stated in the current rule. Also, current rule-writing requirements will not permit the undefined use of the word "successful" or the term "fully qualified", so these descriptors cannot be carried forward from the existing rule. More concrete specification of the requirements is necessary.

### **Recommendation**

Section 25.245(d) should be revised as shown below:

- d) Each candidate shall have met the requirements of either subsection (d)(1) or subsection (d)(2) of this Section ~~completed either a one-year internship under the supervision of a fully qualified school nurse or two years of successful experience as a school nurse.~~
  - 1) Completion of an internship that:
    - A) was determined by the approved program to be sufficient in length for the candidate to meet the standards set forth at 23 Ill. Adm. Code 23.120, but in no case consisted of fewer than 300 hours of experiences; and
    - B) was supervised by a certified school nurse with at least two full school years of full-time experience as a school nurse and at least one full school year of full-time experience with the current employer.

- 2) Completion of two years of experience as a school nurse prior to July 1, 1972.

### **Comment**

A major area of concern to Illinois school nurses was the lack of comparability between the requirements for certification in Illinois and the requirements that apply to school nurses in other states. Our correspondents indicated that only about ten states have school nurse certification in the first place, and that the Illinois system is clearly the most rigorous. School nurse representatives therefore questioned whether ISBE staff would be able to evaluate the preparation of out-of-state candidates and determine comparability of the certificate. For this reason, they advocated requiring each out-of-state candidate to submit his or her credentials to an approved Illinois preparation program for this comparison.

### **Analysis**

Under the current system, an out-of-state candidate who is qualified as a school nurse and has completed an approved program may have his or her transcripts evaluated and may receive a deficiency statement providing for the completion of any academic work that is missing. Registered nurses who are not school nurses are referred to Illinois approved programs.

Our correspondents stated, and ISBE staff confirmed, that the number of applicants involved each year is not large. An institutional representative indicated that the capacity is certainly available, even within Illinois' small number of approved programs, to review the credentials of all out-of-state applicants, and this approach was advocated on behalf of the Illinois School Nurses' Association.

### **Recommendation**

The proposed provision stating the requirement for completion of an Illinois approved program or a "comparable program in another state or country" or holding a "comparable" certificate should be replaced with a specific mechanism by which comparability will be determined so that all certificates will be issued on the basis of Illinois' standards.

- c) Each candidate shall have completed an Illinois program approved for the preparation of school nurses pursuant to Subpart C of this Part or shall have been recommended for certification by such a program 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).
  - 1) Each out-of-state candidate shall submit his or her official transcripts to an Illinois institution of higher education operating an approved program. The institution may, at its discretion, compare the coursework and clinical experiences already completed by the applicant to the standards for the school nurse certificate (see 23 Ill. Adm. Code 23.120) 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. If the institution determines that the individual's preparation is sufficient to meet the applicable standards, the institution may recommend the individual for certification without requiring additional preparation.

- 2) In formulating a focused program, the institution shall ensure that the candidate has broad and deep knowledge of the subject matter and develops the necessary knowledge and skills. 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 school nurse certificate.
- 3) An institution that uniformly requires all out-of-state candidates seeking certification in school nursing to complete certain coursework or field experiences, or to complete a full program without acknowledgment of prior courses or experiences, shall publish and make available a written statement to this effect, describing those requirements.
- 4) An out-of-state candidate who completes a focused program shall be considered as having completed the institution's approved program in school nursing and shall be eligible to be recommended for certification by entitlement, signifying that the candidate has met all applicable standards.

### **Comment**

It was stated that the proposed rule requiring a one-year internship would represent a change as compared to current requirements, in that the internship is generally 10-15 weeks long. This change was stated as doing a disservice to candidates since they cannot be paid as interns and would have to take an entire year off work.

### **Analysis**

The current rule (Section 25.240(d)) does, in fact, require a one-year internship. However, that requirement has been eliminated from the rule being recommended for adoption in favor of allowing discretion on the part of the approved program, provided that each internship entails a minimum of 300 hours. Also, we note that it is possible for some school nursing interns to be paid pursuant to the rules for special education (see Section 226.820(b)).

### **Recommendation**

No further change is needed as a result of this comment.

### **Comment**

One individual stated that Section 25.245(c) does require applicants from outside the U.S. to pass the applicable tests, as all other candidates are required to do.

## **Analysis**

Subsection (c) of this rule refers the reader to Section 25.425 (Individuals Prepared in Out-of-State Institutions). It may be the case that the structure of this rule does not make clear the applicability of its requirements to candidates from other countries rather than other states. A simple insertion in the introductory portion of that rule can rectify this problem. In addition, it will be necessary to insert an exception to the rule's general provisions to account for the treatment of out-of-state candidates for the school nurse's credential under the revised subsection 25.245(c) recommended above.

## **Recommendation**

The introductory statement in Section 25.425 (Individuals Prepared in Out-of-State Institutions) should be amplified so that the Section will apply to "An applicant who holds or is eligible to hold another state's or another country's teacher, school service personnel, or administrative certificate..."

Further, an addition should be made at the end of subsection (a) of this same Section: See Section 25.245 of this Part for requirements applicable to out-of-state applicants for certification in school nursing.

## **Section 25.252 Certification of Non-Teaching Speech-Language Pathologists**

### **Comment**

The shortage of speech-language pathologists was emphasized and linked to the current inability of many licensed individuals to serve in schools. A commenter stated that, if student teaching or a school-based practicum continues to be required, it will not be possible to mitigate this shortage as intended by P.A. 93-112. The same was stated to be true regarding transcript evaluation by a university, which was characterized as another barrier. The commenter recommended "opening the door" by changing part of the proposed language: "supervised clinical experience with children ~~in a school setting~~". She pointed to unlicensed SLP assistants who "cover caseloads" where no SLP is available and noted that it would certainly be preferable to have licensed SLPs who are willing to serve but not eligible for certification under these rules.

Another respondent identified a potential problem with having academic and clinical preparation evaluated by a representative of an approved program. All SLP preparation programs meet same the standards for accreditation, but the programs configure their requirements differently; this could result in inequitable evaluation of candidates depending on institution where work was completed. Who would decide which institution is selected? This commenter also asked how institutions would be reimbursed and whether an approved program could decline to evaluate a particular candidate. Similarly, what would happen if the evaluation is not done correctly? The correspondent believed the proposed implementation of P.A. 93-112 as set forth in this rule is likely to create more problems rather than solve them.

Along the same lines, it was stated that the requirement for clinical experience with children in a school setting negates part of the reason for 93-112. Another commenter explained that a large area of focus of speech-language pathology licensure programs relates to disorders in children. The requirement for evaluation of individuals who have not completed approved certification programs was stated to demean the stringent requirements on programs by the profession's governing body (ASHA), as well as to bog down the certification process.

Finally, a certification officer suggested changing the wording of Section 25.252(e)(3) and (f)(3) from "issue a letter of recommendation for the certificate" to "recommend for certification".

### **Analysis**

We understand the frustration expressed by speech-language pathologists in the context of this rule. It has become clear that the intention behind their support for passage of P.A. 93-112 was to make eligibility for certification nearly automatic for licensed speech-language pathologists. However, the final language of the law requires each individual to have met one of two specific requirements related to knowledge and skills for working with students with disabilities in a school setting. The rule that implements the new law cannot overlook this requirement, nor can ISBE fail to require individuals to meet the standards for non-teaching speech-language pathologists that were ordered for implementation by the federal judge in *Corey H.*

Discussions are currently under way with the speech-language community regarding potential changes to the statute that might alleviate some of the difficulty described by these commenters. However, the rule as proposed needs to be adopted so that the existing changes in the statute can be implemented until that might happen.

### **Recommendation**

The only change that should be made in the proposed language of Section 25.252 is to revise subsection (e)(3) for the sake of consistency:

- 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 recommend the individual for certification ~~issue a letter of recommendation for the certificate.~~

## **Section 25.425 Individuals Prepared in Out-of-State Institutions**

### **Comment**

With regard to Section 25.425(b)(3), a question was raised as to whether an additional endorsement should be issued to an out-of-state applicant if his or her recommendation from the institution where coursework was completed is based on only 18 semester

hours This commenter stated that, if we are raising the bar, we should make certain that lesser qualifications will not be accepted from individuals prepared outside Illinois.

Another commenter noted that the coursework requirements for out-of-state candidates as established in Section 25.425 are less stringent than for those prepared in Illinois in that there is no reference to standards. She recommended just requiring the Illinois test since it is based on our standards.

### **Analysis**

We agree that a recommendation from an out-of-state institution is not sufficient evidence that a candidate has completed the coursework for an Illinois endorsement. In any case, the revisions recommended above to the general model for issuing additional endorsements (see Section 25.100(f)) will also need to be reflected in the way the same subject is treated with respect to out-of-state applicants, so several changes are needed in Section 25.425. As noted above, we do not believe passage of a test is, on its own, an adequate basis for endorsement.

In addition, our further discussion of these issues has brought to light our inability to verify one of the requirements stated in subsection (a) of this rule as proposed, namely whether an individual with an out-of-state certificate has, in fact, completed an approved preparation program. We believe that a revision of subsection (a) is needed in order to ensure that comparable qualifications are presented when Illinois certificates are sought. Finally, the introductory statement to this rule should be modified to ensure that its applicability to foreign candidates is clear.

### **Recommendation**

Several provisions in Section 25.425 should be reorganized as shown below.

An applicant who holds or is eligible to hold another state's or another country's teacher, school service personnel, or administrative certificate...

- a) The certificate sought must be comparable to the out-of-state certificate for which the applicant is eligible, ~~and the applicant must have completed a state-approved educator preparation program including a major in a subject area that is relevant to the area of certification.~~ 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.) Each applicant for a teaching certificate must have completed college coursework in professional education, including pre-student teaching clinical experiences or equivalent experience, student teaching or equivalent experience, and a major in a subject area that is relevant to the area of certification.
- b) The individual may receive additional endorsements comparable to those affixed to the out-of-state certificate, as determined by the State Board of Education and irrespective of nomenclature, by passing the applicable Illinois content-area tests and presenting evidence of:

- 1) having completed a major area of concentration, totaling 32 semester hours or as otherwise identified by a regionally accredited institution on the individual's official transcript ~~an approved program in the subject area of the endorsement sought; or~~
- 2) having completed at least 24 semester hours of college coursework from one or more regionally accredited institutions of higher education that is demonstrably related to ~~in the subject area of the endorsement sought; or~~
- 3) ~~having been recommended for the endorsement by an institution of higher education at which coursework in the subject area was completed.~~

Finally, a cross-reference in subsection (c) needs to be corrected to refer to subsection(d) of Section 25.425.

#### **Comment**

A question was raised as to why foreign candidates are not required to pass the tests and show that their coursework covered pedagogy. The correspondent indicated that this evidence would be particularly important for someone who earned certification in another country.

#### **Analysis**

The introduction to Section 25.425 refers to meeting the requirements for the certificate sought, as specified in the applicable Sections of Part 25. Those Sections include the tests in all cases.

#### **Recommendation**

No change is needed in response to this comment.

### **Section 25.445 College Credit for High School Mathematics and Language Courses**

#### **Comment**

A question was submitted as to why Section 25.445 is being repealed.

#### **Analysis**

An arbitrary limitation such as that stated in this rule with regard to credit for high school work in these subjects is out of place in a standards-based environment and is no longer needed.

#### **Recommendation**

No change is needed.

### **Section 25.510 Paraprofessionals; Teacher Aides**

#### **Comment**



It was stated that this portion of the rules displays a lack of leadership by accepting the status quo and watering down existing requirements. The provisions of this Section were also characterized as distancing Illinois from the requirements of the No Child Left Behind Act. Respondents objected to the “test-only” provisions of 25.510(c)(3) and (4), stating that these were totally unacceptable and would reverse hard-won gains in upgrading paraprofessionals’ skills.

Commenters opined that neither of the tests (ParaPro or Work Keys) is the equivalent of two years of college work and state that to equate these is a grave injustice to our college systems. Work Keys was stated to be a high school test appropriate for evaluating entry-level skills, and the skill level represented by the ParaPro test should not be considered the equivalent of two years’ work in general education or education courses. The tests were stated to be “quick fixes” so that individuals could be considered highly qualified.

Commenters further urged that we not “water down” our standards. Instead, ISBE should encourage the further development of paraprofessionals’ skills. The agency was asked to consider whether it makes sense to be raising standards for teachers but lowering those for paraprofessionals. It was noted that significant effort has been expended over the last two years to develop a certification program and an associate’s degree for paraprofessionals; the proposed rule seemed to contradict this important work. Along the same lines, issuing approval as a paraprofessional just for passing a test was described as lowering the current standards rather than raising them. The respondent believed the test will measure content knowledge but that the individual would not have an opportunity to acquire the complex pedagogical skills that are needed to help students achieve. The “AAS Task Force” identified other areas that are important (pedagogical knowledge; cultural diversity; school policy; law) and the test would not show mastery of this knowledge or related skills.

It was recommended that we “scrap” these rules and adopt a uniform set of requirements patterned after NCLB, to be applicable to all paraprofessionals. Those currently serving should be given a period of time to meet the requirements, or should be “grandfathered in”. All newly hired paraprofessionals should have to meet the requirements. Adopting a policy such as this would also help assure continued federal funding and make Illinois a leader rather than a loser.

### **Analysis**

Adoption of options to meet the federal paraprofessional requirements under NCLB has created a situation in Illinois in which a person can meet federal criteria without meeting the State’s criteria, even though the federal criteria are purported more rigorous. The proposed rules eliminate this paradox and make it possible for a paraprofessional candidate to establish state eligibility through either the traditional paths or those additional routes that have been adopted by Illinois for purposes of NCLB, i.e., the two tests referred to by the commenters. Both of these tests were adopted by the State Board through a process of extensive collaboration with stakeholders and testing

companies, and both of these tests are designed to assess individuals' knowledge and skills at the level of the second year of college.

Any district whose administrators do not feel that one of these two tests is a sufficient indicator of qualifications may, of course, set its own higher requirements for the employment of paraprofessionals.

### **Recommendation**

No change should be made in response to these comments.

### **Comment**

Regarding paraprofessionals employed in Title 1 programs, one commenter stated that one available option for approval is lower than the current requirement for 30 hours of credit. The correspondent was referring to passing the ParaPro test and completion of 20 semester hours of college coursework. This individual expressed agreement with the idea that there should be options for meeting the requirements of NCLB but stated that the options need to be comparable.

### **Analysis**

We believe this commenter misunderstood the meaning of Section 25.510(d)(2)(B)(ii). That provision involves presenting evidence of having accumulated 300 Professional Training Points (PTPs). College coursework is credited at 15 PTPs per hour, so the individual would need 20 hours of credit to meet this requirement. However, the PTPs are required in addition to already possessing a statement of approval and are therefore in excess of the basic requirements for approval, not less than those requirements.

### **Recommendation**

No change is needed in response to this comment.

### **Comment**

It was pointed out that proposed Section 25.510(b)(1) conflicts with proposed Section 1.630(a)(2) as regards approval for paraprofessionals in special education. The former requires approval only for special education paraprofessionals employed in programs supported with federal Title I funds, while the latter requires approval of all paraprofessionals.

Another commenter discussed the national trend toward increasing requirements and stated that nowhere are the effects of insufficient training more evident than in the area of special education. Children who have the strongest need for highly qualified instruction may not receive it because the paraprofessionals who serve them often lack instructional training.

### **Analysis**

These comments address a point that had come to our attention as well. After the amendments to Part 25 were drafted but before we completed the draft of Part 1, we were advised that the requirement would need to apply to special education

paraprofessional as well in order to comply with the Individuals with Disabilities Education Act. Section 25.510(b)(1) will need to be revised to state this requirement. Because this represents a change in practice, proposed Section 1.630(b)(2) provides a grace period; paraprofessionals employed in special education on or before June 30, 2004, will become subject to this requirement as of July 1, 2007.

However, discussions with our colleagues involved in special education have led us to conclude that more notice of this requirement is warranted. We believe that the grace period should also apply to paraprofessionals newly hired for the 2004-05 school year.

### **Recommendation**

Section 25.510(b)(1) should be revised to conform to Section 1.630(b)(2).

- 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~~ Paraprofessionals first employed in programs for students with disabilities on or before June 30, 2005, shall be subject to this requirement as of July 1, 2007. ~~unless the programs are supported with federal Title I, Part A, funds.~~

Section 1.630(b)(2) should be revised to extend the grace period as discussed above.

- 2) Employment as a paraprofessional requires a statement of approval issued by the State Board of Education, in consultation with the State Teacher Certification Board, except that a paraprofessional first employed on or before June 30, 2005 ~~2004~~, in a program serving students with disabilities shall be subject to this requirement as of July 1, 2007.

### **Comment**

In our discussion with the State Teacher Certification Board regarding the need for approval of paraprofessionals in special education, it was noted that individuals assisting students with disabilities may perform several different roles and there is likely to be considerable confusion as to who is subject to the requirement for approval. A definition of “assisting with instruction” was identified as a good way of distinguishing between the functions of a paraprofessional and those of an attendant or personal care assistant.

### **Analysis**

We agree that defining this essential paraprofessional function will clarify for administrators and employees who should be considered a paraprofessional and therefore requires the relevant approval.

### **Recommendation**

Language should be added to Section 1.630(b)(1), which outlines the authority given by the School Code to districts for the use of noncertificated personnel to assist in the instruction of pupils. Further, the sentence structure used in this rule, while taken

directly from the law, is perhaps not as clear as it might be and should therefore be slightly revised.

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

### **Comment**

The requirement stated in Section 25.510(c) for evidence of annual freedom from tuberculosis was questioned because this evidence is generally required only at the time of initial employment.

### **Analysis**

This commenter is correct in pointing out this error, and it should be corrected.

### **Recommendation**

The word “annual” should be deleted from Section 25.510(c).

### **Comment**

Objections were expressed regarding the deletion of the provisions in 25.510(a)(2), (3), and (4). The commenter stated that paraprofessionals need the certified teacher’s management direction, instructional judgment, and continuous control because they have not had the professional training to act independently of certified teachers, including library/media specialists. It would be inviting disaster to have a teacher aide act without supervision. The same comments applied to the deletion of the provisions in subsection (b). Without these safeguards, the commenter believed paraprofessionals could replace certified teachers and hold equivalent responsibilities. The level of instruction would fall sharply. Similar comments were received with respect to the pending amendments to Section 1.630.

Another individual wrote on same issue from the standpoint of a school librarian but indicated that these changes could affect every classroom. She noted that even “wonderful” paraprofessionals do not have the training to conduct classes. She expressed the concern that this rule, in combination with districts’ financial constraints, could promote the use of unqualified individuals to serve the needs of students related to research and information literacy. Finally, she addressed specific items on the state assessment that are related to the use of informational resources and stated that paraprofessionals would not be able to instruct students in these areas.

**Analysis**

The deleted material referred to by these commenters has been placed into Section 1.630 instead, since that is the rule describing the allowable uses of noncertificated personnel. This discussion does not deal with the qualifications an individual must have to obtain approval as a paraprofessional, which is the function of Section 25.510. Nothing substantive has been lost, and both these concerned individuals have been informed that this is the case.

**Recommendation**

No change is needed to respond to these comments.

**Comment**

It was recommended that the words “or library” be deleted from Section 25.520(a)(1), which states that noncertificated personnel may be employed in areas not directly connected with the academic program of the schools, including “clerical duties, as in an office or library”. The library was stated to be a core component of any academic program and to need professional direction. Its inclusion in this section denigrates the library’s importance as an academic setting and places it outside the realm of students’ learning.

**Analysis**

We acknowledge the commenter’s representation of the library as an academic setting. However, Section 1.630(b) specifically mentions the library as one setting in which a paraprofessional requires a teacher’s supervision when assisting with instruction. Section 25.520(a)(1), on the other hand, is discussing clerical functions and other work to be performed by “other noncertificated personnel”, i.e., explicitly outside the realm of the paraprofessionals discussed in Section 25.510. Section 25.520(a)(1) is not to be interpreted as this commenter feared.

**Recommendation**

No change is needed in response to this comment.

**Comment**

One respondent indicated that the process assumed in Section 25.510(d)(2)(B) – that is, the accumulation of 300 Professional Training Points – is too cumbersome and questioned who would monitor individuals’ points. This individual’s concern pertained to how districts would “show these totals”. He suggested use of the CeRTS system and involvement of the Local Professional Development Committees. Another commenter stated that the rules are deficient because they are long and complicated by the many divisions, subdivisions, and exceptions.

**Analysis**

We certainly acknowledge that the options that will be considered as a “formal state assessment” are detailed and complicated. It should be pointed out that this option was developed in direct response to a new state law (P.A. 93-332) that requires ISBE to give credit toward approval of paraprofessionals based on “relevant life experiences”.

This rule calls for direct application by the paraprofessional to the State Board of Education, so we do not believe districts will need to “monitor” these requirements. The successful applicants will have statements approval suitable for their roles, on which districts will rely.

**Recommendation**

No change is needed in response to these comments.

**Comment**

With respect to Section 25.510(e), it was recommended that the regional office should be notified by the district and then the regional superintendent should notify State Superintendent.

**Analysis**

This comment refers to situations in which approval as a paraprofessional is to be revoked. The provisions of subsection (e) do not preclude the flow of information suggested by the respondent, and the desired process for the flow of information can be established at the regional level. However, the State Superintendent will need to take the appropriate action regardless of how the relevant information reaches this office.

**Recommendation**

No change is needed in response to this comment.

**Comment**

One individual stated the proposed changes for paraprofessionals are very positive and that the clearer the qualifications are, the more efficient the process. This individual went on to indicate that many school districts are confused about the process under NCLB and are feeling pressure to get all teacher aides “completed”. Many community colleges don’t have departments of education and are struggling to create answers for districts.

The commenter was concerned that many districts are far behind and that individuals will “seek to circumvent the process by taking these exams without having the proper class preparation.” However, the biggest issue was stated to be lack of knowledge concerning the process. This commenter recommended strong communication plan once the rules are final.

A commenter recommended that ISBE seek to set minimum pay standards for paraprofessionals and seek funding from the legislature for this purpose.

**Analysis**

These comments pertain to matters that cannot be addressed in the rules and involve communications or legislative initiatives instead.

**Recommendation**

No change in the rules is needed.

### **Other General Comments on Part 25**

One commenter stated that the rules would be effective in discounting the sacrifices and punishing individuals for promoting their educational endeavors; decreasing the number of qualified applicants; encourage would-be teachers to go to other states; decrease opportunities for people who love the profession but need a different aspect than classroom practice; and lower morale.

One individual wrote to voice support for the proposed changes, without identifying any particular aspect he or she favored.

### **Additional Comments on Part 1**

#### **Comment**

One additional matter was addressed in comments on the pending amendments to Part 1. A provision is being amended in Section 1.440 (Additional Criteria for High Schools) which currently states, "No teacher should have more than five different preparations." The revision involves changing "should" to "shall" so that the statement will be cast as a rule rather than an item of advice. Our intention was not to change current policy but only to state the requirement clearly in response to several recent inquiries from regional superintendents as to its meaning.

We received only a handful of comments on this proposal, all of which expressed objections to the change. The correspondents indicated that districts had never understood this rule to be an absolute prohibition and that, in fact, various collective bargaining agreements incorporate extra compensation for teachers who agree to have more than five different preparations. Other reactions to the proposed amendment involved the degree to which it would limit local flexibility and "tie the hands" of district administrators.

#### **Analysis**

Once several of these comments had arrived, we attempted to achieve a more broadly based sense of current practice in the field in order to understand whether this rule change would have unintended effects in the field. However, the response to our inquiry was very limited. Consequently a decision must be made whether to strengthen the language of a rule that at least some districts have not understood as a requirement., or to delete this provision from the rules. On balance we believe it would not be advisable to add restrictions that would be perceived as new, particularly since there would also be a related effect on the compensation of some teachers.

A recent conversation with staff of the Joint Committee on Administrative Rules in connection with another rulemaking has made it clear that it will not be possible to leave

the rule in its current form, relying on the word “should”. This usage is no longer acceptable as a rule, and we therefore recommend deleting this provision altogether. Two nearby provisions in the same Section are couched in the same manner and should be deleted as well because they essentially have no meaning as rules. A review of this language reveals that there is no compliance standard stated in any of these.

**Recommendation**

Subsections (b), (c), and (d) should all be deleted from Section 1.440:

- b) The daily program should be organized so as to afford each student easy access to the instructional materials center, the counselor, program of extracurricular activities, and teacher-student conferences.
- c) No teacher should have more than five different preparations.
- d) Each teacher should have time to conduct student conferences and plan for instructional programs.

All the following subsections in Section 1.440 will need to be relabeled accordingly.



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NOTICE OF ADOPTED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER b: PERSONNEL

PART 25

CERTIFICATION

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Section  
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<u>25.APPENDIX E</u>	<u>Endorsement Structure Beginning July 1, 2004</u>

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.

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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; amended at 27 Ill. Reg. 12523, effective July 21, 2003; amended at 27 Ill. Reg. 16412, effective October 20, 2003; amended at 28 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.

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- 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(1) 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 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



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the applicable examinations as set forth in Section 25.20, 25.30, 25.40, or 25.80 of this Part, or in Section 25.22, 25.32, 25.42, or 25.82 of this Part, as applicable.

- 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, the 12-year period shall toll (i.e., the 12-year “clock” shall be stopped) during that period of employment.
  - 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).
  - 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-

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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 NBPTS expands its areas of certification.

(Source: Amended at 28 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:
  - 1) have completed an approved Illinois teacher preparation program for the elementary 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 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 *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) 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.

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- b) Each applicant shall have completed 32 semester hours in elementary education or a major in the field, as identified by the accredited institution on the individual's official transcript.
- c) Each applicant shall have completed pre-student teaching field experiences (see Section 25.610 of this Part). However, applicants with teaching experience at the K-9 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 tests required for the certificate as specified in Sections 25.720 and 25.725 of this Part.
- f) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code [105 ILCS 5/21-10].
- g) The requirements of this Section shall not apply to an elementary certificate that is issued along with a secondary certificate in place of a special certificate as provided in Appendix C to this Part.

(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

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- 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 2
  - B) Methods and techniques of teaching on the secondary level or in a teaching field 2
  - C) History and/or philosophy of education 2
  - D) 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])
  - 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.

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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) 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 28 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 25.32 Requirements for the Secondary Certificate (2004)**

- 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.

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- b) Each applicant shall have completed pre-student teaching field 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 field 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) A total of 32 semester hours in an area of specialization, or a major as identified by the accredited institution on the individual's official transcript, shall be required.
- e) Each applicant shall be required to pass the tests required for the certificate as specified in Sections 25.720 and 25.725 of this Part.
- f) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code.
- g) The requirements of this Section shall not apply to a secondary certificate that is issued along with an elementary certificate in place of a special certificate as provided in Appendix C to this Part.

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

**Section 25.35 Acquisition of Subsequent Certificates; Removal of Deficiencies**

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 ~~applies~~ 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;



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- 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.

- a) The candidate shall submit his or her official transcripts and evidence of teaching experience to an Illinois institution of higher education operating a program

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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 clinical 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) Each institution shall make available a description of the method to be used by the educational unit in assessing the degree to which the work previously completed by candidates for focused programs has addressed relevant standards and in identifying the coursework and experiences these candidates will be required to complete in order to qualify for subsequent certificates. 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, or to complete a full program without acknowledgment of prior courses or 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.

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(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
  - 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

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the School Code [105 ILCS 5/21-2a])

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| F) | Student Teaching in Area of Specialization and at the grade level of the certificate   | 5 |
| G) | Electives to Total 16 Semester Hours<br>(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) | 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 in the 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 28 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 25.42 Requirements for the Special Certificate (2004)**

- a) Each applicant shall either:

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- 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 field experiences (see Section 25.610 of this Part). However, applicants with teaching experience in the field of specialization, as verified by the employer, need not complete pre-student teaching field 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) A total of 32 semester hours in an area of specialization, or a major as identified by the accredited institution on the individual's official transcript, shall be required.
- e) Each applicant shall be required to pass the tests required for the certificate as specified in Sections 25.720 and 25.725 of this Part.
- f) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code.

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

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**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.
    - 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

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- F) The development and acquisition of language in young children  
2
- G) Child, family and community relationships 3
- H) 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)
- 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.
- 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

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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 25.82 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 field 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 field 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) Each applicant shall have completed 32 semester hours in early childhood education or a major in the field, as identified by the accredited institution on the individual's official transcript.



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- e) Each applicant shall be required to pass the tests required for the certificate as specified in Sections 25.720 and 25.725 of this Part.
- f) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code.

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

**Section 25.95 Majors, Minors, and Separate Fields for the Illinois High School Certificate (Repealed)**

- 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.~~

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- 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 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~~

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~~\*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~~

~~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) Physics~~

~~D) Geology~~

~~E) Physical Geography~~

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~~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~~
  - ~~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~~

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~~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~~
- ~~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~~

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~~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 \_\_\_\_\_)

**Section 25.99 Endorsing Teaching Certificates**

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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

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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.

- 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 \_\_\_\_\_)

**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. Any semester hours of credit presented toward fulfillment of the requirements of this Section may be earned in on-line or electronically-mediated courses, provided that college credit is awarded for the coursework by a regionally accredited institution of higher education.

- a) Subject-area “designations” shall be required in conjunction with some endorsements, as shown in Appendix E to this Part. Except in the case of foreign language, 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 not teach honors courses, as these are defined by the employing district, or Advanced Placement 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 not teach honors physics or chemistry.



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b) Endorsement(s) at Time of Issuance

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 subsections (g), (h), (i), (j), and (k) 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 content-area test or test of subject matter knowledge 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 a regionally accredited institution on the individual's official transcript, and has passed the applicable content-area test (or test of subject matter knowledge); and
  - B) any additional area in which the individual presents evidence of having accumulated 24 semester hours of college credit demonstrably related to the subject area, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, and has passed the applicable content-area test (or test of subject matter knowledge); and
  - C) any additional area for which the individual has met the applicable requirements of subsection (e) of this Section; and
  - D) any additional area in which the applicant has met the requirements of Section 25.425(a) of this Part.

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- 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 that offered the program completed by the candidate 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). (An endorsement under the new structure will be issued to an individual who either passes the applicable new content-area test or completes a program based upon the applicable standards for the content area.)
- 4) To account for the differing stages of preparation attained by candidates who were already enrolled in approved programs as of July 1, 2004, each institution may, through June 30, 2006, recommend to the State Board of Education the issuance of one or more endorsements under the structure in effect prior to July 1, 2004, to a candidate who has completed the coursework required for those endorsements and, in the judgment of the institution's certification officer, did not have a sufficient opportunity to complete the requirements for the comparable new endorsements instead.
- 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. 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 (f)(3) 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 this Section.
- 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.

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- 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 applicable to the endorsement or the 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 in one of these subjects, 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) Addition of Endorsements to Previously Issued Certificates

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.

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- 2) Applications received through December 31, 2004, shall, at the request of the applicant, be reviewed against the requirements in place immediately prior to July 1, 2004, and deficiency statements shall be issued when an applicant does not qualify for the requested endorsements. Each deficiency statement shall be honored by the State Board of Education for a period of one year from the date of issue, except in the case of reading as provided in subsection (i)(1)(C) of this Section. Applicants will receive the endorsements only if they remove the identified deficiencies within one year after the date of the deficiency statement. Subsequent applications for the same endorsements shall be accompanied by another fee and shall be subject to any new requirements.
- 3) Except as provided in subsections (g), (h), (i), (j), and (k) of this Section, for applications received on or after October 1, 2004, an endorsement will be issued to each applicant who:
- A) has completed a major area of concentration, totaling 32 semester hours or as otherwise identified by a regionally accredited institution on the individual's official transcript, and has passed the applicable content-area test (or test of subject matter knowledge);  
or
- B) presents evidence of having accumulated 24 semester hours of college credit demonstrably related to the subject area, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, and has passed the applicable content-area test (or test of subject matter knowledge); or
- C) has met the applicable requirements of subsection (e) of this Section.
- g) Special provisions shall apply to the addition of endorsements in self-contained general education. An individual who holds a secondary, special K-12, or special preschool-age 21 certificate, or an individual who holds an elementary certificate endorsed in some other field by virtue of having "split" a special or special preschool-age 21 certificate, may qualify for the endorsement in self-contained general education on that certificate only by completing an approved program for the elementary certificate in accordance with Section 25.37 of this Part and

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passing the elementary/middle grades test. Since fulfillment of these requirements qualifies the individual for an elementary certificate with this endorsement, an individual with a secondary certificate may choose whether to receive the elementary certificate or to add the endorsement to his or her existing certificate, thereby restricting his or her capacity for assignment to the grade levels encompassed by that certificate. An individual who elects to receive a separate certificate pursuant to this subsection (g) shall be required to pass the test of basic skills and/or the applicable assessment of professional teaching if passage of one or both of these tests would be required for receipt of a standard certificate as explained in Section 25.720 of this Part.

- h) 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 (h)(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) passed the applicable content-area test; or
    - B) completed a major in the content area of the designation.
  - 4) An individual who completes his or her preparation program on or before June 30, 2005, shall have the option of receiving an endorsement in the sciences or social sciences under the structure that was in effect prior to July 1, 2004, by meeting the coursework requirements for that endorsement as they were then in effect, provided that he or she applies

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for the endorsement on or before June 30, 2005. An endorsement received under this subsection (h)(4) shall be valid only for the specific subjects covered under the earlier system.

- i) Special provisions shall apply to the issuance of endorsements for reading teachers and reading specialists. A reading teacher is one whose assignment involves teaching reading to students, while a reading specialist is one whose assignment involves the provision of technical assistance and/or professional development to other teachers and may also include teaching reading to students.

1) Reading Teacher

An individual who holds or receives an Illinois early childhood, elementary, secondary, or special certificate shall be eligible to receive this endorsement on that certificate (and on any other certificate held or subsequently earned) when he or she presents evidence of:

A) having passed the applicable content-area test (or test of subject matter knowledge) and having been recommended for the endorsement by virtue of completing an approved reading teacher's preparation program based on the standards set forth at 23 Ill. Adm. Code 27.110 that requires at least 24 semester hours of graduate or undergraduate coursework in reading, including a practicum, at an institution that recognized to offer teacher preparation programs in Illinois; or

B) having passed the applicable content-area test (or test of subject matter knowledge) and having completed 24 semester hours of graduate or undergraduate coursework in reading, including a practicum, at one or more regionally accredited institutions of higher education, provided that all the following areas were addressed:

- i) foundations of reading,
- ii) content-area reading,
- iii) assessment and diagnosis of reading problems,

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- iv) developmental and remedial reading instruction and support.
  - v) developmental and remedial materials and resources, and
  - vi) literature appropriate to students across all grade ranges; or
- C) having completed, on or before June 30, 2005, the 18 semester hours of college coursework in reading described at 23 Ill. Adm. Code 1.740(a), in which case passage of the content-area test or test of subject matter knowledge shall not be required and no deficiency statement shall extend the timeline for completion of the coursework beyond June 30, 2005.

2) Reading Specialist

The reading specialist's endorsement shall require two years of teaching experience. An individual who holds an Illinois early childhood, elementary, secondary, or special certificate shall be eligible to receive this endorsement on that certificate or on a separate special K-12 certificate when he or she presents evidence of having completed the required teaching experience and:

- A) having completed a K-12 reading specialist's program approved pursuant to Subpart C of this Part that includes a practicum and leads to the issuance of a master's or higher degree; and
- B) having been recommended for the endorsement by the institution offering the program; and
- C) having passed the content-area test for reading specialist.

3) An individual who elects to receive a separate special K-12 certificate pursuant to subsection (i)(2) of this Section shall be required to pass the test of basic skills and/or the applicable assessment of professional teaching if passage of one or both of these tests would be required for receipt of a standard certificate as explained in Section 25.720 of this Part.

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- j) Special provisions shall apply to the addition of endorsements and designations in foreign languages.
- 1) An endorsement and a designation for a foreign language may be added to an existing certificate when an individual has completed a major area of concentration, totaling 32 semester hours or as otherwise identified by a regionally accredited institution on the individual's official transcript, and has passed the applicable content-area test (or test of subject matter knowledge).
  - 2) An endorsement and a designation for a foreign language may be added to an existing certificate when an individual presents evidence of having accumulated 20 semester hours in the language, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, and has passed the applicable content-area test (or test of subject matter knowledge). The 20 semester hours may be calculated by including semester hours of study that were waived by the institution offering the coursework based on the individual's prior learning, provided that the individual presents verification issued by the institution to this effect (i.e., a statement on the official transcript or a letter signed by the certification officer identifying the number of hours involved).
  - 3) Sections 25.85 and 25.86 set forth additional provisions for certification in foreign languages under specified circumstances.
- k) The requirements of 23 Ill. Adm. Code 1.720 (Requirements for Teachers of Middle Grades), rather than the requirements of this Section, shall apply to credentials and assignments in the middle grades, including reading assignments in the middle grades. The requirements of 23 Ill. Adm. Code 1.780, 1.781, and 1.782, rather than the requirements of this Section, shall apply to credentials and assignments in the areas of bilingual education and English as a Second (New) Language.
- l) 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 are set forth at 23 Ill. Adm. Code 1.737(b), 1.745(b)(3), or 1.755(c), as applicable, but who has not met the requirements of this Section for an endorsement in that subject area shall have three years after the



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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: Added 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 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,

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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 standards set forth at 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers) or 23 Ill. Adm. Code 29.100 (Illinois Professional School Leader Standards), as applicable, 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 defined by the State Superintendent and according to a timeline announced at least six months in advance:
- 1) ~~a an annual report that 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~~

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~~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) If relevant to the institution, the report required under subsection (e) of this Section shall include a description of 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 for improvement". However, for institutions that have been assigned "Continuing Accreditation with Conditions" or "Probation," this description 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 25.127 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**

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

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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);
  - 3) evidence that it is meeting each of the standards referred to in Section 25.115(b) of this Part; and

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- 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 programs 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

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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 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).

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- 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 for improvement ~~of weakness~~), thereby authorizing the institution to 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 areas for improvement ~~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.~~

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- ⊖) If documentation is submitted pursuant to subsection (j)(2)(A) of this Section, the State Board of Education 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) for improvement 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.~~
  - 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) for improvement 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) ⊖) A unit to which continued accreditation is granted as a result of a



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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 areas for improvement ~~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.
- 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.)

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- 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;
    - 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

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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 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,

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- 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 area for improvement ~~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 comparable standards established by the State Board. The State

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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.

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- 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 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

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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 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) ~~n)~~ 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) ~~o)~~ 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 \_\_\_\_\_)

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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 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



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| 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  |   |
|    | 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. |   |

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- 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)**

- a) Each candidate for the school service personnel certificate endorsed for school social work shall hold a master's degree in social work with a specialization in school social work awarded by a graduate school of social work accredited by the Council on Social Work 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

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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 completed both a supervised field experience of at least 400 contact hours, supervised by a field instructor holding a master's or higher degree in social work and a school social work internship of at least 600 contact hours in a school setting.
- 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 23.140.)
- e) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code.

(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 until 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.

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- A) Principles and techniques of guidance.
  - B) Appraisal techniques.
  - C) Human growth and development.
  - 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

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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)

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.

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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)

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.

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- 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 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.

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- 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 or in another counseling or therapeutic field such as counseling psychology, marriage and family therapy, or social work awarded by a regionally accredited institution of higher education. (See subsection (h) of this Section.)
- 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) Each candidate shall have completed a supervised counseling practicum of at least 100 clock hours that provided interaction with individuals and groups of school age and included at least 40 hours of direct service work. 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.
- 1) The internship shall be of a length that is determined by the approved program to be adequate to enable candidates to meet the standards set forth at 23 Ill. Adm. Code 23.110 but shall entail at least 600 hours and last no less than one semester, during which the candidate shall engage in the performance of various aspects of the counseling role and shall be gradually introduced to the full range of responsibilities associated with that role. However, the internship for an individual with at least two years of teaching experience may, at the discretion of the institution offering the approved program, consist of no fewer than 400 hours. In each case at least 240 hours of the internship shall involve direct service work with individuals and groups of school age.
- 2) The internship shall occur in a school setting except that, at the discretion of the institution, a maximum of one-third of the hours required may be



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credited for experiences in other related settings such as hospitals or day care settings that, in the judgment of the institution, expose the candidate to the needs of school-aged children and prepare the candidate to function as a school counselor.

- 3) An institution may recommend certification of a candidate who was enrolled in an approved program prior to July 1, 2004, and has completed an internship meeting the requirements applicable at the time of his or her enrollment.
- 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
  - 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.

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- 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 any field other than school counseling, or who holds a bachelor's degree only, 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 and experiential 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.
- i) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code.

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

**Section 25.227 Interim Certification of School Counselor Interns (2004)**

- a) An individual who wishes to participate in an internship enabling him or her to meet the requirements described in Section 25.225 of this Part may 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 Section 25.225(d)(2) of this Part; 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 Section 25.225(h) of this Part.
- b) Each applicant shall be in good health and of sound moral character and shall be a citizen of the United States or be legally present in the United States and possess legal authorization for employment.



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- 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  
Methods
  - C) Consultation

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- 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 and accredited by the National Association of School Psychologists 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 completed both a supervised field experience of at least 250 hours in a school setting and/or child study center and an internship of at least 1200 contact hours and lasting a full school year under the direction of an intern supervisor.
- d) 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 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.
- e) 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.)
- f) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code.

(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\*

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- 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
  - 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.



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(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.
- 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 shall have been recommended for certification by such a program.
  - 1) Each out-of-state candidate shall submit his or her official transcripts to an Illinois institution of higher education operating an approved program. The institution may, at its discretion, compare the coursework and clinical experiences already completed by the applicant to the standards for the school nurse certificate (see 23 Ill. Adm. Code 23.120) 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. If the institution determines that the individual's preparation is sufficient to meet the applicable standards, the institution may recommend the individual for certification without requiring additional preparation.
  - 2) In formulating a focused program, the institution shall ensure that the candidate has broad and deep knowledge of the subject matter and develops the necessary knowledge and skills. 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 school nurse certificate.
  - 3) An institution that uniformly requires all out-of-state candidates seeking certification in school nursing to complete certain coursework or field experiences, or to complete a full program without acknowledgment of

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prior courses or experiences, shall publish and make available a written statement to this effect, describing those requirements.

- 4) An out-of-state candidate who completes a focused program shall be considered as having completed the institution's approved program in school nursing and shall be eligible to be recommended for certification by entitlement, signifying that the candidate has met all applicable standards.
- d) Each candidate shall have met the requirements of either subsection (d)(1) or subsection (d)(2) of this Section.
- 1) Completion of an internship that:
- A) was determined by the approved program to be sufficient in length for the candidate to meet the standards set forth at 23 Ill. Adm. Code 23.120, but in no case consisted of fewer than 300 hours of experiences; and
- B) was supervised by a certified school nurse with a least two full school years of full-time experience as a school nurse and at least one full school year of full-time experience with the current employer.
- 2) Completion of two years of experience as a school nurse prior to July 1, 1972.
- e) 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.)
- f) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code.

(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 Section 25.425 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

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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 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 an understanding of the needs of students with various disabilities and an awareness of appropriate procedures for directing learning; 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 serving school-aged children.
- 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 recommend the individual for certification.
- 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.

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- 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 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.
- h) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code.

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

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

**Section 25.300 Relationship Among Credentials in Subpart E**

Each of the credentials discussed in this Subpart requires separate certification.

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

**Section 25.311 Administrative Certificate (Repealed)**

~~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

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- | 1) | Areas of Study                              | Semester Hours |
|----|---|----------------|
| A) | Instructional Leadership                    | 12             |
|    | 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.                    |                |
| 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/           |                |

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- 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.)

- 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).



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- 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.
- e) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code.

(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  Must include work in data processing.	12
B)	School Organization and Administration  Must include work in school/ community relations, personnel management, and organizational planning and development.	3
C)	School Finance and Fiscal Planning	6
D)	Clinical Experiences appropriate to the endorsement or	

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prior experience while holding a certificate of comparable validity.

- 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).
- 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.
- d) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code.

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

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**Section 25.355 Superintendent Endorsement**

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.

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- 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)**

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.
- e) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code.

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

**Section 25.365 Director of Special Education**

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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).
- 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

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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.
- f) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code.

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

SUBPART F: GENERAL PROVISIONS

**Section 25.405 Military Service**

- a) The provisions of this Section shall apply to any individual who:
  - 1) holds a teaching, school service personnel, or administrative certificate; and
  - 2) is unavailable for employment on that certificate due to military service, including service in any reserve capacity.
- b) For any individual subject to this Section, the period of validity of any certificate held shall be tolled during the period of his or her unavailability.
  - 1) The time remaining on any certificate held, and the time when the individual can continue to hold any type of certificate held, shall be the

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same when he or she becomes available for employment on the certificate as was the case when he or she became unavailable under this Section.

- 2) An individual subject to this Section shall not owe a fee for any period of time when his or her certificate's validity is tolled pursuant to this Section.
- 3) An individual subject to this Section shall give written notification to the appropriate regional superintendent of schools that he or she has been called to active military service and shall enclose a copy of the military order. Upon return from active duty, the individual shall provide written notification of his or her availability and shall enclose a copy of the release order. This information shall be used to establish the tolling period.

~~The State Teacher Certification Board has ruled that holders of teacher's certificates who are serving in the Armed Forces will have the same status after they are discharged from the service as they had when they entered the service.~~

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

**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 or another country'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~~

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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) ~~ϕ) The certificate sought must be comparable to the out-of-state certificate for which the 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.) Each applicant for a teaching certificate must have completed college coursework in professional education, including pre-student teaching clinical experiences or equivalent experience, student teaching or equivalent experience, and a major in a subject area that is relevant to the area of certification. shall be determined on the basis of: See Section 25.245 of this Part for requirements applicable to out-of-state applicants for certification in school nursing.~~
  - 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) The individual may receive additional endorsements comparable to those affixed to the out-of-state certificate, as determined by the State Board of Education and irrespective of nomenclature, by passing the applicable Illinois content-area tests and presenting evidence of:



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- 1) having completed a major area of concentration, totaling 32 semester hours or as otherwise identified by a regionally accredited institution on the individual's official transcript; or
  - 2) having completed at least 24 semester hours of college coursework demonstrably related to the subject area of the endorsement sought from one or more regionally accredited institutions of higher education.
- c) 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 (d) 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.
- d) ~~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, 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.~~

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- 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

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- 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 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

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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;
- 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;

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- 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
    - 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~~

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~~(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.

(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~~

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~~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;
  - 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



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- 7) a 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 of this Part) within three school years after the issuance of authorization under this Section.
- b) Short-term authorization 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.
  - 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 of the third school year following the date of issuance.

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- e) After the end of the validity of authorization received under 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 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.

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

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- 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 PARAPROFESSIONALS ~~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 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 teacher aide's activities and shall be able to control or modify them at any time.~~
  
- b) Utilization of Teacher Aides
  - 1) ~~A 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) ~~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.~~
  
- e) 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. Paraprofessionals first employed I programs for students with disabilities on or before June 30, 2005, shall be subject to this requirement as of July 1, 2007.
  - 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 (c) of this Section. Each individual who wishes to serve as a paraprofessional in a targeted assistance program and is paid with federal funds provided under Title I, Part A, or in a school-wide program that is supported with such 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

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~~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.~~
- 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.~~

c) ~~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] that requires physical fitness and freedom from communicable disease, including evidence of freedom from tuberculosis. Each paraprofessional shall hold a high school diploma or its recognized equivalent. To receive approval to serve as a teacher aide, an individual shall either:

- 1) present evidence of having completed 30 semester hours of college credit at a regionally accredited institution of higher education; or

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- 2) 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
  - 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 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.
- d) In addition to meeting the requirements of subsection (c) of this Section, each paraprofessional employed to assist with instruction in a targeted assistance program and paid with federal funds provided under Title I, Part A, or employed in a school-wide program that is supported with such 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; see also 34 CFR 200.58). 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.

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- 2) “Formal State assessment” means:
- A) either of the tests discussed in subsections (c)(3) and (c)(4) of this Section; or
  - B) possession of a statement of approval issued under subsection (c)(1) or (c)(2) of this Section and presentation to the State Superintendent of Education of evidence that the individual has accumulated 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. The required evidence of completion for this experience shall be a letter signed by the chief administrator or other designated official of the employing district, other public entity, or nonpublic school documenting the nature and duration of the individual’s employment.
    - ii) College coursework shall be credited at the rate of 15 PTPs per semester hour. The required evidence of completion for college coursework shall be official transcripts issued by the institution(s) at which it was completed.
    - iii) Completion of the Paraprofessional Test Preparation Curriculum developed by the Illinois Community College Board in partnership with the Illinois State Board of Education shall be credited as 15 PTPs. The required evidence for completion of this curriculum shall be a certificate of completion issued to the individual.
    - 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. The required evidence of completion for each training activity that



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occurred prior to July 1, 2004, shall include a description of the event, including its subject, date, location, and provider if known; and, if available, a program, outline, or completion form supplied by the provider to indicate the individual's attendance at the event. The required evidence of completion for each training activity that occurred on or after July 1, 2004, shall include a description of the event, including its subject, date, location, and provider; a program or outline if available; and a completion form supplied by the provider to indicate the individual's attendance at the event. In all cases the required evidence shall include a signed statement by the individual indicating the length of his or her participation and verifying that the activity addressed one of the areas required by this subsection (d)(2)(B)(iv).

- 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.~~
- e) Revocation of Approval Administration of Teacher Aides

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- 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/Art. III].
- 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. The State Superintendent’s decision shall be considered an “administrative decision” for purposes of the Administrative Review Law.
- ~~1) Each school district shall submit a list of all Teacher Aides employed by that district to the State Superintendent of Education each year with 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 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.~~

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

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**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;
  - b) 2) Chaperones or sponsors;
  - c) 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

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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

**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 include pre-student teaching field experiences and student teaching and 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.

"Clinical Practice". Student teaching or internships that provide candidates with an intensive and extensive culminating activity. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing.

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"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.

"Field Experiences". A variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Field experiences may occur in off-campus settings such as schools, community centers, or homeless shelters.

"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 type of clinical experience characterized by intensive work with students, in a group or one on one, which is carefully designed as part of an approved program; is supervised by a designated representative of the institution offering the program; and provides evidence that the candidate for the endorsement is able to apply the knowledge and skills relevant to that endorsement area. 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

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demonstrate mastery of skills and techniques including, but not limited to, planning, organization, 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. (Student teaching is referred to as “clinical practice” by NCATE.)

"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**

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- 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 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.

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- 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.
- 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 RPDRCs 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 \_\_\_\_\_)



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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)**

Completion of at least four semester hours of graduate-level coursework related to the requirements for certification by the NBPTS 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.~~

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- 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 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.

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- 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.
- 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

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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].
- g) If the regional superintendent's recommendation with regard to any person is to deny issuance of the standard teaching certificate:

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- 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.

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- 2) In addition to the appeal form, the certificate-holder may submit the following material when the appeal is filed:
  - 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.

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- 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



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Standard Elementary and  
Standard Secondary

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 July 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(e) 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>	<u>None</u>	<u>English</u> <u>Journalism</u> <u>Language Arts</u> <u>Speech</u>
<u>Reading Teacher</u>	<u>None</u>	<u>Reading</u>
<u>Reading Specialist</u>	<u>None</u>	<u>Reading</u>
<u>Mathematics</u>	<u>None</u>	<u>Mathematics</u>
<u>Sciences – Designation Required</u>	<u>Biology</u>  <u>Chemistry</u> <u>Earth and Space Science</u>  <u>Environmental Science</u>  <u>Physics</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>Physical Geography</u> <u>Biological Science</u> <u>Physical Science</u> <u>General Science</u> <u>Physics</u>

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<u>Endorsements Available as of July 1, 2004</u>	<u>Designations</u>	<u>Endorsements Previously Issued</u>
<u>Social Sciences – Designation Required</u>	<u>Economics</u> <u>Geography</u> <u>History</u>  <u>Political Science</u> <u>Psychology</u> <u>Sociology and</u> <u>Anthropology</u>	<u>Economics</u> <u>Geography</u> <u>History</u> <u>U.S. History</u> <u>World History</u> <u>Political Science</u> <u>Psychology</u> <u>Anthropology</u> <u>Sociology</u>
<u>Physical Education</u>	<u>None</u>	<u>Physical Education</u>
<u>Health Education</u>	<u>None</u>	<u>Health Education</u>
<u>Dance</u>	<u>None</u>	<u>Dance</u>
<u>Drama/Theatre Arts</u>	<u>None</u>	<u>Theatre and Drama</u>
<u>Music</u>	<u>None</u>	<u>Music</u> <u>Instrumental Music</u> <u>Vocal Music</u>
<u>Visual Arts</u>	<u>None</u>	<u>Art</u>
<u>Foreign Languages – Designation Required</u>	<u>Chinese</u> <u>French</u> <u>German</u> <u>Hebrew</u> <u>Italian</u> <u>Japanese</u> <u>Korean</u> <u>Latin</u> <u>Russian</u> <u>Spanish</u>	<u>None</u> <u>French</u> <u>German</u> <u>Hebrew</u> <u>Italian</u> <u>None</u> <u>None</u> <u>Latin</u> <u>Russian</u> <u>Spanish</u>

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<u>Endorsements Available as of July 1, 2004</u>	<u>Designations</u>	<u>Endorsements Previously Issued</u>
<u>Additional Teaching Fields</u>		
<u>Agricultural Education</u>	<u>None</u>	<u>Agricultural Business and Management</u> <u>Agriculture</u> <u>Agricultural Power and Machinery</u> <u>Horticulture</u> <u>Agricultural Resources</u>
<u>Business, Marketing, and Computer Education – Designation Optional</u>	<u>Business Computer Programming*</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>Family and Consumer Sciences – Designation Required</u>	<u>Apparel and Textiles*</u> <u>Living Environments*</u> <u>Nutrition, Wellness, and Hospitality*</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</u> <u>Services/Living Environments</u> <u>Interpersonal, Family Relationships, Parenting</u>

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<u>Endorsements Available as of July 1, 2004</u>	<u>Designations</u>	<u>Endorsements Previously Issued</u>
<u>Health Careers</u>	<u>None, but licensure in a specific occupation is required</u>	<u>Health Occupations</u>
<u>Technology Education</u>	<u>None</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 Conditioning</u>
<u>Technology Specialist</u>	<u>None</u>	<u>Computer Technology</u> <u>Instructional Technology</u>
<u>Library Information Specialist</u>	<u>None</u>	<u>Media</u>
<u>Safety and Driver Education*</u>	<u>None</u>	<u>Safety and Driver Education</u>
<u>English as a New Language (ENL) – Designation Optional</u>	<u>Bilingual Education (language-specific)</u>	<u>Bilingual Education</u> <u>English as a Second Language</u>
<u>Middle-Level</u>	<u>Subject-specific</u>	<u>Middle-Grades</u>
<u>Elementary</u>		
<u>Self-Contained General Elementary Education</u>	<u>None</u>	<u>Self-Contained General Education</u>

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<u>Endorsements Available as of July 1, 2004</u>	<u>Designations</u>	<u>Endorsements Previously Issued</u>
<u>Early Childhood</u>		
<u>Early Childhood</u>	<u>None</u>	<u>Early Childhood</u>
<u>Early Childhood Special Education</u>	<u>None</u>	
<u>Administrative</u>		
<u>Chief School Business Official</u>		<u>Chief School Business Official</u>
<u>Director of Special Education</u>		<u>Director of Special Education</u>
<u>General Administrative Superintendent</u>		<u>General Administrative Superintendent</u>
<u>School Service Personnel</u>		
<u>School Counselor</u>		<u>Guidance</u>
<u>School Nurse</u>		<u>School Nurse</u>
<u>School Psychologist</u>		<u>School Psychologist</u>
<u>School Social Worker</u>		<u>School Social Worker</u>
<u>Non-Teaching Speech- Language Pathologist</u>		<u>Non-Teaching Speech-Language Pathologist</u>
<u>Supervisory</u>	<u>None; see Sections 21-4 and 21-25 of the School Code and Section 25.497 of this Part.</u>	<u>Supervisory</u>

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

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TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER a: PUBLIC SCHOOL RECOGNITION

PART 1

PUBLIC SCHOOLS EVALUATION, RECOGNITION AND SUPERVISION

SUBPART A: SCHOOL RECOGNITION REQUIREMENTS

Section

- 1.10 Public School Accountability Framework
- 1.20 Operational Requirements
- 1.30 Quality Assurance Reviews
- 1.40 Student Performance and School Improvement Requirements (Repealed)
- 1.50 State Assessment
- 1.60 Operational Compliance (Repealed)
- 1.70 Effective Dates of Accreditation (Repealed)
- 1.80 Academic Early Warning and Watch Lists
- 1.85 Revisions to School Improvement Plans
- 1.90 System of Rewards and Recognition
- 1.100 Waiver and Modification of State Board Rules and School Code Mandates

SUBPART B: SCHOOL GOVERNANCE

Section

- 1.210 Powers and Duties
- 1.220 Duties of Superintendent
- 1.230 Board of Education and the School Code
- 1.240 Equal Opportunities for all Students
- 1.245 Waiver of School Fees
- 1.250 District to Comply with 23 Ill. Adm. Code ~~170~~ and 180
- 1.260 Commemorative Holidays to be Observed by Public Schools
- 1.270 Book and Material Selection
- 1.280 Discipline
- 1.285 Requirements for the Use of Isolated Time Out and Physical Restraint
- 1.290 Absenteeism and Truancy Policies

SUBPART C: SCHOOL DISTRICT ADMINISTRATION



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Section

- 1.310 Administrative Responsibilities
- 1.320 Duties
- 1.330 Hazardous Materials Training

SUBPART D: THE INSTRUCTIONAL PROGRAM

Section

- 1.410 Determination of the Instructional Program
- 1.420 Basic Standards
- 1.430 Additional Criteria for Elementary Schools
- 1.440 Additional Criteria for High Schools
- 1.445 Required Course Substitute
- 1.450 Special Programs
- 1.460 Credit Earned Through Proficiency Examinations
- 1.462 Uniform Annual Consumer Education Proficiency Test
- 1.465 Ethnic School Foreign Language Credit and Program Approval
- 1.470 Adult and Continuing Education
- 1.480 Correctional Institution Educational Programs

SUBPART E: SUPPORT SERVICES

Section

- 1.510 Transportation
- 1.520 School Food Services
- 1.530 Health Services
- 1.540 Pupil Personnel Services (Repealed)

SUBPART F: STAFF CERTIFICATION REQUIREMENTS

Section

- 1.610 Personnel Required to be Qualified ~~Public School Districts~~
- 1.620 Accreditation of Staff (Repealed)
- 1.630 Noncertificated Personnel
- 1.640 Requirements for Different Certificates (Repealed)
- 1.650 Transcripts of Credits
- 1.660 Records of Professional Personnel

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SUBPART G: STAFF QUALIFICATIONS

Section

- 1.705 Minimum Requirements for Teachers (Repealed)
- 1.710 ~~Minimum~~ Requirements for Elementary Teachers
- 1.720 ~~Minimum~~ Requirements for Teachers of Middle Grades
- 1.730 Minimum Requirements for Secondary Teachers and Specified Subject Area Teachers in Grades Six (6) and Above through June 30, 2004
- 1.735 Requirements to Take Effect from ~~on~~ July 1, 1991, through June 30, 2004
- 1.736 Requirements to Take Effect from ~~on~~ July 1, 1994, through June 30, 2004
- 1.737 Minimum Requirements for the Assignment of Teachers at the Secondary Level Beginning July 1, 2004
- 1.740 Standards for Reading through June 30, 2004
- 1.745 Requirements for Reading Teachers and Reading Specialists at all Levels as of July 1, 2004
- 1.750 Standards for Media Services through June 30, 2004
- 1.755 Requirements for Library Information Specialists Beginning July 1, 2004
- 1.760 Standards for Pupil Personnel Services
- 1.762 Supervision of Speech-Language Pathology Assistants
- 1.770 Standards for Special Education Personnel
- 1.780 Standards for Teachers in Bilingual Education Programs
- 1.781 Requirements for Bilingual Education Teachers in Grades K-12
- 1.782 Requirements for Teachers of English as a Second Language in Grades K-12
- 1.790 Substitute Teacher

- 1.APPENDIX A Professional Staff Certification
- 1.APPENDIX B Certification Quick Reference Chart
- 1.APPENDIX C Glossary of Terms (Repealed)
- 1.APPENDIX D State Goals for Learning
- 1.APPENDIX E Evaluation Criteria - Student Performance and School Improvement Determination (Repealed)
- 1.APPENDIX F Criteria for Determination - Student Performance and School Improvement (Repealed)
- 1.APPENDIX G Criteria for Determination - State Assessment (Repealed)

AUTHORITY: Implementing Sections 2-3.25, 2-3.25g, 2-3.43, 2-3.44, 2-3.96, 10-17a, 10-20.14, 10-22.43a, 14C-8, 21-0.01, 26-13, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, and 27-23.3 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/2-3.25, 2-3.25g, 2-

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3.43, 2-3.44, 2-3.96, 10-17a, 10-20.14, 10-22.43a, 14C-8, 21-0.01, 26-13, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, 27-23.3, and 2-3.6].

SOURCE: Adopted September 21, 1977; codified at 7 Ill. Reg. 16022; amended at 9 Ill. Reg. 8608, effective May 28, 1985; amended at 9 Ill. Reg. 17766, effective November 5, 1985; emergency amendment at 10 Ill. Reg. 14314, effective August 18, 1986, for a maximum of 150 days; amended at 11 Ill. Reg. 3073, effective February 2, 1987; amended at 12 Ill. Reg. 4800, effective February 26, 1988; amended at 14 Ill. Reg. 12457, effective July 24, 1990; amended at 15 Ill. Reg. 2692, effective February 1, 1991; amended at 16 Ill. Reg. 18010, effective November 17, 1992; expedited correction at 17 Ill. Reg. 3553, effective November 17, 1992; amended at 18 Ill. Reg. 1171, effective January 10, 1994; emergency amendment at 19 Ill. Reg. 5137, effective March 17, 1995, for a maximum of 150 days; amended at 19 Ill. Reg. 6530, effective May 1, 1995; amended at 19 Ill. Reg. 11813, effective August 4, 1995; amended at 20 Ill. Reg. 6255, effective April 17, 1996; amended at 20 Ill. Reg. 15290, effective November 18, 1996; amended at 22 Ill. Reg. 22233, effective December 8, 1998; emergency amendment at 24 Ill. Reg. 6111, effective March 21, 2000, for a maximum of 150 days; amended at 24 Ill. Reg. 12985, effective August 14, 2000; amended at 25 Ill. Reg. 8159, effective June 21, 2001; amended at 25 Ill. Reg. 16073, effective November 28, 2001; amended at 26 Ill. Reg. 1157, effective January 16, 2002; amended at 26 Ill. Reg. 16160, effective October 21, 2002; amended at 28 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_.

SUBPART B: SCHOOL GOVERNANCE

**Section 1.250 District to Comply with 23 Ill. Adm. Code ~~170 and~~ 180**

The district shall comply with ~~23 Ill. Adm. Code 170~~ titled "~~Sprinkler Systems,~~" and the rules of the State Board of Education at 23 Ill. Adm. Code 180  ~~titled ("Health/Life Safety Code for Public Schools;")~~ as issued by ~~the State Superintendent of Education.~~

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

SUBPART D: THE INSTRUCTIONAL PROGRAM

**Section 1.420 Basic Standards**

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

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- b) Every school district shall have an organized plan for recording pupil progress and/or awarding credit that ~~is a plan which~~ can be disseminated to other schools within the State.
- c) Every school district shall:
  - 1) Provide curricula and staff inservice training to help eliminate unconstitutional and unlawful discrimination in our schools and society. School districts shall utilize the resources of the community in achieving the stated objective of elimination of discrimination and to enrich the instructional program.
  - 2) Include in its instructional program concepts which are designed to improve students' understanding of and their relationships with individuals and groups of different ages, sexes, races, national origins, religions, and socio-economic backgrounds.
- d) Boards shall adopt and implement a policy for the distribution of teaching assignments, including study hall and extra class duties and responsibilities.
- e) Every school system shall conduct supervisory and inservice programs for its professional staff. The staff shall be involved in planning, conducting, and evaluating supervisory and inservice programs.
- f) Sections 10-19, 18-8.05, and 18-12 of the School Code [105 ILCS 5/10-19, 18-8.05, and 18-12] establish certain requirements regarding the school year and the school day. School districts shall observe these requirements when preparing their calendars and when calculating average daily attendance for the purpose of claiming general State financial aid.
  - 1) Section 18-8.05(F)(2)(c) of the School Code provides that, with the approval of the State Superintendent of Education, four or more clock-hours of instruction may be counted as a day of attendance when the regional superintendent certifies that the district has been forced to use multiple sessions. The State Superintendent's approval will be granted when the district demonstrates that its facilities are inadequate to house a program offering five clock-hours daily to all students.

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- A) The State Superintendent's approval shall be requested before the beginning of the school year.
  - B) The school district's request shall include a copy of the minutes of the meeting at which the board of education approved the plan for multiple sessions; a plan for remedying the situation leading to the request; and a daily schedule showing that each student will be in class for at least four clock-hours.
  - C) Requests for extensions of the State Superintendent's approval shall be made annually prior to the opening of school.
- 2) Section 18-8.05(F)(2)(h) of the School Code allows for a determination under rules of the State Board regarding the necessity for a second year's attendance at kindergarten for certain students so they may be included in a district's calculation of average daily attendance. Districts may count such students when they determine through an assessment of their individual educational development that a second year of kindergarten is warranted.
- 3) A school district shall be considered to have conducted a legal school day, which is eligible to be counted for General State Aid, when the following conditions are met during a work stoppage.
- A) Fifty percent or more of the district's students are in attendance, based on the average daily attendance during the most recent full month of attendance prior to the work stoppage.
  - B) Educational programs are available at all grade levels in the district, in accordance with the minimum standards set forth in this Part.
  - C) All teachers hold certificates which are registered with the Regional Superintendent for their county of employment. Other than substitute teachers, certification appropriate to the grade level and subject area(s) of instruction is held by all teachers.
- 4) Attendance for General State Aid Purposes

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- A) For purposes of determining average daily attendance on the district's General State Aid claim, students in full-day kindergarten and first grade may be counted for a full day of attendance only when they are in attendance for four or more clock hours of school work; provided, however, that students in attendance for more than two clock hours of school work but less than four clock hours may be counted for a half day of attendance.
- B) For purposes of determining average daily attendance on the district's General State Aid claim, students in grades 2 through 12 may be counted for a full day of attendance only when they are in attendance for five or more clock hours of school work; provided, however, that students in attendance for more than two and one-half clock hours of school work but less than five clock hours may be counted for a half day of attendance.
- g) Each school board shall annually prepare a calendar for the school term, specifying the opening and closing dates and providing a minimum term of at least 185 days to ensure 176 days of actual pupil attendance, computable under Section 18-8.05 of the School Code.
- h) Local boards of education shall establish and maintain kindergartens for the instruction of children (Sections 10-20.19a and 10-22.18 of the School Code [105 ILCS 5/10-20.19a and 10-22.18]).
  - 1) School districts may establish a kindergarten of either half-day or full-day duration. If the district establishes a full-day kindergarten, it must also provide a half-day kindergarten for those students whose parents or guardians request a half-day program.
  - 2) If a school district ~~that~~ ~~which~~ establishes a full-day kindergarten also has 20 or more students whose parents request a half-day program, the district must schedule half-day classes, separate and apart from full-day classes, for those children. If there are fewer than 20 children whose parents request a half-day program, such students may be enrolled in either the morning or afternoon session of a full-day program provided that the following conditions are met.

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- A) Distinctive curriculum plans for the half-day and full-day kindergarten programs must be developed by the school district, made available to parents to assist the parents in selecting the appropriate program for their child, and maintained in district files.
  - B) A common core of developmental, readiness and academic activities must be made available to all kindergarten students in the district regardless of the amount of time they attend school.
  - C) All support services (e.g., health counseling and transportation) provided by the district must be equally available to full-day and half-day students.
- i) Career Education
- 1) The educational system shall provide students with opportunities to prepare themselves for entry into the world of work.
  - 2) Every district shall initiate a Career Awareness and Exploration Program which should enable students to make more meaningful and informed career decisions. This program should be available at all grade levels.
- j) Co-Curricular Activities
- 1) Programs for extra classroom activities shall provide opportunities for all students.
  - 2) The desires of the student body in the area of co-curricular activities shall be of critical importance. At all times, activities of this nature shall be carefully supervised by a school-approved sponsor.
- k) Consumer Education and Protection
- 1) A program in consumer education may include the following topics: the individual consumer in the marketplace, money management, consumer credit, human services--housing, food, transportation, clothing, health services, drugs and cosmetics, recreation, furnishings and appliances, insurance, savings and investments, taxes, and the consumer in our economy.

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- 2) The superintendent of each unit or high school district shall maintain evidence showing ~~which shows~~ that each student has received adequate instruction in consumer education or has demonstrated proficiency by passing the Consumer Education Proficiency Test as required by law (Section 27-12.1 of the School Code [105 ILCS 5/27-12.1]) prior to the completion of the 12th grade. Consumer education may be included in course content of other courses, or it may be taught as a separate required course.
  - 3) The minimal time allocation shall not be less than nine weeks or the equivalent for grades 9-12 and shall include installment purchasing, budgeting, comparison of prices and an understanding of the roles of consumers interacting with agriculture, business, trade unions, and government in formulating and achieving the goals of the mixed free enterprise system.
  - 4) Each district may use as a guideline the information set forth in "Consumer Education in Illinois Schools" issued by the State Board of Education.
  - 5) Teachers instructing in consumer education courses shall have proper certification for the position to which they are assigned with at least three semester hours in consumer education courses.
- 1) Conservation of Natural Resources
    - 1) *In every public school district there shall be instruction, study and discussion of current problems and needs in the conservation of natural resources, including, but not limited to, air pollution, water pollution, waste reduction and recycling, the effect of excessive use of pesticides, preservation of wilderness areas, forest management, protection of wildlife, and humane care of domestic animals* (Section 27-13.1 of the School Code [105 ILCS 5/27-13.1]).
    - 2) It is recommended that the study of conservation also include energy demands, population growth and distribution, food production, transportation systems, solid waste disposal, and noise abatement.



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

n) Health Education

Each school system shall be in compliance with rules for Comprehensive Health Education (23 Ill. Adm. Code 253) issued pursuant to the Critical Health Problems and Comprehensive Health Education Act [105 ILCS 110].

- 1) There is no specific time requirement for grades K-6; however, health education shall be a part of the formal regular instructional program at each grade level.
- 2) The minimal time allocation shall not be less than one semester or equivalent during the middle or junior high experience.
- 3) The minimal time allocation shall not be less than one semester or equivalent during the secondary school experience.

o) Media Programs

Each attendance center shall provide a program of media services to meet the curricular and instructional needs of the school. The "Recommended Standards for Educational Library Media Programs" (Revised 1986) is suggested as a guide for program development.

p) Physical Education

- 1) Appropriate activity related to physical education shall be required of all students each day (Section 27-6 of the School Code [105 ILCS 5/27-6]). The time schedule shall compare favorably with other courses in the curriculum. Safety education as it relates to the physical education program should be incorporated.
- 2) There shall be a definite school policy regarding credit earned each semester in physical education with provisions for allowable variables in special cases.

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- 3) If a district determines that it is difficult to implement a program of physical education which involves all students daily, the administration should consult one of the program service personnel from the State Board of Education for assistance in the development of an acceptable program.
  - 4) *The physical education and training course offered in grades 5 through 10 may include health education* (Section 27-5 of the School Code [105 ILCS 5/27-5]).
  - 5) *Special activities in physical education shall be provided for pupils whose physical or emotional condition, as determined by a person licensed under the Medical Practice Act [225 ILCS 60], prevents their participation in the courses provided for normal children* (Section 27-6 of the School Code).
  - 6) Pursuant to Section 27-6 of the School Code [105 ILCS 5/27-6], a student who presents an appropriate excuse from his or her parent or guardian or from a person licensed under the Medical Practice Act of 1987 [225 ILCS 60] shall be excused from participation in physical education. Each school board shall honor excuses signed by persons licensed under the Medical Practice Act of 1987 and shall establish a policy defining the types of parental excuses it will deem “appropriate” for this purpose, which shall include but need not be limited to reliance upon religious prohibitions. For each type of excuse that will be considered “appropriate”, the school board shall identify in its policy any evidence or support it will require. For example, a board may require a signed statement from a member of the clergy corroborating the religious basis of a request.
  - 7) In addition, pursuant Pursuant to Section 27-6(b) of the School Code, each school board which chooses to excuse pupils enrolled in grades 9 through 12 from engaging in physical education courses under that subsection shall establish a policy to excuse pupils on an individual basis and shall have such policy on file in the local district office. The district shall maintain records showing that, in disposing of each request to be excused from physical education, the district applied the criteria set forth in Section 27-6 to the student's individual circumstances.
- q) Pupil Personnel Services

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

- 1) Guidance and Counseling Needs;
  - 2) Psychological Needs;
  - 3) Social Work Needs;
  - 4) Health Needs.
- r) Social Sciences and History

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

- 1) analyze the principles of representative government, the Constitutions of both the United States and the State of Illinois, the proper use of the flag, and how these concepts have related and currently do relate in actual practice in our world (Section 27-21 of the School Code [105 ILCS 5/27-21]);
- 2) include in the teaching of United States history the role and contributions of ethnic groups in the history of this country and the State (Section 27-21 of the School Code);
- 3) include in the teaching of United States history the role of labor unions and their interaction with government in achieving the goals of a mixed free-enterprise system (Section 27-21 of the School Code);
- 4) include the study of that period in world history known as the Holocaust (Section 27-20.3 of the School Code [105 ILCS 5/27-20.3]);
- 5) include the study of the events of Black history, including the individual contributions of African-Americans and their collective socio-economic struggles (Section 27-20.4 of the School Code [105 ILCS 5/27-20.4]); and

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- 6) include the study of the events of women's history in America, including individual contributions and women's struggles for the right to vote and for equal treatment (Section 27-20.5 of the School Code [105 ILCS 5/27-20.5]).
  
- s) Protective eye devices shall be provided to and worn by all students, teachers, and visitors when participating in or observing dangerous vocational arts and chemical-physical courses of laboratories as specified in Section 1 of the Eye Protection in School Act [105 ILCS 115/1]. Such eye protective devices shall meet the nationally accepted standards set forth in "Practice for Occupational and Educational Eye and Face Protection," ANSI Z87.1-1989, issued by the American National Standards Institute, Inc., 1430 Broadway, New York, NY 10018. No later additions or amendments to these standards are incorporated by this rule.
  
- t) *In every public school there shall be instruction, study and discussion of effective methods by which pupils may recognize the danger of and avoid abduction. Such required instruction, study and discussion may be included in the courses of study regularly taught in the schools. In grades kindergarten through 8, such required instruction must be given each year to all pupils in those grades* (Section 27-13.2 of the School Code [105 ILCS 5/27-13.2]).
  
- u) *School districts shall provide instruction in relation to the prevention of abuse of anabolic steroids in grades 7 through 12 and shall include such instruction in science, health, drug abuse, physical education or other appropriate courses of study. Such instruction shall emphasize that the use of anabolic steroids presents a serious health hazard to persons who use steroids to enhance athletic performance or physical development* (Section 27-23.3 of the School Code [105 ILCS 5/27-23.3]).

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

**Section 1.440 Additional Criteria for High Schools**

- a) The district shall provide a comprehensive curriculum including the following as a minimum program of offerings. The time allotment, unless specified by the School Code or regulations, is the option of the local school district.
  - 1) Language Arts, three units

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- 2) Science
  - 3) Mathematics
  - 4) History of the United States, one unit
  - 5) Foreign Language
  - 6) Music
  - 7) Art
  - 8) Career Education--Orientation and Preparation
  - 9) Health Education, students must take one semester or equivalent, i.e., at least eighteen weeks, during the secondary school experience.
  - 10) Physical Education, daily except as provided in subsection (a)(9) of this Section and Section 1.445 of this Part (Section 27-6 of the School Code).
  - 11) Consumer Education, nine weeks, 50 minutes a day or equivalent, grades 9-12, except for students who have demonstrated proficiency pursuant to the provisions of Section 27-12.1 of the School Code and Section 1.462 of this Part.
  - 12) Conservation of Natural Resources (Section 27-13.1 of the School Code).
  - 13) Driver and Safety Education, 30 clock-hours of classroom instruction and 6 clock-hours of behind the wheel--grades 10, 11, and 12 (Section 27-23 of the School Code [105 ILCS 5/27-23]).
  - 14) Vocational Education--Job Entry Skill Development
- b) ~~The daily program should be organized so as to afford each student easy access to the instructional materials center, the counselor, program of extracurricular activities, and teacher-student conferences.~~
- e) ~~No teacher should have more than five different preparations.~~

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- d) ~~Each teacher should have time to conduct student conferences and plan for instructional programs.~~
- e) Driver Education and Safety
  - 1) School districts maintaining grades 9-12 shall provide instruction in compliance with Sections 27-23 and 27-24 of the School Code [105 ILCS 5/27-23 and 27-24] and rules governing Driver Education (23 Ill. Adm. Code 252).
  - 2) Such a course shall consist of at least 30 clock-hours of classroom instruction and at least six clock-hours of practice driving in a dual control car. Eight clock-hours of instruction on a multiple car range may be allowed in lieu of four clock-hours of instruction in a dual control car, and twelve clock-hours of instruction in driving simulators may be allowed in lieu of three clock-hours of instruction in a dual control car if prior approval is obtained.
  - 3) Strong emphasis shall be provided to establish and promote essential knowledge, correct habits, fundamental skills, proper attitudes, and a sound understanding of the rules and laws necessary for safe driving.
  - 4) Such a driver education course may include classroom instruction on the safety rules and operation of motorcycles or motor-driven cycles.
- c) ~~Specific minimum requirements for graduation are listed below.~~
  - 1) 16 units in grades 9-12 if a four-year school and 12 units in grades 10-12 if a three-year high school.
  - 2) In either of the above, one unit shall be in American History or American History and Government. In a four-year high school, three units shall be in Language Arts and, in a three-year high school, two units shall be in Language Arts. In either instance emphasis shall be on reading and writing skills while one-half unit may be in oral communication.
  - 3) American patriotism and the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution

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of the United States of America and the Constitution of the State of Illinois, and the proper use and display of the American flag, shall be taught in all public schools. Not less than one hour per week, or the equivalent, shall be devoted to advanced study of this subject (Sections 27-3 and 27-4 of the School Code [105 ILCS 5/27-3 and 27-4]). No student shall receive certification of graduation without passing a satisfactory examination upon such subjects.

- d)    ~~g)~~ Pursuant to Section 27-22 of the School Code [105 ILCS 5/27-22], students who enter the 9th grade, except ~~handicapped~~ students with disabilities whose course of study is determined by an individualized education program, must successfully complete the following courses, subject to the exceptions provided in Section 1.445 of this Part, as a prerequisite to receiving a high school diploma in addition to the applicable requirements of subsection (c) of this Section ~~(f) above~~ and any requirements imposed by the local school district.
- 1)    *three years of language arts;*
  - 2)    *two years of mathematics, one of which may be related to computer technology;*
  - 3)    *one year of science;*
  - 4)    *two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government; and*
  - 5)    *one year chosen from*
    - A)    *music,*
    - B)    *art,*
    - C)    *foreign language, which shall include American Sign Language, or*
    - D)    *vocational education.*
- e)    ~~h)~~ School districts shall have on file in the local district office a description of all

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course offerings that may comply with the requirements of the law. A course will be accepted as meeting the graduation requirements set forth in subsection (d) of this Section ~~(g) above~~, provided that its description shows that its principal instructional activity is the development and application of knowledge and skills related to the applicable requirement.

- f)    i)    It is the responsibility of the school district's administration to provide parents and guardians timely and periodic information concerning graduation requirements for all students, particularly in cases where a student's eligibility for graduation may be in question.
- g)    j)    Additional requirements for graduation may be adopted by local boards of education. Boards of education may accept courses completed in a community college toward graduation.

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

SUBPART F: STAFF CERTIFICATION REQUIREMENTS

**Section 1.610 Personnel Required to be Qualified Public School Districts**

All professional employees of public schools and school districts shall be properly certified as required by Section 21-1 of the School Code [105 ILCS 5/21-1]. No one shall teach or supervise in a public school unless that individual holds a certificate of qualification for the position to which that individual has been assigned, or unless the requirements of 23 Ill. Adm. Code 25.464 have been met. (See Appendices A and B of this Part.) Schools' and districts' compliance with these requirements shall be a factor in their recognition status, as discussed in Section 1.20 of this Part.

- a)    No one shall be certified to teach or supervise in the public schools of the State of Illinois who is not of good character, good health, a citizen of the United States or legally present and authorized for employment and at least 19 years of age (Section 21-1 of the School Code [105 ILCS 5/21-1]).
- b)    A person not a citizen of the United States but who meets the other requirements of subsection (a) of this Section ~~above~~ may be issued a certificate valid for teaching or supervising in all grades of the common schools. An applicant for a certificate who is not a citizen of the United States must sign and file with the State Board of Education a letter of intent indicating that



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*either within 10 years after the date that the letter is filed or at the earliest opportunity after the person becomes eligible to apply for U.S. citizenship, the person will apply for U.S. citizenship. (Section 21-1 of the School Code) Such a person shall have graduated with not fewer than 120 semester hours (or the equivalent as approved by the State Superintendent of Education) of credit from a recognized institution of higher learning and shall meet other requirements determined by the State Superintendent of Education in consultation with the State Teacher Certification Board.*

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

**Section 1.620 Accreditation of Staff (Repealed)**

~~To be a fully recognized school or school district, all professional staff members shall be properly certified in accordance with Section 21-1 of The School Code. No one shall teach or supervise in a public school unless that individual holds a certificate of qualification for the position to which that individual has been assigned. See Appendices A and B for further information.~~

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

**Section 1.630 Noncertificated Personnel**

- a) Pursuant to Sections 10-22.34 and 34-18 of the School Code [105 ILCS 5/10-22.34 and 34-18], school ~~School~~ boards may employ nonteaching personnel or use volunteer personnel for nonteaching duties not requiring instructional judgment or evaluation of pupils ~~(The School Code, Sections 10-22.34 and 34-18(9)).~~
- b) Paraprofessionals; Teacher Aides
  - 1) School boards may further utilize volunteer noncertificated personnel or employ noncertificated personnel as paraprofessionals (or “teacher aides”) to assist in the instruction of pupils, so long as each noncertificated individual is under the immediate supervision of a teacher who holds holding a valid certificate, and who is directly engaged in teaching subject matter or conducting activities (see Sections The School Code, Section 10-22.34 and 34-18 34-18(9) of the School Code). To “assist in the instruction of pupils”, i.e., to serve as a paraprofessional, means to support

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teachers through interactions with students that will help them master curricular content, such as by tutoring; to assist with classroom management, such as by organizing instructional materials; or to assist with parental involvement activities.

- 2) Teacher aides, except in school districts over 500,000, shall hold an approval form issued by the State Teacher Certification Board. Approval is based upon 30 semester hours of college training or completion of an approved Teacher Aide Program as stated in 23 Ill. Adm. Code 25 (Certification). Employment as a paraprofessional requires a statement of approval issued by the State Board of Education, in consultation with the State Teacher Certification Board, except that a paraprofessional first employed on or before June 30, 2005, in a program serving students with disabilities shall be subject to this requirement as of July 1, 2007.
- 3) Each paraprofessional shall be under the direct supervision and control of a fully certificated teacher when assisting with instruction, whether this occurs in classrooms, laboratories, shops, playgrounds, libraries, or other educational settings where instructional judgment requires the supervision of a fully certificated teacher. The certificated teacher shall be continuously aware of the paraprofessional's activities, i.e., the teacher shall be responsible for controlling the paraprofessional's activities and shall be able to modify them at any time.
- 4) Paraprofessionals shall not be utilized as substitutes for or replacement of certificated teachers, and they shall not have equivalent responsibilities. Certificated teachers shall exercise professional judgment when assigning duties to paraprofessionals and shall retain the responsibility for determining students' scholastic activities.
- 5) Each school district shall:
  - A) submit a list of all paraprofessionals it employs to the State Superintendent of Education with its annual application for recognition;
  - B) maintain a file for each paraprofessional that describes his or her functions and includes his or her statement of approval and

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evidence that he or she has met the relevant requirements of 23 Ill. Adm. Code 25.510; and

- C) be responsible for ensuring that no individual is employed as a paraprofessional without a statement of approval except as permitted under subsection (b)(2) of this Section and that paraprofessionals are assigned only to tasks for which their approval is valid.
- c) School boards may designate noncertificated persons of good character to serve as supervisors, chaperones or sponsors, either on a voluntary or on a compensated basis, for school activities not connected with the academic program of the schools (~~see The School Code~~, Section 10-22.34a of the School Code [105 ILCS 5/10-22.34a]).
- d) School boards may utilize noncertificated persons, under the direction of a certified teacher, for providing specialized instruction related to a course assigned to the certified teacher on a regular basis, not otherwise readily available in the immediate school environment, in the fields for which they are particularly qualified or skilled (~~The School Code~~, see Section 10-22.34b of the School Code [105 ILCS 5/10-22.34b]).
- e) Needed and necessary noncertificated personnel in special education programs under contract to the local board of education shall be governed by 23 Ill. Adm. Code 226 (Special Education).

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

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**Section 1.640 Requirements for Different Certificates (Repealed)**

~~Requirements for the different types of certificates may be secured from the regional superintendents or the State Teacher Certification Board, 100 North First Street, Springfield, Illinois 62777-0001.~~

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

**Section 1.650 Transcripts of Credits**

~~Official transcripts of credits earned are issued by institutions of higher education learning. In determining whether an individual meets the requirements for a particular assignment, a school district shall not rely upon any transcript that does not bear ~~No transcript of credits will be accepted by a Regional Superintendent, the State Teacher Certification Board, or the State Board of Education unless it bears the seal and the signature of the responsible officer of the institution issuing the transcript.~~~~

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

**Section 1.660 Records of Professional Personnel**

~~The school district shall maintain records for all professional personnel, as well as teacher aides, currently employed by the district. In addition to the individual's name, the record for each professional employee shall contain at least the copies of official transcripts required by Section 24-23 of the School Code [105 ILCS 5/24-23] and relevant health records, including the verification of freedom from tuberculosis required by Section 24-5 of the School Code [105 ILCS 5/24-5]. Each employee's record may also contain other relevant items ~~These records shall contain the following information:~~~~

- ~~a) the individual's name; (Section 24-23, The School Code)~~
- ~~b) copy of official, up-to-date transcripts; (Section 24-23, The School Code)~~
- ~~c) health records, including verification of freedom from tuberculosis; (Section 24-5, The School Code)~~
- ~~d) other items, such as verification of past teaching experience, salary schedule placement, and accumulated sick leave.~~

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

SUBPART G: STAFF QUALIFICATIONS

**Section 1.705 Minimum Requirements for Teachers (Repealed)**

- a) ~~The minimum requirements for teaching at a specific grade level or in a subject area are set forth in this Subpart.~~
- b) ~~Where the requirements in Section 1.730 of this Part are specifically enumerated for teaching a subject they shall supersede the requirements in Section 1.710 of this Part.~~
- e) ~~Quarter hour and other credit hour award systems (e.g., a unit award system) shall be translated into semester hours for purposes of this Subpart.~~

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

**Section 1.710 ~~Minimum~~ Requirements for Elementary Teachers**

- a) Each elementary teacher shall hold a valid certificate for the grade level or levels to be taught.
- b) Each elementary teacher first assigned to an elementary position on or after September 1, 1978, shall have formal training in each basic instructional area to be taught. ~~This regulation shall apply only to those individuals first assigned to an elementary position on or after September 1, 1978.~~
- c) The endorsement for self-contained general education shall be issued when an individual whose application is received on or before September 30, 2004, demonstrates that he or she has completed the coursework listed in this subsection (c) and passed the test of subject matter knowledge or content-area test 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. For applications received on or after October 1, 2004, the requirements of 23 Ill. Adm. Code 25.100(g) shall apply. For purposes of receiving an endorsement in self-contained general education on an elementary certificate received by splitting a special certificate (see Section 21-4 of the School Code [105 ILCS 5/21-4] and 23 Ill. Adm. Code 25.99(f) and Appendix C

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~~(the State Board's rules for Certification)), "formal training" means one course in each of the following areas:~~

- 1) Language Arts
  - 2) Mathematics
  - 3) Science
  - 4) Social Science
  - 5) Physical Education
  - 6) Health
  - 7) Fine Arts
  - 8) General Elementary Teaching Methods
  - 9) Elementary Reading Teaching Methods
- d) Beginning July 1, 2004, no teacher may be assigned to teach self-contained general education at the elementary level unless he or she holds a certificate valid for the grade level or levels to be taught and:
- 1) holds the applicable endorsement; or
  - 2) met the requirements of this Section or its predecessor requirements at a time when they were applicable, as confirmed by the employing district's verification of the individual's qualifications; or
  - 3) is assigned pursuant to authorization received under 23 Ill. Adm. Code 25.464 (Short-Term Authorization for Positions Otherwise Unfilled).
- e) Assignments in reading at the elementary level shall be subject to the provisions of Section 1.745 of this Part.
- f) Additional requirements may apply to holders of elementary certificates who teach in grades 5 through 8; see Section 1.720 of this Part.

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

**Section 1.720 ~~Minimum~~ Requirements for Teachers of Middle Grades**

- a) The requirements of this Section apply to teachers first employed after September 1, 1973, in departmentalized grades 5 through 8 ("middle-grade teachers"). Teachers first employed in grades 5 through 8 prior to September 1, 1973, or employed in non-departmentalized grades 5 through 8, are subject to the requirements of Section 1.710 of this Part. To qualify as a middle-grade teacher, the teacher must have either completed the coursework identified in subsection (a)(1) ~~(a)~~ of this Section prior to July 1, 1997, or completed the coursework identified in subsection (a)(2) ~~(b)~~ of this Section. In mathematics, some subject matter areas there is specific coursework which must be included among the 18 semester hours to be earned; see subsection (a)(3) of this Section. ~~These requirements are set forth under the relevant subject matter heading in Section 1.730 of this Part.~~
- a) 1) 18 semester hours in the subject matter area of major teaching assignment (e.g., language arts, mathematics, general science, social science, music), unless the subject taught is a foreign language and Section 25.86 of the State Board's rules for Certification (23 Ill. Adm. Code 25) applies. Where a teacher is assigned to deliver instruction in two areas (e.g., English and social science or mathematics and science), the teacher shall meet the requirements of this subsection for one area and have no fewer than 5 semester hours in the other instructional area.
- b) 2) 18 semester hours in the subject matter area of major teaching assignment (e.g., language arts, mathematics, general science, social science, music), unless the subject taught is a foreign language and Section 25.86 of the State Board's rules for Certification applies. Where a middle-grade teacher is assigned to deliver instruction in two areas (e.g., English and social science or mathematics and science), the teacher shall meet the requirements of this subsection for one area and have no fewer than 9 semester hours in the other instructional area. In addition:
- ↳ A) 3 semester hours of coursework, approved by the college of education or other institutional unit governing teacher education, that includes middle-grade philosophy, middle-grade curriculum

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and instruction, and instructional methods for designing and teaching developmentally appropriate programs (i.e., addressing the cognitive, emotional and physical development of each child) in the middle grades, including content area (e.g., science, social sciences) reading instruction.

- 2) B) 3 semester hours of coursework, approved by the college of education or other institutional unit governing teacher education, that includes educational psychology focusing on the developmental characteristics of early adolescents, the nature and needs of early adolescents, and the role of the middle-grade teacher in assessment, coordination and referral of students to health and social services.
- 3) For teachers of mathematics in grades 6 through 8 first employed on or after September 1, 1985, the required 18 semester hours in the field shall include three semester hours in the methods of teaching mathematics in those grades and 15 semester hours to be selected from four of the following areas:
- A) Math content courses for elementary teachers;
  - B) Calculus;
  - C) Modern algebra or number theory;
  - D) Geometry;
  - E) Computer science;
  - F) Probability and statistics;
  - G) History of mathematics.
- b) Beginning July 1, 2004, no individual may be assigned to teach in departmentalized grades 5 through 8 unless he or she holds a certificate that is valid for the grade level or levels to be taught and:
- 1) holds a middle-grades endorsement applicable to the subject area; or



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- 2) meets the relevant requirements of this Section; or
- 3) met the requirements of this Section or their predecessor requirements at a time when they were applicable, as confirmed by the employing district's verification of the individual's qualifications; or
- 4) is assigned pursuant to authorization received under 23 Ill. Adm. Code 25.464 (Short-Term Authorization for Positions Otherwise Unfilled).

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

**Section 1.730 Minimum Requirements for Secondary Teachers and Specified Subject Area Teachers in Grades Six (6) and Above through June 30, 2004**

The provisions of this Section not already superseded by Section 1.735 or 1.736 of this Part are replaced by Section 1.737 of this Part as the minimum requirements for assignments beginning July 1, 2004. However, as provided at 23 Ill. Adm. Code 25.100(f)(2), the operable requirements of this Section shall continue as the basis for issuance of the respective endorsements for all applications received through December 31, 2004. Each subsection of this Section applies only to secondary teachers in the respective subject matter area, unless specific requirements for teachers in grades 6 through 8 are set forth.

- a) Agriculture (Grades 9 through 12)

The requirements set forth in this subsection (a) shall remain in force through June 30, 1991. Thereafter, the requirements set forth in Section 1.735(a) of this Part shall take effect.

- 1) 24 hours in the field, including an appropriate distribution in the following areas, plus preparation in the specific course taught.
  - A) Agricultural Production
  - B) Agricultural Mechanics
  - C) Agricultural Supplies, Services and Products
  - D) Horticulture

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- E) Agricultural Resources and Forestry
  - 2) If special courses are taught in this field, 8 semester hours are required for each course taught.
- b) Art (Grades 9 through 12)

24 semester hours in the field, including an appropriate distribution in:

  - 1) Painting, drawing, printmaking
  - 2) Sketching, lettering, jewelry, design, silkscreen
  - 3) Pottery and sculpture
  - 4) Constructional design
  - 5) Art education
  - 6) History and appreciation of art
- c) Aviation-Aerospace Education (Grades 9 through 12)
  - 1) General Aviation and/or Aerospace Education
    - A) Completion of an approved aerospace education workshop course. 5 hours of flight orientation or familiarization within the last five years. This flight experience does not necessarily need to be as a member of a flight crew.
    - B) If the material that is being taught is strictly sociological in nature, the flight orientation requirement may be minimal. If the material that is being taught emphasizes astroscience, the teacher should have at least one college course in astronomy.
  - 2) Aviation Science Course

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- A) (Based upon a preflight course leading to completion of the FAA private pilot's written examination.)
  - B) A valid FAA private pilot's license or higher, or a valid FAA ground school instructor's certificate and 10 hours of flight orientation or familiarization in the general aviation category aircraft within the last five years. This flight experience does not necessarily need to be as a member of a flight crew.
- d) Business Education (Grades 9 through 12)
- 1) The requirements set forth in this subsection (d) shall remain in force through June 30, 1991. Thereafter, the requirements set forth in Section 1.735(b) of this Part shall take effect.
  - 2) 24 semester hours in the field, which shall include a specialized methods course with the following minimum qualifications for the subject matter areas or course taught:
    - A) Typing  
6 semester hours, or a statement of equivalency from the institution granting the degree, or the completion of the terminal course in the typewriting sequence.
    - B) Shorthand and Transcription  
6 semester hours, or a statement of equivalency from the institution granting the degree, or the completion of the terminal course in the shorthand-transcription sequence.
    - C) Bookkeeping, accounting, record keeping  
6 semester hours in accounting and a course in data processing, or a statement of equivalency from the institution granting the degree.
    - D) Business law  
3 semester hours of business law.

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- E) Distributive subjects; i.e. marketing, retailing, distributive education
- 8 semester hours covering at least two of the following: sales, retailing, advertising, principles of marketing.
- F) Business arithmetic
- 2 semester hours in business mathematics or 6 semester hours in accounting.
- G) Office practice, secretarial practice, clerical practice, or office machines
- 2 semester hours in coursework which includes the operation of the office machines taught in the secondary school course and qualifications for teaching whichever of the following is part of the course: typewriting, shorthand, bookkeeping (see subsections (d)(2)(A), (B), and (C) above).
- H) Basic business, general business, introduction to business, business principles
- 3 semester hours of consumer education; 3 semester hours of economics and at least 4 semester hours in any two of the following areas: business law, introduction to business marketing, management, or a methods of teaching basic business.
- I) Business English
- 2 semester hours in business English, business correspondence, business communications, or business writing.
- J) Business economics
- 8 semester hours in the area of economics, finance, financial management, or marketing, including at least one course in principles of economics.

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K) Data processing

5 semester hours in data processing or the equivalent.

e) Language Arts--English (Grades 9 through 12)

24 semester hours in the field, including 6 semester hours in rhetoric and composition and not more than 8 semester hours in speech and journalism. To teach grammar, American Literature, English Literature, reading or dramatics, the English teacher must have one course in the subject.

f) Journalism (Grades 9 through 12)

8 semester hours in journalism and 16 semester hours in English, or 18 semester hours in journalism and 6 semester hours in rhetoric and composition.

g) Speech (Grades 9 through 12)

8 semester hours in speech selected from at least three of the following four areas: public speaking, interpersonal communication, oral interpretation, and group discussion; and 16 semester hours in English or 18 semester hours in speech, selected from the four areas listed above, and 6 semester hours in rhetoric and composition.

h) Foreign Language (Grades 9 through 12)

20 semester hours in the language.

No credit may be allowed for high school language, unless such credit is approved by an institution of higher learning, and it is noted on the official transcript, in which case 1 semester hour may be allowed for each unit of high school language, not to exceed 4 semester hours.

i) Health Education (Grades 9 through 12)

The requirements described in this subsection (i) shall remain in force through June 30, 1994. Thereafter, the requirements set forth in Section 1.736(a) of this Part shall take effect.

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- 1) 20 semester hours in the field
  - 2) Required Health Education Component -- One course from each of the following areas to total 10-14 semester hours:
    - A) Advanced Concepts of Health
    - B) Programs in School Health
    - C) Programs in Community Health
    - D) Curriculum Development and Evaluation in Health Education
  - 3) Additional Health Education Components-- One course from at least three of the following areas to total 6-10 semester hours:
    - A) The Growing and Developing Organism
    - B) Ecological Relationships
    - C) Disease Control
    - D) Human Sexuality and Family Life
    - E) Food Practices and Eating Patterns
    - F) Consumer Health Sources and Resources
    - G) Safety
    - H) Mood-Modifying Substances
    - I) Personal Health Practices
    - J) Mental-Emotional Health
- j) Health Occupations (Grades 9 through 12)

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The requirements set forth in this subsection (j) shall remain in force through June 30, 1991. Thereafter, the requirements set forth in Section 1.735(c) of this Part shall take effect.

- 1) 24 semester hours in a health occupations specialty (e.g. medical laboratory, nursing, radiologic technology, inhalation therapy)
- 2) Graduation from an approved technical-level program in a specific health field with a minimum of 2,000 hours of post-graduate practical work experience in the health specialty in which trained.
- 3) Shall be certified, licensed or registered in the health occupations specialty.

k) Home Economics Education (Grades 9 through 12)

The requirements set forth in this subsection (k) shall remain in force through June 30, 1991. Thereafter, the requirements set forth in Section 1.735(d) of this Part shall take effect.

- 1) 24 semester hours in the field, including work in some of the following areas, plus preparation in the specific teaching area.
  - A) Human Development (includes prenatal, child, adolescent and adult development and care)
  - B) Interpersonal and Family Relationships
  - C) Consumer Education and Home Management
  - D) Nutrition and Food
  - E) Housing, Home Furnishings and Equipment
  - F) Clothing and Textiles
- 2) To teach a special course in any of the above areas, 8 semester hours are required in the area to be taught.

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l) Industrial Arts (Grades 9 through 12)

The requirements set forth in this subsection (l) shall remain in force through June 30, 1991. Thereafter, the requirements set forth in Section 1.735(e) of this Part shall take effect.

- 1) 24 semester hours in the field, including work in each shop subject to be taught.
- 2) To teach a unit shop, the teacher shall have 8 semester hours in the subject taught.

m) Mathematics

1) In grades 9-12

25 semester hours in the field, including:

- A) a minimum of 8 semester hours from calculus,
- B) 3 semester hours of coursework in the teaching of secondary school mathematics; and
- C) 14 semester hours of work from at least four of the following areas:
  - i) Computer Science
  - ii) Linear Algebra
  - iii) Modern Algebra
  - iv) Geometry
  - v) Applied mathematics
  - vi) Probability and statistics
  - vii) History of mathematics



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- 2) In grades 6-8  
18 semester hours in the field including:
    - A) 3 semester hours in the methods of teaching mathematics in grades 6-8
    - B) 15 semester hours to be selected from four of the following areas:
      - i) Math content courses for elementary teachers
      - ii) Calculus
      - iii) Modern algebra or number theory
      - iv) Geometry
      - v) Computer Science
      - vi) Probability and statistics
      - vii) History of mathematics
  - 3) The requirements of Section 1.730 (m) are not applicable to personnel employed prior to September 1, 1985.
- n) Music (Grades 9 through 12)
- 1) Vocal  
24 semester hours in the field, including:
    - A) Applied vocal music
    - B) Music theory
    - C) Conducting

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- D) History of music
- E) Methods and materials for general school vocal music
- 2) Music--Instrumental
  - 24 semester hours in the field, including:
    - A) Applied instrumental music
    - B) Music theory
    - C) Conducting
    - D) Methods and materials for general school instrumental music
  - 3) These standards do not apply to those individuals employed prior to September 1, 1978.
- o) Physical Education (Grades 9 through 12)

The requirements described in this subsection (o) shall remain in force through June 30, 1994. Thereafter, the requirements set forth in Section 1.736(b) of this Part shall take effect.

- 1) 20 semester hours in the field which shall include the following:
  - A) 5 semester hours to be selected from at least two of these areas:
    - i) Anatomy
    - ii) Physiology
    - iii) Kinesiology
    - iv) Physiology of exercise
  - B) One course from each of the three areas below to total 5 semester hours:

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- i) Dance and/or rhythmic activities
    - ii) Individual-dual activities
    - iii) Team sports
  - C) 10 semester hours to be selected from at least three of the four areas listed below:
    - i) Instructional methods for physical education
    - ii) Curriculum design for physical education
    - iii) Physical Education for the atypical child (optional, but strongly recommended)
    - iv) Physical education for the elementary school (required for elementary school; optional, but strongly recommended for secondary school)
- 2) This standard does not apply to those individuals employed prior to September 1, 1978.
- p) Psychology (Grades 9 through 12)  
20 semester hours in the field
- q) Safety and Driver Education (Grades 9 through 12)  
16 semester hours in the field, including preparation as follows:
  - 1) 3 semester hours in general safety
  - 2) 5 semester hours in driver education and advanced traffic safety
  - 3) 8 semester hours chosen from two or more of the following areas:
    - A) General safety, including traffic and industrial safety

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- B) Advanced psychology and sociology
  - C) First aid and health education
  - D) Instructional materials
- 4) Teachers assigned to either simulation or multiple-car programs shall have preparation in the use of these methods which shall consist of a minimum of 1 semester hour or its equivalent in each area.
- r) Science, Biological (Grades 9 through 12)
- 24 semester hours in the field, including the semester hours indicated in the subject to be taught
- 1) Biology  
8 semester hours in botany including 5 semester hours in laboratory work, 8 semester hours in zoology including 5 semester hours in laboratory work. 10 semester hours laboratory work in biology satisfies the laboratory requirement.
  - 2) Botany  
8 semester hours including 5 semester hours in laboratory work.
  - 3) Physiology  
8 semester hours
  - 4) Zoology  
8 semester hours in zoology including 5 semester hours in laboratory work.
- s) Science, Physical (Grades 9 through 12)

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24 semester hours in the field, including the semester hours indicated in the subject to be taught:

- 1) Astronomy--5 semester hours
- 2) Chemistry--10 semester hours including 4 semester hours in laboratory work
- 3) Geology--8 semester hours
- 4) Physics--10 semester hours including 4 semester hours in laboratory work
- 5) Physiography--5 semester hours
- 6) Aerospace--5 semester hours
- 7) Earth science--8 semester hours
- 8) In astronomy, geology, and earth science, it is recommended that field experiences be included as part of the hourly requirements. In addition, it is recommended that a teacher of astronomy, chemistry, or physics have the minimum preparation required of a mathematics teacher.

t) Science, General (Grades 9 through 12)

24 semester hours in the field including:

- 1) Physical science--8 semester hours
- 2) Biological science--8 semester hours

u) Social Studies (Grades 9 through 12)

24 semester hours in the field, including the semester hours indicated in each subject to be taught:

- 1) United States History--8 semester hours
- 2) Civics, Political Science--8 semester hours

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- 3) Economics--8 semester hours
  - 4) Geography--8 semester hours
  - 5) Sociology--8 semester hours
  - 6) World History--8 semester hours in World History, 5 semester hours in U.S. History
  - 7) Anthropology--5 semester hours
  - 8) Every history teacher shall have 16 semester hours in history.
- v) Vocational Education (Reimbursable Training Programs, Grades 9 through 12)

All instructional personnel and coordinators shall hold a valid teaching certificate. The requirements set forth in this subsection (v) shall remain in force through June 30, 1991. Thereafter, the requirements set forth in Section 1.735(f) of this Part shall take effect.

- 1) Instructional Personnel--The requirements for instructional personnel in reimbursable programs in the five areas of Industrial-Oriented, Applied Biological and Agricultural, Home Economics, Health Occupations, and Business, Marketing and Management are:
  - A) A minimum of 2,000 hours of employment experiences in the occupational specialty to be taught.
  - B) The district may employ an individual who does not meet the provisions of subsection (v) (1) (A) above, providing the employment experience requirement will be met within four (4) years from the date of employment by: 2,000 hours of employment experience in the occupational specialty to be taught or a combination of work experience and directed occupational experience. Options of this paragraph must be submitted in detail in the district's One and Five Year Plan for occupational education and are subject to approval.

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- C) For those occupations in which employment or preparation is regulated by law or licensure, compliance with those laws is mandated.

- 2) Cooperative Teacher Coordinator

Professional competencies for specialized cooperative occupational education:

- A) Occupational Education

Teacher-coordinators of specialized cooperative education in any one of the following areas:

- i) Agriculture and Agri-Business
- ii) Business and Office
- iii) Distributive Education
- iv) Health Occupations
- v) Home Economics and Related Occupations
- vi) Industrial Oriented Occupations Cooperative Work Training

- B) To be approved, an individual shall possess 16 semester hours in the field, which shall include a methods course in the occupational specialized area; in addition, 6 semester hours in the area of organization and administration of cooperative occupational education, coordination in techniques, and individualized instructional methodology. In addition, the coordinator shall possess a minimum of: 2,000 hours of employment experience in the occupational specialty to be taught, or complete a directed occupational experience in the appropriate specialized area, equivalent to the 2,000 hour employment requirement, or complete a combination of employment experience and directed occupational experience equivalent to the 2,000 hour employment

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experience requirement within four (4) years from date of initial employment as a coordinator. The latter two of these three options shall be submitted in detail in the district's One and Five Year Plan for occupational education and are subject to approval.

3) Special Needs Cooperative Teacher Coordinator

In schools with cooperative courses to serve students with special needs, such as Work Experience and Career Exploration Program, the coordinator shall meet the requirements for specialized cooperative occupational education coordinators as shown in subsection (v)(2) of this Section (except that the 16 semester hours in occupational education shall be waived).

4) Interrelated Cooperative Occupational Teacher Coordinator

Coordinators of interrelated cooperative education shall meet certification standards in at least one of the occupation areas listed above and meet the requirement of subsection (v)(2) above.

5) Compliance with Legal, Governmental and Professional Requirements

For those occupations in which employment or preparation is regulated by law or licensure, compliance with those laws is required.

6) The requirements of subsection (v) are not applicable to personnel employed prior to September 1, 1978.

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

**Section 1.735 Requirements to Take Effect from on July 1, 1991, through June 30, 2004**

The requirements of this Section shall apply only to personnel employed on or after July 1, 1991, and shall be replaced beginning July 1, 2004, as the minimum requirements for the respective assignments by the applicable provisions of Section 1.737 of this Part. However, as provided at 23 Ill. Adm. Code 25.100(f)(2), the requirements of this Section shall continue as the basis for issuance of the respective endorsements for all applications received through December 31, 2004. For the purposes of this Section, the term "upper-division level" refers to coursework normally offered to students by postsecondary educational institutions during their junior or



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senior year. The term "preparation level" means courses usually taught during the junior or senior year of high school.

- a) Agricultural Education (Grades 9 through 12)
  - 1) Twenty-four (24) semester hours, to include:
    - A) A vocational/occupational education methods course at the upper-division level.
    - B) Twelve (12) semester hours, including at least one course in each of the following areas:
      - i) Agricultural Exploration/Orientation - agricultural careers, supervised occupational experience programs, adult education in agriculture, agricultural leadership;
      - ii) Agricultural Entrepreneurship - agricultural merchandising, agricultural business procedures, agricultural economics, computer applications in agriculture;
      - iii) Agricultural Natural Sciences - animal science, plant science, soil science;
      - iv) Agricultural Physical Science/Mechanization - servicing small engines, surveying, electrical wiring, building agricultural structures.
    - C) A minimum of one concentration (9 semester hours in addition to the 12 semester hours listed in subsection (a)(1)(B) above) in one of the following endorsement areas:
      - i) Agricultural Business and Management - agricultural commodity and product marketing, financing agricultural businesses, agricultural business management, computerization in agriculture, producing, processing, promoting and selling agricultural products;

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- ii) Agricultural Power and Machinery - gasoline and diesel power units, field machinery, electric motors and controls, hydraulic systems, power transmission systems;
  - iii) Horticulture - floriculture, vegetable and fruit production, landscaping and turf management, nursery and greenhouse operation and management; or
  - iv) Agricultural Resources - agricultural conservation, recreation management, forestry production and management, game and wildlife management.
- 2) To provide instruction at the preparation level, teachers must hold an endorsement that corresponds to their area of instruction.
- 3) In vocational education reimbursable programs, instructors teaching preparation-level courses must have a total of 2,000 hours of work experience in the specific endorsement area being taught. If an instructor teaches in more than one endorsement area, the 2,000 hours shall be distributed among endorsement areas being taught, with a minimum of 250 hours work experience in each endorsement area. Records must be kept by the employing institution to substantiate this experience. Such records may include written statements from supervisors at places of employment who can be reached for verification of the documentation submitted, or, in cases where supervisors are no longer available to verify the employment, affidavits by applicants' instructors stating the facts concerning the work experience in question.
- b) Business, Marketing, and Management (Grades 9 through 12)
  - 1) Twenty-four (24) semester hours, to include:
    - A) A vocational/occupational education methods course at the upper-division level.
    - B) Twelve (12) semester hours, including at least one course in each of the following areas:

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- i) Business Exploration/Orientation - business management, survey of business, business and its environment, business principles;
  - ii) Business Computer Applications - microcomputer applications, data processing, management information systems, introduction to data processing/computers;
  - iii) Business Communications - business English, business communications, business report writing, business correspondence;
  - iv) Business Mathematics - quantitative methods of business, finance, mathematics for business, statistics or one (1) year of college mathematics.
- C) A minimum of one concentration (9 semester hours in addition to the 12 semester hours listed in subsection (b)(1)(B) above) in one of the following endorsement areas:
- i) Accounting - accounting, financial accounting, managerial accounting, or finance, with one course in the upper division;
  - ii) Basic Business - economics, survey of business, business law, entrepreneurship, consumer education or upper-division course(s) in management and/or marketing;
  - iii) Information Processing - microcomputer applications, introduction to computers, including the terminal course in the word processing and/or typewriting sequence, and one upper-division course in office administration/information management;
  - iv) Information Processing/Secretarial - microcomputer applications, introduction to computers including one upper-division course in office administration/information management, the terminal course in the word processing

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and/or typewriting sequence and the terminal course in a shorthand system;

- v) Business Computer Programming/Systems - business computer programming, microcomputer applications, systems analysis, including one upper-division management information system (MIS), systems analysis, or business computer programming course; or
- vi) Marketing - upper-division courses in advertising, sales, retailing, marketing, wholesaling, consumer behavior, entrepreneurship.

- 2) Business, Marketing and Management teachers who hold a Business, Marketing and Management endorsement may teach an orientation/exploratory composite course which addresses a variety of subject areas in Business, Marketing and Management Occupations. To provide instruction in a specific subject, teachers must hold the endorsement that corresponds to the area of instruction, as identified in subsection (b)(1)(C) of this Section.
- 3) In vocational education reimbursable programs, instructors teaching preparation-level courses must have a total of 2,000 hours of work experience in the specific endorsement area being taught. If an instructor teaches in more than one endorsement area, the 2,000 hours shall be distributed among endorsement areas being taught, with a minimum of 250 hours work experience in each endorsement area. Records must be kept by the employing institution to substantiate this experience. Such records may include written statements from supervisors at places of employment who can be reached for verification of the documentation submitted, or, in cases where supervisors are no longer available to verify the employment, affidavits by applicants' instructors stating the facts concerning the work experience in question.

- c) Health Occupations (Grades 9 through 12)

Twenty-four (24) semester hours, to include:

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- 1) A vocational/occupational education methods course at the upper-division level.
- 2) Twelve (12) semester hours, including at least one course in each of the following areas:
  - A) Introduction to Health Occupations - introduction to various health professions, education requirements, licensure/registration/certification, career mobility, job market, technologies and other information;
  - B) Principles and Philosophies of Vocational Education - nature and purpose of vocational, occupational and career education, their relationships and differences, and the place of each in preparing for the world of work;
  - C) Occupational Analysis and Curriculum Development - upper-division course in a systems approach to curriculum development and instruction methods utilized in vocational and occupational education. Includes analyzing operations and jobs, specifying objectives, and developing curriculum;
  - D) Occupational Internship - upper-division course(s) of experiential activities which are based upon required occupational skills and knowledge and are related to health occupations.
- 3) Endorsement
  - A) In addition to the 12 semester hours listed in subsection (c)(2) above, licensure, registration or certification is required in one health occupations specialty, e.g., respiratory therapy, radiology, medical records technology, medical assisting, nursing or other health occupation.
  - B) In vocational education reimbursable programs, instructors teaching preparation-level courses must have a total of 2,000 hours of work experience in the specific endorsement area being taught. If an instructor teaches in more than one endorsement area, the 2,000 hours shall be distributed among endorsement areas being

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taught, with a minimum of 250 hours work experience in each endorsement area. Records must be kept by the employing institution to substantiate this experience. Such records may include written statements from supervisors at places of employment who can be reached for verification of the documentation submitted, or, in cases where supervisors are no longer available to verify the employment, affidavits by applicants' instructors stating the facts concerning the work experience in question.

- d) Home Economics (Grades 9 through 12)
  - 1) Twenty-four (24) semester hours, to include:
    - A) A vocational/occupational education methods course at the upper-division level.
    - B) Twelve (12) semester hours, to include one course in four of the six following areas:
      - i) Human Development, Child Development - human, prenatal, child, adolescent growth and development and care, adult care, gerontology, administration of child care programs, instructional activities and materials for preschoolers;
      - ii) Interpersonal and Family Relationships and Parenting - interpersonal and family relationships, family life, adult living, family dynamics, parenting, human relationships;
      - iii) Consumer and Resource Management - family finance, consumer education, consumer economics, consumer management, resource management, home management;
      - iv) Housing, Interior Furnishings, Living Environments - home furnishings, interior design, household equipment, basic design, living environments, housing;

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- v) Food and Nutrition, Food Service, Hospitality - foods and nutrition, food preparation, quantity food preparation, food sanitation, hospitality management, food management, therapeutic nutrition;
  - vi) Clothing, Textiles, Fashion - clothing selection, clothing construction, costume design, history of fashion, apparel merchandising, textiles selection.
- C) A minimum of one concentration (9 semester hours in addition to the 12 hours listed in subsection (d)(1)(B) above) in the endorsement areas of:
- i) Child and Day Care Services - 9 semester hours, to include 6 from subsection (d)(1)(B)(i) above and 3 from subsection (d)(1)(B)(ii) above;
  - ii) Food and Nutrition Services - 9 semester hours from subsection (d)(1)(B)(v) above;
  - iii) Fashion and Clothing Services - 9 semester hours from subsection (d)(1)(B)(vi) above;
  - iv) Interior Furnishings Services/Living Environments - 9 semester hours, to include 6 from subsection (d)(1)(B)(iv) above and 3 from subsection(s) (d)(1)(B)(iii) and/or (vi) above;
  - v) Institutional and Home Management Services - 9 semester hours, including one course from four of the areas listed in subsections (d)(1)(B)(i) through (v) above;
  - vi) Consumer Education and Resource Management - 9 semester hours, to include 6 from subsection (d)(1)(B)(iii) above and the remainder from subsection (d)(1)(B)(i), (ii), (iv), (v), or (vi) above; or

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- vii) Interpersonal, Family Relationships, Parenting - 9 semester hours, to include 6 from subsection (d)(1)(B)(ii) above and 3 from subsection (d)(1)(B)(i) above.
  
  - 2) Home Economics teachers who hold a Home Economics endorsement may teach an orientation/exploratory composite course which addresses a variety of subject areas in Home Economics Occupations. To provide instruction in a specific subject, teachers must hold the endorsement that corresponds to the area of instruction, as identified in subsection (d)(1)(C) above.
  
  - 3) In vocational education reimbursable programs, instructors teaching preparation-level courses must have a total of 2,000 hours of work experience in the specific endorsement area being taught. If an instructor teaches in more than one endorsement area, the 2,000 hours shall be distributed among endorsement areas being taught, with a minimum of 250 hours work experience in each endorsement area. Records must be kept by the employing institution to substantiate this experience. Such records may include written statements from supervisors at places of employment who can be reached for verification of the documentation submitted, or, in cases where supervisors are no longer available to verify the employment, affidavits by applicants' instructors stating the facts concerning the work experience in question.
- e) Industrial Technology Education (Grades 9 through 12)
- 1) Twenty-four (24) semester hours, to include:
    - A) A vocational/occupational education methods course at the upper-division level.
  
    - B) Twelve (12) semester hours of laboratory-based courses in industrial technology, including at least one course in each of the following content areas:



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- i) Communication Technology - design and drafting, broadcasting, computers in communication, photography, graphic arts, telecommunications;
  - ii) Production Technology - managing the enterprise, materials and processes, research and development, producing, marketing, servicing in the manufacturing/construction enterprise;
  - iii) Transportation Technology - material handling conveyors, space transportation, atmospheric transportation, marine transportation, terrestrial transportation;
  - iv) Energy Utilization Technology - energy conversion, solar resources, wind and water resources, fossil fuels, nuclear energy resources, energy conservation.
- C) A minimum of one concentration (9 semester hours of laboratory-based courses in addition to the 12 semester hours listed in subsection (e)(1)(B) above) in one of the following endorsement areas:
- i) Construction - carpentry, building maintenance, residential and commercial, electricity, painting, plumbing, cement and brick masonry, drywall application and roofing;
  - ii) Electronics - computer repair, radio and television repair, small appliance repair, electrical and electronic instrument repair, electromedical equipment repair, communication equipment installation and repair;
  - iii) Graphic Communications - press operation, composition and typesetting, commercial art, lithographic press operation, platemaking, photography, printing camera operation;
  - iv) Transportation - small gasoline engine repair, aircraft mechanical systems repair, automobile engine repair, diesel

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- engine repair, automobile and truck mechanical systems repair, motor vehicle repair;
- v) Manufacturing - machine tool operation, tool and die making, sheet metal fabrication, welding and metal fabrication, production cabinet making, plastics-forming and fabrication, machinery maintenance, automated manufacturing equipment set-up and maintenance, numerical control machine operation, computer numerical control machine operation;
  - vi) Industrial Technology - mechanical systems, hydraulic systems, pneumatic systems, thermal systems, electrical systems, communication systems, transportation systems, production systems, energy and power utilization;
  - vii) Public Service - fire-fighting technology, police science, criminal justice technology, security services;
  - viii) Drafting/Design - architectural drafting, mechanical drafting, civil drafting, computer-aided drafting and design, geometric construction, industrial design;
  - ix) Autobody Repair - frame inspection and alignment, body and fender repair, glass installation, vinyl top repair, automotive painting; or
  - x) Heating, Ventilation and Air Conditioning - installation and repair of heating, air conditioning and ventilation systems, installation and repair of refrigeration and air conditioning systems.
- 2) To provide instruction at the preparation level, teachers must hold an endorsement that corresponds to their area of instruction.
- 3) In vocational education reimbursable programs, instructors teaching preparation-level courses must have a total of 2,000 hours of work experience in each specific endorsement area being taught. If an instructor teaches in more than one endorsement area, the 2,000 hours

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shall be distributed among endorsement areas being taught, with a minimum of 250 hours work experience in each endorsement area. Records must be kept by the employing institution to substantiate this experience. Such records may include written statements from supervisors at places of employment who can be reached for verification of the documentation submitted, or, in cases where supervisors are no longer available to verify the employment, affidavits by applicants' instructors stating the facts concerning the work experience in question.

- f) Vocational Education Teachers (Reimbursable Training Programs, Grades 9 through 12)

The requirements for instructional personnel to teach in reimbursable programs in Agricultural Education; Business, Marketing and Management; Health Occupations; Home Economics Occupations; and Industrial Technology Education are:

- 1) Instructors must meet the certification standards in one of the above occupational areas and possess a valid teaching certificate.
- 2) Instructors teaching preparation-level courses must have a minimum of 2,000 hours of work experience in the specific endorsement area to be taught. If an instructor teaches in more than one endorsement area, the 2,000 hours shall be distributed among endorsement areas being taught, with a minimum of 250 hours work experience in each endorsement area. Records must be kept by the employing institution to substantiate this experience. Such records may include written statements from supervisors at places of employment who can be reached for verification of the documentation submitted, or, in cases where supervisors are no longer available to verify the employment, affidavits by applicants' instructors stating the facts concerning the work experience in question.
- 3) A district may employ an individual who does not have 2,000 hours of employment experience in the occupational specialty to be taught, provided that the employment experience requirement will be met within four (4) years from the date of employment by either 2,000 hours of employment experience in the occupational specialty to be taught or a combination of work experience and directed occupational experience. A directed occupational experience means: a combination of work

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experience and a university credit-generating course specifically designed to supervise the work experience equal to one-half of the required 2,000 hours; or participation in a work experience with supervision similar to that provided through a university course setting provided by a local agency administrator equal to one-half of the required 2,000 hours. Options chosen pursuant to this subsection must be described in detail in the Regional Education for Employment Plan and will be approved, if:

- A) The work experience is a paid employment experience; and
  - B) The work experience is outside of the education or teaching profession.
- 4) Cooperative Teacher Coordinator
- A) The requirements for teacher-coordinators of specialized cooperative education in Agricultural Education; Business, Marketing and Management; Health Occupations; Home Economics Occupations; and Industrial Technology Education include:
    - i) Twenty-four (24) semester hours in the ~~specialty~~ ~~speciality~~ area, which shall include a methods course, six (6) semester hours in the area of organization and administration of cooperative education; and
    - ii) A minimum of 2,000 hours of employment experience in the occupational specialty to be taught; or
    - iii) Completion of a directed occupational experience in the appropriate specialized area, equivalent to the 2,000-hour employment requirement; or
    - iv) Completion of a combination of employment experience and directed occupational experience equivalent to the 2,000-hour employment experience requirement within four (4) years from the date of initial employment as a coordinator.

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- B) Options chosen pursuant to subsections (f)(4)(A)(iii) and (iv) above shall be described in detail in the district's Regional Education for Employment Plan and will be approved, if:
- i) The work experience is a paid employment experience; and
  - ii) The work experience is outside of the education or teaching profession.

5) Special Vocational Teacher Coordinator

In schools with cooperative courses to serve students with special needs, such as the Work Experience and Career Exploration Program, Early School Leaver Program, and vocationally reimbursed Special Education Cooperative Education, the coordinator shall meet the requirements for specialized cooperative occupational education coordinators as shown in subsection (f)(4) of this Section, except that the twenty-four (24) semester hours in the occupational specialty area shall be waived. The coordinator shall possess six (6) semester hours in the area of organization and administration of cooperative education.

6) Interrelated Cooperative Occupational Teacher Coordinator and Cooperative Work Training (CWT) Teacher Coordinator

Coordinators of interrelated cooperative education and cooperative work training shall meet certification standards in at least one of the specialty areas listed in subsection (f)(4)(A) of this Section and shall meet the requirements for a Cooperative Teacher Coordinator.

7) Compliance with Legal, Governmental and Professional Requirements

For those occupations in which employment or preparation is regulated by law or licensure, compliance with those laws is required.

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

**Section 1.736 Requirements to Take Effect from ~~on~~ July 1, 1994, through June 30, 2004**

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The requirements described in this Section shall apply only to personnel employed on or after July 1, 1994, and shall be replaced beginning July 1, 2004, as the minimum requirements for the respective assignments by the applicable provisions of Section 1.737 of this Part. However, as provided at 23 Ill. Adm. Code 25.100(f)(2), the requirements of this Section shall continue as the basis for issuance of the respective endorsements for all applications received through December 31, 2004.

- a) Health Education (Grades 9 through 12)
  - 1) 24 semester hours in the field.
  - 2) Required Health Education Core Component - One course from each of the following areas, for a total of 10-14 semester hours:
    - A) Theories and Concepts of Health (Anatomy and physiology may not be counted in meeting this requirement.)
    - B) Programs in School Health
    - C) Programs in Community Health
    - D) Curriculum Development and Evaluation in Health Education
  - 3) Additional Health Education content - At least 10 semester hours distributed as follows:
    - A) At least one course in Human Sexuality or Sex Education
    - B) At least one course in Drug/Chemical Use and Abuse
    - C) At least two courses chosen from the following list of electives:
      - i) Mental/Emotional Health
      - ii) Environmental Health
      - iii) Disease Prevention and Control
      - iv) Nutrition and Dietary Patterns

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- v) Consumer Health
  - vi) Safety and Injury Control
  - vii) Personal Health Practices
- b) Physical Education (Grades 9 through 12)
- 1) 24 semester hours in the field
  - 2) Knowledge and Skill Acquisition - At least one course in each of the following, for a total of at least 6 semester hours:
    - A) Health-Related Fitness (e.g., conditioning, aerobic fitness exercise, stress management)
    - B) Rhythm and Dance
    - C) Individual Sports/Activities
    - D) Team Sports
  - 3) Scientific Foundations
    - At least 9 semester hours distributed as follows:
      - A) 3 semester hours earned in at least one of the following:
        - i) Human Anatomy
        - ii) Human Physiology
      - B) 6 semester hours from at least two of the following areas:
        - i) Exercise Physiology
        - ii) Kinesiology or Biomechanics

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- iii) Motor Learning, Motor Behavior, or Motor Development
- C) Curriculum and Instruction - At least one course in each of the following, all of which must explicitly include an emphasis on both regular and special populations:
  - i) Curriculum Design in Physical Education
  - ii) Instructional Strategies/Methodology in Physical Education
  - iii) Assessment/Evaluation of Physical Education (Learning Assessment and Program Evaluation)

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

**Section 1.737 Minimum Requirements for the Assignment of Teachers at the Secondary Level Beginning July 1, 2004**

- a) Beginning July 1, 2004, no teacher may be assigned to teach a particular subject at the secondary level unless he or she holds a certificate that is valid for the grade level or levels to be taught and:
  - 1) holds the applicable endorsement for the subject area; or
  - 2) met the requirements of Sections 1.730, 1.735, or 1.736 of this Part, or their predecessor requirements, at a time when they were applicable to that assignment, as confirmed by the employing district's verification of the individual's qualifications; or
  - 3) meets the minimum requirements for that assignment identified in subsection (b) of this Section and has not exhausted the three-year period of eligibility available pursuant to 23 Ill. Adm. Code 25.100(l); or
  - 4) meets the requirements of Section 1.745 of this Part, if applicable; or
  - 5) is assigned pursuant to authorization received under 23 Ill. Adm. Code 25.464 (Short-Term Authorization for Positions Otherwise Unfilled).



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- b) Beginning July 1, 2004, the provisions of this Section shall replace those of Sections 1.730, 1.735, and 1.736 of this Part as one basis upon which school districts and other entities subject to this Part may assign individuals to teach specific subjects. The qualifications identified in this subsection (b) are not the same as those for the respective endorsements, nor are they intended to match the requirements for identification as a “highly qualified” teacher in any particular subject area. Each individual who is first assigned to a subject area based upon the qualifications delineated in this subsection (b) shall be subject to the requirement for acquiring an endorsement in the respective field within three years after the date of assignment, in accordance with 23 Ill. Adm. Code 25.100(l). For purposes of the applicability of this requirement, an individual shall be considered “first assigned” to any field in which he or she has not taught in Illinois prior to July 1, 2004.
- 1) For agricultural education; visual or drama/theatre arts; business, marketing, and computer education; dance; English language arts; health education; health careers; family and consumer sciences; technology education; mathematics; music; physical education; biology; chemistry; earth and space science; environmental science; physics; economics; geography; history; political science; psychology; sociology and anthropology: 24 semester hours in the field.
  - 2) For foreign language: 20 semester hours in the language (unless 23 Ill. Adm. Code 25.85 or 25.86 applies).
  - 3) For safety and driver education: 16 semester hours in the field.
  - 4) For assignments in reading, the requirements of Section 1.745 of this Part shall apply.
- c) An individual who is identified as assignable in a particular subject area pursuant to subsection (a)(2) of this Section may request that the State Board of Education delete this identification from its records if he or she believes it was made in error.

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

**Section 1.740 Standards for Reading through June 30, 2004**

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The requirements of this Section shall apply through June 30, 2004, to (Required of all K-12 Reading Specialists) i.e. those teachers whose major teaching assignment is reading Reading. The requirements of Section 1.745 of this Part shall apply beginning July 1, 2004.

- a) 18 semester hours of graduate-undergraduate level work in the field, including preparation in the following areas:
  - 1) Foundation or survey of reading fundamentals including reading in the content areas
  - 2) Testing procedures and diagnosis of reading disabilities
  - 3) Diagnostic teaching techniques and materials
  - 4) Clinical or laboratory practicum in reading
  - 5) Literature appropriate for the age of students included in the program.
- b) This standard does not apply to those individuals employed prior to September 1, 1978.

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

**Section 1.745 Requirements for Reading Teachers and Reading Specialists at all Levels as of July 1, 2004**

- a) The “reading teacher” endorsement is valid only for teaching reading to students, while the “reading specialist” endorsement is valid not only for teaching reading to students but also for providing technical assistance and/or professional development to other teachers. Separate sets of standards and requirements govern the issuance of these two endorsements (see 23 Ill. Adm. Code 27.110 and 27.120, as well as 23 Ill. Adm. Code 25.100(i)).
- b) Beginning July 1, 2004, no individual may be assigned to teach reading, other than reading as part of general classroom instruction provided by that individual or reading instruction provided in departmentalized grades 5 through 8, or to serve as a reading specialist unless he or she holds a certificate valid for the grade level or levels of the assignment and:

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- 1) holds the endorsement appropriate to the assignment; or
- 2) met the requirements of Section 1.740 of this Part or its predecessor requirements at a time when they were applicable, as confirmed by the employing district's verification of the individual's qualifications; or
- 3) presents evidence of having completed 24 semester hours of college coursework in reading on or after July 1, 2005, and has not exhausted the three-year period of eligibility available pursuant to 23 Ill. Adm. Code 25.100(l); or
- 4) is assigned pursuant to authorization received under 23 Ill. Adm. Code 25.464 (Short-Term Authorization for Positions Otherwise Unfilled).

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

**Section 1.750 Standards for Media Services through June 30, 2004**

Preparation of Person Providing Media Services

- a) Media Professional: responsible for both library and audio-visual services to students, teachers and other school personnel.

Appropriate Teacher Certificate. Work in the field: 18 semester hours in library science--media; professional preparation (at four-year college and/or graduate levels) in administration, organization (cataloging and classification), reference, and selection of materials (elementary and/or secondary levels).

- b) Media Specialist: responsible for both library and audio-visual services to students, teachers and other school personnel.

Standard Special Certificate with Library Science--Media (instructional materials) Teaching Endorsement. Work in field: 32 semester hours in media (instructional materials, library science, audio-visual) including professional preparation (at four-year college and/or graduate levels) in administration, organization (cataloging and classification), reference and selection of materials for both elementary and secondary levels, production and communications.

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- c) Media Supervisor or Director: works with teachers and supervises other media professionals and specialists.

Supervisory or Standard Special Supervisory Endorsement, or the General Supervisory Endorsement (Administrative Certificate) with specialization in media.

- d) These standards do not apply to those individuals employed prior to September 1, 1978.

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

**Section 1.755 Requirements for Library Information Specialists Beginning July 1, 2004**

Beginning July 1, 2004, no individual shall be assigned to provide library and audio-visual services to students, teachers and other school personnel unless he or she holds a certificate that is valid for the grade level or levels of the students to be served and:

- a) holds an endorsement for Library Information Specialist or a comparable, previously issued endorsement such as Media or Library Science; or
- b) met the requirements of Section 1.750 of this Part or its predecessor requirements at a time when they were applicable, as confirmed by the employing district's verification of the individual's qualifications; or
- c) presents evidence of having completed 18 semester hours of college coursework in the field and has not exhausted the three-year period of eligibility available pursuant to 23 Ill. Adm. Code 25.100(l); or
- d) is assigned pursuant to authorization received under 23 Ill. Adm. Code 25.464 (Short-Term Authorization for Positions Otherwise Unfilled).

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

**Section 1.APPENDIX A Professional Staff Certification**

Types of Certificates

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The following list of certificates identifies those certificates which, if properly registered and renewed, are valid for teaching, administering or performing the specified service in Illinois public schools. ~~Questions about the validity of certificates should first be referred to the Regional Superintendent of schools. The State Teacher Certification Board will also answer questions on a certificate's validity.~~

Code	Type of Certificate	Grade Level Valid For	Still Issued	Years Valid	School Code
02	Early Childhood	to age 6 excluding Kdg.	No	4	21-2.1
03	Standard Elementary	K-9	<del>Yes</del> <u>No</u>	4	21-3
<u>03</u>	<u>Initial Elementary</u>	<u>K-9</u>	<u>Yes</u>	<u>4 years of teaching within 12 years</u>	<u>21-1a;</u> <u>21-2;</u> <u>21-3</u>
<u>03</u>	<u>Standard Elementary</u>	<u>K-9</u>	<u>Yes</u>	<u>5</u>	<u>21-1a;</u> <u>21-2;</u> <u>21-3</u>
<u>03</u>	<u>Master Elementary</u>	<u>K-9</u>	<u>Yes</u>	<u>10</u>	<u>21-1a;</u> <u>21-2;</u> <u>21-3</u>
04	Early Childhood	Birth - 3	<del>Yes</del> <u>No</u>	4	21-2.1
<u>04</u>	<u>Initial Early Childhood</u>	<u>Generally Birth – Grade 3 (as endorsed)</u>	<u>Yes</u>	<u>4 years of teaching within 12 years</u>	<u>21-1a;</u> <u>21-2;</u> <u>21-2.1</u>
<u>04</u>	<u>Standard Early Childhood</u>	<u>Generally Birth – Grade 3 (as endorsed)</u>	<u>Yes</u>	<u>5</u>	<u>21-1a;</u> <u>21-2;</u> <u>21-2.1</u>
<u>04</u>	<u>Master Early Childhood</u>	<u>Generally Birth – Grade 3 (as endorsed)</u>	<u>Yes</u>	<u>10</u>	<u>21-1a;</u> <u>21-2;</u> <u>21-2.1</u>

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05	Provisional Early Childhood	Birth –3	Yes	2	21-10
06	Kindergarten - Primary	K-3	No	4	
09	Standard High School	6-12*	<del>Yes</del> <u>No</u>	4	21-5
<u>09</u>	<u>Initial Secondary</u>	<u>6-12</u>	<u>Yes</u>	<u>4 years of teaching within 12 years</u>	<u>21-1a;</u> <u>21-2;</u> <u>21-5</u>
<u>09</u>	<u>Standard Secondary</u>	<u>6-12</u>	<u>Yes</u>	<u>5</u>	<u>21-1a;</u> <u>21-2;</u> <u>21-5</u>
<u>09</u>	<u>Master Secondary</u>	<u>6-12</u>	<u>Yes</u>	<u>10</u>	<u>21-1a;</u> <u>21-2;</u> <u>21-5</u>
10	Standard Special	K-12	<del>Yes</del> <u>No</u>	4	21-4
		Field Endorsed			
<u>10</u>	<u>Initial Special K-12</u>	<u>K-12</u>	<u>Yes</u>	<u>4 years of teaching within 12 years</u>	<u>21-1a;</u> <u>21-2;</u> <u>21-4</u>
		Field Endorsed			
<u>10</u>	<u>Standard Special K-12</u>	<u>K-12</u>	<u>Yes</u>	<u>5</u>	<u>21-1a;</u> <u>21-2;</u> <u>21-4</u>
		Field Endorsed			
<u>10</u>	<u>Master Special K-12</u>	<u>K-12</u>	<u>Yes</u>	<u>10</u>	<u>21-1a;</u> <u>21-2;</u> <u>21-4</u>
		Field Endorsed			
<u>10</u>	<u>Initial Special</u>	<u>Generally Birth –</u>	<u>Yes</u>	<u>4 years of teaching</u>	<u>21-1a;</u> <u>21-2;</u> <u>21-4</u>
	<u>Preschool – Age 21</u>	<u>Age 21</u>		<u>within 12 years</u>	
<u>10</u>	<u>Standard Special</u>	<u>Generally Birth –</u>	<u>Yes</u>	<u>5</u>	<u>21-1a;</u> <u>21-2;</u> <u>21-4</u>
	<u>Preschool – Age 21</u>	<u>Age 21</u>			
<u>10</u>	<u>Master Special</u>	<u>Generally Birth –</u>	<u>Yes</u>	<u>10</u>	<u>21-1a;</u> <u>21-2;</u> <u>21-4</u>
	<u>Preschool – Age 21</u>	<u>Age 21</u>			
11	Vocational	7-12 Field	No	4	
		Endorsed			
14	Junior College	9-14 Field	No	4	

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17	Special Exc. Children	Endorsed K-14 Field	No		
20	Special	Endorsed 11-12 Electives 10 hrs. per Week	No	4	
21	General	Adult Field Endorsed	<del>Yes</del> <u>No</u>		(21-11 repealed)
<u>22</u>	<u>Alternative Elementary</u>	<u>K-9</u>	<u>No</u>	<u>4</u>	<u>21-5b</u>
<u>22</u>	<u>Initial Alternative Elementary</u>	<u>K-9</u>	<u>Yes</u>	<u>4</u>	<u>21-5b</u>
<u>22</u>	<u>Standard Alternative Elementary</u>	<u>K-9</u>	<u>No</u>	<u>4</u>	<u>21-5b</u>
<u>23</u>	<u>Provisional Alterna- tive Elementary</u>	<u>K-9</u>	<u>Yes</u>	<u>1</u>	<u>21-5b;</u> <u>21-5c</u>
<u>24</u>	<u>Alternative Secondary</u>	<u>6-12</u>	<u>No</u>	<u>4</u>	<u>21-5b</u>
<u>24</u>	<u>Initial Alternative Secondary</u>	<u>6-12</u>	<u>Yes</u>	<u>4</u>	<u>21-5b</u>
<u>24</u>	<u>Standard Alternative Secondary</u>	<u>6-12</u>	<u>No</u>	<u>4</u>	<u>21-5b</u>
<u>25</u>	<u>Provisional Alterna- tive Secondary</u>	<u>6-12</u>	<u>Yes</u>	<u>1</u>	<u>21-5b;</u> <u>21-5c</u>
<u>26</u>	<u>Provisional Alterna- tive Administrative</u>	<u>K-12</u>	<u>Yes</u>	<u>1</u>	<u>21-5d</u>
<u>27</u>	<u>Provisional Alterna- tive Special</u>	<u>K-12</u> <u>Field Endorsed</u>	<u>Yes</u>	<u>1</u>	<u>21-5b;</u> <u>21-5c</u>
<u>28</u>	<u>Alternative Special</u>	<u>K-12</u> <u>Field Endorsed</u>	<u>No</u>	<u>4</u>	
<u>28</u>	<u>Initial Alternative Special</u>	<u>K-12</u> <u>Field Endorsed</u>	<u>Yes</u>	<u>4</u>	<u>21-5b</u>
<u>29</u>	<u>Transitional Bilingual</u>	<u>K-12 Language</u> <u>Endorsed</u>	<u>Yes</u>	<u>6</u>	<u>14C-8</u>

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30	Provisional Elementary	K-9	**Yes	2	21-10
31	Provisional <u>Secondary H.S.</u>	6-12*	**Yes	2	21-10
32	Provisional Foreign Lang.	K-14 Language Named	No	4	
33	Provisional Special	K-12 Field Endorsed	** Yes	2	21-10
34	Provisional Vocational	<del>K-12</del> <u>11-12</u> , Field Endorsed	Yes		21-10
37	Temp. Prov. Vocational	<del>K-12</del> <u>11-12</u> , Field Endorsed	Yes	1	21-10
<u>38</u>	<u>Resident Teacher</u>	<u>K-12</u>	<u>No</u>	<u>4</u>	<u>21-11.3</u>
39	Substitute – 90 days	K-12 All	Yes	4	21-9
<u>40</u>	<u>Part-Time Provisional</u>	<u>6-12</u>	<u>Yes</u>	<u>2</u>	<u>21-10</u>
42	Life Elementary	1-8	No	Life	
<u>43</u>	<u>Provisional Alternative Early Childhood</u>	<u>Birth – Grade 3</u>	<u>Yes</u>	<u>1</u>	<u>21-5b;</u> <u>21-5c</u>
<u>44</u>	<u>Alternative Early Childhood</u>	<u>Birth – Grade 3</u>	<u>No</u>	<u>4</u>	<u>21-5b</u>
<u>44</u>	<u>Initial Alternative Early Childhood</u>	<u>Birth – Grade 3</u>	<u>Yes</u>	<u>4</u>	<u>21-5b</u>
45	Life Kindergarten	K-3	No	Life	
47	Life High School	6-12 *	No	Life	
48	Life Special	K-14 Field Endorsed	No	Life	
49	Life Junior College	9-14 Field Endorsed	No	Life	
50	<u>Visiting International Teacher - Special Life School Librarian</u>	<u>K-12</u> <del>K-14</del> <u>Library</u>	<u>Yes</u> <del>No</del>	<u>3</u> <del>Life</del>	<u>23 Ill.</u> <u>Adm.</u> <u>Code</u> <u>25.92</u>



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51	<u>Life School Librarian</u>	<u>K-14 Library</u>	<u>No</u>	<u>Life</u>	
53	<u>Visiting International Teacher - Elementary</u>	<u>K-6</u>	<u>Yes</u>	<u>3</u>	<u>23 IAC 25.92</u>
54	<u>Visiting International Teacher - Early Childhood</u>	<u>Birth - Grade 3</u>	<u>Yes</u>	<u>3</u>	<u>23 IAC 25.92</u>
59	<u>Visiting International Teacher - Secondary</u>	<u>6-12</u>	<u>Yes</u>	<u>3</u>	<u>23 IAC 25.92</u>
60	Ltd. Supervisory	K-14 All	<u>****</u>	4	
			<u>No</u>		
61	All-Grade Supervisory	K-14 All	<u>****</u>	4	
			<u>No</u>		
62	Ltd. Elem. Supervisory	K-9 All Elementary	<u>****</u>	4	
			<u>No</u>		
63	Ltd. H.S. Supervisory	6-12 All Secondary	<u>****</u>	4	
			<u>No</u>		
70	Life General Supervisory	K-14 All	<u>****</u>	Life	
			<u>No</u>		
71	Life Supervisory	K-14 All	<u>****</u>	Life	
			<u>No</u>		
72	Temporary TMH	K-12 TMH	<u>No</u>	1	
73	School Service Personnel	K-12 Area of Service Endorsed	<u>Yes</u>	<u>4 5 (beginning July 1, 2004)</u>	21-25
74	Provisional School Service Personnel	K-12 Area of Service Endorsed	<u>Yes</u>	2	21-10
75	Administrative	K-12 All	<u>****</u>	<u>4 5</u>	21-7.1
			<u>Yes</u>		
76	Provisional Administrative	K-12 All	<u>Yes</u>	2	21-10
77	<u>Administrative K-12</u>	<u>K-12</u>	<u>Yes</u>	<u>5</u>	<u>21-5d</u>
80	<u>Resident Teacher -</u>	<u>K-12</u>	<u>Yes</u>	<u>4</u>	<u>21-11.3</u>

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83	<u>Special</u> <u>Resident Teacher -</u>	<u>K-9</u>	<u>Yes</u>	<u>4</u>	<u>21-11.3</u>
	<u>Elementary</u>				
84	<u>Resident Teacher –</u>	<u>Birth – Grade 3</u>	<u>Yes</u>	<u>4</u>	<u>21-11.3</u>
	<u>Early Childhood</u>				
89	<u>Resident Teacher -</u>	<u>6-12</u>	<u>Yes</u>	<u>4</u>	<u>21-11.3</u>
	<u>Secondary</u>				

~~\*The High School Certificate is valid for teaching subjects for which the individual meets recognition requirements, Subpart G, as identified on the individual's transcript as credit in the area.~~

~~\*\*A Provisional Certificate may be issued to a person who meets the requirements for a regular teaching certificate in another state and who presents certified evidence of having earned a bachelor's degree from a recognized teacher training institution. The academic and professional courses offered as a basis of the Provisional Certificate shall be courses approved by the State Superintendent of Education in consultation with the State Teacher Certification Board. A certificate earned under this plan is valid for a period of two years and shall not be renewed.~~

~~\*\*\*If endorsed for teaching, valid Valid for teaching subjects for which the individual is assignable under Section 1.710, 1.720, 1.737, 1.745, or 1.755 of this Part, or to which the individual is assigned pursuant to authorization received under 23 Ill. Adm. Code 25.464 (Short-Term Authorization for Positions Otherwise Unfilled) meets recognition requirements, Subpart G, as identified on the individual's transcript as credit in the area.~~

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

**Section 1.APPENDIX C Glossary of Terms (Repealed)**

- 1) ~~Administrator~~—refers to the individual involved in the process of administration; i.e. superintendent, assistant superintendent, principal, assistant principal, etc.
- 2) ~~Board of Education~~—refers to the governing body of any district created or operating under the authority of The School Code.
- 3) ~~Community involvement~~—refers to the opportunity being made available to the people of a local school district who desire an input into the program plan.

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- 4) ~~District—refers to the governmental agency of the state created by the state as the instrument through which the legislature carries out its constitutional mandate to provide for a system of public education.~~
- 5) ~~Elementary school—refers to a district or attendance center or centers serving grades K-8 or any combination thereof.~~
- 6) ~~Junior high school—refers to a school organized and developed to meet the educational and educationally related needs of the early adolescent child which may include, but is not restricted to, grades 6, 7, 8, and 9 or any combination thereof.~~
- 7) ~~May—to have the power, permission, liberty, to do.~~
- 8) ~~Middle school—refers to a school organized and developed to meet the educational needs and educationally related needs of the preadolescent and early adolescent child, which may include, but is not restricted to, grades 4, 5, 6, 7, and 8 or any combination thereof.~~
- 9) ~~Principal—refers to the individual who shall assume administrative responsibilities and instructional leadership of the attendance area to which that individual is assigned under the superintendent of the district.~~
- 10) ~~School—refers to an institution organized and developed to meet the educational and educationally related needs of children including public, private, and parochial.~~
- 11) ~~Secondary school—school district or attendance center or centers serving grades 9-12 or 10-12.~~
- 12) ~~Section—refers to a specific part, portion, division, or chapter of The School Code.~~
- 13) ~~Shall—designate as mandatory.~~
- 14) ~~Should—regulation which ought to be, encouraged, permissive.~~

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- 15) ~~Superintendent—refers to the individual who shall have charge of the administration of all schools within a school district under the jurisdiction of the board of education.~~
- 16) ~~Teachers and/or instructors—refers to any or all school district employees required to be certified under laws relating to the certification of teachers.~~
- 17) ~~The School Code—The School Code of Illinois: legal basis for authority of the State Board of Education, the State Superintendent of Education, and the local board of education.~~
- 18) ~~Plan—refers to the written program that will identify the local school district's educational needs and provide a plan for developing a clearly defined set of professional expectations and responsibilities.~~
- 19) ~~Preparation—the planning process by which a teacher develops a program for each instructional area to which that individual is assigned students.~~
- 20) ~~Teacher Qualifications—semester hours required to teach a subject or subject area as prescribed in this Part.~~

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

**ILLINOIS STATE BOARD OF EDUCATION**  
**April 22, 2004**

**TO:** Illinois State Board of Education

**FROM:** Robert E. Schiller, Superintendent  
Lugene Finley, Director, Information Technology  
Respicio Vazquez, General Counsel

**Agenda Topic:** Action Item: Authorization of Rules for Public Comment– Part 575 (School Technology Program)

**Materials:** Proposed Amendments

**Staff Contact:** John Sonnenberg

**Purpose of Agenda Item**

To present the proposed amendments for initial review and secure the Board's authorization to distribute them for public comment.

**Expected Outcome of Agenda Item**

A motion authorizing staff to publish the proposed amendments in the Illinois Register to elicit public comment.

**Background Information**

P.A. 93-368, effective July 24, 2003, made the following changes in Section 2-3.117a of the School Code that necessitate amendments to the rules governing the program:

- allows charter schools, area vocational centers and university laboratory schools to apply for loans;
- allows participants to use up to 10 percent of loan proceeds to purchase computer furniture; and
- requires that rules for the program specify collateral for the loan.

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

The inclusion of entities other than school districts as participants in the loan program has resulted in the need to change procedures both for accessing funds through the program, and for accountability. The requirement that the State Board of Education

specify in the rules “collateral” complicates this rulemaking when entities other than school districts are able to secure loans.

The proposed amendments recognize general state aid as the “collateral” that will be used in the case of a default on a loan payment (see Section 575.700(e)). School districts, state-chartered charter schools, and university laboratory schools approved by the State Board of Education receive general state aid directly from the State; therefore, those funds can be accessed by the State Board for repayment of a loan in the event that the borrower defaults.

Two categories of participants – area vocational centers operated as cooperatives among two or more districts and district-chartered charter schools – do not receive general state aid directly from the State. Procedures had to be proposed in the rules to enable the State Board to access the general state aid of the districts involved in a cooperative and of chartering districts (see Section 575.400(b)(5)). For districts in a cooperative, the amount each district would owe would be prorated according to the number of their students enrolled in the area vocational center. For the chartering district, the district would be authorized to withhold from other moneys due to the charter school the amount withheld from the chartering district’s general state aid. In each instance, the board of education of each district must agree, via an adopted resolution, that general state aid can be used to repay a loan should a default occur.

In addition, amendments are being proposed to remove the equalized assessed valuation mechanism from the procedures employed when the amount of loans requested exceed the amount available in the Technology Revolving Loan Fund. Since only school districts have equalized assessed valuation, a first come, first served process will determine which applicant receives a loan should funds be insufficient to fund all eligible applicants (see Section 575.500(b)).

Other procedural changes are being proposed to make the program operate more efficiently (i.e., loan application due dates, payment due dates).

### **Pros and Cons of Various Actions**

The decision to use general state aid as “collateral” helps to simplify the loan process and establishes a common security for all loans. Staff believed it would be difficult to determine which other assets, such as property or equipment, would be appropriate for securing a loan. The agency also lacks the resources necessary to repossess and dispose of assets in the event that a loan default was not cured.

School districts participating in cooperatives or serving as the chartering entity for a charter, however, may not want to pledge their general state aid in order for a cooperative or charter school to secure the technology loan. Under the proposed rules, a school board’s refusal to pass a resolution to use general state aid as collateral would prevent an area vocational center or charter school from applying for a loan. This provision could prompt criticism from area vocational centers and charter schools.

### **Superintendent's Recommendation**

Adopt the following motion:

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

School Technology Program (23 Illinois Administrative Code 575),

including publication of the proposed amendments in the Illinois Register.

### **Next Steps**

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

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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER 0: MISCELLANEOUS

PART 575

SCHOOL TECHNOLOGY PROGRAM

SUBPART A: SCHOOL TECHNOLOGY GRANTS

Section	
575.10	Purpose
575.20	Eligible Expenditures
575.30	Application Procedure and Content
575.40	Matching Requirements
575.50	Proposal Review and Approval
575.60	Terms of the Grant

SUBPART B: SCHOOL TECHNOLOGY REVOLVING LOAN PROGRAM

Section	
575.100	Purpose
575.200	Use of Funds
575.300	Maximum Amount of Loan
575.400	Application Procedures
575.500	Review of Application and Notification of Loan Award
575.600	Repayment Procedures
575.700	Terms and Conditions of Loan Agreement

AUTHORITY: Implementing and authorized by Sections 2-3.117 and 2-3.117a of the School Code [105 ILCS 5/2-3.117 and 2-3.117a].

SOURCE: Adopted at 20 Ill. Reg. 3522, effective February 13, 1996; emergency amendment at 22 Ill. Reg. 9591, effective May 22, 1998, for a maximum of 150 days; amended at 22 Ill. Reg. 19770, effective November 2, 1998; amended at 23 Ill. Reg. 8370, effective July 12, 1999; amended at 25 Ill. Reg. 8167, effective June 21, 2001; amended at 26 Ill. Reg. 915, effective January 15, 2002; amended at 28 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_.

NOTE: Capitalization denotes statutory language.



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NOTICE OF PROPOSED AMENDMENTS

SUBPART B: SCHOOL TECHNOLOGY REVOLVING LOAN PROGRAM

**Section 575.100 Purpose**

This Subpart establishes the procedures and criteria for applications submitted by eligible participants school districts pursuant to the School Technology Revolving Loan Program established by Section 2-3.117a of the School Code [105 ILCS 5/2-3.117a]. For the purpose of the School Technology Revolving Loan Program, "laboratory schools" eligible to apply for a loan are only those schools as defined in Section 18-8.05(K) of the School Code [105 ILCS 5/18-8.05(K)].

(Source: Amended at 28 Ill. Reg. \_\_\_\_\_, effective June \_\_\_\_\_)

**Section 575.200 Use of Funds**

- a) Funding is available under the School Technology Revolving Loan Fund for *technology hardware investments for students and staff* (see Section 2-3.117a of the School Code). These items include, but are not limited to:
- 1) a) Expenditures for the establishment of local and wide area networks (e.g., cabling from network server to other areas, termination supplies, cable testers, patch panels) and for network hardware (e.g., switches, servers, hubs, modems, network adapter cards, transceivers, surge protection, uninterruptible power systems, network administration software);
  - 2) b) Supplies and the cost of labor for electrical work directly related to technology (e.g., wiring, conduit, boxes, receptacles, switches, cover plates, distribution panels and breakers);
  - 3) c) Hardware necessary for staff development and for classroom instruction (e.g., computers, monitors, keyboards, mice, printers, network adapters, software and licenses for applications that are used in the classroom or for staff development purposes); ~~and~~
  - 4) d) Other technology hardware investments directly related to staff development or to classroom instruction (e.g., scanners, projectors, LCD panels, digital cameras, camcorders); and-

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- 5) Staff development directly related to the integration of technology hardware into the learning environment.
- b) Up to 10 percent of the proceeds may be used to purchase computer furniture (see Section 2-3.117a of the School Code).

(Source: Amended at 28 Ill. Reg. \_\_\_\_\_, effective June \_\_\_\_\_)

**Section 575.300 Maximum Amount of Loan**

The maximum loan amount shall be calculated on a per-pupil basis, based upon the total enrollment in the eligible grade levels ~~as reflected in the Fall Enrollment and Housing Report~~ for the immediately preceding year as provided through a uniform reporting procedure specified by the State Board of Education. A participant school district may request a loan amount that does not exceed \$150 per pupil in the eligible grade levels plus a base amount of \$25,000; however, no single loan in a given fiscal year shall exceed \$6,000,000. The State Board of Education shall annually notify participants school districts of the maximum loan amount to which they are entitled.

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

**Section 575.400 Application Procedures**

- a) The State Board of Education shall distribute application forms to all eligible participants school districts, as specified by Section 2-3.117a of the School Code, no later than June 1 for the following fiscal year. Applications will be due to the State Board of Education no later than December ~~any time between July 1 and March 1~~ of the fiscal year in which loans will be made.
- b) Each application for a loan shall include the following information:
- 1) A list of all applicable expenditure categories, as described in Section 575.200 of this Part, for which loan proceeds shall be used;
  - 2) The amount of the loan requested, which shall not exceed the amount calculated pursuant to Section 575.300 of this Part;
  - 3) A description of the proposed use(s) of the loan funds, as specified in the resolution adopted by the participant's governing board ~~district's board of education~~ authorizing submission of the loan application; ~~and~~

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- 4) Such assurances and certifications as the State Board of Education may require, to include at least the following:
- A) that the loan proceeds shall be used in the grade levels specified on the application;
  - B) that the governing board of ~~education~~ approved a resolution authorizing submission of the loan application, specifying the date of that approval; and
  - C) that the participant ~~district~~ shall comply with Section 2-3.117a of the School Code, this Subpart and the loan agreement (see Section 575.700 of this Part); ~~and-~~
- 5) In order to comply with Section 575.700(e) of this Part, a participant that does not receive general state aid directly from the State Board of Education shall submit a resolution adopted by the board of education of each school district from which the participant receives students signifying that the district's general state aid payment will be withheld in accordance with subsections (b)(5)(A) or (b)(5)(B) of this Section, as applicable, in the case of the participant's default on the loan.
- A) For an area vocational center operated as a cooperative by two or more school districts, the amount withheld shall be proportionately deducted from the general state aid of each district that is a party to the cooperative agreement establishing the area vocational center. A district's proportionate share shall be based upon the ratio of the number of students enrolled from that district to the total number of students that the center serves from all districts participating in the cooperative. The number of students used for this calculation shall be determined using the method identified in Section 575.300 of this Part.
  - B) For a charter school receiving its charter from a school district, the amount withheld from the chartering district's general state aid payment shall be deducted by the district from the next quarterly payment due to the charter school from the district.

STATE BOARD OF EDUCATION

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- c) Each loan application shall bear original signatures of the chief administrative officer ~~district superintendent~~ and of the president of the governing board of education ~~education~~ and shall be sent to the State Board of Education as specified on the application form. Applications must be postmarked not later than 30 calendar days following the governing board's ~~local board of education's~~ approval. Applications postmarked later than 30 days following governing ~~local board of education~~ approval shall be returned to the applicant as ineligible for consideration. An applicant whose request has been returned as ineligible may reapply during the funding cycle, provided it has met all of the requirements of Section 575.400 of this Part.
- d) Applications received by the division specified on the form after December ~~March 1~~ of the fiscal year in which a loan is requested shall not be processed.
- e) Participants ~~School districts~~ are limited to one approved loan per fiscal year.

(Source: Amended at 28 Ill. Reg. \_\_\_\_\_, effective June \_\_\_\_\_)

**Section 575.500 Review of Application and Notification of Loan Award**

- a) Applications shall be reviewed for completeness. If an application is incomplete, then State Board of Education staff shall request the needed information from the applicant no later than 20 calendar days following receipt of the application. Applications will not be processed until all requested information is received.
- b) All complete applications that demonstrate compliance with Section 2-3.117a of the School Code and this Subpart shall be approved for funding on a first come, first served basis ~~according to the specifications set forth in subsections (b)(1) and (b)(2) of this Section~~, as long as funds appropriated for a given fiscal year remain available.
  - 1) Loan award determinations shall be made on December 15 ~~on September 15, December 15 and March 15~~ of each fiscal year.
  - 2) ~~Should the total amount of pending loan requests exceed the amount available in the School Technology Revolving Loan Fund at any point during the fiscal year, then applications from school districts with the lowest equalized assessed valuation per pupil by type of district shall be funded first.~~

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- A) ~~Pending loan applications shall be grouped by district type (i.e., elementary, high school, unit) and then ranked by equalized assessed valuation per pupil.~~
- B) ~~The loan funds remaining shall be apportioned among district types by calculating the ratio of the total amount of loan requests for each district type to the total amount of all pending loan requests.~~
- C) ~~Equalized assessed valuation per pupil by district type shall be the determining factor for only those applications pending but not yet approved for funding.~~
- c) Notification of a loan award shall be made no later than 15 calendar days following the award determination ~~date~~ dates established in subsection ~~(b)~~ ~~(b)(1)~~ of this Section. Applications not approved for funding on or before December ~~March~~ 15 of the fiscal year in which the application was made shall expire.
- d) Applications received after the December ~~March~~ 1 deadline in a given fiscal year shall not be considered for funding in that fiscal year and shall be returned to the applicant.
- e) Applicants otherwise eligible but not receiving loans due to insufficiency of the appropriation shall receive first consideration in the next fiscal year in which the grade levels specified on the application shall be eligible for funding.

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

**Section 575.600 Repayment Procedures**

Loans shall be repaid within three years (see Section 2-3.117a of the School Code).

- a) The rate of interest shall be stipulated on the loan application and *shall not be greater than 50% of the rate for the most recent date shown in the 20 G.O. Bonds Index of average municipal bond yields as published in the most recent edition of The Bond Buyer, published in New York, New York* (see Section 2-3.117a(a) of the School Code). Interest shall be computed semi-annually ~~quarterly~~.
- b) Payments on the loan (principal and interest) shall be made by check twice annually ~~on a quarterly basis~~ in six ~~12~~ equal installments.

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- 1) Loan payments shall be due ~~quarterly~~ on December 1 and June 1 ~~December 30, March 30, June 30 and September 30~~, with the first payment under each loan due on June 1 of the fiscal year in which the loan is made ~~the second due date following receipt of the loan~~.
- 2) Checks shall be made payable to the "ISBE - School Technology Revolving Loan Fund" and mailed to the Fiscal and Administrative Services Division, Illinois State Board of Education, 100 North First Street, W-380 ~~C-300~~, Springfield, Illinois 62777-0001.
- 3) Payments not received within 15 calendar days after the due date shall be assessed a penalty of 5 percent of the payment due; however, the late payment penalty shall be waived when either:
  - A) the postmark date on the envelope used to submit the payment is dated five days or more before the end of the 15-day grace period; or
  - B) the payment is not received by the State Board of Education within 60 days following the due date, but the participant ~~school district~~ provides to the State Board of Education no later than 70 days beyond the due date the following:
    - i) a copy of the original check, dated at least five days before the end of the 15-day grace period;
    - ii) a copy of the stop payment order placed on the original check; and
    - iii) a new check issued in the amount due.
- c) A participant ~~school district~~ may prepay the balance due on the loan in its entirety on any scheduled payment date, provided that the participant ~~district~~ first contacts the State Board of Education to obtain the total amount of the principal and interest due at that time.

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

**Section 575.700 Terms and Conditions of Loan Agreement**

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- a) Loan proceeds under this program shall be used exclusively for the purposes listed in Section 575.200 of this Part and shall be expended in accordance with the approved application and the participant's ~~applicant's~~ policies and procedures related to such expenditures. In the event that the loan proceeds are not expended in the manner approved, then the participant ~~district~~, upon written notification from the State Board of Education, shall be required to submit, by the next payment due date, payment of the outstanding principal of the loan and the amount of the interest accrued as of that payment due date.
- b) Loan proceeds shall be obligated no later than six months following receipt of the loan.
- c) Use of loan proceeds shall be accounted for in accordance with the Program Accounting Manual (23 Ill. Adm. Code 110), or for participants not subject to the Program Accounting Manual, in accordance with generally accepted standards of governmental accounting principles.
- d) ~~For all loans approved in fiscal year 2002 and in succeeding years, Loan~~ loan recipients shall submit to the State Board of Education a report detailing how the loan proceeds were used. This expenditure report, to be submitted on a form supplied by the State Board of Education, shall be due not later than nine months following receipt of the loan.
- d) ~~Loan proceeds shall be included in the district's budget prepared under Section 17-1 of the School Code [105 ILCS 5/17-1].~~
- e) Subject to Section 575.400(b)(5) of this Part, in the event of default that is not cured within 90 calendar days, the State Board of Education shall deduct the amount owed from the participant's district's next payment of general state aid, and the participant district shall be ineligible for additional loans until good standing has been restored; however, the chartering school district of a charter school participant or the school districts participating in a vocational education cooperative shall be allowed to apply for loans on behalf of their respective school districts.

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

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**April 22, 2004**

**TO:** Illinois State Board of Education

**FROM:** Robert E. Schiller, Superintendent  
Lynne Curry, Director  
David Wood, Director

**Agenda Topic:** Action Item: Authorization of Contract Negotiations for the Illinois Enhanced Regular Assessment

*Staff Contact(s):* Mary Anne Graham, Joe Klickna

**Purpose of Agenda Item**

To update the Board on progress regarding bids for the Illinois Enhanced Regular Assessment and to authorize the State Superintendent to enter into contract negotiations for the Illinois Enhanced Regular Assessment.

**Expected Outcome(s) of Agenda Item**

The Board will have an understanding of progress to date, remaining steps and the timeline for contract completion.  
The Board will authorize the State Superintendent and staff to enter into negotiations for the Illinois Enhanced Regular Assessment.

**Background Information**

No Child Left Behind (NCLB) requires that states test reading and mathematics annually in grades 3-8. In the spring of 2003, the General Assembly passed legislation modifying Section 5/2-3.64 of the School Code to accommodate the additional required testing as well as assessments in science, social science and writing. As current contracts are set to expire with the 2005 testing cycle, ISBE has released a Request for Sealed Proposals with specifications for the enhanced assessments. Staff will review the steps followed in the bid review process and progress to date. The State Superintendent will recommend beginning contract negotiations for the State's assessment.

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

The State Board must have piloting of the enhanced tests ready for the 2005 testing cycle. The contracts must include all aspects of the testing process, from development through test administration, scoring and reporting. The complexity of the contract will



require very specific contract language and a strong agreement among the parties as to timelines, deliverables, quality control and process management.

***Budget Implications***

The new 5-year contract is projected to cost around \$70-75 million, paid for through a combination of state and federal funds.

***Communication***

A special board meeting was held on April 16 for board members, invited guests and the public to hear presentations from each of the three bidders. Once a contract is finalized, ISBE will notify school districts and publish a production schedule leading up to the 2005 pilots and the 2006 census tests.

**Next Steps**

Begin the contract negotiation process, finalize contract and begin work toward the 2005 pilot.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**April 22, 2004**

**TO:** Illinois State Board of Education

**FROM:** Robert E. Schiller, Superintendent  
Karl Vogl, Chief Internal Auditor

**Agenda Topic:** Action Item: Acceptance of FY 03 ISBE Financial and Compliance Audit

**Materials:** Auditor General's Report (previously sent)

**Staff Contact(s):** Karl Vogl

**Purpose of Agenda Item**

To provide the Board with information regarding the report's contents.

**Expected Outcome(s) of Agenda Item**

The Board will be informed of any issues identified by the Auditor General.

**Background Information**

The audit includes the financial statement information and the results of the compliance tests performed by the Auditor General's contract audit firm. The report covers the period from July 1, 2002 through June 30, 2003.

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

This audit has 13 findings, none of which are critical to the Agency's operations and Board priorities. The Superintendent and the Internal Auditor have worked with the directors and their staff to implement the appropriate safeguards and controls to address the issues raised in the report.

Policy Implications  
None.

Budget Implications  
The agency's budget may not allow for staffing the Internal Audit unit at a level that would be adequate to provide sufficient review of the agency's functions and the resolution of audit findings such as the ones outlined in the Auditor General's report.

#### Legislative Action

Pursue appropriate funding for the agency's functions as discussed above.

#### **Superintendent's Recommendation**

The Superintendent recommends that the Board accept the Auditor General's report, and continue to advocate adequate funding of the agency's critical functions.

#### **Next Steps**

Internal Audit will continue to coordinate resolutions of the findings and report to the Superintendent. The Superintendent will provide oversight to ensure that the agreed upon actions are implemented.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**April 22, 2004**

**TO:** Illinois State Board of Education

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

**Agenda Topic:** Action Item: Acceptance of ISBE Monthly Reports

**Materials:** Appropriations and Spending by Program  
Federal Fund Status  
Financial Status Report (Contract & Grant Detail)  
\$1 M Contracts (There are no proposed contracts this month for the Board to review)  
Monthly Headcount Graph  
Staff Detail  
Personnel Transactions

**Staff Contacts:** 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

In November 2003 the Superintendent began to also provide the Board an "Accomplishments and Planning Report." The report, which is reviewed each November, March, and June, details 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 March 2004 report identifies accomplishments for the period November 2003 and February 2004 and identifies activities to occur for the period of March 2004 through June 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 03/31/2004**

(Dollars in Thousands)

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
<b>STATE</b>						
<b>Distributive Grants</b>	<b><u>\$4,936,432.9</u></b>	<b><u>\$4,936,306.3</u></b>	<b><u>\$126.6</u></b>	<b><u>\$3,382,886.3</u></b>	<b><u>\$3,382,837.6</u></b>	<b><u>\$48.7</u></b>
General State Aid	\$3,445,600.0	\$3,445,600.0	\$0.0	\$2,313,431.8	\$2,313,431.8	\$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	\$2,818.9	\$2,770.2	\$48.7
District Consolidation Cost	\$1,669.4	\$1,669.4	\$0.0	\$932.6	\$932.6	\$0.0
Early Intervention	\$64,447.3	\$64,447.3	\$0.0	\$48,335.5	\$48,335.5	\$0.0
School Breakfast Incentive Program	\$723.5	\$723.5	\$0.0	\$102.3	\$102.3	\$0.0
Textbook Loan Program	\$29,126.5	\$29,126.5	\$0.0	\$0.0	\$0.0	\$0.0
<b>Mandated Categoricals</b>	<b><u>\$1,304,405.0</u></b>	<b><u>\$1,304,405.0</u></b>	<b><u>\$0.0</u></b>	<b><u>\$960,410.0</u></b>	<b><u>\$960,410.0</u></b>	<b><u>\$0.0</u></b>
Illinois Free Lunch/Breakfast	\$19,565.0	\$19,565.0	\$0.0	\$15,712.5	\$15,712.5	\$0.0
Orphanage Tuition 18-3 (Reg Ed)	\$14,651.0	\$14,651.0	\$0.0	\$10,391.6	\$10,391.6	\$0.0
Sp-Ed - Extraordinary Services	\$229,502.0	\$229,502.0	\$0.0	\$122,079.8	\$122,079.8	\$0.0
Sp-Ed - Orphanage Tuition 14-7.03	\$97,370.0	\$97,370.0	\$0.0	\$63,446.3	\$63,446.3	\$0.0
Sp-Ed - Personnel Reimbursement	\$346,000.0	\$346,000.0	\$0.0	\$274,494.9	\$274,494.9	\$0.0
Sp-Ed - Private Tuition	\$59,423.0	\$59,423.0	\$0.0	\$51,687.9	\$51,687.9	\$0.0
Sp-Ed - Summer School	\$6,370.0	\$6,370.0	\$0.0	\$6,370.0	\$6,370.0	\$0.0
Sp-Ed - Transportation	\$289,100.0	\$289,100.0	\$0.0	\$232,046.6	\$232,046.6	\$0.0
Transportation - Regular/Vocational	\$242,424.0	\$242,424.0	\$0.0	\$184,180.4	\$184,180.4	\$0.0
<b>Standards - Assessment &amp; Accountability</b>	<b><u>\$26,395.2</u></b>	<b><u>\$5,303.0</u></b>	<b><u>\$21,092.2</u></b>	<b><u>\$10,588.2</u></b>	<b><u>\$1,664.5</u></b>	<b><u>\$8,923.7</u></b>
<b>Ensuring Quality Ed Personnel</b>	<b><u>\$5,190.0</u></b>	<b><u>\$4,660.0</u></b>	<b><u>\$530.0</u></b>	<b><u>\$1,289.2</u></b>	<b><u>\$1,165.6</u></b>	<b><u>\$123.6</u></b>
Teacher Education/NBPTS	\$4,740.0	\$4,210.0	\$530.0	\$977.0	\$853.4	\$123.6
Teach America	\$450.0	\$450.0	\$0.0	\$312.2	\$312.2	\$0.0
<b>Reading Improvement Block Grant</b>	<b><u>\$79,314.4</u></b>	<b><u>\$79,221.1</u></b>	<b><u>\$93.3</u></b>	<b><u>\$50,655.2</u></b>	<b><u>\$50,572.2</u></b>	<b><u>\$83.0</u></b>
<b>Early Childhood</b>	<b><u>\$213,572.2</u></b>	<b><u>\$213,405.7</u></b>	<b><u>\$166.5</u></b>	<b><u>\$153,596.3</u></b>	<b><u>\$153,459.0</u></b>	<b><u>\$137.2</u></b>
<b>Academic Difficulty</b>	<b><u>\$120,281.1</u></b>	<b><u>\$119,988.1</u></b>	<b><u>\$293.0</u></b>	<b><u>\$92,953.3</u></b>	<b><u>\$92,756.5</u></b>	<b><u>\$196.8</u></b>
Alternative Learning/Regional Safe Schools	\$17,138.6	\$17,007.9	\$130.7	\$13,388.4	\$13,287.3	\$101.1

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
Bilingual Education	\$62,552.0	\$62,552.0	\$0.0	\$44,851.9	\$44,851.9	\$0.0
Bridge/Classroom/Extended Days Program	\$24,836.8	\$24,756.6	\$80.2	\$21,941.2	\$21,871.3	\$69.9
Truant Alternative Optional Education	\$15,753.7	\$15,671.6	\$82.1	\$12,771.8	\$12,746.0	\$25.8
<b>Learning Technologies (Tech for Success)</b>	<b><u>\$11,500.0</u></b>	<b><u>\$9,603.6</u></b>	<b><u>\$1,896.4</u></b>	<b><u>\$6,988.8</u></b>	<b><u>\$5,840.9</u></b>	<b><u>\$1,148.0</u></b>
Technology for Success	\$11,500.0	\$9,603.6	\$1,896.4	\$6,988.8	\$5,840.9	\$1,148.0
<b>Career Preparation</b>	<b><u>\$40,339.8</u></b>	<b><u>\$39,971.5</u></b>	<b><u>\$368.3</u></b>	<b><u>\$32,561.0</u></b>	<b><u>\$32,266.2</u></b>	<b><u>\$294.8</u></b>
Agricultural Education	\$1,881.2	\$1,881.2	\$0.0	\$1,698.8	\$1,698.8	\$0.0
Illinois Governmental Internship Program	\$129.9	\$129.9	\$0.0	\$74.2	\$74.2	\$0.0
Career and Technical Education	\$38,328.7	\$37,960.4	\$368.3	\$30,788.0	\$30,493.2	\$294.8
<b>Regional Services</b>	<b><u>\$11,700.0</u></b>	<b><u>\$11,700.0</u></b>	<b><u>\$0.0</u></b>	<b><u>\$9,137.3</u></b>	<b><u>\$9,137.3</u></b>	<b><u>\$0.0</u></b>
ROE - Salaries	\$8,150.0	\$8,150.0	\$0.0	\$5,941.9	\$5,941.9	\$0.0
ROE - School Service	\$3,550.0	\$3,550.0	\$0.0	\$3,195.4	\$3,195.4	\$0.0
<b>Administration</b>	<b><u>\$16,520.0</u></b>	<b><u>\$0.0</u></b>	<b><u>\$16,520.0</u></b>	<b><u>\$12,028.9</u></b>	<b><u>\$0.0</u></b>	<b><u>\$12,028.9</u></b>
<b>Targeted Initiatives</b>	<b><u>\$20,135.9</u></b>	<b><u>\$19,634.2</u></b>	<b><u>\$501.7</u></b>	<b><u>\$18,758.7</u></b>	<b><u>\$18,425.7</u></b>	<b><u>\$332.9</u></b>
Blind & Dyslexic	\$168.8	\$168.8	\$0.0	\$168.8	\$168.8	\$0.0
Community Residential Services Authority	\$472.7	\$0.0	\$472.7	\$304.9	\$0.0	\$304.9
Materials Center for the Visually Impaired	\$1,121.0	\$1,121.0	\$0.0	\$934.2	\$934.2	\$0.0
Metro East Consortium for Child Advocacy	\$217.1	\$217.1	\$0.0	\$162.8	\$162.8	\$0.0
Minority Transition Program	\$578.8	\$578.8	\$0.0	\$424.3	\$424.3	\$0.0
Philip J. Rock Center & School	\$2,855.5	\$2,855.5	\$0.0	\$2,065.8	\$2,065.8	\$0.0
Tax Equivalent Grants	\$222.6	\$222.6	\$0.0	\$222.6	\$222.6	\$0.0
Transportation Reimbursement to Parents	\$14,499.4	\$14,470.4	\$29.0	\$14,475.3	\$14,447.2	\$28.1
<b>Textbook Loan Reappropriation</b>	<b><u>\$27,785.3</u></b>	<b><u>\$27,785.3</u></b>	<b><u>\$0.0</u></b>	<b><u>\$27,586.3</u></b>	<b><u>\$27,586.3</u></b>	<b><u>\$0.0</u></b>
<b>SubTotal - GENERAL FUNDS</b>	<b>\$5,509,166.8</b>	<b>\$5,467,578.8</b>	<b>\$41,587.9</b>	<b>\$3,799,029.4</b>	<b>\$3,775,711.8</b>	<b>\$23,317.6</b>
<b>OTHER GRF FUNDS</b>						
<b>Retirement Systems</b>	<b><u>\$1,046,501.0</u></b>	<b><u>\$1,046,501.0</u></b>	<b><u>\$0.0</u></b>	<b><u>\$1,046,501.0</u></b>	<b><u>\$1,046,501.0</u></b>	<b><u>\$0.0</u></b>
Downstate	\$1,046,501.0	\$1,046,501.0	\$0.0	\$1,046,501.0	\$1,046,501.0	\$0.0
Chicago	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
<b>TOTAL GENERAL FUNDS</b>	<b>\$6,555,667.8</b>	<b>\$6,514,079.8</b>	<b>\$41,587.9</b>	<b>\$4,845,530.4</b>	<b>\$4,822,212.8</b>	<b>\$23,317.6</b>
<b>NON STATE</b>						
<b>School Infrastructure Fund</b>	<b><u>\$50,200.0</u></b>	<b><u>\$50,000.0</u></b>	<b><u>\$200.0</u></b>	<b><u>\$6,422.3</u></b>	<b><u>\$6,263.5</u></b>	<b><u>\$158.8</u></b>

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
School Infrastructure (Debt Admin)	\$200.0	\$0.0	\$200.0	\$158.8	\$0.0	\$158.8
School Technology Revolving Loan	\$50,000.0	\$50,000.0	\$0.0	\$6,263.5	\$6,263.5	\$0.0
<b>Illinois Future Fund</b>	<b><u>\$7.0</u></b>	<b><u>\$7.0</u></b>	<b><u>\$0.0</u></b>	<b><u>\$0.0</u></b>	<b><u>\$0.0</u></b>	<b><u>\$0.0</u></b>
<b>Driver Education</b>	<b><u>\$15,900.0</u></b>	<b><u>\$15,750.0</u></b>	<b><u>\$150.0</u></b>	<b><u>\$11,094.5</u></b>	<b><u>\$10,992.1</u></b>	<b><u>\$102.5</u></b>
<b>State Pension Fund</b>	<b><u>\$47,360.0</u></b>	<b><u>\$47,360.0</u></b>	<b><u>\$0.0</u></b>	<b><u>\$47,360.0</u></b>	<b><u>\$47,360.0</u></b>	<b><u>\$0.0</u></b>
<b>Other Funds</b>	<b><u>\$10,110.0</u></b>	<b><u>\$8,598.0</u></b>	<b><u>\$1,512.0</u></b>	<b><u>\$939.7</u></b>	<b><u>\$325.0</u></b>	<b><u>\$614.7</u></b>
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	\$350.5	\$0.0	\$350.5
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	\$262.2	\$0.0	\$262.2
Temporary Relocation Revolving Fund	\$1,130.0	\$1,130.0	\$0.0	\$0.0	\$0.0	\$0.0

**FEDERAL**

<b>Federal Funds</b>	<b><u>\$2,073,805.7</u></b>	<b><u>\$1,999,785.1</u></b>	<b><u>\$74,020.6</u></b>	<b><u>\$1,040,678.0</u></b>	<b><u>\$1,018,155.5</u></b>	<b><u>\$22,522.6</u></b>
Advanced Placement Fee Payment	\$1,490.0	\$900.0	\$590.0	\$312.8	\$238.5	\$74.3
Career & Technical Education	\$52,625.0	\$50,000.0	\$2,625.0	\$35,227.8	\$33,949.6	\$1,278.2
Career & Technical Education - Technical Prep	\$5,279.0	\$5,000.0	\$279.0	\$2,870.5	\$2,723.3	\$147.2
Charter Schools	\$2,851.0	\$2,500.0	\$351.0	\$468.3	\$432.5	\$35.7
Child Nutrition	\$433,980.0	\$425,000.0	\$8,980.0	\$260,267.9	\$256,507.1	\$3,760.8
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	\$153.2	\$0.0	\$153.2
Individuals with Disabilities Education Act, Pt. B	\$459,960.0	\$450,000.0	\$9,960.0	\$255,679.3	\$249,292.2	\$6,387.0
IDEA - Deaf Blind, Part C	\$630.5	\$600.0	\$30.5	\$189.5	\$181.7	\$7.8
IDEA - Improvement Plan	\$2,718.0	\$2,500.0	\$218.0	\$1,078.0	\$1,025.9	\$52.1
IDEA - Model Outreach	\$400.0	\$400.0	\$0.0	\$115.1	\$115.1	\$0.0
IDEA - Pre-School	\$26,799.0	\$25,000.0	\$1,799.0	\$12,664.5	\$12,015.0	\$649.5
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	\$552.7	\$514.3	\$38.4
National Center for Education Statistics	\$159.0	\$0.0	\$159.0	\$83.5	\$0.0	\$83.5



Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
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	\$647.1	\$566.9	\$80.2
Renovation - Sp. Ed. & Technology	\$15,360.0	\$15,000.0	\$360.0	\$1,027.1	\$937.7	\$89.4
School Health Programs	\$1,016.0	\$190.0	\$826.0	\$178.6	\$0.0	\$178.6
School to Work	\$8,175.0	\$8,000.0	\$175.0	\$343.1	\$293.1	\$50.0
Title I - Basic Programs	\$524,643.2	\$519,074.9	\$5,568.3	\$276,523.2	\$273,893.8	\$2,629.4
Title I - Comprehensive School Reform	\$21,555.0	\$21,017.4	\$537.6	\$9,210.5	\$8,832.6	\$377.9
Title I - Education of Migratory Children	\$3,767.7	\$3,708.7	\$59.0	\$669.5	\$647.4	\$22.2
Title I - Even Start Family Literacy Programs	\$11,270.1	\$11,000.0	\$270.1	\$6,545.1	\$6,385.3	\$159.8
Title I - Neglected and Delinquent	\$3,408.0	\$3,399.0	\$9.0	\$1,492.5	\$1,492.5	\$0.0
Title I - Reading First	\$68,622.0	\$66,000.0	\$2,622.0	\$13,112.9	\$12,468.4	\$644.6
Title I - School Improvement	\$12,135.2	\$12,000.0	\$135.2	\$3,256.4	\$3,187.9	\$68.5
Title II - Eisenhower Professional Development	\$1,250.0	\$1,000.0	\$250.0	\$23.6	\$0.0	\$23.6
Title II - Enhance Ed through Technology	\$55,133.0	\$53,000.0	\$2,133.0	\$20,293.4	\$19,938.7	\$354.7
Title II - Quality Teachers	\$153,563.0	\$150,000.0	\$3,563.0	\$84,094.2	\$83,210.3	\$883.9
Title III - English Language Acquisition	\$41,029.0	\$40,000.0	\$1,029.0	\$9,347.4	\$8,777.7	\$569.7
Title IV - 21st Century Schools	\$43,402.1	\$42,000.0	\$1,402.1	\$11,613.4	\$11,368.3	\$245.2
Title IV - Community Service Program	\$3,083.9	\$3,000.0	\$83.9	\$810.2	\$810.2	\$0.0
Title IV - Safe & Drug Free Schools	\$25,829.5	\$25,000.0	\$829.5	\$9,182.7	\$8,785.2	\$397.6
Title V - Innovative Programs	\$22,516.0	\$21,000.0	\$1,516.0	\$13,098.6	\$12,461.1	\$637.5
Title VI - Rural & Low Income Programs	\$1,437.5	\$1,300.0	\$137.5	\$697.0	\$655.9	\$41.2
Title VI - State Assessment	\$25,000.0	\$0.0	\$25,000.0	\$1,951.8	\$0.0	\$1,951.8
Title X - McKinney Homeless Assistance	\$3,229.0	\$3,000.0	\$229.0	\$1,431.9	\$1,364.6	\$67.3
Transition to Teaching	\$1,179.5	\$500.0	\$679.5	\$304.0	\$258.2	\$45.8
Troops to Teachers	\$180.5	\$0.0	\$180.5	\$76.2	\$0.0	\$76.2
Special Congressional Initiatives	\$18,000.0	\$17,195.1	\$804.9	\$1,533.2	\$1,273.4	\$259.8
<b>TOTAL - ALL FUNDS:</b>	<b>\$8,753,050.5</b>	<b>\$8,635,579.9</b>	<b>\$117,470.5</b>	<b>\$5,952,024.9</b>	<b>\$5,905,308.8</b>	<b>\$46,716.1</b>

**ILLINOIS STATE BOARD OF EDUCATION  
FINANCIAL STATUS REPORT - 07/01/2003 THROUGH 3/31/2004**

	<u>Approp Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>March Expenditures</u>	<u>Description</u>
Personal Services and Related	40,613.3	28,560.8	70.3%	3,051.4	Salaries & Benefits
Contractual Services	70,513.1	16,815.0	23.8%	802.8	Agency Contracts (see below); Non-Employee Travel; Conferences; Registration Fees
Travel	2,467.3	769.3	31.2%	101.1	Staff Travel
Commodities	665.1	91.4	13.7%	14.4	Supplies; Books
Printing	780.4	35.2	4.5%	7.9	Agency Printing
Equipment	566.6	32.9	5.8%	0.5	Computers; Printers; Furniture
Telecommunications	1,278.7	396.4	31.0%	86.2	Telecommunications Expenses
Auto Operations	17.4	14.8	85.3%	5.8	Operation of Agency Autos
Grants	7,541,711.9	4,811,447.8	63.8%	700,967.0	See Detail Below

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>March Expenditures</u>	<u>Description</u>
<b>Agency Contracts Breakdown:</b>					
<b><u>General Counsel/Legal</u></b>					
45 - Impartial Hearing Officers					Teacher Dismissal Hearing Officers
GRF	28.7	14.6	50.9%	0.0	
Pugh, Jones, & Johnson					Investigate allegations of misconduct related to certificate suspensions
GRF	70.0	0.0	0.0%	0.0	
Teacher Dismissal Court Reporters					Court reporter services for Teacher Dismissal Hearings
GRF	35.0	27.8	79.4%	0.0	
<b><u>Data Systems</u></b>					
Viva USA, Inc.					Development and maintenance of ILSI, Schools without Walls, web claims, web apps, ILEARN, Data Warehousing Sys., e-Grants Management System, FRIS and HRMS
GRF	185.4	46.9	25.3%	0.0	
Other State	5.0	0.0	0.0%	0.0	
Federal	250.1	223.9	89.5%	21.5	
Ashbaugh & Associates, Inc.					Development and maintenance of the Teacher Certification Information System (TCIS) and ISBE's Entity System
Other State	125.0	82.9	66.3%	12.6	
E-Technology Inc.					Development, maintenance and support of ISBE applications
Federal	109.1	61.2	56.1%	7.8	
Data-Core Systems Inc.					Enhancements and support of the CERTS System
Other State	133.6	95.5	71.5%	10.1	
The Innovation Group					E-Grants System
GRF	457.0	277.0	60.6%	0.0	
Federal	456.5	391.2	85.7%	11.7	

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>March Expenditures</u>	<u>Description</u>
SilverTrain					Development and maintenance of web-based Child Nutrition Claim Entry System
Federal	59.3	57.6	97.1%	0.0	
Data-Core Systems Inc.					Enhancements & support for the child nutrition system application
Federal	89.3	35.5	39.8%	8.6	
<b><u>Data Analysis &amp; Progress Reporting</u></b>					
Deloitte Consulting					Revamp the School Report Card into a web-based interactive system
Federal	115.9	92.3	79.6%	23.6	
<b><u>Governmental Relations</u></b>					
Barbour Griffith & Rogers, Inc.					Assist ISBE with strategic counsel and tactical planning on legislative, long-term and political matters - Contract Renewal began 1/1/03
GRF	240.0	131.0	54.6%	0.0	
<b><u>Internal Audit</u></b>					
Berry, Dunn, McNeil & Parker, Inc.					EDP auditing assistance for the review of system developments
GRF	29.1	15.4	52.9%	1.0	
Federal	20.0	0.0	0.0%	0.0	
<b><u>Standards Aligned Learning</u></b>					
Southern Illinois University					Coordinate the statewide rollout of the elementary school model program
Federal	50.0	48.1	96.2%	48.1	
<b><u>Career Development &amp; Preparation</u></b>					
Metri Tech, Inc.					Development of the Illinois Workplace Skills Assessment
Federal	100.0	75.0	75.0%	0.0	
<b><u>e-Learning</u></b>					
Illinois State University					IVHS curriculum development; preservice and inservice training for teachers; course development; & student services - Final year of multi-year contract from earmark last year
Federal	104.2	57.3	55.0%	0.0	
Southern Illinois University					IVHS curriculum development; preservice and inservice training for teachers; course development; & student services - Final year of multi-year contract from earmark last year
Federal	114.4	21.6	18.9%	0.0	
Eastern Illinois University					IVHS curriculum development; preservice and inservice training for teachers; course development; & student services - Final year of multi-year contract from earmark last year
Federal	179.9	75.7	42.1%	0.0	
Western Illinois University					IVHS curriculum development; preservice and inservice training for teachers; course development; & student services - Final year of multi-year contract from earmark last year
Federal	63.7	34.8	54.6%	0.0	
University of Illinois					IVHS curriculum development; preservice and inservice training for teachers; course development; & student services - Final year of multi-year contract from earmark last year
Federal	171.5	67.5	39.4%	1.7	
<b><u>Curriculum &amp; Instruction</u></b>					
National Louis University					Reanalysis of fall and spring 2001-2002 data to include comprehension as part of passage reading
Federal	153.8	0.0	0.0%	0.0	
University of Illinois					Evaluation of the implementation and outcomes of REA-funded reading improvement efforts
Federal	87.4	0.0	0.0%	0.0	
Illinois State University					HIV Prevention Education
Federal	160.0	90.9	56.8%	90.9	
University of Illinois					Evaluation of IL Reading First
Federal	502.8	32.3	6.4%	32.3	
<b><u>Early Childhood</u></b>					
University of Illinois					Illinois Early Learning Website maintenance
Federal	217.8	103.6	47.6%	12.5	

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>March Expenditures</u>	<u>Description</u>
<b><u>English Language Learning</u></b>					
Wisconsin Dept of Public Instruction Federal	75.0	75.0	100.0%	0.0	Membership to WIDA Consortium which includes English Language Proficiency Standards development
<b><u>Special Education Compliance</u></b>					
18 Hearing Officers Federal	459.7	237.2	51.6%	36.7	Impartial Hearing Officers in the local-level due process hearing/Section 14-8.02 of the School Code
19 Mediation Agreements Federal	95.0	26.0	27.4%	3.2	IDEA mandates ISBE to offer mediation services - 19 Contracts @ \$5,000
Court Reporters Federal	100.0	36.8	0.0%	0.5	Court reporters/transcripts per 23 Illinois Admin. Code 226, Subpart J
Marucco, Stoddard, Ferenbach & Walsh, Inc. Federal	255.1	255.1	100.0%	0.0	Identify, enhance and align special education student and school data and develop a framework for integrating and analyzing critical indicators
HOEN Consultants Federal	99.9	92.1	92.2%	22.8	Establishment of a Due Process Training Entity as set forth in 14-08.02(d) of the School Code of Illinois
Public Priority Systems Federal	76.2	49.5	65.0%	9.5	Develop and execute a comprehensive evaluation plan of all activities conducted under the State Improvement Grant
<b><u>Student &amp; School Progress</u></b>					
Accountability Works Federal	87.6	87.6	100.0%	0.0	Assessment Framework (AF) based on the Illinois Learning Standards
Northern Illinois University Federal	179.7	40.6	22.6%	40.6	A "live data" website for an Illinois Interactive Report Card
<b><u>New Learning Opportunities</u></b>					
Sangamon County ROE GRF	400.0	151.1	37.8%	0.0	Fiscal Agent for Cook County GED Testing Program
Other State	400.0	350.5	87.6%	0.0	
<b><u>Student Assessment</u></b>					
Metri Tech, Inc. GRF	155.8	155.8	100.0%	0.0	Test development for ISAT and PSAE
Federal	210.9	210.9	100.0%	0.0	
NCS Pearson, Inc. GRF	2,325.0	1,937.5	83.3%	0.0	Printing, testing and scoring of ISAT tests for students in grades 3, 5 & 8
Federal	3,487.5	645.8	18.5%	0.0	
Metri Tech, Inc. GRF	110.4	65.7	59.5%	0.0	Statistical design and analysis for ISAT - required by legislation
Federal	152.5	65.7	43.1%	0.0	
Measurement Incorporated GRF	3,914.0	782.8	20.0%	0.0	Scoring of open-ended responses in reading, writing and mathematics for all students in Grades 3, 5, & 8
NCS Pearson, Inc. GRF	503.9	209.7	41.6%	0.0	Printing, testing and scoring of PSAE tests for all students in Grade 11
Federal	1,383.2	629.0	45.5%	0.0	
Metri Tech, Inc. GRF	90.6	33.8	37.3%	0.0	Statistical design and analysis for PSAE - required by legislation
Federal	44.6	33.8	75.8%	0.0	

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>March Expenditures</u>	<u>Description</u>
Measurement Incorporated GRF	2,331.4	466.3	20.0%	0.0	Scoring of open-ended responses for PSAE test
NCS Pearson, Inc. GRF	320.1	275.6	86.1%	0.0	Printing all test materials, monitoring the test administration and scoring the results of IMAGE
Federal	300.0	0.0	0.0%	0.0	
Metri Tech, Inc. Federal	92.4	46.2	50.0%	0.0	Technical and statistical services such as equating, item analysis and technical reports
Measurement Incorporated GRF	123.5	42.7	34.6%	0.0	Scoring of bilingual students' writing essays
Federal	90.0	0.0	0.0%	0.0	
Metri Tech, Inc. Federal	118.0	59.0	50.0%	0.0	Development of the IMAGE test
Metri Tech, Inc. GRF	99.5	24.9	25.0%	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	1,086.1	55.6%	217.2	Assessment data collection/reporting, training, and conducting on-going evaluations and make recommendations for modification - continuation of multi-year
American College Testing, Inc. GRF	4,500.0	2,000.0	44.4%	500.0	Develop, design & analyze ACT Test - Grade 11

**Fiscal & Administrative Services**

Alzina Lease-Spfd GRF	1191.8	1,191.8	100.0%	1.4	Rent - Springfield
Other State	12.0	12.0	100.0%	0.0	
Federal	1202.8	1,202.8	100.0%	0.0	
Xerox Corporation GRF	115.8	62.2	53.7%	10.8	Copier maintenance/repairs
Federal	46.8	46.8	100.0%	2.5	
Warehouse Lease (Marilyn Mason) GRF	69.0	69.0	100.0%	0.0	Warehouse Lease
Federal	40.0	40.0	100.0%	0.0	
Midwest Office Supply GRF	57.3	5.9	10.3%	1.7	Office Supplies
Other State	2.1	0.0	0.0%	0.0	
Federal	25.6	6.9	27.0%	0.0	
Parcel Pick-up & Delivery GRF	40.0	32.7	0.0%	5.0	Parcel pick-up and delivery per agency request at published rate - multiple vendors
Federal	55.0	26.6	0.0%	5.4	

**Nutrition Program & Support Services**

University of Illinois Federal	94.3	9.7	10.3%	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	117.2	97.7%	0.0	School Meals Initiative - conduct nutritional analysis
Fidelis Corporation Federal	85.5	52.0	60.8%	0.0	Maintain and enhance the USDA Commodity Distribution System

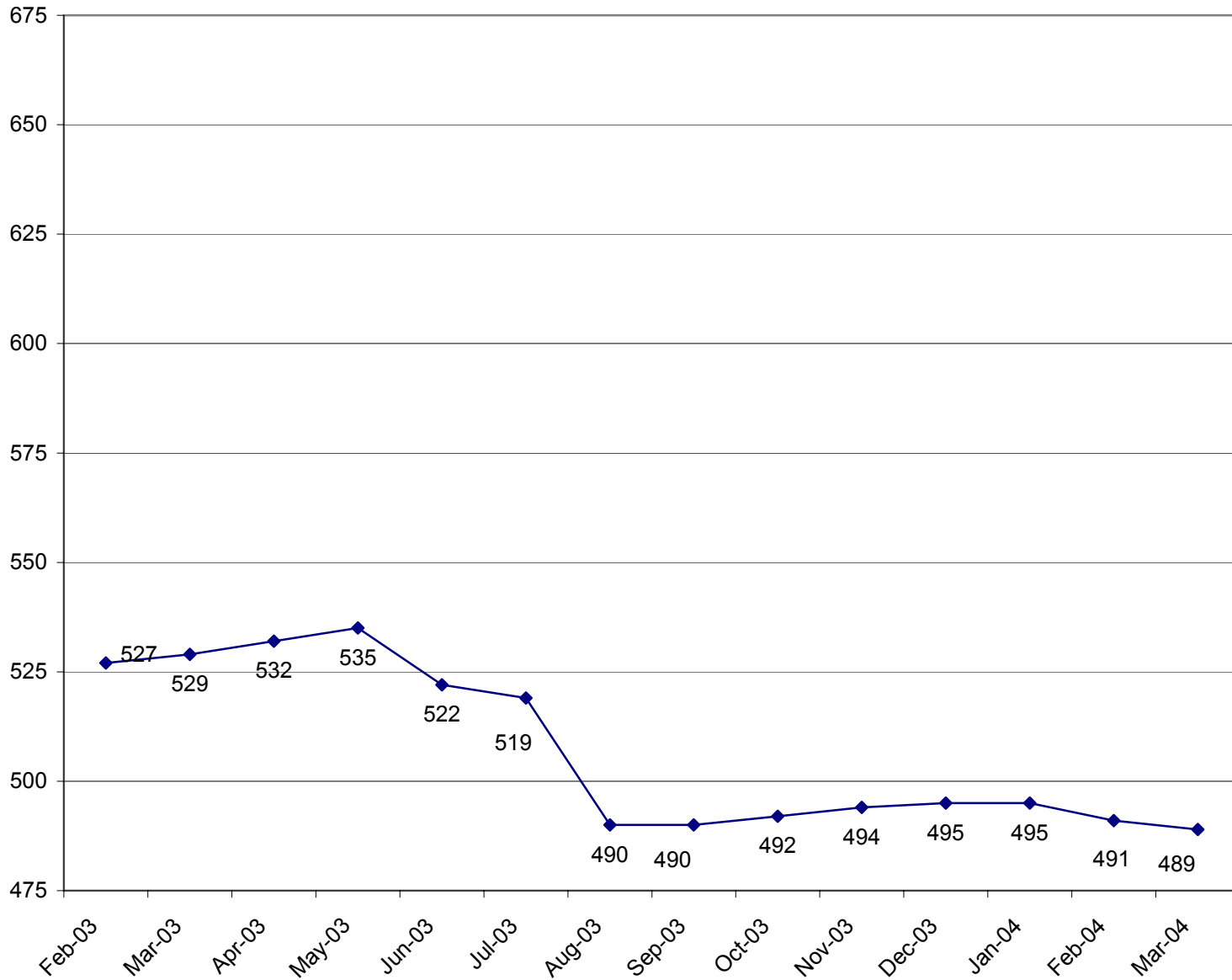
**Fiscal Services**

Secretary of the State Other State	50.0	50.0	100.0%	0.0	Process blue slips for Drivers Education
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	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>March Expenditures</u>	<u>Description</u>
<b><u>School Business &amp; Support Services</u></b>					
Enterprise Computing Services					Development of an integrated database management system for
Federal	101.3	89.3	88.2%	0.0	viewing school facilities inventory data
<b>Grants Breakdown:</b>					
General State Aid	3,484,200.0	2,350,424.9	67.5%	285,155.5	Formula
Title I - Low Income	570,200.0	294,439.6	51.6%	2,723.7	Formula
IDEA	450,000.0	249,292.2	55.4%	37,901.4	Formula
Child Nutrition	425,000.0	256,507.1	60.4%	41,065.8	Formula--Reimbursement
Spec Ed Personnel	314,860.0	243,354.9	77.3%	69,524.7	Formula
Transportation Special Education	263,081.0	206,027.6	78.3%	77,797.1	Formula
Transportation Regular/Vocational	242,424.0	184,180.4	76.0%	58,243.6	Formula
Special Education Extraordinary	229,502.0	122,079.8	53.2%	41,698.1	Mandated Categorical
Early Childhood Block	213,405.7	153,459.0	71.9%	20,213.9	Block grant for Pre-K, parent training. & prevention initiative
Title II Quality Teachers	150,000.0	83,210.3	55.5%	11,367.5	Formula
Spec Ed Orphanage	97,370.0	63,446.3	65.2%	10,967.8	Formula
Reading Improvement Block Grant	79,221.1	50,572.2	63.8%	240.7	Formula
Title I Reading First	66,000.0	12,468.4	18.9%	43.2	Competitive and formula grants
Early Intervention	64,447.3	48,335.5	75.0%	5,370.6	Transfer to the Department of Human Services
Spec Ed Private Facility Tuition	59,423.0	51,687.9	87.0%	7,735.1	Formula
Technology Literacy	53,000.0	19,938.7	37.6%	3,834.3	Competitive and non-competitive grants to school districts
Vocational Education - Federal	50,000.0	33,949.6	67.9%	2,569.2	Formula and Competitive - to improve student academic & career skills
School Technology Rev. Loan	50,000.0	6,263.5	12.5%	0.0	Loans to schools to implement technology
Title IV-21st Century	45,000.0	12,178.5	27.1%	1,534.0	Competitive
ADA School Safety & Educ Block	42,841.0	19,862.1	46.4%	0.0	Formula
Title III - English Language Acq	39,980.0	8,777.7	22.0%	4,440.4	Grant
Vocational Education - State	37,960.4	30,493.2	80.3%	2,784.8	Formula
Bilingual Education-Chicago	34,896.6	34,896.6	100.0%	0.0	Chicago Block Grant
Spec Ed Personnel-Downstate	31,140.0	31,140.0	100.0%	0.0	Formula
Textbook Loan - Reapprop.	27,785.3	27,586.3	99.3%	333.9	Payment for textbooks purchased during previous year
Bilingual Ed-Downstate	27,655.4	9,955.3	36.0%	0.0	Mandated Categorical
Transportation Spec Ed-Downstate	26,019.0	26,019.0	100.0%	0.0	Formula
Title IV - Safe and Drug Free	25,000.0	8,785.2	35.1%	742.2	Formula
Preschool - Special Education	25,000.0	12,015.0	48.1%	1,804.3	Formula--special education, 3-5 year-olds
Summer Bridges	24,756.6	21,871.3	88.3%	7.4	Grants to districts (based on ISAT reading scores)
Title V Innovative Programs	21,000.0	12,461.1	59.3%	1,364.0	Formula
State Free Lunch & Breakfast	19,565.0	15,712.5	80.3%	1,005.7	Mandated Categorical--Reimbursement
Alternative Ed/Reg Safe School	17,023.9	13,287.3	78.1%	1,503.9	Formula
Driver Education	15,750.0	10,992.0	69.8%	0.0	Reimbursement
Truant/Dropout/Optional Education	15,671.6	12,746.0	81.3%	1,047.9	Competitive--at-risk students/dropout prevention
School Renovation	15,000.0	937.7	6.3%	0.0	Competitive grants to school districts
Orphanage Tuition	14,651.0	10,391.6	70.9%	3,000.7	Reimbursement to school districts for children residing in orphanages
Parent/Guardian Transportation	14,470.4	14,447.2	99.8%	0.0	Formula based on appropriation level divided by eligible students
Reading Excellence	12,000.0	3,551.2	29.6%	0.0	Competitive grants to school districts
Technology for Success	9,603.6	5,840.9	60.8%	1,395.8	Northwestern Univ. (Collaboratory Project); IL Math & Science Academy (IVHS)
ROE Salaries	8,150.0	5,941.9	72.9%	649.2	Salaries for ROE's
School to Work - Federal	8,000.0	293.1	3.7%	0.0	Formula
Spec Ed Summer School	6,370.0	6,370.0	100.0%	0.0	Formula - Special ed students enrolled in summer sessions
Emergency Financial Asst	5,333.0	312.5	5.9%	0.0	Formula and loans to school districts

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>March Expenditures</u>	<u>Description</u>
Standards Assmt & Acct	5,303.0	1,664.5	31.4%	336.6	Grants for K-6 Arts, Learn Improve, Learning Standards, Student/Teacher Assessment
Transition Assistance	5,200.0	0.0	0.0%	0.0	Formula
Voc Ed - Federal Tech Prep	5,000.0	2,723.3	54.5%	107.9	Grants - assists students in achieving learning/occupational skills standards
Teacher Education	4,210.0	853.4	20.3%	11.3	Reimb. for Nat'l Bd Certification costs; grant for Teacher of the Year
State Charter Schools	3,693.6	2,770.2	75.0%	923.4	Grants - Start-up funds
ROE School Services	3,250.0	2,895.4	89.1%	117.2	Formula - ROE Operations
McKinney Homeless Education	3,000.0	1,364.6	45.5%	0.0	Competitive grants to school districts
Class Size Reduction	3,000.0	0.0	0.0%	0.0	Formula
Philip Rock Center	2,855.5	2,065.8	72.3%	232.3	Targeted Initiative
Refugee Children	2,500.0	566.9	22.7%	54.2	Grants
Charter Schools-Federal	2,500.0	432.5	17.3%	96.9	Competitive
IDEA Part D	2,500.0	1,025.9	41.0%	147.4	Reimbursement
Learn & Serve America	2,000.0	514.3	25.7%	67.0	Competitive grants
Title VI	2,000.0	0.0	0.0%	0.0	Formula
Charter Schools-Rev Loan Fund	2,000.0	12.5	0.6%	0.0	Other/Repayment of loans
Agriculture Education	1,881.2	1,698.8	90.3%	9.7	Grants to school districts
Reorganization Incentive	1,669.4	932.6	55.9%	19.0	Grants to districts to encourage reorganization through consolidation/annexation
Title VI-Flex. & Acct. Rural Ed.	1,300.0	655.9	50.5%	102.3	Grants to school districts
Temporary Relocation	1,130.0	0.0	0.0%	0.0	Formula grants for school emergency relocation
Materials for the Visually Impaired	1,121.0	934.2	83.3%	93.4	Targeted Initiative--Spfld. 186
Title II Eisenhower	1,000.0	0.0	0.0%	0.0	Formula
Advanced Placement Fee	900.0	238.5	26.5%	3.0	Fee reimbursement for Adv Placement Exam & Int'l Baccalaureate exam.
Illinois Breakfast Incentive	723.5	102.3	14.1%	44.9	Reimbursement & grant to public and private schools & child-care inst
Deaf/Blind	600.0	181.7	30.3%	28.8	Grant to Philip J. Rock Center
Minority Transition	578.8	424.3	73.3%	0.0	Grants - serves disadvantage students from selected Chicago HS & elem. schools
Transition to Teaching	500.0	258.2	51.6%	0.0	Grant to Illinois Resource Center
Teach America	450.0	312.2	69.4%	32.3	Grant for Teach for America
IDEA Model Outreach	400.0	115.1	28.8%	16.8	Competitive
<b>South Cook ISC-Supplemental</b>	<b>300.0</b>	<b>300.0</b>	<b>100.0%</b>	<b>300.0</b>	<b>Grant to South Cook ISC</b>
Tax Equivalent Grants	222.6	222.6	100.0%	0.0	Grant to Chaney-Monge School District
Metro East Consortium	217.1	162.8	75.0%	18.1	Grant to provide staff development to increase student achievement in MECCA
Training School Health Pers. (AIDS)	190.0	0.0	0.0%	0.0	Contract
Recording - Blind & Dyslexic	168.8	168.8	100.0%	0.0	Grant to increase achievement of students with visual impairments
IL Government Internship	129.9	74.2	57.1%	18.6	Grants to formula reimbursement, work-based learning, jobs for IL graduates
ISBE Teacher Certification 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 MARCH 2004





**ILLINOIS STATE BOARD OF EDUCATION  
AGENCY STAFF DETAIL AS OF MARCH 2004**

	<b>Mgmt.</b>	<b>Prof.</b>	<b>Support</b>	<b>GRF</b>	<b>Non-GRF</b>	<b>Total</b>
<b>SUPERINTENDENT'S OFFICE</b>						
State Superintendent	1	1	2	4	0	4
Governmental Relations	1	1	1	3	0	3
Internal Audit	<u>1</u>	<u>4</u>	<u>1</u>	<u>6</u>	<u>0</u>	<u>6</u>
Sub-Total	3	6	4	13	0	13
<b>GENERAL COUNSEL</b>						
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
<b>PUBLIC INFORMATION</b>						
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
<b>HUMAN RESOURCES</b>						
Human Resources Admin.	1	1	1	3	0	3
Personnel	<u>1</u>	<u>4</u>	<u>5</u>	<u>10</u>	<u>0</u>	<u>10</u>
Sub-Total	2	5	6	13	0	13
<b>CERTIFICATION &amp; PROFESSIONAL DEV.</b>						
Cert. & Professional Dev. Admin.	1	0	1	2	0	2
Teacher Certification Services	<u>1</u>	<u>15</u>	<u>9</u>	<u>22</u>	<u>3</u>	<u>25</u>
Sub-Total	2	15	10	24	3	27
<b>SPECIAL EDUCATION</b>						
Special Education Admin.	1	0	1	0	2	2
Special Education Services - Spfld.	2	24	5	0	31	31
Special Education Services - Chgo.	<u>2</u>	<u>13</u>	<u>2</u>	<u>0</u>	<u>17</u>	<u>17</u>
Sub-Total	5	37	8	0	50	50
<b>INFORMATION TECHNOLOGY</b>						
Information Technology Admin.	1	0	1	2	0	2
Data Systems	4	29	2	28	7	35
Technology Support	2	16	3	18	3	21
E-Learning	<u>1</u>	<u>2</u>	<u>1</u>	<u>2</u>	<u>2</u>	<u>4</u>
Sub-Total	8	47	7	50	12	62

	Mgmt.	Prof.	Support	GRF	Non-GRF	Total
<b>PLANNING &amp; PERFORMANCE</b>						
Planning & Performance Admin.	1	0	1	1	1	2
Data Analysis & Progress Reporting	1	10	4	11	4	15
Career Development & Preparation	1	7	3	3	8	11
Curriculum & Instruction	1	13	4	4	14	18
Early Childhood Education	1	8	2	3	8	11
English Language Learning	1	10	2	0	13	13
Accountability	1	11	5	16	1	17
Student Assessment	1	9	2	11	1	12
System of Support	<u>1</u>	<u>17</u>	<u>4</u>	<u>0</u>	<u>22</u>	<u>22</u>
Sub-Total	9	85	27	49	72	121
<b>OPERATIONS</b>						
Operations Administration	1	0	1	2	0	2
Agency Finance & Administration	1	0	1	2	0	2
Budget & Financial Management	2	7	0	7	2	9
Fiscal and & Administrative Services	3	15	24	34	8	42
Funding and Disbursements	3	17	13	14	19	33
School Funding & Finance Admin.	1	0	1	2	0	2
Nutrition Programs & Support	2	25	6	1	32	33
School Business & Support Services	2	11	2	14	1	15
External Assurance	<u>3</u>	<u>26</u>	<u>3</u>	<u>7</u>	<u>25</u>	<u>32</u>
Sub-Total	18	101	51	83	87	170
<b>GRAND TOTAL, ALL CENTERS</b>	51	316	122	260	229	489
	10%	65%	25%	53%	47%	100%

# Personnel Transactions

## Transaction Data:

	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04 *</u>
<b>Begin Year</b>	787	739	650	522
<b>Hire Externally</b>	27	5	29	14
<b>Recall</b>	0	0	11	13
<b>Retire</b>	-35	-37	-128	-19
<b>Resign</b>	-35	-21	-13	-10
<b>Discharge</b>	-2	-9	-2	-2
<b>Layoff</b>	0	-25	-22	-29
<b>Death</b>	-3	-2	-3	0
<b>End Year</b>	739	650	522	489

\* Through March

## 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.

## Management & Organizational Issues:

March 25, 2004  
 State Board Meeting

**ILLINOIS STATE BOARD OF EDUCATION**

100 North First Street  
 4<sup>th</sup> Floor Board Room  
 Springfield, Illinois 62777

**Thursday, March 25, 2004**

<p><b><u>Call Meeting to Order/ Roll Call</u></b></p>	<p>The Chair, Dr. Janet Steiner, called the March 25, 2004 meeting to order at 9:10 a.m. She then requested that the roll be called. A quorum was present as all Board members were in attendance.</p> <p>MEMBERS PRESENT:</p> <table border="0"> <tr> <td>Beverly Turkal</td> <td>Richard Sandsmark</td> <td>Dean Clark</td> </tr> <tr> <td>Ronald Gidwitz</td> <td>Judith Gold</td> <td>Joyce Karon</td> </tr> <tr> <td>Gregory Kazarian</td> <td>Janet Steiner</td> <td></td> </tr> </table> <p>Note: Gregory Kazarian and Judith Gold joined the meeting shortly after roll call.</p> <p>Dr. Steiner stated that the meeting would be a one day meeting in which the Board would discuss and take action on the presented agenda items.</p>	Beverly Turkal	Richard Sandsmark	Dean Clark	Ronald Gidwitz	Judith Gold	Joyce Karon	Gregory Kazarian	Janet Steiner	
Beverly Turkal	Richard Sandsmark	Dean Clark								
Ronald Gidwitz	Judith Gold	Joyce Karon								
Gregory Kazarian	Janet Steiner									
<p><b><u>Items for Discussion</u></b></p>	<p>Dr. Steiner proclaimed that the meeting would begin with Items for Discussion, with the first item for discussion being the Supplemental Service Provider that is being proposed for addition to the current ISBE List of Approved Providers.</p>									
<p><b><u>Additional Supplemental Educational Services (SES)</u></b></p>	<p>Dr. Steiner stated that the purpose of bringing the Additional Supplemental Service Provider item for discussion was to inform the Board of the results of the review of the application received from Dolton West School District 148 in Riverdale, who applied to offer reading SES instruction through an extended day program.</p> <p>Dr. Schiller stated that Dolton West School District 148's application has been reviewed in light of the criteria and it is being recommended that the Board approve Dolton as a SES provider. Dr. Steiner then asserted that this item had been discussed in the Education Policy Planning Committee meeting and that if a Board member had</p>									

	<p>questions concerning the program, he or she could inquire to one of the committee members. The Superintendent also pointed out that staff has been soliciting information from a number of other providers that are serving other states. He stated that the agency has sent out letters to these providers to see to what extent Illinois can build up its provider base for the coming school year.</p>
<p><b><u>Appeals Advisory Committee Recommendations</u></b></p>	<p>Dr. Steiner stated that the next agenda item would be the Appeals Advisory Committee Recommendations. Dr. Steiner further stated that the purpose of the agenda item was to inform the Board of the recommendations to the Superintendent and to discuss the recommendations as a Board.</p> <p>Dr. Schiller asserted that there were three school districts that made appeals to Appeals Advisory Committee. He stated that the committee reviewed each appeal and then made recommendations to him. In turn, he reviewed the appeals and committee recommendations, with the assistance of counsel, in order to present his recommendations for the Board's consideration.</p> <p>The Superintendent then provided the Board with a summary of his recommendations in light of the appeals and the recommendations of the Appeals Advisory Committee regarding Iroquois West #10, East Alton—Wood River School District #14, and Chicago Public School District #299. Dr. Schiller stated that he agreed with the Appeals Advisory Committee's recommendation concerning Iroquois West to keep the AYP status of the schools in the district as they are, as the broader issue of including large residential facilities in the AYP calculations of local school districts is beyond the purview of the committee.</p> <p>Further, Dr. Schiller asserted that he concurred with the recommendation of the committee concerning East Alton to keep the AYP status of the high school as it is, due to the insufficient overall participation rate in 2002-2003. As stated by the committee, the school districted most likely acted in good faith on the information they received from ACT. However, the school district should have talked to ISBE and/or read guidance which was made available by the agency.</p> <p>On the three appeals from Chicago Public School District</p>

#299, Dr. Schiller stated that, on the first issue, Chicago requested that ISBE retain the 47 schools in question, who did not make AYP, in their current school improvement status for the 2003-2004 school year. The Appeals Advisory Committee recommended that the Board support Chicago on this first issue. However, Dr. Schiller stated that after a thorough review of the law and direction from the US Department of Education, it is clear that ISBE does not have the authority to supercede the federal law and that allowing this sought after "hold harmless" provision would be in direct violation of the law. Therefore, Dr. Schiller stated that he would recommend that the Board reject Chicago's request to allow the 47 schools one additional year to improve before designating to them their current school improvement status.

Board member Beverly Turkal inquired as to what would happen if the school districts did not receive the score reports in a timely fashion and whose responsibility it is to get the results to the schools in a timely fashion. Dr. Schiller stated that the state agency indeed has a responsibility and obligation to get the results back to the schools in a timely fashion, and this was done. However, it is the obligation of the local education agency (LEA), according to the law, to make the determination on their own as to what schools must offer choice and provide Supplemental Educational Services as needed.

Ms. Turkal also questioned the purpose of instituting the Appeals Advisory Committee and how many recommendations have been accepted from the committee. Dr. Schiller asserted that the committee was formed last year as part of the Accountability legislation that it would serve to review the status of appeals and offer recommendations to the Superintendent. Further, Dr. Schiller stated that two out of three of the committee's recommendations were accepted. Additionally, there was one time that a recommendation was made that went against established ISBE policies and procedures.

Greg Kazarian stated that he was also interest in the "track record" of accepting the recommendations of the Appeals Advisory Committee. However, more importantly, he stated that he believes that it is a good process as it is valuable for the Board to check its thinking against that of others close to the issues.

Dr. Steiner then stated that she would like to recognize Greg Kazarian and Judith Gold who joined the meeting by telephone.

Dr. Schiller stated that the Appeals Advisory Committee is akin to The State Teacher Certification Board in that they both serve in an advisory capacity. Recommendations from each group and concurrent recommendations from the Superintendent are brought to the Board for consideration. The Board then has the prerogative to modify, reject, or accept the recommendations given.

Dr. Schiller then proceeded to give a brief overview of the Appeals Committee Recommendations on issue #2 and #3 regarding the Chicago Public School District #299. According to Dr. Schiller, the Appeals Advisory Committee rejected the appeal on Issue #2 regarding the inclusion of LEP subgroups in the calculation of AYP for the 2002-2003 school year. On Issue #3 the committee believed the issue on year-round schools was not one under the committee's purview. However, they do believe it is an important issue for ISBE to address. Dr. Schiller recommended to the Board the support of these two recommendations.

Mr. Gidwitz then further questioned the Superintendent by asking if the advisory committee had knowledge of the law regarding Issue #1. Dr. Schiller stated that indeed the committee was knowledgeable as they were provided with the law and ISBE policies and guidelines related to this matter. He also reminded the Board that a similar circumstance occurred with an appeal from Decatur. Regarding Decatur District #61, the Appeals Advisory Committee took action to recommend overturning the designated status of Harris Elementary School for 2003-2004 and have that school remain in school improvement status for another year. Dr. Schiller asserted that as with this current issue, the federal law cannot be ignored but must be upheld, regardless of feelings about how the law should be applied in relation to school improvement status.

**Student  
Racial/Ethnic  
Categories for  
State Testing and  
AYP Calculations**

Dr. Steiner announced that the next item for Board discussion would be the Student Racial/Ethnic Categories for State Testing and AYP Calculations. Dr. Schiller then said that this issue was brought before the Education Policy Planning Committee. In the committee, staff discussed the importance of instituting a multi-race category in order to be sensitive to children who consider themselves multi-racial. Therefore, the Superintendent stated that it is being recommended that students be able to code more than one race on their testing documents to identify the race in which they belong to. In addition, it was recommended, in accordance with the intent of No Child Left Behind and state law, that a multi-racial/ethnic group of 40 or more students constitute a subgroup and factor as such into AYP calculations.

The Education Policy Planning Committee Chair Greg Kazarian stated that the creation of such a multi-racial category was a result of an accommodation for those in the school communities that felt their students were not being properly identified with the current categories established by ISBE. Mr. Kazarian then asserted that it is important to be aware, as discussed in committee, of the potential consequence in adding an additional subgroup to AYP calculations. Dr. Schiller then reminded the Board that this issue was raised at the last Board meeting by a local educator. Therefore, he brought this issue back to the Board for further discussion and consideration.

Dean Clark asked if, by creating the multi-racial category, there would be an infinite number of subgroups being created thereafter. The Superintendent responded to Mr. Clark's response and stated that White, Hispanic, African-American, Native American, Asian, Pacific Islander, and Multi-racial would be the six categories students would have to select from to identify themselves, unless the state receives further guidance from the US Department of Education. However, it is left to the individual states to determine their subgroups.

Janet Steiner inquired as to how the state is going to get the children to recognize this process and take it seriously. The Superintendent stated that there are three important factors that should aid in this process: the utilization of the pre-coding labels, due diligence on behalf of districts to verify data, and the creation of a Student



Identification System that would provide a secure database to alleviate the paperwork and subjectivity associated with coding students at the local level.

Dr. Schiller then asked Mary Anne Graham and Lynne Curry to step forward to discuss with the Board the steps that have been taken so far this year with regard to in-servicing school districts with information on the need for accurate submission of data as there were over 27, 000 inaccurate data submissions from districts. Lynne Curry then stated that she would request Mary Ann to discuss the specifics in relation to steps that have been taken to assist school districts. Dr. Curry did state that in general for this year, staff has instituted some additional data checks through an electronic enrollment checking system. This system will not allow districts to submit data that does not add up.

In terms of racial and ethnic coding, when the test is taken, students and/or administrators will have a chance to mark more than one ethnic category and these markings will override the pre-identification labels. Concurrently, if there are errors on the labels, schools have an opportunity to correct that information as that section is being completed. According to Dr. Curry, 14,000 students were coded in the other category last year. Therefore, with the creation of a multi-racial category it will be easier to identify what students are meeting, exceeding, or not meeting the standards at all. Dr. Curry said that this new multi-racial category would also be more in line with the spirit of our state law and the federal law with regard to the reporting of student scores by subgroups for AYP calculation purposes.

Mary Ann Graham stated that staff has been conducting in-services all over the state with various administrators and the Illinois Principals' Association. In the in-services, the administrators have been thoroughly trained regarding checking and double checking their data. Mary Ann Graham said that 800 districts have worked right with staff in making corrections to the 2003 data. Dr. Schiller then asserted that the sensitivity with regard to the importance of accurate data submission is finally being realized by districts as the stakes are rising.

Joyce Karon stated that she hoped that as the agency moves through this process, it is clearly communicated to

	<p>schools and districts that if the multi-racial group has 40 or more individuals, it will be a subgroup counted in AYP calculations.</p>
<p><b><u>AYP Alternate Calculations</u></b></p>	<p>AYP Alternate Calculations was the next item for Board discussion. Dr. Steiner announced that the purpose of this item would be to inform the Board of the status of recent revisions to the NCLB Accountability Workbook and propose a recommendation regarding the calculation of AYP in reading and math areas that will positively impact a few schools.</p> <p>Dr. Schiller then proceeded to say that the agency is continually looking for ways to refine our obligations under NCLB, particularly in regard to how to calculate Annual Yearly Progress. Dr. Schiller stated that agency staff has looked at the extent to which our current calculations for AYP compare to other state's calculations. Currently, our state holds that a school misses AYP if they do not meet standards in math or reading for 2 consecutive years. When researching the calculation of AYP in other states, it was found that some assert that a school is placed in school improvement status if that school does not make AYP in the same subject for two consecutive years. Utilizing 2002 and 2003 assessment data and disregarding all previous year's School Improvement Status lists, ISBE calculated the number of schools in need of improvement based on the Illinois' method vs. the alternative method used by other states. The difference between both methods was 10 schools.</p> <p>Lynne Curry then added that as the alternative calculation only affected a few schools with this calculation, it will begin to affect more as the bar begins to climb. Dr. Steiner stated that this is a positive for school districts. Dr. Schiller agreed and stated that in light of developing school improvement plans, the results of this method of calculation will draw attention to areas that need improvement. Lastly, Dr. Schiller added that this item had also been reviewed by the Education Policy Planning Committee.</p> <p>Dr. Steiner then inquired if there were any more questions or comments. Dr. Curry offered that if approved, the</p>

	<p>alternative calculation method would be made a part of Illinois' NCLB Accountability Workbook revisions which are due to USDE by April 1. Therefore, this calculation could then be applied to the 2004 calculations.</p>
<p><b><u>2005 Test Dates</u></b></p>	<p>Dr. Steiner then stated that the next item for Board discussion would be the 2005 Test Dates. Dr. Schiller stated that there is a cross pressure that the agency is trying to resolve. As a consequence of NCLB, a series of states are beginning to have to advance the date in which they give their tests for purposes of AYP calculations in order to notify schools of their AYP status. 10 states have in fact moved their test dates up to an earlier date. Therefore, the agency is looking at the pressure to get the data back earlier while allowing schools to test at the latest possible time in the year. However, as these options were explored, staff was unable to accomplish the assessment dates as they were in the past with an immediate turn around of the data. As an example, Dr. Schiller noted that the PSAE dates for this year are in late April (28-29) with make up dates scheduled for May 12-13. Therefore, it would not be likely that the scoring company would be able to generate testing results in a matter of a few weeks. Dr. Schiller then stated that staff looked at to what extent the agency would want to advance the testing dates in order to get the scores back on time. Staff also looked at keeping the testing dates as they are but bifurcating the return of data to get reading and math scores back earlier for AYP purposes, with regular data being returned on the regular schedule in July.</p> <p>Dr. Schiller then reviewed the recommendation for the Board to consider. If the testing dates were approved, the PSAE and 2<sup>nd</sup> grade testing dates would remain the same while the ISAT and Image Scores would advance a couple of weeks in order to have a return of the data in June. Dr. Schiller went on to say that the 45 day window or time frame that districts are allowed to report data discrepancies in a very liberal review period. He asserted that after speaking to a number of administrators in the state, it has been agreed that the time frame can be shortened as many of the other states have a 7-10 day turn around for data verification.</p> <p>Mr. Clark asked how long the process would take to</p>

change the rules. Dr. Curry responded by stating that it is hoped that the process could be completed by the fall of 2004.

Mr. Gidwitz inquired as to whether or not the agency had a chart as to how many times the testing dates have been changed as he remembers them being changed quite often. Dr. Curry stated that the ISAT testing date has only changed one time in 2001 when the testing window was moved from January/February to April. According to Dr. Curry, the PSAE testing date has remained constant since the commencement of the test administration. Dr. Schiller asserted that there is an attempt to try to balance extended responses with turn around time when setting the testing dates.

Mr. Gidwitz then said that he is not comfortable with changing the ISAT and IMAGE testing dates because there is a perception that the State Board is not consistent already. He further stated that there is great value of in the weeks if the dates change. Mr. Gidwitz then asked the Superintendent whether or not local superintendents were complaining about the change in the testing dates. The Superintendent responded by stating that the only feedback staff received were complaints about changing the PSAE testing date to an earlier date.

Dr. Schiller then referenced the Attachment #1 in the board packet materials: Administration and Return of Scores For States Using Constructed Response Items Based on the Fall 2002 Annual Survey provided by the CCSSO (Please see attachment). When looking at every state that has extended response items and how quickly they can return their scores, it was found that each state has a minimum of 90 days recorded for the return of data. Mr. Gidwitz then inquired about the argument that Illinois should eliminate the constructed responses. It was stated that after hearing the public critique of eliminating these responses as the items address other learning standards, it was decided to put the items back in.

Mr. Gidwitz then asked why the state cannot bifurcate the multiple choice items and extended response items to return the scores back more quickly. Mary Ann Graham stated that the constructed response items will make a difference in the final scores and ultimate AYP

calculations. Mr. Gidwitz then went on to ask Dr. Graham why it takes so many days to complete the scoring. Dr. Graham stated that there is a whole quality checking process that takes place in order to verify that the submitted data is accurate. In addition, there is a training process that takes place for the scorers based on the testing items and processes for scoring. Mr. Gidwitz inquired as to why the scorers cannot be trained ahead of time. He then said that the agency needs to figure out a way to get the scoring done completed with validity in a more timely fashion. Dr. Curry said these technical scoring questions have been asked of the contractor before and that she would get the data that provides an answer to these questions.

Mr. Gidwitz asserted that it would seem if more people were handling paper then the agency ought to be able to solve the problem, which is basically quality control. Mr. Kazarian then said that Mr. Gidwitz raised a good question about timing that should be discussed and considered by the Board. Therefore, Mr. Kazarian inquired whether it would be possible to move on the PSAE issue and pick up the ISAT and IMAGE question at the next month's meeting.

Dr. Schiller then requested that Dr. Graham explain the process of testing earlier verses later before the Board considered Mr. Kazarian's question. Dr. Graham stated that if schools test late, data will be turned late. If schools test early, data will be returned earlier. Similarly, if the dates are shifted somewhat earlier, scores will be returned in a slightly earlier fashion. Mr. Clark then asked Dr. Graham to explain the benefit of moving the testing dates. She stated the benefit of returning the data earlier is that districts need to get their data back to know their AYP status and whether they will have to offer choice and/or SES for the upcoming school year. Dr. Graham further asserted that due to the electronic data return that was implemented this year, schools and district will receive their data at an earlier date. However, if the dates are kept the same, with no adaptations to the method of data return, the agency will continue to have a problem with late return of data.

Ms. Turkal then asked if these testing dates would interfere with the ACT dates. Dr. Schiller responded by

	<p>saying that these dates would not interfere with the national ACT test date, which is set for April 3.</p> <p>Mr. Sandsmark asserted that he just has a fear of changing the testing dates twice.</p> <p>Mr. Gidwitz said that he has a problem with accepting the March testing dates from the new contract.</p> <p>Mr. Kazarian asked if the decision was deferred until April would there be a negative consequence to districts. Ms. Karon stated that many districts are already formulating their calendars and need to know when the testing dates will be. Ms. Turkal suggested that the Board act on the dates so that school districts know how to plan their calendars.</p> <p>As there was no further discussion on the item, Dr. Steiner stated that the Board would move onto the next item for Board discussion, the Update on the Student Identification System. At that point (10:15 a.m.), Mr. Kazarian announced that he would have to leave the meeting and would return in about 45 minutes.</p>
<p><b><u>Update on Student Identification System and E-Grant Management System</u></b></p>	<p>Dr. Steiner then stated that the Board would receive an Update on the ISBE Student Information System and eGrant Management System. Dr. Schiller then asserted that staff thought it would be appropriate as the Board talks about the tracking of data to bring an update on two very important projects and their status that will significantly impact the data process. He informed the Board that staff would give a progress report toward eliminating paperwork through the eGrant Management System and the proposed state-wide Student Identification System. Dr. Schiller then requested that Lugene Finley commence the update.</p> <p>Mr. Finley began by stating that he believed the eGrant Management System is a jewel for the State of Illinois in terms of working with local school districts and providing them the necessary support they need with regard their expressed concerns relating to the burdensome paper processes. Mr. Finley stated that ISBE is in the process of finalizing the steps toward going live with the electronic system in May when the agency will release the eGrant Management System and publish the NCLB Consolidated</p>

applications. He further stated that the system is integrated with the agency FRIS system, which is the Financial Reimbursement System (an internal management system). The agency is now in the process of providing training. Mr. Finley then requested that Tim Imler, Division Administrator for Funding and Disbursement and eGrant trainer, discuss the training sequence.

Tim Imler stated that he is very excited about this initiative as the agency has rolled out many electronic systems but not one as challenging. He then stated that the NCLB applications that would be rolled out would be for Titles I, II, IV, and V. There are workshops scheduled in North, Central, and South locations. According to Mr. Imler, those wishing to register for the workshops can on the agency website. He stated that a ninth workshop was instituted due to the high volumes of requests to attend the training. Mr. Imler stated that there has been a great interest as there were over 769 registrations in just two weeks. He stated that there will be external as well internal training in the agency. In early April there will be training sessions. In addition, on April 13 there will be dry run presentations in the Springfield State Board Room.

Dr. Schiller then asked Mr. Imler to provide information on the advantages that will be gained through this system for school districts. Mr. Imler stated that on major benefit would be an elimination of the paper process as there are over 4,000 pieces of paper that would be eliminated by using this process. There are over 800 applicants for each of the programs that were mentioned. He also added that this system would provide improved data quality. With a paper process, there is a great chance of human error. With this process, the data quality will be greatly enhanced as well as the turn around time for review. Ultimately, the greatest benefit would be to get the money out to districts earlier. However, According to Mr. Imler, the disbursement of money depends upon when the federal grant awards are received. He stated that they are usually received in July or August. Then, the money could be disbursed to districts in late August or September.

Dr. Schiller inquired whether or not the system would be

interactive. Mr. Imler responded affirmatively by stating that districts will be able to request and receive assistance and immediate feedback through email.

With regard to the benefits for districts, Mr. Finley stated that the system would enhance accountability as there is a built in tracking system through the agency IWAS system. He stated that there are other states that are looking at our system. These states have also purchased the modules that Illinois has. According to Mr. Finley, Nebraska is working with ISBE's vendor to start the process as well. Mr. Finley asserted that our agency will start with the formula grants and then phase in the competitive grants.

Mr. Gidwitz then inquired as to who the owner of the technology is. Mr. Finley stated that the owner of the technology is ISBE. Mr. Gidwitz stated that since ISBE owns the technology, does the agency get a royalty for Nebraska's use of the system. Mr. Finley replied by stating that the agency receives 300 hours of free programming and free enhancements to the model. Mr. Gidwitz then asserted that there would come a time when the system was in effect in 50 states, and there would be an overabundance of programming hours. Mr. Finley stated that there is no limitation on the enhancements that the agency would receive. However, there is a limitation on the transfer of hours for free programming.

Dennis Powell said that there is hope that the agency can form a consortium of states that have this system and share ideas throughout the process. Mr. Gidwitz then emphasized that he was inquiring about the money that would be earned. Mr. Finley stated that any funds that would be acquired would go back into the General Revenue pool not to them specifically.

Mr. Gidwitz then inquired as to how much the system costs. Mr. Finley stated that the system costs \$ 2.5 million and \$2.5 million was budgeted. Mr. Finley also added that the agency is on target as far as the phase of implementation. He said that no problems are anticipated as the system is continually tested. Mr. Finley asserted that staff expects the system to be a tremendous success as it will address the concern of the loss of staff in the agency and capacity to provide assistance and services to



districts.

Dean Clark then inquired as to how much paperwork would be reduced locally. Mr. Imler stated that the paperwork at the local level would be reduced tremendously. He added that the best feature is the electronic communication as districts will receive confirmation electronically when their applications are submitted. In addition, districts will not have to fill in repetitive information. Only changes or additions will have to be made. Districts can therefore build upon whatever they have submitted in the past each year.

Mr. Gidwitz then inquired as to whether the auditors looked at the system. Karl Vogl, Director of Internal Audits, stated that the auditors are a part of the team and are involved in this process as they are with all new systems.

Mr. Gidwitz offered congratulations and stated that it seemed like this would be a very exciting system.

Dr. Schiller then requested that Mr. Finley discuss the Student Identification System. Mr. Finley commenced by stating that he could not talk about a specific contractor. However, the agency is targeting a pilot for spring of the 2004-2005 school year toward full implementation in the 2005-2006 school year.

Dr. Schiller asked the staff to explain what the identifier would look like and how it would benefit the districts. Dennis Powell commenced the explanation by stating that the agency will gather information from districts such as current student identification numbers and geographic information. From that information, the agency will generate a number, provide it to the districts, and then the identification number will be placed on the schools' local systems. According to Mr. Powell, the identification number will then appear on the assessment documents for pre-coding and data verification.

Mr. Gidwitz then asked why social security numbers could not be utilized as the student identification numbers. Mr. Powell stated that by federal law, the agency cannot require students to provide their social security numbers. Mr. Gidwitz then stated that he was concerned that every time a student goes to a different school, they would

receive a different identification number. Mr. Powell stated that the agency is working to address this issue by requesting that students provide other information such as their mother's maiden name, race, gender, etc. According to Mr. Finley and Mr. Powell, there will be a continuous working relationship with districts in the institution of this system.

Mr. Gidwitz then inquired of the cost. Mr. Finley stated that the system would cost \$5 to \$6 million and will take at least three or four years to completely build. He stated that they are working with legal to make sure this system is set up to work with multiple vendors so that the system can coordinate with testing contractors. Mr. Finley then stated that staff is establishing relationships between districts to interface with the system.

Ms. Karon asserted that she was concerned about the confidentiality of student info and hoped that the system would be very confidential. Mr. Finley stated that the system is very confidential and that they are working under the FERPA guidelines as each component is discussed and instituted.

Mr. Gidwitz then asked if the data in the system would be encrypted. Mr. Powell stated that yes, the system would be encrypted.

Ms. Karon then also expressed her concern about the repeated generation of student identification numbers for students who move to other schools or districts throughout the state. Mr. Powell stated that when a district submits information for a student to receive a number, the agency will check in the system first to see if the student exists and then attempt to retrieve an existing number code with all of the information provided. If a student identification number is not found on the student, then one is created.

Mr. Gidwitz inquired as to whether a finger printing system could be utilized to identify students. Mr. Powell asserted that this could be a possibility. Dr. Schiller then requested that Mr. Powell and Mr. Finley check into the prospect of using a finger printing system.

Ms. Turkal then asked where the agency was in this

	<p>process. Mr. Finley stated that in a month, the agency would have a ready contract as it has been advertised. He further added that hopefully the contract would be done in a couple of weeks. Mr. Gidwitz then asked if the Board would be approving the contract. Dr. Schiller stated that he would be discussing this prospect with the Board members during the afternoon session.</p> <p>As there was no further discussion on topic, Dr. Steiner and Dr. Schiller thanked Mr. Finley and his team for their efforts. The Chair then announced that there would be a five minute break before the next agenda item.</p>
<p><b><u>Academic Early Warning and Watch Lists</u></b></p>	<p>Dr. Steiner called the meeting back to order and announced that the next item for discussion would be the Academic Early Warning and Watch Lists. Dr. Schiller then stated that these lists were being brought to the Board for review, discussion, and consideration toward adoption of the established lists. He stated that he would review the lists in a specific order. The first list that Dr. Schiller reviewed was the list of schools removed from Academic Early Warning and/or School Improvement Status. Dr. Schiller asserted that there are 22 schools on this list. The schools on this list are schools that successfully met AYP in 2002 and 2003. When schools in status meet AYP criteria for two consecutive years, they are removed from that status recognition. Therefore, these schools qualify to be removed from Academic Early warning status. According to Dr. Schiller, there are twenty Title I schools and 2 non-Title I schools that will be removed from the list. Dr. Schiller stated that these schools, as well as the schools on the other lists, received prior notification of their status.</p> <p>Dr. Schiller then stated that 664 schools were on the Academic Warning List last year. This year, there are 280 in Academic Early Warning Status. Dr. Schiller stated that this is not necessarily a good news story. There are still thirty four schools that are still going through data rechecking and proofreading. He stated that staff would bring the results and status of these schools back in a month or so once the data has been completely verified. Dr. Schiller asserted that these schools did not meet AYP for two years. He also pointed out that the thirty-four schools that are on the list pending data verification will still remain on the list even if they make AYP as a school</p>

must make AYP for two consecutive years to be removed from the Academic Early Warning Status.

In terms of the Academic Watch List, Dr. Schiller said that last year it was reported that forty-nine schools moved into Academic Watch List Status. This year, an additional 286 schools moved into Watch List Status. Therefore, there is a total of 335 schools on the 2003 Academic Watch List. Furthermore, Dr. Schiller stated that an additional thirty-five schools are going through data verification as well. Seven schools that were on these list either closed or were reconfigured. In total, Dr. Schiller stated that sixty-nine schools have statuses that are pending. Dr. Schiller further asserted that the Board would be ask to adopt the lists for the purpose of complying with state law and offering the schools the necessary assistance needed.

Mr. Gidwitz asked whether there was a fair way to characterize the schools that are on these lists in comparison to other schools that are not on these lists. Dr. Schiller responded by stating that a predominance of the schools are in urban populations. Many of the schools have large groups of minority students and have low income populations. Dr. Schiller further added that the conditions of poverty are most reflective in the performance of these schools.

Dr. Schiller then asked staff if there were any important details that had been left out. Dr. Curry stated that amongst the Warning List, there are schools that did make AYP for 2003 and have a good chance of making AYP for 2004 before the standard is raised. Dr. Schiller then added that there are also schools that did not make AYP for one year that do not appear on the list as a school must miss making AYP for two consecutive years before being placed in Academic Early Warning and/or Watch List status.

Mr. Gidwitz then inquired as to what ISBE is requiring for these schools in these statuses to do. Dr. Curry offered that these schools are required to offer Supplemental Educational Services and/or School Choice. They are also asked to redesign their School Improvement Plans to reflect a higher concentration in the areas of reading and

math. It is also hoped that these schools would also take advantage of such programs as System of Support and the Summer Bridges/Extended Learning Program, which are programs designed to specifically help schools with these statuses.

Mr. Gidwitz then inquired as to how ISBE can demonstrate that real progress has been made through the implementation of these programs. Dr. Curry stated that there is an evaluation process in the schools whereby data is collected to answer questions that relate to what in their system is working to help improve achievement. She added that the Educators in Residence program that was offered to support these schools had to be discontinued because there was no way to demonstrate or track progress through data collection. Dr. Curry further stated that in an effort to track and demonstrate real progress, the agency has been in collaboration with NIU doing a Spotlight School analysis to begin answering the question as to what is working and what will work for these schools to improve achievement.

Dr. Schiller then stated that it is important to be aware of the fact that the Regional Offices of Education have an obligation, as outlined in the School Code, to assist with the elevation of the standards and in the improvement of the schools. He stated that as it has been discussed, the regional centers are appropriate places that provide assistance to these schools. However, these centers have experienced severe cutbacks and their capacity to serve the districts has been severely limited.

Mr. Gidwitz asserted that it would seem that the Board would need to do more than publish these lists but also inform the legislators of the actual situations of these school districts, demonstrate that the resources are terribly strained, and recommend what should be provided for these districts in order to drive improvements.

Ms. Turkal then inquired about the grants that are allocated to the ROEs to provide the support to districts. She asked if the agency had information on the districts that are being assisted. Dr. Schiller stated that this information does exist and that staff would, in April, provide an update on the System of Support.

	<p>Dean Clark stated that he would like to know how many schools are in each district that are in Academic Early Warning and Watch Status. Dr. Schiller stated that staff could work on getting this information to the Board.</p> <p>Lastly, Richard Sandsmark asked what the growth factor would be for next year. Dr. Curry responded by stating 7.5 was the growth factor.</p>
<p><b><u>Rules for Adoption: Parts 27, 29, and 350</u></b></p>	<p>Dr. Steiner then announced that the next item for discussion would be the Rules for Adoption. Dr. Schiller asserted that each of the amendments to the rules had been discussed in the Education Policy Planning Committee. He stated that the Rules for Adoption contain amendments to existing rules due to changes in legislation. Dr. Schiller cited an example that the amendment to Rule 350: Secular Textbook Loan was a response to Public Act 92-112 which warranted a change in the administrative rules for the program.</p> <p>Dr. Schiller then added that of the 2800 pages of rules, only 1200 of them affect schools. He stated that a task force will be convened in a couple of weeks to address the rules that can be eliminated. For example, some rules exist that the agency does not have funding for. Accordingly, many of the existing rules are in response to federal requirements. However, no new requirements are being added to Parts 27, 29, and 350.</p> <p>In response to a question about the purposes of making changes to the rules, Dr. Schiller stated that the rules are changed as a result of needs in the field, by the will of the General Assembly, and to improve the quality of teaching and learning in our schools.</p>
<p><b><u>2004 School District Financial Profile Designation Lists</u></b></p>	<p>Dr. Steiner then stated that the Board would discuss the 2004 School District Financial Profile Designation Lists. Dr. Schiller then informed the Board that what they had before them was another announcement of status lists. He stated that there were changes and revisions made to the profiles by a good working committee that affect the designation lists for 2002 and 2003.</p> <p>Dr. Schiller stated that as a result of these revisions, there are seventy-five fewer schools that are in Financial Recognition and sixty-nine schools that moved into</p>

Financial Watch status. Dr. Schiller then requested that David Wood further discuss the profiles with the Board.

Mr. Wood commenced by stating that it is important to point out that the financial profiles were created as a way to provide basic, consistent financial information about school districts from the Annual Financial Reports (AFRs) that are provided by the school districts because most of the public does not have access to the AFRs or know how to find or read the AFRs. Mr. Wood stated that the lists are a starting point for financial discussions about activities that are going on in each district. He stated that many of the measures can be argued, and staff will continue to work with groups to improve the lists. The lists are also a training measure as well as an early warning system. These lists are generated from last year's data. The increase in the Financial Watch list may be due to what happened last year at the state level.

Mr. Gidwitz then stated that these lists reinforce and underscore the cries that have come from school districts regarding their lack of resources and capacities at the local level. He stated that there are no surprises in the designations. Mr. Wood stated that another important point is that these lists do not recognize the academic programs that exist or do not exist in these schools. Mr. Gidwitz then stated that possibly the academic and financial lists should be coordinated to compare how the loss in resources has affected the offering of programs in many of the school districts.

Mr. Wood further asserted that there are no consequences to these lists. He stated that there are four criteria in the law that ISBE look to in order to certify that a district is in financial difficulty. However, legislation is being proposed to add that a school is in financial difficulty if they are in the bottom category of Financial Watch. He also stated that the agency is attempting to get the districts to look at the data in collaboration with ISBE staff to assist them in their financial difficulty.

Ms. Karon said that the most valuable report is the one that shows the differences from 2001-2003. She offered that the weighted system is really great in that it allows one to see the status of the school districts from year to year. Ms. Karon then also stated that these financial lists

should be correlated with the academic lists.

In addition, Mr. Wood offered that 250 districts actually dropped to a lower category, and some have dropped not just one category but several categories.

(Greg Kazarian then interjected at 11:30 a.m. to state that he had joined the meeting again.)

Mr. Gidwitz stated that there is a System of Support for schools on the academic lists but not for school and districts on the financial lists. Mr. Wood offered that there are three people in the agency that travel the state. These ISBE staff members try to target the districts on the financial lists and seek answers as to why they are in their financial situations in order to offer them counsel and assistance. However, there is no special grant program for these schools in financial stress.

Mr. Gidwitz then reflected upon the situations with Hazel Crest and Round Lake school districts. He stated that for two different reasons, the state loaned them money. However, money was made available to support these districts because School Financial Authorities were thereafter instituted.

Mr. Gidwitz offered that it would make sense to communicate these lists to the Legislature as well and indicate to them what might be of help, aside from financial assistance, i.e. assistance in financial management. Mr. Wood stated that there is proposed legislation to mandate that districts submit a financial plan yearly if they appear on one of the designation lists. He stated that this would trigger a requirement for districts to share information with the agency that could possibly assist them financially in the year to come. It would also encourage districts to think through their financial situations in more depth and therefore establish a coherent financial plan. Mr. Wood asserted that these plans would be an attempt to get these districts to evaluate the trends in the data and share them with their community. He then cited Hazel Crest as an example as Hazel Crest was making decisions based on academics without looking at the financial ramifications.

Dr. Schiller stated that a District Field Service division is



	<p>being proposed to work with schools in financial stress, for example those school in watch areas and areas with SFA and FOPs. He proclaimed that the agency would also begin looking for volunteers from the business arena that could be available to identify and assist district that would need said assistance. Mr. Wood stated that these proposed actions are important as the federal government focuses on the academic side but has no equivalent effort when it comes to assisting these schools financially.</p> <p>Ms. Turkal inquired about the districts that appear to be getting a little better. She asked, "What did they do to get there?" Ms. Turkal stated that many of these districts now have very few innovative programs as there is no funding to support the program. Therefore, if the districts have cut all kinds of programs, it doesn't necessarily make them healthier.</p>
<p><b><u>East St. Louis District #189 Petition for Dissolution of FOP</u></b></p>	<p>The East St. Louis District #189 Petition for Dissolution of the Financial Oversight Panel (FOP) was the next item for discussion. Dr. Schiller stated that the East St. Louis Board, East St. Louis FOP, and the Illinois State Board were all presented with a proposed recommendation (Please see attachment). He then stated that at this point, it would be up to the Board to make the determination as to whether they would approve the recommendation. Dr. Schiller then asserted that the Board was also presented with a draft final decision concerning the petition for dissolution (Please see attachment).</p> <p>Harry Blackburn, ISBE counsel was available for discussion and questions. However, there was no discussion or questions on the petition for dissolution. Dr. Schiller stated that the Board would hold a public comment section for individuals that might wish to address the Board on this issue.</p>
<p><b><u>Fiscal Year 2005 Proposed Budget</u></b></p>	<p>Dr. Steiner announced that the next item for discussion would be the Fiscal Year 2005 Proposed Budget. Dr. Schiller stated that there was discussion at a Finance Committee meeting several weeks ago and there was discussion on the previous day in committee. He stated that the agenda item was an update with regard to previous discussions on the proposed budget by the Governor. He stated that discussions involved how the \$400 million would be dispersed if indeed the amount</p>

would be approved by the Legislature. The Superintendent stated that in previous meetings, the numbers were therefore refined during the discussions to reflect the \$400 million.

Dr. Schiller then asked the Chair of the Finance Committee how he would like to proceed in the discussion of the proposed budget. Mr. Sandsmark stated that the numbers were just revised to update the latest. Mr. Wood said that the main discussion focused on the fact that \$400 million was not enough. However, given this amount, the committee decided on the following:

- Provide funding to schools through a \$150 increase to the GSA foundation level (\$249.3 million);
- Fully fund the Special Education Mandated Categoricals and maintain the FY 04 proration of non-Special Education Mandated Categoricals (\$117.4); and
- Allocate the following new funding: \$15 million to Early Childhood, \$13 million to Bilingual Education, \$10 million to the ADA Block Grant, and \$3 million to the Reading Block Grant.

In total, programs increased by \$407.7 million and were offset by reductions of ISBE operations by \$4.2 million and the one year Transition Assistance funds by \$5.2 million (Please see attachments).

Mr. Gidwitz stated that the early indication states that the General Assembly is not in support of the Governor's Proposed Budget. Therefore, he said that it is a mistake for the agency to revise the budget in public in accordance with the Governor's proposal. Janet Steiner and Dean Clark both said that they agreed with Mr. Gidwitz's comments.

Richard Sandsmark stated that it was not the intention to endorse the \$400 million but to simply give staff direction if that number became real. Dean Clark stated that the original ISBE proposal of \$609 million can be defended line by line. He said that he is not comfortable with the \$400 million but does believe that if this number is approved, the agency should have some direction as to how it would disperse the money.

Ms. Turkal stated that nothing has really been done to support the school districts in Illinois. She stated that

	<p>what is happening in this state is so distressing. However, she does agree that some guidelines need to be set, even though the number is not an agreeable one.</p> <p>Dean Clark stated that it must also be communicated that Illinois will not be able to meet the intent of NCLB adequately with \$400 million. He stated that from the agency point of view, the \$609 million was a bare minimum amount. Mr. Gidwitz stated that the agency needs to also look at the consequences of not supporting the schools adequately. He said that the agency does have some hard evidence now to show the Legislature the consequences of inaction on their part.</p> <p>Mr. Kazarian then added that the scenarios that have been developed are useful to the Legislature in showing them the consequences of agreeing upon the \$400 million. He said that he is not comfortable with letting the Legislature “off the hook” by having ISBE determine what group of children should receive the funding and what group will be underserved. According to Dean Clark, this scenario proposes to “Let No Child Ahead” instead of “Leave No Child Behind.”</p> <p>Richard Sandsmark offered that it has been shown earlier that Summer Bridges is a program that works with regard to helping schools that are struggling academically. However, with the \$400 million, this program cannot even be funded. Greg Kazarian stated that it is wrong that we know what 3<sup>rd</sup>, 5<sup>th</sup>, and 8<sup>th</sup> graders need help and the agency cannot even provide them help due to a lack of funding. Dr. Steiner stated that she agreed and then thanked Mr. Wood for the update.</p>
<p><b><u>Assessment Contract Update</u></b></p>	<p>The Assessment Contract Update was the next item for Board discussion. Dr. Schiller stated that staff would give a status report on the Assessment Contract. He requested that Mary Anne Graham and Lynne Curry present themselves to the Board to provide the update.</p> <p>As staff made their way to the table, Dr. Schiller commenced a briefing on the federal and state mandates. He stated that in 2005-2006, the following changes are scheduled to take place:</p> <ul style="list-style-type: none"> <li>• Grade level testing in reading and math for grades 3-8 and once in high school (meets federal</li> </ul>

requirements);

- Periodic assessment of science and with grade span assessments at grades 4, 7, and 11 (meets federal requirements);
- Social science assessments in grades 5, 8, and 11 (state requirement);
- Writing assessments in grades 3, 4, 6, 8, and 11 (state requirement); and
- Mini-tests in fine arts and physical development/health attached to science and social science tests in lower grades (state requirement).

Dr. Graham stated that no funding will be provided for the voluntary administration of certain subject area tests. She did state that she wanted to point out that in 2005-2006, norm-referenced as well as criterion-referenced scores would be provided. Therefore, the burden to administer other tests could be taken off the local districts. Mr. Gidwitz asked what the cost savings would be. Dr. Curry stated that the agency did not know at this time. However, staff could look into the getting an update to the Board on the cost savings to districts.

Dr. Graham then went on to state that Illinois would be receiving the following with the enhanced system:

- Assessments in all federal and state required grades and subjects that are aligned to the Illinois Learning Standards through Assessment Frameworks;
- Norm-referenced and criterion-referenced scores;
- More detailed score reporting based on specific reporting categories correlated to student achievement;
- Vertically aligned scaled scores across the grades;
- Bridge study to equate the past and new assessments;
- Good information about the norming population and its congruence to the Illinois student population;
- New accommodations for LEP students including reader scripts, CDs, audiocassettes, and bilingual glossaries;
- User-friendly electronic and paper reporting and assistance to LEA's for interpreting and using data to make appropriate programmatic decisions;
- 10% release items per year/on-line sample

	<p>tests/pilot of on-line assessment; and</p> <ul style="list-style-type: none"> <li>• One primary contractor as point of contact and responsible party for the entire system.</li> </ul> <p>Several Board members then inquired as to where the agency stood in the process of the contract. Dr. Curry stated that the RFSP has been issued and the agency received three responsive bidders. Mr. Wood stated that a letter was sent out to each bidder clarifying ISBE's expectations with regard to the contract. According to Mr. Wood, staff received information back from the bidders in response to the clarifying information. However, he stated that at the time of the meeting, there was still one outstanding bidder. Lastly, he said that staff would be meeting with the bidders in the next week.</p> <p>Mr. Gidwitz then inquired about the extended response turn around time. Dr. Curry stated that the extended response items and return time are part of the negotiations. Ms. Karon asked if the agency specified the timeframe. Dr. Curry stated that it was specified that the agency wanted a return date by June 1 with the latest testing date possible that would allow that to happen.</p> <p>Dr. Schiller then stated that he and staff would continue to update the Board throughout the process.</p>
<p><b><u>Recess for Lunch</u></b></p>	<p>Dr. Steiner stated that the discussion portion was complete and the Board would come back to take action on the items, as needed. She then announced that the Board would recess for lunch and go into Executive Session. Dr. Steiner asked Ms. Karon to read the motion. Ms. Karon therefore moved that the Illinois 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"> <li>• Section 2 (c) (1) for the purpose of discussing information regarding appointment, employment, compensation, discipline, performance, or dismissal of an employee.</li> <li>• Section 2 (c) (11) for the purpose of discussing litigation.</li> </ul> <p>The motion was seconded by Dean Clark. The Board officially recesses and went into Executive Session at 12:00 p.m.</p>

<p><b><u>Reconvene</u></b></p>	<p>At 1:15 p.m. Dr. Steiner reconvened the meeting and stated that the Board would begin the afternoon with Public Participation.</p>
<p><b><u>Public Participation</u></b></p> <p><b><u>Ryan Robinson, Illinois FFA President</u></b></p> <p><b><u>Kenan Peters, Illinois FFA Vice President</u></b></p> <p><b><u>Rachel Baum, Illinois FFA Reporter</u></b></p>	<p>Dr. Steiner requested that public participants from the Illinois FFA come forward to speak.</p> <p>Ryan Robinson commenced by stating that he would discuss the importance of agriculture education and the effect that it has on thousands of students' lives across the State of Illinois. According to Mr. Robinson, the Agricultural Education departments around the state are comprised of three integral components: education classes, the FFA organization, and supervised agricultural experiences.</p> <p>Kenan Peters then went on to state that the National FFA is the largest youth organization in the nation with over 464,000 members. Mr. Peters stated that as an organization, the FFA encourages leadership, growth, and career success through agricultural education. In closing, he stated that there are many benefits that stem from being a member of the FFA, including the opportunity to be present to address the Board about agricultural education, what it means to him and the more than 25,000 Illinois FFA students.</p> <p>Rachel Baum proclaimed that while the activities in the agricultural education department are thought of as extracurricular, the activities are actually inter-curricular. According to Ms. Baum, students are able to take what they learn in the classroom and apply it to real world situations. She stated that students can also apply their experiences to a future job situation or toward continued studies in the field at a college or university.</p> <p>Mr. Peters then asserted that with all the activities and projects, the FFA is fortunate to have the agricultural education line item to support the 25,000 Illinois agricultural and horticultural students as well as some 218, 783 pre-kindergarten to adult students who are provided with materials to support agricultural literacy. According to Mr. Peters, the line item spends less than \$7.77 per students to provide an agricultural education that can be used in their futures as adults. He said that it</p>

is important to teach students that agriculture is not just about farming but obtaining an awareness of the foods that they eat and what happens to them before they get the store.

Ms. Baum stated that through the funding, classrooms have purchased technology to enhance student projects. She stated that at her high school, the computers and digital cameras are not just used in the Agricultural Department but in the Math and Science classes as well. Therefore, the whole school benefits from the technology. Ms. Baum concluded by offering her appreciation to the State Board and the Governor for maintaining the Agricultural Education line item separate from the other line items and recognizing the importance of Agriculture Education in the State of Illinois.

She then stated that the Illinois FFA members would welcome questions and/or if the Board had any. Beverly Turkal stated that she was very proud of each of the students and the leadership that they have expressed at such a young age.

Dean Clark asked students to tell a little bit about the high schools that they represent. He expressed that he was especially curious about Mr. Peter's high school which has the last operating farm in Chicago. Ms. Baum commenced by stating that she attended Clinton High School where she was a part of the agriculture program for four years. She stated that the focus at her high school was on production. However, the school is starting to diversify into agriculture and horticultural. Board Chair Janet Steiner then shared that she also attended Clinton High School.

Mr. Gidwitz then requested that the students share their plans for the year. Mr. Robinson stated that each of them graduated from high school and attends college. However, they took a year off from college to travel throughout the State of Illinois to each chapter in Illinois in the attempt to recruit students in all Illinois schools. He stated that they also planned their annual FFA conference in the winter and in the spring will host chapter banquets.

Mr. Gidwitz then asked the students to share their most memorable experiences. Each of the members shared

**Diane Johnson,**  
**Teacher, Rockford**  
**District 205**

that their most memorable moments stem from the chapter banquets and visits. Mr. Peters particularly shared that a student told with him that what he said in his speech would stay with him the rest of his life.

Dr. Steiner then inquired of Mr. Robinson where he attended high school. He stated that he attended Sullivan High School in a town of 4500 with 60 FFA members. Mr. Peters stated then stated that he attended Chicago Agriculture Science High School. He said that the FFA chapter has 605 members this year and every student that attends the school is a FFA member. He also shared that the school has set up career pathway, which are similar to majors in which students choose a pathway to study for two years. Internships are also available for students to pursue in these pathways.

Dr. Steiner then thanked the students again for coming to present their information and experience to the Board. Mr. Robinson then extended to the Board an invitation to attend their FFA conference in Springfield at the Prairie Capital Convention Center on June 8-10. He also stated that the Board was welcome to visit their new FFA office on Dirksen Parkway, across from the Northfield Inn & Suites.

Dr. Steiner then requested that Diane Johnson of the Rockford School District #205 come forward to give her comments to the Board. Ms. Johnson introduced herself as a Physical Education (P.E.) teacher who has taught in the district for 31 years. She was joined by Glen Patterson, a fellow P.E. teacher. She stated that she wanted to address the Physical Education waiver from her school district on behalf of the 110 P.E. teachers in the district and the thousands of children in her district. According to Ms. Johnson, childhood obesity is rising at an alarming rate as the percentage of obese children in and teenagers in the United States is about 13%. (Please see attachment.)

Ms. Johnson then proclaimed that Rockford's request for a P.E. waiver would not align with the Governor's Education plan which, according to Johnson, states that the goal of his administration is to encourage an overall active lifestyle for students through an improved Physical Education curriculum. Ms. Johnson said that this P.E.



**Rebecca Smith, PE  
Teacher, Rockford  
District 205**

curriculum is important for students to have as all of them are not a part of athletics. She further stated that our nation has expressed the importance of regular fitness activity by the growth in fitness centers in communities and at places of employment. In concluding, she stated that we must not give the message to students that academic success is more important than physical fitness and health. Ms. Johnson then thanked the Board for the opportunity to speak on her issue.

Dr. Steiner then announced that the next public participant would be Rebecca Smith, who was also from the Rockford School District. As Ms. Smith was coming to the table, Mr. Sandsmark stated that he did not believe that people understand how the waiver process works. He stated that the waivers come to ISBE but the Legislature approves or disapproves the waivers. Dr. Schiller concurred and stated that the Legislature exclusively makes the decisions with regard to waivers. Mr. Sandsmark then asserted that ISBE has in the past provided comments to the waiver submissions stating that they should not be approved. However, ISBE was ignored.

Ms. Smith then introduced herself as a PE teacher from Rockford. She was accompanied by Sue Johnson. Ms. Smith stated that she was present to discuss the PE Waiver submitted by Rockford School District 205 for grades 6-12. Ms. Smith asserted that her school districts did not submit with the waiver request the petitions against the PE waivers. According to Ms. Smith, 1700 signatures were gathered on the petitions and submitted to the school district on February 24. Ms. Smith also asserted that 12-15 individuals spoke at a February 9 meeting in support of the PE waivers, a meeting that they did not receive notification to attend. There was a host of teachers, doctors, and other professionals prepared to speak against the waivers. However, they were not provided proper notification of the open meeting date.

According to Ms. Smith, the district personnel were found to be out of compliance with hearing regulations in the past but still were granted a PE waiver under former State Superintendent Glen McGee in March of 2001. She also stated that the district did not follow through with the

**Peg Agnos,**  
**Executive Director**  
**of LEND**

established guidelines of the existing PE waiver. Yet, the district is requesting another 5-year waiver. As an example, she stated that six graders are being allowed to “opt out” of PE to take band instead. However, the waiver is currently for grades 7-12. In conclusion, Ms. Smith then went on to explain the contents of the packet she provided the Board (petitions, letters, etc—please see attached).

Dr. Steiner then thanked Ms. Smith and encouraged her to meet with her legislators. Ms. Smith stated that they also have a meeting set up over at the Capitol as well. Ms. Smith then asked what happens to the requests once they meet the process and whether any request is denied if it does not meet the process. Dr. Steiner replied by stating that ISBE can make a recommendation but the action lies with the Legislature. Mr. Sandsmark stated that a lot of time was put into the waiver process in the past to no avail. Mr. Gidwitz added that in the past the Board has stated that unless there is a compelling reason, such as the reconstruction of a school’s gymnasium, PE waivers should not be granted.

Dr. Steiner then called for the next public participant: Peg Agnos. Ms. Agnos stated that she came before the Board in hopes of starting a dialogue and partnership between ISBE and the Legislative Education Network of DuPage (LEND) organization. She stated that in her 10 years serving for LEND she has been not only the Executive Director but registered lobbyist and Research Director. Ms. Agnos further asserted that the this year LEND formed a committee structure. According to Ms. Agnos, the LEND federal relations committee has been working with the congressional delegation to better understand No Child Left Behind and to also provide to Congresswoman Biggert and Congressman Hyde (sp) the limitations and challenges LEND believes that they have been faced with as a result of the NCLB Act.

Ms. Agnos proclaimed that LEND is pleased to see the recommendation of the State Superintendent to move more toward the Wyoming plan in terms of alternate AYP calculations. According to Ms. Agnos, the Wyoming Plan states that a school fails to meet AYP if they have not successfully met AYP in the same content area for two consecutive years. She stated that many of the LEND members have focused on advocating for adjustments to

**Leo Sherman,**  
**Superintendent of**  
**Iroquois West**  
**CUSD #10**

be made to the AYP alternate calculations. According to Ms. Agnos, using a plan such as the Wyoming Plan would decrease the number of ways to determine if a school has met AYP. She then said that she understood that the process of AYP calculations is a work in progress and she hoped to work with the State Board during this process.

Ms. Agnos then offered the LEND recommendation for calculating AYP. She stated that in order for a school to be considered as failing, it must fail to make AYP in the same subgroup and category for two consecutive years. She then said that it is understood by LEND that there are some legal issues as well as issues with the Department of Education and the congressional delegation. However, there is some flexibility according to the federal government. In concluding, Ms. Agnos stated that she would prepare the LEND recommendation in an acceptable format for the Board to review. She also asserted that LEND would take Dr. Schiller's recommendation of looking at the Administrative Rules in light of the LEND concerns and recommendations.

Dr. Steiner then requested that Leo Sherman, Superintendent of Iroquois West come forward to speak. Mr. Sherman stated that he was not present to protest the Appeals Advisory Committee Recommendation but to encourage the Board to follow up on the issues surrounding the Iroquois appeal. The issues were testing and being held accountable at the middle and high schools and district level for students residing at Onarga Academy, a residential facility in the small district of Iroquois West, who attend the Nexus Education Center, an on-site facility operated by the special education cooperative since the beginning of the residential program.

According to Mr. Sherman, the testing scores of the residential facility significantly impact his small district as the residential facility is 25% of the total testing population. He stated that in 2003, his district's overall score decreased by 10% due to the inclusion of the residential facility test scores. While the districts still met AYP, they are concerned for the upcoming years as the growth percentage increase. Dr. Schiller stated that he believes that this concern is a valid one and an issue that

	<p>should be looked at as this is a situation in which one group may disproportionately influence the whole school.</p> <p>Several of the Board members then inquired about the population of the facility. Mr. Sherman said that the facility is for sex offenders and for those that have been sexually abused. He said that the district does not run the facility. The special education cooperative runs the facility. However, the district does sit on the board. Therefore, while the district has some responsible for the facility, the facility independently runs its financial and educational operations.</p> <p>Mr. Gidwitz then posed the question, if a school district doesn't control a population, is there some way to change the way the cooperative is run? Lou Ann Reichle, ISBE counsel, stated that the difference in the relationship between the district and this facility is that most of the students involved are wards of the state. If students are in a facility but still under parental control, their scores would be sent back to their districts. However, since the students at the residential facility are wards of the state, they are considered residents of Iroquois district.</p> <p>Dr. Schiller reiterated that this issue is an important one to explore and resolve as Iroquois West may not be the only district affected by such circumstances. The Superintendent stated that the agency must look into this issue so that districts are not hurt by circumstances such as these.</p> <p>Superintendent Schiller then asked Mr. Sherman if all of the students had IEPs. Mr. Sherman stated that most of the students do indeed have IEPs. Dr. Schiller then responded by saying that the route the agency may need to explore is the flexibility that the federal law provides with regard to states being able to file a petition for a waiver in light of the large numbers of special education students in their populations. Dr. Schiller stated that there may be other avenues to explore as well. Dr. Steiner then thanked Mr. Sherman for bringing the issue to the Boards attention. Mr. Sherman then offered his assistance on working through a solution for not only Iroquois West but for all districts that might be affected by such an issue.</p>
<b>Approval of</b>	Dr. Steiner then requested a motion to approve the

<b><u>Minutes</u></b>	February 18, 2004 minutes. Dean Clark moved that the Illinois State Board of Education approve the minutes of the February 18, 2004 meeting as published. The motion was seconded by Ronald Gidwitz. The motion passed as all members present voted yes.
<b><u>Action Items</u></b>	Dr. Steiner then stated that the Board would move onto the action items. She said that she would ask the Superintendent to summarize each item on the agenda, ask for a motion and second, allow for further discussion as needed, and then request that the Board take appropriate action.
<b><u>Approval of Additional Supplemental Educational Service Providers</u></b>	<p>The first item for Board action was the Approval of Additional Supplemental Educational Service Providers. Dr. Schiller stated that as discussed in the Education Policy Planning Committee meeting and during the discussion portion of the meeting, he recommends that Dolton West School District 148 be approved as a SES provider.</p> <p>Dr. Steiner then requested a motion to approve Dolton as a provider. Mr. Gidwitz made the following motion:</p> <p>Whereas the No Child Left Behind Act of 2001 requires that the State Board of Education promote maximum participation of supplemental educational service providers and maintain an updated list of approved providers, I move that the Dolton West School District 148 be approved for addition to the Illinois list of approved supplemental educational service providers.</p> <p>Dean Clark seconded the motion. As there was no further discussion, Dr. Steiner requested a roll call vote. The motion passed as all members present voted affirmatively.</p>
<b><u>Appeals Advisory Committee Recommendations</u></b>	Dr. Steiner then requested that Dr. Schiller summarize the Appeals Advisory Committee Recommendations. Dr. Schiller stated that there would be three different motions for the Board to consider. He said that the recommendations were discussed in the Education Policy Planning committee and with the entire Board. Dr. Steiner then requested a motion concerning Iroquois West #10. Joyce Karon then moved that the Illinois State Board of Education support the State Superintendent's recommendation regarding Iroquois West #10 to: 1)allow the district to correct any data reporting errors in student enrollment and participation rates for the middle school and high school reflected in the 2003 test results,

2) maintain the reporting of scores for NEXUS students at Iroquois #10 and retain the current AYP status of the schools in the district, and 3) authorize the State Superintendent to consider the issue of students' scores and the impact from large residential facilities upon small local school districts, and the possible use of cooperatives or joint agreements for accountability purposes when appropriate. The motion was seconded by Ronald Gidwitz.

As there was no discussion on the motion, Dr. Steiner requested a roll call vote. The motion passed as all members present voted yes.

Dr. Schiller then asserted that his recommendation concerning East Alton—Wood River District #14 was in concert with the recommendation of the Appeals Advisory Committee. Dr. Steiner then requested a motion from the Board concerning East Alton. Richard Sandsmark then moved that the Illinois State Board of Education support the State Superintendent's recommendation regarding East Alton—Wood River District #14, to affirm the determination that the high school did not make AYP last school year, due to the insufficient overall participation rate in 2002-2003. Ronald Gidwitz seconded the motion. There was no discussion on the motion. The motion passed as all members present voted yes. (Judith Gold was not present for this vote.)

Dr. Steiner then requested Dr. Schiller to summarize the appeals from Chicago. Dr. Schiller stated that there were several issues brought up for appeal by Chicago School District #299. He further asserted that his recommendations were in concert with the Appeals Advisory Committee on issues #2 and #3 but not on issue #1 as the committee's recommendation was not aligned with the federal law.

Greg Kazarian then requested that the Chair take notice that he had to leave the meeting for a short while. He stated that he would return.

Richard Sandsmark then requested that Chair Steiner allow him to read a letter that was submitted for public participation concerning the first issue from Chicago. Before the letter was read, Dean Clark made the motion

that the Illinois State Board of Education support the State Superintendent's recommendation regarding Chicago Public School District #299, to retain the 47 Chicago schools in question in their current School Improvement status for the 2003-2004 school year. As a result, the 47 schools in question must offer public school choice and SES as provided by NCLB for the remainder of this school year, and must proceed on the accountability pathway in school year 2004-2005 to corrective action status; pending adequate yearly progress results in 2004.

Dr. Steiner then permitted Mr. Sandsmark to read the letter. In the letter Arne Duncan expressed his disappointment with ISBE's decision to decline the Chicago Public Schools' request to grant an additional year of School Improvement to 47 Chicago schools. According to Mr. Duncan, these schools were not properly notified by ISBE of their status in their first year on School Improvement in 2002-2003. (Please see the letter attached).

Mr. Gidwitz then requested, if the motion passes, that information be provided to Chicago which supports the recommendation and action on the part of the Board. Dr. Schiller then requested that Lou Ann Reichle discuss the guidance that was provided concerning this issue. Ms. Reichle stated that on February 6, 2004, the federal government issued guidance that asserts that a state is to give the academic results to school districts by the beginning of the school year. If the results are not given at the beginning of the year, the school district must offer choice as soon as they get notification.

Mr. Gidwitz then requested that information also be provided in the notification letter regarding the Board's decision on this issue as the amount of time Chicago has been in school improvement status, as they have been in this status since 1999 and even before. Therefore, the district should have been knowledgeable that they had the requirement to offer supplemental educational service and choice. Thus, according to Mr. Gidwitz, regardless of guidelines that are currently being established, these schools should have been receiving some kind of support already.

	<p>As there was no further discussion on issue #1, Dr. Steiner requested a vote on the motion. All members present voted yes. Thus, the motion passed.</p> <p>Dr. Steiner then requested a motion on issue #2. Ronald Gidwitz moved that the Illinois State Board of Education support the State Superintendent's recommendation regarding Chicago Public School District #299, to reject the appeal on the inclusion of LEP subgroups in the calculation of AYP for the 2002-2003 school year. The motion was seconded by Dean Clark. There was no discussion on the issue. Therefore, the roll was called at the request of the Chair. The motion passed as all members present voted affirmatively.</p> <p>Dr. Steiner then requested a motion on issue #3. Joyce Karon then moved that the Illinois State Board of Education support the State Superintendent's recommendation regarding Chicago Public School District #299, to reject the appeal on changing the enrollment cut-off date for students in year-round schools, given that this issue is outside the scope of the committee's authority under the School Code. The motion was seconded by Beverly Turkal. Dr. Schiller then stated that this was an issue involving start and finish dates for year-round schools. Chicago was attempting to petition the state to allow for a longer cutoff date to determine which students would be considered as being full-time and fully-enrolled in the school. However, Dr. Schiller stated that there cannot be a floating cutoff date. Each school in the state must be held to the same standard. The current cutoff date is in line with the Fall housing data submission, which is September 30. Once the discussion was complete, Dr. Steiner requested a roll call vote. All members voted yes. Thus, the motion passed.</p>
<p><b><u>Approval of Student Racial/Ethnic Categories for State Testing and AYP Calculations</u></b></p>	<p>Dr. Steiner then stated that the next item for Board action would be the Approval of Student Racial/Ethnic Categories for State Testing and AYP Calculations. She requested that a motion be made regarding the recommendation to include the multi-racial category and add the category as a subgroup. Dean Clark made the following motion:</p> <p>Whereas Illinois is entering its second year of implementing the provisions of No Child Left Behind, and Whereas the underlying accuracy of student data is</p>



	<p>critical to the fairness of NCLB reporting, I therefore move that the state use multiple racial/ethnic codes to more accurately collect and reflect student data, and I further move that these data be aggregated into a multi-racial/ethnic reporting category to be counted in Adequate Yearly Progress calculations for subgroups of 40 or more students.</p> <p>The motion was seconded by Ronald Gidwitz. Dr. Steiner then allowed for further Board discussion. Beverly Turkal stated that she understood the rationale behind the proposed recommendation. However, she said that she still has concerns which involve creating addition categories. Therefore, she wanted the Board to know that these concerns would affect her vote. As there was no further discussion, Dr. Steiner requested the vote. The motion carried as all members present voted yes, with the exception of Ms. Turkal voted no.</p>
<p><b><u>Approval of AYP Calculations</u></b></p>	<p>The next action item was the Approval of AYP Alternate Calculations. Dr. Schiller stated that as discussed and reviewed, this would be an opportunity for Illinois to revise the AYP calculation to determine that schools fail to meet AYP when they have failed to make adequate progress in the same content area for two consecutive years. Ronald Gidwitz then made the following motion:</p> <p>Whereas Illinois is entering its second year of implementing the provisions of No Child Left Behind, and Whereas we have an opportunity to modify the state's Accountability Workbook by April 1 of this year, and Where as we have data showing that several schools in the state would benefit from a modification to the Accountability Workbook,</p> <p>I therefore move that the state plan be modified to say that in order for a school or district to be classified as being in need of improvement, it must fail to make Adequate Yearly Progress for two consecutive years in the same content area.</p> <p>The motion was seconded by Dean Clark. As there was no discussion on the item, a request was made for the roll to be called. The motion passed as all members present voted affirmatively.</p>
<p><b><u>Approval of 2005 Test Dates</u></b></p>	<p>The next item for Board consideration and action was the Approval of the proposed 2005 Test Dates. Dr. Schiller stated that his recommendation would be to maintain the</p>

PSAE testing and makeup dates as they are and modify the ISAT and IMAGE testing dates slightly, all with the intent of getting data back sooner for the purposes of calculating AYP.

Dr. Steiner then requested a motion on the testing dates. Ronald Gidwitz moved that the Illinois State Board of Education approve the following 2005 Test Dates:

ISAT	March 7-18
PSAE	April 27-28; make ups on May 11-12
IMAGE	March 7-18
2 <sup>nd</sup> Grade	March 29-9

In order to allow for earlier notification with regard to districts' AYP status, the results for reading and math scores shall be returned in June with the remaining subject area scores being returned in July, as per normal reporting dates.

He further moved that ISBE begin the process for a rule change with regard to shortening the 45 day time frame districts have to notify the agency of any discrepancies in the testing data. 23 Illinois Administrative Code 1.50(d) currently states that each school district shall verify the accuracy of the score information received and shall notify the State Board, within 45 days after receipt of data from the Board, of any discrepancies identified in the data.

The motion was seconded by Richard Sandsmark.

Joyce Karon then asked if the Board had come up with an alternative to the 45 day time frame districts currently have to submit data corrections. Dean Clark responded by stating he was under the assumption it would be lessened to about 10-15 days. Dr. Schiller stated that staff and he would be discussing this as well as taking this issue to the ROEs and advisory groups as the rules are developed.

Mr. Gidwitz then stated that it would be his hope that in negotiations with the testing contractors, an agreement could be reached to allow for an early return of the testing data with later testing dates for each assessment.

As there was no further discussion, Dr. Steiner requested

	<p>the roll call vote. The motion passed as all members present voted yes, with the exception of Dr. Steiner who voted present. She stated that she voted present because the whole time she has been on the Board, the Board has discussed this matter and nothing has been resolved.</p>
<p><b><u>Adoption of Academic Early Warning and Watch Lists</u></b></p>	<p>The Adoption of the Academic Early Warning and Watch List was the next item for Board action. Dr. Schiller stated that he recommended that the Board adopt the determinations set for each schools' status for the purpose of complying with state law and offering the schools the assistance that they need.</p> <p>Dr. Steiner then requested a motion on the adoption of the lists. Dean Clark moved that the Board adopt the status groups designating Academic Early Warning and Academic Watch status for the 2003-2004 school year. He further moved that the Board approve the removal of the schools from Academic Early Warning status that have met Adequate Yearly Progress requirements for two consecutive years. The motion was seconded by Joyce Karon.</p> <p>There was no discussion on the motion. As requested, a roll call vote was taken. All members present voted yes. Therefore, the motion passed.</p>
<p><b><u>Authorization of Rules for Adoption: Parts 27, 29, and 350</u></b></p>	<p>The next item for Board consideration was the authorization of Rules for Adoption. Dr. Steiner requested a motion to authorize the adoption of the rules. Richard Sandsmark moved that the Illinois State Board of Education hereby adopt the proposed rulemaking for:</p> <p>Standards for Certification in Specific Teaching Fields (23 Illinois Administrative Code 27); Standards for Administrative Certification (23 Illinois Administrative Code 29);and Secular Textbook Loan (23 Illinois Administrative Code 350).</p> <p>He further moved that the Illinois State Board of Education authorize the State Superintendent of Education to make such technical or nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules. The motion was seconded Dean Clark. The call vote was then taken. The motion passed</p>

	as all members present voted yes.
<b><u>Approval of 2004 School District Financial Profile Designations</u></b>	Dr. Steiner announced that the next item for Board consideration was the Approval of the 2004 School District Financial Profile Designations. Joyce Karon moved that the Illinois State Board of Education approve both the 2004 School District Financial profile designations based on 2003 data and the revised 2003 School District Financial Profile based on 2002 data. The motion was seconded by Ronald Gidwitz. There was no discussion on the motion. Therefore, Dr. Steiner requested the roll be called to vote on the item. The motion passed as all members present voted affirmatively for the approval of the 2004 School District Financial Profile Designations.
<b><u>Approval of State Superintendent's Recommendation concerning East St. Louis School District #189's Petition to Dissolve the East St. Louis Board of Education Financial Oversight Panel</u></b>	The Approval of the State Superintendent's Recommendation concerning the East St. Louis School District #189's Petition to Dissolve the East St. Louis Board of Education Financial Oversight Panel was the next item for Board consideration. Ronald Gidwitz stated that in the best interest of the students of East St. Louis School District #189, he moved that the Illinois State Board of Education deny the East St. Louis School Board's Petition for Dissolution of the East St. Louis District #189 Financial Oversight Panel. He further moved that Financial Oversight Panel remain in place through its duration until October 2004.
<b><u>Acceptance of ISBE Monthly Reports</u></b>	Dr. Steiner then requested a motion to accept the ISBE Monthly Reports. Richards Sandmark moved that the Illinois State Board of Education accept the financial, agency operations, and budget status reports presented during the March 2004 meeting. The motion was seconded by Joyce Karon. Dr. Steiner then asked if there were any questions on the reports. Mr. Sandmark stated that the reports were reviewed in the Finance and Audit Committee meeting on the previous day. Dr. Steiner requested the roll to be called for the vote. The motion passed as all members present voted to accept the ISBE Monthly Reports.
<b><u>Approval of Superintendent's Quarterly Travel Analysis (Nov. 2003—Feb. 2004)</u></b>	The Approval of the Superintendent's Quarterly Travel Analysis was the next action item. Dr. Steiner requested a motion to approve the Superintendent's Quarterly Travel Analysis. Richard Sandmark moved that the Illinois State Board of Education approve the quarterly travel analysis of the Superintendent for the months of November 2003—February 2004. The motion was seconded by Dean



<p><b><u>Ronald Gidwitz,</u></b> <b><u>JEC</u></b></p> <p><b><u>Bev Turkal,</u></b> <b><u>Governmental</u></b> <b><u>Relations</u></b></p>	<p>Board's position in relation to the Governor's proposed budget.</p> <p>Ronald Gidwitz stated that the Joint Education Committee has not had a meeting. Therefore, he did not have anything to report.</p> <p>Bev Turkal then requested that Peter Leonis come forward to provide the Governmental Relations Committee report. Mr. Leonis commenced by stating that the Senate hearing held in Elmhurst was very telling in that many individuals had several questions with regard to the Governor's Education Plan. He added that many of the questions involving details surrounding the Capital Development Board proposal could not be answered. Some of the questions were on classroom shortages and shared use facilities. Beverly Turkal then asked Mr. Leonis if there were other concerns that were expressed. Mr. Leonis responded by stating that there were concerns as to who would handle the architecture as well as how the shift in priorities would be handled. With regard to the latter, many inquired as to what would happen to schools who had already applied for funding.</p> <p>Mr. Leonis stated that the Superintendent and Mr. Gidwitz did a good job at the hearing on SB 1074 of presenting the facts surrounding the need for the current Certification Board to be kept in place. He stated that the Speaker doesn't want to turn over the Certification Board strictly to the teacher's unions.</p> <p>According to Mr. Leonis, the house has not taken up the Governor's education proposals at all and he is not certain of what their plans are. However, as stated, the senate held the second of three hearings on the Governor's proposals.</p> <p>As far as other legislation, Mr. Leonis stated that a whole set of bills would be going through chambers. These include:</p> <ul style="list-style-type: none"> <li>• The School Construction Bill (which failed that afternoon),</li> <li>• The proposed graduation incentives,</li> <li>• The proposal to raise the GSA by \$250,</li> <li>• The proposed appeal to the method of proration for poverty grants, and</li> </ul>
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	<ul style="list-style-type: none"> <li>• The proposal to limit P.E. Waivers.</li> </ul> <p>Richard Sandsmark then raised a question about financially distressed schools and the different accounting practices. Mr. Leonis responded by stating that last year staff discussed drafting legislation about requiring that districts all have the same accounting method. Mr. Sandsmark stated that as a Board, it will be important to continue to look into this.</p> <p>Mr. Leonis presented the Board with a list of Administrative Rules that could be immediately removed from the school code as the rules no longer apply to current ISBE operations. He stated that staff will be meeting with the Administrative Rules Work Group to discuss the need for the current rules and how the current process can be streamlined. (Please see attached list.)</p>
<b><u>Other Information</u></b>	Dr. Steiner then requested that the Board review the Monthly Status Report on Rulemaking.
<b><u>Adjournment</u></b>	She then requested that a motion be made to adjourn the meeting. Ronald Gidwitz moved that the Illinois State Board of Education adjourn the March 25, 2004 Board meeting. The motion was seconded by Dean Clark. The meeting officially adjourned at 2:45 p.m.
	<p>Please contact the Illinois State Board of Education office in Springfield at 217/782-7497 for an audio tape of the meeting.</p> <p style="text-align: right;">Respectfully Submitted,</p> <p style="text-align: right;">_____ Richard Sandsmark Secretary</p> <p style="text-align: right;">_____ Dr. Janet Steiner Chair</p>

**Administration and Return of Scores  
For States Using Constructed Response Items  
Based on the Fall 2002 Annual Survey provided by the CCSSO**

<u>State</u>	<u>Administration</u>	<u>Return Scores</u>
AK	March	May
AR	April/May	August
AZ	April/May	August/Sept
CA	Golden State-Jan Standardized-March-May	May July
CO	Feb/March	July
GA	Writing-Jan	May
ID	Writing-Jan ITBS	April Dec.
IN	Sept/Oct	Dec.
KS	March	May
KY	Writing Portfolio-March NRT-April	September Aug
MO	April/May	Aug-Nov
NY	State testing--Jan	May
OR	Feb.	April
NM	Writing-March	May
TX	Oct.	Dec.
WV	Writing—March	August





# Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001

Dr. Janet Steiner  
Chair

www.isbe.net

Dr. Robert E. Schiller  
State Superintendent of Education

March 2004

## MEMORANDUM

**TO:** State Board of Education

**FROM:** Robert E. Schiller *Robert E. Schiller*

**SUBJECT:** Petition by the Board of Education for East St. Louis School District 189 (Board) for Dissolution of the East St. Louis School District 189 Financial Oversight Panel (FOP)

In August 2003, the Board of Education for East St. Louis School District 189 (Board) petitioned the Illinois State Board of Education (State Board) for dissolution of the East St. Louis School District 189 Financial Oversight Panel (FOP) on June 30, 2004, pursuant to section 1B-5 of the Illinois School Code (105 ILCS 5/1B-5) and requested a hearing to present its case for dissolution.

As a result of this Petition for Dissolution (Petition), State Board heard testimony from the Board's counsel Becker, Paulson, Hoerner & Thompson, P.C. and from the FOP's counsel Brown, Hay & Stephens regarding dissolution of the FOP. Following this oral testimony, the State Board accepted written replies and supplemental materials from both parties.

The School Code provides for a financial oversight panel to remain in existence for not less than 3 years nor more than 10 years from the date the State Board of Education grants the petition under Section 1B-4 (105 ILCS 5/1B-4) to establish the FOP. If after three years the school district has repaid all of its obligations resulting from emergency financial assistance and has improved its financial situation, the board of education may petition the State Board to dissolve the financial oversight panel, terminate the oversight responsibility, and remove the district's certification under Section 1A-8 (105 ILCS 5/1A-8) as a district in financial difficulty. In acting on such a petition, the State Board shall give additional weight to the recommendations of the State Superintendent and the FOP. East St. Louis School District 189 Financial Oversight Panel did not receive state emergency financial assistance and there is nothing to repay.

## **BOARD TESTIMONY**

In its Petition, the Board establishes the fact that the FOP was created in October 1994, as a result of the Board's failure to comply with its financial plan. The Board further establishes the fact that since 1995, the East St. Louis School District 189 has not only complied with its financial plan and maintained a balanced annual budget but also received the highest possible financial profile status (Financial Recognition) issued by the State Board in 2003. The Board asserts that its financial performance over the past several years coupled with its current financial profile status demonstrates that it is no longer in financial difficulty within the meaning of section 1A-8 and therefore seeks dissolution of the FOP, termination of the oversight responsibility, and the removal of the financial certification.

In its testimony, counsel for the Board asserted that section 1B-5 provides only two criteria that warrant dissolution – repayment of all state emergency financial assistance and improved financial status. Counsel argued that the statutory language “In acting on such petition the State Board shall give additional weight to the recommendations of the State Superintendent and the Financial Oversight Panel” did not create a third criteria for dissolution but merely required the State Board to consider the recommendation of the State Superintendent and the FOP concerning whether or not the emergency funds have been repaid and as to whether the financial situation of the district is improved. Counsel further points out that the district has dramatically improved its financial situation over the past several years - it has complied with its financial plan, maintained a balanced budget, and achieved the highest possible 2003 financial profile status. Counsel argues that it is nonsensical to maintain an FOP when the district would not qualify for an FOP to be imposed today under the current circumstances. Counsel finally argues that the relationship between the School Board and the FOP is counterproductive and mired in a power struggle over who will make district decisions. While counsel acknowledges and commends the service the FOP that lead to the district's financial recovery, counsel complains that the FOP has increased its involvement in the tenth year seeking legislation to change the district's governance rather than preparing for the day when the district's financial control is returned to those elected by the district residents. Counsel concludes that it is time to dissolve the FOP and transition all financial matters so that the East St. Louis School District 189 is treated like any other school district to be governed by those elected by its residents.

## **FINANCIAL OVERSIGHT PANEL TESTIMONY**

Counsel for the FOP presented testimony recommending that the State Board deny the Board's Petition for Dissolution. Counsel pointed out that important financial decisions would occur between June 2004 and October 2004 such as the development and approval of a Fiscal Year 2005 budget and negotiation of a multi-year union contract. Counsel suggested that had the Board not had FOP oversight during similar decisions relating to Fiscal Year 2004, that financially inappropriate and irresponsible decisions would have been made. Specifically, counsel argues that the Board approaches contract negotiations as a way to “curry favor with the union and constituents.” Counsel argues that the statutory language regarding the districts improved financial condition is not a criteria for consideration by the State Board when determining the Board's Petition but rather that such improvement is a condition precedent to the

filing of the Petition. Counsel argues that the statute does not establish criteria for the State Board to consider but rather leaves such criteria to the discretion of the State Board. The statute leaves the decision entirely to the judgment of the State Board.

Counsel argues that the question of whether the financial condition of the district has been improved is an objective decision which the State Board does not need a recommendation from the FOP or Superintendent to determine. Counsel acknowledges that the financial condition of the district has improved but argues that it has improved despite the Board not because of the Board. Counsel cites the resignation letter of Robert Oakes also referenced by the counsel for the Board to the effect that "there will always be a need for an oversight panel as long as there is an elected Board of Education in District 189. Counsel maintains that history is the best predictor of future conduct and points out several instances of inappropriate financial decisions by the Board.

Counsel points out that an appropriate transition should not occur until the management structure of the finance department and a stable executive administrative team are in place. Counsel finally points out several significant financial decisions that are pending which would benefit from FOP involvement including food service, janitorial, security, and bargaining unit contracts, the health care plan, a district staffing plan, an investment policy, and the FY05 budget.

Counsel concludes that this district is not like any other district because it receives 92 % of its funding from the state and federal sources and because it continues to demonstrate that it cannot manage its resources in a fiscally responsible manner. Counsel recommends that the State Board deny the Petition for Dissolution and instead seek a School Finance Authority for East St. Louis School District 189 to assure that appropriate financial oversight continues.

### **STATE SUPERINTENDENT RECOMMENDATION**

Having considered the law, listened to the testimony of both parties, and reviewed the written record, I believe it is in the best interest of the students, East St. Louis School District 189, and the state to continue Financial Oversight Panel oversight of the East St. Louis School District beyond June 30, 2004. I, therefore, recommend that the State Board deny the Board's Petition for Dissolution of the East St. Louis School District 189 Financial Oversight Panel and that the Financial Oversight Panel remains in place through its duration, October 2004.

While the financial status of the school district has improved, I believe several policy decisions will be decided between June 2004, and October 2004 that have significant financial implications for the school district in the next few years, including food service, janitorial, security, bargaining unit contracts, the health care plan, a district staffing plan, an investment policy, and the FY05 budget, which would benefit from the advice and determination of the FOP.

Further, good management is necessary for effective local governance and therefore any analysis of the district's finances should consider the district's management capacity. A year ago I met with representatives of district management and the Board and asked them to begin to build their management capacity, particularly in the area of finances. To date, there has been little if any

progress toward that goal. It is clear that there is neither a transition plan for district finances between the FOP and the district nor is there evidence the district has sufficient financial management capacity or systems in place to operate a business office or perform and control other important management functions on their own. In addition to the recent resignation of the Superintendent, the following important management positions remain vacant - the Special Education Director, the MIS Administrator, and the Director of Business and Operations. The FOP still operates the district's business office.

The Board and FOP must work together between now and October to establish an effective transition plan to hire appropriate management and financial staff of the district; put in place rational internal financial and administrative policies, procedures and control systems; negotiate all major contracts; and approve a balanced FY05 budget. Further, I re-emphasize the final point in my letter of last year; I strongly recommend the Board redefine their role to focus solely on assuring that appropriate policies and procedures are implemented, that appropriate early warning and reporting systems are established, and that they refrain from daily administrative interventions and operations. I believe the Board should permit the superintendent to administer the district while it focuses on policies and results. Again, I offer my assistance to help the Board receive appropriate training in board operations and board member responsibilities.

Finally, as the East St. Louis Board of Education prepares for its ultimate responsibility for district fiscal oversight and management, it is necessary that a written and detailed plan for the orderly transition, with specific timelines and actions, be developed and submitted to the State Board no later than May 1, 2004. Until the Board demonstrates its capacity, capability and willingness to establish and implement appropriate financial and administrative mechanisms, systems and controls, it will be difficult to show that it can lead and govern the district adequately, judiciously and without exception without some form of state oversight.

**STATE OF ILLINOIS  
STATE BOARD OF EDUCATION**

**In the Matter of:** )  
**The East St. Louis School District No. 189** )  
**Petition To Dissolve the East St. Louis School** )  
**District No. 189 Financial Oversight Panel** )

**FINAL DECISION OF THE STATE BOARD OF EDUCATION**

The matter comes before the Illinois State Board of Education upon the August 2003 filing with the State Superintendent of Education by the Board of Education for East St. Louis School District 189 (Board) a Petition To Dissolve the East St. Louis School District 189 Financial Oversight Panel (FOP) effective June 30, 2004. The Petition was filed pursuant to section 1B-5 of the Illinois School Code (105 ILCS 5/1B-5). The Board of Education for East St. Louis School District 189 requested a hearing to present its case for dissolution.

As a result of this petition, the State Board heard testimony from the Board's counsel Becker, Paulson, Hoerner & Thompson, P.C. and from the FOP's counsel Brown, Hay & Stephens regarding dissolution of the FOP. Following this oral testimony, the State Board accepted written replies and supplemental materials from both parties. The State Superintendent presented his Proposed Recommendation on the Petition and although the parties were given the opportunity to submit exceptions to the Superintendent's Recommendation, neither party chose to do so.

The Illinois School Code requires the State Board to give additional weight to the recommendations of the State Superintendent when acting on such a petition. (105 ILCS 5/1B-5).

**FINDINGS AND RULING**

The Illinois State Board of Education accepts the Recommendations of the State Superintendent of Education. Said document is accepted in full by the Illinois State Board of Education and incorporated herein by reference (see attached Superintendent's Recommendation—Exhibit 1).

Accordingly, the State Board finds:

That the East St. Louis School District No. 189 Petition to Dissolve the East St. Louis No. 189 Financial Oversight Panel is denied.



Janet Steiner, Chair  
Illinois State Board of Education



Richard Sandsmark, Secretary  
Illinois State Board of Education

## **State Board of Education Finance and Audit Committee**

### **FY05 Budget Allocation – Governor’s \$400 M Increase**

The Board Finance and Audit Committee met last week to discuss the FY05 budget. The Committee was unanimous that the \$400 M increase recommended by the Governor was insufficient to fund the basic costs of education let alone to move achievement forward. Despite this belief, they chose a “recommended” allocation of the \$400 M increase to help the Superintendent in continuing discussions with the Governor and GA.

Their main priority was to provide basic funding to schools through a \$150.00 increase to the GSA foundation level and by fully funding all of the Special Education Mandated Categoricals and maintaining the FY04 pro-ration of the non-Special Education Mandated Categoricals. Together these two priorities cost \$366.7 M (\$249.3 GSA and \$117.4 MCats).

The Board Committee chose to allocate \$41 M to Early Childhood (\$15 M), Bilingual Education (\$13 M), ADA Block Grant (\$10 M), and Reading Block Grant (\$3 M). The goal was to continue to fund basic funding (ADA Block Grant) but also selected ISBE priorities that addressed special populations (Bilingual) or programs that could impact achievement (Reading and Early Childhood). Reading also accommodated one of the Governor’s specific priorities.

Other programs that received particular consideration, but eventually no funding, were Extended Learning Opportunities (formerly Summer Bridges), the System of Support, and NBPTS.

In total, programs increased by \$407.7 M and were offset by reductions of ISBE operations (\$4.2 M) and the one year Transition Assistance funds (\$5.2 M).



# Golden Apple Foundation of Rockford

"The Fruits  
of Their  
Labors"



Golden  
Apple  
Foundation

Kim Pipitone, a struggling 7th grade student in 1980, found inspiration, respect and support from Diane Johnson, her Physical Education teacher at Eisenhower Middle School. Today, Kim is a special education teacher in the Solon Springs School District in WI.

Kim credits Diane for her desire to become a teacher. "Diane's ability to connect with me changed my life. Today, I model teaching techniques that Diane used when I was her student."

Diane, a Golden Apple Teacher of Distinction in 1999, is currently the Academy Representative to the Foundation Board and serves as the Golden Apple Academy mentoring co-chair.

The GAF recognizes the impact that teachers like Diane make and the legacy that can be carried on by creating future teachers - "the fruits of their labors."

Golden Apple Foundation of Rockford recognizes and supports teaching excellence in Winnebago County.

For More Information visit our website at: [www.goldenappleofrockford.com](http://www.goldenappleofrockford.com)

Or contact: Tom Barnes Nelson, Executive Director (815) 227-9283

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“Feds Take Aim at Obesity Epidemic”  
“Feds Open Campaign to Battle Obesity”  
“Diabetes, Obesity-Related Illnesses in Children on Rise”  
“Standards to Fight Fat Recommended”  
“Study Finds U.S. Children Getting Fat at a Rapid Pace”  
“Exercise for the Body is Food for the Brain, Study Says”

Ladies and Gentlemen of Board, my name is Diane Johnson and I am a Physical Educator, teaching Physical Education in the Rockford School District for 31 years, currently teaching at Eisenhower M.S. and I wish to address the waiver for Physical Education in Rockford. What I just recited <sup>were</sup> was the headlines from a few of the articles recently printed in our local newspaper. And...I cannot help but think, that similar ones have been printed in newspapers around our nation, for according to the director of the Centers for Disease Control and Prevention, obesity is closing in on tobacco as the nation's #1 underlying preventable killer and will surpass tobacco if current trends continue. According to Health and Human Services Secretary, Tommy Thompson, “We’re just too darn fat, and we’re going to have to do something about it. And Surgeon General David Satcher says the 1<sup>st</sup> step is daily Physical Education for every student.

Childhood obesity has become an epidemic. About 13% of children and adolescents are over weight or obese, more than double the number 2 decades ago. Overweight children are being hospitalized at dramatically rising rates for diabetes, sleep apnea and other diseases obesity causes or worsens. Type II Diabetes has increases by 700% since 1960! Experts blame TV, computer games, and the general lack of physical activity.

Governor Blagojevich, in his State of the State Speech addressed this rising problem in our children. He stated, and I quote, “We will continue to explore strategies and options for a quality fitness-based statewide physical education curricula. The goal of this

administration is to identify physical education curricula that not only engages all students in physical activity, but educates them on the importance of an overall active lifestyle. We have to end the practice of giving schools waivers from offering physical education. We have to start stressing exercise and activity in our schools again.” A Physical Education waiver for the Rockford would most certainly not align with the Governor’s statement. Rockford’s Mayor Doug Scott stated that when you look at the crisis facing our children today it’s clear we have to do more than teach them reading and math. And I quote “It’s why we have to end the practice of giving schools waivers from offering physical education. If he or she doesn’t get enough exercise, it is not only difficult to do well in school, it is difficult to learn the habits you need to live a healthy life.”

So how would all students get their physical activity, how do they meet the state standards, and how will their classroom achievement be affected, if they do not have physical education each day. Most certainly not through after school athletics, for they touch only a small percentage of our students. Athletics, which once was free to participate in now costs a middle school student \$25-\$50 depending on the sport. There are currently 7 sports a student could participate in. That can be cost prohibitive to some. And to participate in high school, the cost goes up. And as to their classroom performance, Dr. John Rotey, clinical associate professor of psychiatry at Harvard Medical School says, “It has come as a big surprise in neuroscience that physical activity is a big promoter for keeping our brains healthy and adaptive. This is the kind of data we need to reverse a growing practice of schools eliminating physical education as a cost-cutting measure.” There is a direct relationship between fitness and brain health. People report of being more alert and better able to think after exercise.”

In no time in our nation’s history have we had more workout centers, not only for public

use, but workout centers and health programs in our businesses. For corporate managers have long known that healthy employees make for better production.

No child left behind, test scores must rise, children having difficulty reading, so new programs are developed to help them, tutors hired, etc. Yet...you are willing to eliminate the only program that teaches our children how to physically live a healthy life. I ask you, do you truly want to grant a waiver that sends a message to our children, yes our future, that physical education is any less important than academic education to their success. I'd say it's one of the most important-a healthy body and a healthy mind!



**SAY NO TO PE WAIVER  
ADOLESCENT OBESITY  
IS ON THE RISE**

**FIT BODIES = FIT MINDS**

**ROCKFORD  
DISTRICT 205  
PE DEPARTMENT**





**MOVING  
INTO THE FUTURE  
WITH LIFE LONG FITNESS**

**ROCKFORD  
DISTRICT 205  
PE DEPARTMENT**



Governor Blagojevich  
207 State House  
Springfield, Illinois 62706

Rebecca L. Smith  
1821 Woodland Lane  
Rockford, Illinois 61107

March 23, 2004

Dear Governor Blagojevich,

I am a Physical Education teacher in District 205. This letter represents the 110 voices of Physical Education teachers in Rockford, Illinois. We circulated petitions, opposing Physical Education waivers, beginning on February 18<sup>th</sup> and presented them to our school board on February 24<sup>th</sup>. We collected over 1700 signatures on the petitions in less than two weeks. We are writing letters and calling the members of the Senate and House education Committee Members. We do not believe a waiver from Physical Education is the solution to our districts financial problems.

As you are aware, Rockford District is trying to renew a Physical Education Waiver for 5 more years. The current 5-year waiver expires in June of 2004. RESA is one of the two middle schools that currently use the waiver. RESA has allowed students to take band class instead of Physical Education class. We have students at RESA that have taken band for grades 6-8.

Now those students that took band for all three years will move to high school. If the Illinois State Board of Education grants this new waiver, those same students could use the new waiver for all 4 years at the high school level. This would mean that a student at the Rockford Public Schools would not take Physical Education class for 7 years!!

The waiver that will expire in June of 2004 was for grades 7-12. How are these students at RESA allowed to take band for grades 6-8? Obviously District 205 does not follow the guidelines of a waiver. Why does a district need a waiver for middle school students?

According to IAHPERD and the Illinois Physical Activity Coalition for Kids, Rockford School District 205 is incorrectly using their waiver. There are 16 Districts on the list for incorrectly using a waiver. There are only 10 Districts on the list for correctly using a waiver. Who is overseeing the Districts that do have waivers and that they are adhering to the waiver policies? Why would the State Board of Education grant another 5-year waiver to District 205, when the district is not following the guidelines set up for the current waiver?

*On January 15<sup>th</sup>, Physical Education teachers throughout Illinois stood up and applauded your State of the State address!* We too believe that "we've got to get our kids more active." Physical Education class is where a lot of our students learn how to swim. Swimming is one of the many important life long skills for a student to learn in Physical Education class.

I am sure you are aware of the fact that poor diet and physical inactivity is now the second leading cause of death. This statistic is according to the federal Centers for Disease Control and Prevention. According to Tommy Thompson, Health and Human Services Secretary, "We're just too darn fat, ladies and gentlemen, and we're going to do something about it." I ask you Governor Blagojevich, "What is the state of Illinois going to do about it?" Is that state of Illinois going to grant a Physical Education waiver to every district that asks for one?

Mayor Doug Scott was in the audience for your State of the State speech, and agrees with your initiative to do away with Physical Education waivers. We have also sent our Mayor a letter along with copies of the petitions against Physical Education waivers. Enclosed is a copy of the signed petitions against Physical Education waivers. Please support our student's rights to daily Physical Education at grades K-12.

Thank you,

Rebecca L. Smith

Illinois State Board of Education  
Glenn W. McGee  
State Superintendent of Education

3-22-01

Mr. McGee,

This letter is in regard to ISBE waiver # WM 199-1167-1 3-9-99 for the Rockford Public School District #205, 201 S. Madison Street, Rockford, Illinois, 61104. After investigation it is my understanding that this application for Waiver or Modification of State Board Rules and/or School Code Mandates *violated* Section 27-6 of the School Code (105 ILCS 5/27 - 6), which is also restated in 23 Illinois Administrative Code, Subtitle A, Subchapter a, Section 1.420 Basic Standards.

The rules for a Waiver or Modification of State Board Rules and/or School Code Mandates under Item #6 of the instructions were *not* followed. Item 6 requires "That the applicant publish a notice in a newspaper of general circulation at least seven days before the public hearing stating the time, date, location and general subject matter of the hearing."

Verification of the public notice cannot be established. This is a matter of public record by checking the Rockford Morning Star for the months of February 1999 and March 1999. This also can be supported by Rockford Board of Education Communications Director, James Jennings (815 966 - 3110), who told me on February 22, 2001, at 5:05 pm that " legal notice was *not* given." I believe Mr. Jennings is retiring in June of 2001 or his job has been eliminated, but they have *absolutely no proof* of a legal notice being given.

Item 6 of the instructions also states that the applicant "gave written notice at least seven days before the public hearing to the affected exclusive collective bargaining agent of the intent to seek approval for a waiver and of the hearing to take testimony from educators."

The Rockford School District did not give written notice at least seven days before the public hearing to the affected exclusive collective bargaining agent, the Rockford Education Association, of their intent to seek approval for a waiver and of the hearing to give testimony from educators. This was verified by the President of the Rockford Education Association, Molly Phalen (815 399-3546) 3600 E. State., Rockford, IL 61108.

There is actually some question as to whether a public hearing for this Waiver even took place. I support this idea with the hearing date stated on the application as February 23, 1999. If you look at the Rockford Board of Education's minutes for that date (February 23, 1999) it says:

#### Discussion Items

The following items were presented to the Board for information only at this time and will appear on March 9, 1999 Board meeting agenda for action:

- \* 2000 - 2001 Academic Calendar
- \* ISBE Waivers: Physical Education/\*Driver Education Fee/ Student Attendance for General State Aid
- \* Contract for Jump on the Bandwagon Digitizing Grant
- \* Illinois State Textbook Loan Program

The application goes on to say that Ronald Epps, District Superintendent, certified that the District has met all the notification and hearing requirements enumerated in Item 6 of the "instructions" and that the Board of Education / Board of Directors of the school identified above approved this application on March 9, 1999. The approval date is the only true statement on the compliance section of this application.

The compliance with Notice & Hearing requirements state that "Any request not meeting the requirement will be returned as ineligible for consideration."

It is necessary to look at the minutes of the March 9, 1999, meeting page 2, states:

Public Hearing RE Waiver for P.E. / Driver Education / Student Attendance in General State Aid

"No one addressed the Board during the public hearing portion of the agenda." No one spoke in regard to any of the three Waivers because the Rockford Board of Education violated the "Compliance with Notice and Hearing Requirements." The public and bargaining unit in Rockford wasn't given the required notice. No one had any idea of a date, time, location, let alone the idea of the general subject matter of these Waivers.

Another discrepancy in regard to the Rockford Board of Education's Waiver # WM 199-1167 the March 9, 1999, minutes say no one addressed the Board. The same Board minutes are void of any Rockford Board of Education member, or District employee giving a (general) description of these Waivers. The agenda for that meeting states in item V. and item XII - C that Mr. Trapp would be speaking for 10 minutes and 5 minutes respectively. No record of Mr. Trapp or anyone else speaking is listed in the March 9, 1999 minutes.

The Rockford Board of Education Executive Summary of March 9, 1999 under the section Purpose / Background says the following: "Although time did not permit this Waiver application to be reviewed by the Board of Education Curriculum Committee or the Instructional Council, they both recommended P.E. Waiver in 1997 and 1998.

The Board of Education Curriculum Committee is made up of Board members and a community representative. The Instructional Committee is made up of District Administrators, appointed community members and appointed teachers representing all three school levels and special education (no Physical Education professionals have been on this committee for years).



The failure of the Rockford Board of Education to have the Instructional Committee review this Waiver (WM 199-1167-1) is just another way in which they did not want public input for this application. The only people that seemed to have knowledge of this waiver were District Administrators at the Board office and the Board members themselves.

It would appear that the Rockford Board of Education and District Superintendent, Ronald Epps, gave false information on their application. They didn't hold a hearing on the date listed on the application. There absolutely was no public notice given for these Waivers in February 1999, March of 1999, or at any time. How can the bargaining agent inform its teachers or anyone if no notice is sent to them? How can the public give testimony if the public notice isn't given?

This waiver should be reversed for these reasons: no public notice, not informing the REA and not having a hearing on the date listed on the application. The question here, was there ever a public hearing?

It is at this point the question has to be asked, "Did the Rockford Board of Education #205 ever hold an actual hearing on this Waiver?" The records don't substantiate what their claim.

The next school year 2001 - 2002 is when the Rockford Board of Education actually applies the waiver to a 6 period day at the high school level and some form of exploratory for physical education at the middle school level. Some of the middle school students will have physical education one third of a year for the three years, while the band and orchestra students wouldn't have physical education for all three years. How will District 205 meet the Illinois Learning Standards for Physical Development and Health with this type of schedule?

Paul Brands



6104 Wynbrook Drive  
Rockford, Illinois 61109  
815 874-9003

24 March 2004

To: ISBE members

From: Brett W. Fraser – Head AR RESA Middle School *BWF*

RE: PE waiver meeting

After reviewing my memos and faxes that I received from the REA for the last year, I have been unable to locate any information on the change of the PE waiver meeting that was held on 9 February. So I did not post any information on that change because I had received it to post.

February 2, 2004

Dear Mayor Doug Scott,

Hopefully we taught you the value of fitness, health and exercise for later on in life when you went through our physical education program at Eisenhower.

Rockford District 205 is trying to renew a P.E. waiver for 5 more years. The current waiver expires in June of 2004. The district seldom used this waiver the last 5 years.

Please encourage the governor to make sure ISBE does not grant any more P.E. waivers to Rockford. He made it quite clear in his State Of The State speech that he does not want any P.E. waivers. See page 20 of his speech.

We already have a district contract with Coca-Cola which the governor isn't in favor of. Now we want to go against what he stated about P.E. waivers in his speech.

Rockford School District 205 is on the School Health Watch List twice. Once for incorrectly using their current waiver and once for being in serious non-compliance with the state mandate. The current waiver was obtained illegally but that was overlooked because of the desegregation lawsuit.

With obesity, diabetes and other health problems rising at an alarming rate in todays youth, the Surgeon General is pushing for more P.E. in our schools not less. The focus should be on stressing exercise and activity as stated in the governor's speech.

Our middle school swim classes have taught a large percentage of our students how to swim well. Many of these students couldn't afford to pay for swimming lessons. This is a very important skill to learn since we have a river running through our city.

The district wants this waiver so they can layoff teachers. Some of these teachers have invested 25 to 30 years of their lives teaching in this didtrict. Every year they have to fear for their jobs. We must put a stop to this!

No one will want to teach in this school system if we don't stop laying people off every year. Next year 450 teachers or more are planning to retire. How are we going to replace these teachers? We can't afford to lose any others.

Please do what you can to have the governor help put a stop to this P.E. waiver request.

Thank you for your time,

*Terry Hedden*  
*Brett L. Suhler*  
*Philip L. Adams*  
*Diann M. Johnson*  
*Jaqueline N. Parker*

enclosure

Eisenhower Physical Education  
Staff



## CITY OF ROCKFORD, ILLINOIS

OFFICE OF THE MAYOR  
425 EAST STATE STREET  
61104

DOUGLAS P. SCOTT  
MAYOR

February 9, 2004

Eisenhower Physical Education Staff  
C/o Mr. Terry Heden  
3525 Spring Creek Road  
Rockford IL 61107

Dear Eisenhower Physical Education Staff:

Thank you for your letter of February 2 concerning waivers for physical education. I appreciate you writing, and agree with what your letter has to say. I was never a big fan of waivers when I was in the General Assembly. While I believe that school districts should have the ability to control much of their own destiny, I also believe that there are certain things that are necessary to the school day. To me, physical activity is one of them, for a couple of reasons.

Diseases and other medical conditions related to obesity are growing among children, which should concern all of us. Eliminating physical education obviously goes in the wrong direction if we are interested in reversing that dangerous trend. And second, I truly believe that physical activity helps children's minds to function better, just as it does for us adults.

I was in the audience when the Governor gave his State of the State speech, and I agree with his initiative to do away with PE waivers.

Again, thank you for writing. Take care.

Very truly yours,

Doug Scott  
Mayor  
City of Rockford

P.S. Terry – It was good to see you in Chicago. I am glad you saw me on a treadmill and not at the bar!

Doug Scott  
Mayor-City of Rockford  
425 East State Street  
Rockford, Illinois 61104

RESA Physical Education Staff  
1800 Ogilby Road  
Rockford, Illinois 61102

Dear Mayor Doug Scott,

As you are aware, Rockford District 205 is trying to renew a Physical Education waiver for 5 more years. The current waiver expires in June of 2004. RESA is the only middle school that used the waiver for some of its middle school students.

Now those students that took band for three years will move to high school. If the Illinois State Board of Education grants this new waiver, those same students could also use the waiver all 4 years at the high school. This would mean that a student at the Rockford Public Schools would not take a Physical Education class for 7 years!

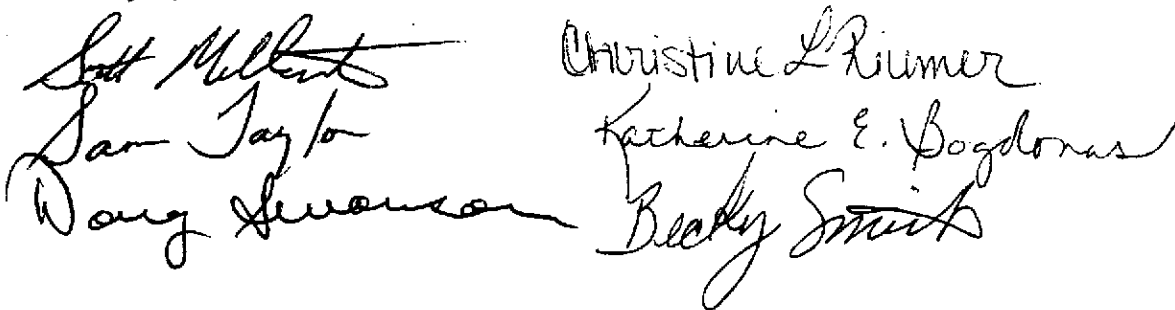
In the Rockford Register Star dated Wednesday, March 10th, poor diet and physical inactivity was the second leading cause of death for the year 1999-2000. According to that same article, a poor diet and physical inactivity caused 400,000 deaths in 2000. This is a 33% jump over 1990, said the study released Tuesday by the federal Centers for Disease Control and Prevention. Tommy Thompson, Health and Human Services Secretary, indicates "We're just too darn fat, ladies and gentlemen, and we're going to do something about it."

Eliminating Physical Education from a student's daily school schedule is obviously going in the wrong direction. According to our Governor Blagojevich in his State of the State speech (January 15, 2004) "We've got to get our kids more active." He also indicates "This means running, jumping and skipping not just fast forwarding, downloading and instant messaging." The Governor also stated "We have to end the practice of giving schools waivers from offering Physical Education."

Included with this letter are copies of signed petitions against the waivers for Physical Education. There are over 1700 signatures collect on the petitions against Physical Education waivers. Physical Education teachers in District 205 circulated these petitions for only 12 days, in order to present the petitions to the Rockford Public School Board members at the February 24<sup>th</sup> meeting.

Please make Governor Blagojevich aware of this information and help put a stop to the Physical Education waiver request.

Thank you,

The block contains five handwritten signatures in black ink. On the left side, there are three signatures: 'Sue Meltent', 'Jan Taylor', and 'Doug Swanson'. On the right side, there are two signatures: 'Christine L. Kimer' and 'Katherine E. Bogdonas'. Below these, there is a signature that appears to be 'Becky Smith'.

RESA Physical Education Staff

**PETITION AGAINST ALL PHYSICAL EDUCATION WAIVERS  
FOR ROCKFORD SCHOOL DISTRICT 205**

Page 1 of  
69

**We the undersigned want to express our strong opposition to any physical education waiver for Rockford School District 205:**

Date: 2/19/04

Name	Address	School
Cameron Fluitt	1991 W. Rivers Ldp #1012	East
John Childress	5601 Belleville Dr	East
Santos Villa	1301 10th St	East
Tristin Ritter	7317 Belvedere Rd	East
Antonio Brooks	1832 North main	East
Matt Wilcox	234 19th Street	East
Brandon Dye	1608 22nd street	East
Josue Jerfita	1122 9th street	East
Stuart McClain	1249 Blackcherry Dr	East
M. B. Williams	1311 11th St	East
Isiah Cottage	1233 Crosby	East
Brian Clay	4809 Gurnee Ct.	East
Mike Hill	1721 Lynnwood St.	East
Julio Cabrera	1236 Johnson Ave	East
Manuel Nieto		East
Vernon Reeves		East
Antonio Johnson	842 n court	East
Juan merced	montage st 1617	East
Ricardo Marquez	2223 Lucille St Rockford	East
Jacob Jerfita	1122 19th street 61104	East
Cory Small	505 Velly Ave.	East
Sammy Munich	4005 Louisiana Rd	East
Brittney Human	1511 Huffman Blvd	East
Anna Schiraldi	2901 Thyme Dr.	East
Megan Olson	1908 Oregon Ave	East
Terrance Holliman	2101 Greens St	East
Ariel Shalby	311 A Chicago Ave.	East
Josh E. Miller	1666 Arnold Ave.	East
Kalon Smiter	2915 Bavarian Ln.	East
Kalasha F.	3019 Ruth St	East
Rachina Moku	2705 Atenton	East
Ashley Buckley	1718 Peishing Av.	East
Mercedes Puyon	1911 12 Ave	East
Omar Pizana	2616 Lapey st.	East

March 22, 2004

Dr. Robert E. Schiller  
State Superintendent of Education  
Illinois State Board of Education  
100 North First Street  
Springfield, Illinois 62777

Dear Dr. Schiller,

I am disappointed with the Illinois State Board of Education's decision to decline the Chicago Public Schools' request to grant an additional year on School Improvement to the 47 schools that were not properly notified by ISBE of their status in their first year on School Improvement in 2002-2003. The arguments articulated in your response are identical to those your staff made to the Appeals Advisory Committee. The committee deliberated on these issues and voted 7-0 against your arguments.

While I agree that the notification of schools for School Improvement is primarily the local district's role, CPS is dependent on ISBE's timely and comprehensive delivery of data to fulfill this responsibility. Specifically, Federal guidance issued in February 2004 states:

An SEA must provide student assessment results, as well as lists of schools identified for improvement, corrective action, and restructuring, to each LEA in a timely manner so that the LEA can, before the beginning of the new school year, identify those schools whose students may transfer and inform parents that they may choose a different school for their child. (Sec B-2)

ISBE did not notify CPS that these schools had to offer choice for the 2002-2003 school year until late Spring 2003. The law does not allow states to waive the requirement to identify and notify schools of their status or to move schools directly into supplemental services without first implementing a full year of choice. The failure to identify these schools for improvement for 2002-2003 before that school year started and the expectation that they would immediately begin supplemental services during 2003-2004 without having had a full school year to offer choice and receive other district supports to make adequate yearly progress constitutes, as we argued successfully in the appeals, a clear violation of the law.

At no time have we requested a “fresh start” or a “clean slate” for these schools. We are simply asking that these schools be given the proper time to administer choice and supplemental services pursuant to 20 U.S.C. Sec 6316(a)(2) and 20 U.S.C. Sec 6316(b)(1)(B) and to make adequate yearly progress.

I recognize that the committee is advisory and the Board may disregard its advice. However, it is disingenuous to enter such a protracted appeals process when carefully weighed decisions made by a highly qualified committee will be overturned in the end.

I believe that in making its decision, the Appeals Advisory Committee correctly assessed the situation and made a recommendation that was in the best interest of the 47 schools. I trust you will do the same.

Sincerely,

Arne Duncan

AD/EW/ew

cc: Dr. Robert Nielsen, Chairperson  
Ava Evbuoma  
Ron Grey  
Trudy Grisham  
Phil Hansen  
Norm Jones  
Charlie Kent  
Rebecca McCabe  
Gretchen McDowell



- 5/2
- 3.35 Dept. of school district organization
  - 3.37 Dept. of urban education
  - 3.52 Review and study of initial year of teaching
  - 3.55 Career compensation pilot programs
  - 3.55A Extension of pilot programs
  - 3.67 Suggested changes in suspension and revocation
  - 3.69 Tutoring services
  - 3.72 Social group work demonstration projects
  - 3.82 Junior high school courses report
  - 3.87 Catalogue of reports
  - 3.90 Improvement of teacher training
  - 3.91 Proposed district enrollment incentive program
  - 3.106 State urban education partnership grants
  - 3.114 Federal Goals 2000 funds
  - 3.123 Giant Steps pilot program

**105 ILCS 5/2-3.114)**

Sec. 2-3.114. Federal Goals 2000 funds. Notwithstanding any other law to the contrary, the State Board of Education shall not accept or expend any federal funds provided for participation in the federal Goals 2000 or outcome-based education programs established under the Goals 2000: Educate America Act, except in those cases in which the State Board of Education acts as a flow-through agency for the direct release to school districts of grant funds and awards provided under the federal Goals 2000 program. In those cases in which the State Board of Education functions as a flow-through agency for the direct release to school districts of grants or awards under the federal Goals 2000 program, the State Board of Education is authorized to retain, for its administrative expenses directly related to its services as the flow through agency, up to but not more than 1% of the aggregate Goals 2000 program funds that flow through the State Board of Education for direct release to school districts. No school district, attendance center, school board, local school council, or other school administrator may use or authorize or require the use of any funds, grants, or awards received under this Section for purposes of providing outcome-based education, school-based health clinics, or any other health or social service, nor may the State Board of Education or any other local educational agency use or authorize or require any such funds, grants, or awards to be used for any such purpose.  
(Source: P.A. 91-357, eff. 7-29-99.)

**105 ILCS 5/2-3.123)**

Sec. 2-3.123. Giant Steps pilot program. From appropriations made for purposes of this Section, the State Board of Education shall implement and administer a Giant Steps pilot program for the study and evaluation of autism and to provide related teacher training. The program shall be operated over a period of 3 school years, beginning with the 1997-1998 school year. The State Board of Education is authorized to make grants to school districts that apply to participate in the Giant Steps program as implemented and administered by the State Board of Education. The State Board of Education shall by rule provide the form of application and criteria to be used and applied in selecting participating school districts.  
(Source: P.A. 90-498, eff. 8-18-97; 90-655, eff. 7-30-98.)

**(105 ILCS 5/2-3.35) (from Ch. 122, par. 2-3.35)**

Sec. 2-3.35. Department of School District Organization.  
To establish a Department of School District Organization to assist local school districts in studying school district organization problems so as to improve educational opportunities for the students and:

(1) To provide consultant service to local school districts to help them determine and understand the necessary quality educational program needed for the youth of today, and the necessary services and resources to develop and support it.

(2) To provide consultant service to school districts that need to reorganize through consolidation, joint agreements, etc., in order to provide for a quality educational program.

(3) To provide consultant service to school districts needing help to solve internal organizational problems that must be solved to provide a quality educational program.

(4) To provide information annually to the School Problems Commission regarding progress made in improving school district organization as well as school district reorganization. Such factual information should provide a basis for legislation to solve organizational problems for school districts when they cannot or will not be solved at the local school district level.

(5) May make area surveys of strengths and weaknesses of local school districts and recommend, where necessary, a course of action to meet adequate standards.

(Source: 92-651, eff. 7-11-02.)

**(105 ILCS 5/2-3.37) (from Ch. 122, par. 2-3.37)**

Sec. 2-3.37. Department of Urban Education.

To establish a Department of Urban Education to be fully operative by January 1, 1972, to work in conjunction with the Commission on Urban Education, created by the 77th General Assembly, in defining urban school needs and developing responsive models, projects and programs for meeting the needs of urban school systems. The Department of Urban Education has the power and duty to:

(1) Coordinate all private and public resources available for urban education, develop criteria for evaluating all special, experimental, research, and remedial educational programs undertaken by urban school districts; utilize these criteria for evaluating all such programs, individually and collectively, coordinating such programs where possible; collect and disseminate information on all such programs to all urban school districts in the State; conduct research and design projects and programs for use by urban school districts; and encourage and facilitate the installation and evaluation of innovative programs in urban school districts.

(2) Develop an experiment for local school governance for implementation, by agreement with the local school board in any school district, including those governed by Article 34 of this Act, having a weighted average daily attendance of 20,000 or more. Such an experiment may include areas of staffing, curriculum, fiscal policy, accountability, evaluation and any other powers or duties conferred by law on local school boards. In implementing such an experiment,

provision shall be made for

(a) establishment of an equal number of control and experiment groups, each to contain not more than 1/4 of the districts' weighted average daily attendance population or 50,000 pupils, whichever is less;

(b) election by voters and parents or legal guardians of pupils attending school within the territorial limits of the experimental area, under Article 9 of this Act, of a local governing board for each experiment group, except in districts over 500,000 which already have duly elected local school councils or boards, to assume responsibilities September 1, 1973, and to govern the experiment group for 3 years thereafter. Said governing board shall consist, except in districts over 500,000 already having local school councils or boards, of no more than 7 members all of whom must live within, or have pupils attending school within, the experimental area. Notwithstanding provisions of Article 9 to the contrary, the Department of Urban Education may establish provisions for voter qualifications, registration of voters and a special date for election of governing boards;

(c) continued governance of the control groups by the school board for the district; and

(d) the powers and duties to be exercised and performed by the local governing boards of the experiment groups during the 3 year period, such powers and duties to be subject to modification by agreement between the Department and the school board of such district.

(3) Provide grants of not less than \$100 nor more than \$200 per average daily attendance pupil in each experimental group to each school district participating in an experiment under this Section for paying the costs incurred by the district in implementing the experiment and the cost of related innovative programs related to urban education programs conducted by the district with the approval of the Department. Such grants may not be used to increase the general per pupil expenditures in the district nor to affect the entitlement of the district to State aid under Article 18 of this Act.

(4) Submit semiannual progress reports to the Commission on Urban Education, and to assist the Commission in preparation of a final report regarding the experiments, including recommendations of suggested legislation, to the General Assembly upon conclusion of the experiments.

(Source: P. A. 78-505.)

**(105 ILCS 5/2-3.52) (from Ch. 122, par. 2-3.52)**

Sec. 2-3.52. Review and study of initial year of teaching. The State Board of Education shall conduct a review and study of the initial year of teaching for the purpose of designing a program to provide support and assist in the orientation of individuals in their initial year of teaching.

The study shall be completed with the assistance of an advisory committee which includes but is not limited to representatives of the Illinois Board of Higher Education; the State Teacher Certification Board; various statewide education organizations representing teachers, administrators, and school board members; and representatives of colleges of education in institutions of higher education.

The study shall cover observation of programs in other states, use of released time for initial year teachers, clinical supervision and instruction by university coordinators, the use and assignment of mentor teacher trainers, inservice training and professional

development.

Study results shall be submitted to the Governor and the General Assembly on or before April 1, 1986.  
(Source: P.A. 84-126.)

**(105 ILCS 5/2-3.55) (from Ch. 122, par. 2-3.55)**

Sec. 2-3.55. The Center for Excellence in Teaching is established in the State Board of Education. The center shall conduct a study of career compensation programs in Illinois school districts to plan for teacher career programs. The State Board of Education shall award grants for pilot career compensation programs pursuant to appropriation for that purpose. Such programs are subject to the provisions of a school district's collective bargaining agreement. The pilot test sites selected shall include school districts or school attendance centers of varying size, geographic location, and school district type which recognize the diversity of the Illinois education system. The pilot program shall provide recognition and compensation for extraordinary teaching, innovation, leadership or additional responsibilities with advancement to the higher levels based on evaluated performance. Such programs may include extended contracts, career ladders or performance based pay. Evaluation of teacher performance shall be conducted in a fair, consistent and regular manner.

The career compensation plan pilots may provide opportunities for extended teaching contracts of 10, 11 or 12 months. Extended contracts may be used for professional development for the teacher, curriculum and instructional development or instruction of students with special needs or other special projects approved by the school board. Professional development carried out under the provisions of this Section may include local district sponsored inservice training programs, university graduate school offerings or regional teacher center visitations.

The career compensation plan pilots shall outline the districts' education goals and explain how teacher performance and student achievement will be improved as a result of implementing the plan.

The Board may make recommendations to the General Assembly as to whether the provisions of this Section should be revised and if certain of these plans should be extended to all school districts in this State.

School districts may make application to the State Board of Education for participation in the pilot programs.  
(Source: P.A. 85-1046.)

**(105 ILCS 5/2-3.55A) (from Ch. 122, par. 2-3.55A)**

Sec. 2-3.55A. Extension of pilot programs. The study of career compensation pilot programs provided for in Section 2-3.55 may be extended for two years pursuant to appropriations for such purpose.  
(Source: P.A. 85-322.)

**(105 ILCS 5/2-3.67) (from Ch. 122, par. 2-3.67)**

Sec. 2-3.67. The State Board of Education in consultation with the State Teacher Certification Board shall report to the General Assembly by March 1, 1986 with suggested changes in the suspension and revocation of certificates of teachers, administrators and other certificated personnel under Sections 21-23a and 34-84b.  
(Source: P.A. 84-126.)

**(105 ILCS 5/2-3.69) (from Ch. 122, par. 2-3.69)**

Sec. 2-3.69. Tutoring services. The State Board of Education shall adopt rules and regulations defining basic requirements which must be met by students of institutions of higher education who are selected by such institutions to furnish tutoring services under the Educational Partnership Act, as now or hereafter amended.  
(Source: P.A. 84-1308.)

**(105 ILCS 5/2-3.72) (from Ch. 122, par. 2-3.72)**

Sec. 2-3.72. Social group work demonstration projects. The State Board of Education shall enter into contracts for the establishment of 3 social group work demonstration projects in school districts, one of which shall be in a district that is subject to Article 34 of this Act. The State Board of Education shall consider the need for a reduction in gang crime activity in contracting with districts for the projects required by this Section. The State Board of Education shall enter into such contracts by January 1, 1986. The purpose of such projects shall be to reduce gang crime activity by providing for alternative experiences for students designed to teach them positive social skills and enhance their ability to work in organizations. Activities of these projects may include, but are not limited to, leadership training, organizational and personal development, public service projects, and other activities which are designed to fulfill the purpose of this Section. The State Board of Education shall promulgate necessary rules and regulations to implement this Section. All projects required by this Section shall be approved by the State Board of Education, provided that State or other funds are appropriated for this purpose.  
(Source: P.A. 84-1308.)

**(105 ILCS 5/2-3.82) (from Ch. 122, par. 2-3.82)**

Sec. 2-3.82. Junior high school courses report. The State Board of Education shall conduct a study of courses offered in grades 7 and 8 of the public schools in this State, categorizing them as required courses and elective courses, and shall report its findings to the General Assembly by May 1, 1987.  
(Source: P.A. 84-1334; 84-1438.)

**(105 ILCS 5/2-3.87) (from Ch. 122, par. 2-3.87)**

Sec. 2-3.87. Catalogue of reports. The State Board of Education shall prepare, publish and submit to the General Assembly and the Governor annually, on or before the second Wednesday of January beginning in calendar year 1989, a catalogue containing each report which the State Board of Education was required to make during the preceding 12 month period to the General Assembly or to the General Assembly and the Governor. The catalogue shall be indexed, and with respect to each report in the catalogue, the State Board of Education shall cite the specific statutory provision or provisions which required such report to be made. The requirement for submitting the

catalogue to the General Assembly shall be satisfied by filing copies of the catalogue with the Speaker, Minority Leader and Clerk of the House of Representatives, with the President, Minority Leader and Secretary of the Senate and with the Legislative Council, and by filing such additional copies of the catalogue with the State Government Report Distribution Center for the General Assembly in the same manner as reports are required to be filed under paragraph (t) of Section 7 of the State Library Act.

(Source: P.A. 85-1209.)

**(105 ILCS 5/2-3.90) (from Ch. 122, par. 2-3.90)**

Sec. 2-3.90. The State Board of Education, after consultation with private and public higher education institutions located in cities having a population exceeding 500,000, shall study and make recommendations to the General Assembly on ways to improve teacher training in the public school system of such cities. The Board shall report its findings to the General Assembly by January 1, 1990.

(Source: P.A. 85-1418; 86-1477.)

**(105 ILCS 5/2-3.91) (from Ch. 122, par. 2-3.91)**

Sec. 2-3.91. The State Board of Education, after consultation with the board of education or school districts organized under Article 34 and other interested school boards, shall study and develop an array of proposed incentive programs that may be utilized by individual school districts to allow families to apply for enrollment of their children in any attendance center within the school district or subdistrict and have their children admitted on a space available basis. The Board shall report its recommendations to the General Assembly by January 1, 1990.

(Source: P.A. 85-1440; 86-1477.)

**(105 ILCS 5/2-3.106) (from Ch. 122, par. 2-3.106)**

Sec. 2-3.106. State Urban Education Partnership Grants. From State moneys appropriated specifically for purposes of this Section, the State Board of Education shall award State Urban Education Partnership Grants to qualifying attendance centers within school districts that meet the criteria specified in subparagraph (A) or subparagraph (B) below:

(A) The number of students enrolled in the public schools of the district is 1,500 or more, and not less than 10% of those students are low income students as determined with reference to the annual Public Schools Fall Enrollment-Housing Report that the school district is required to file with the State Board of Education; or

(B) The school district receives not less than \$100,000 in a fiscal year from funds allocated and distributed under Chapter 1 of Title I of the federal Elementary and Secondary Education Act of 1965, and not less than 10% of the students enrolled in the public schools of the school district are "minority students", defined for purposes of this Section to mean a pupil who is Black (having origins in any of the black racial groups in Africa), Hispanic (of Spanish or Portuguese culture with origins in Mexico, South or Central America, or the Caribbean Islands, regardless of race), Asian American (having origins in any of the original peoples of the Far

East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands), or American Indian or Alaskan Native (having origins in any of the original peoples of North America).

State Urban Education Partnership Grants awarded under this Section shall be used for the planning, development, operation or expansion of programs, projects and activities that are designed to carry out programs that improve student achievement or the quality of education for students and that are comparable or similar in nature to targeted assistance programs for which discretionary federal grant funds are allocated under Chapter 2 of Title I of the federal Elementary and Secondary Education Act of 1965; provided, that in evaluating applications and awarding State Urban Education Partnership Grants under this Section, priority consideration and preference shall be given to grant applications that propose to carry out effective school programs that are developed and designed to increase the academic achievement levels of students in large and small urban communities through collaborative efforts or partnerships between the attendance center applying for the grant and at least one parent or community group, social service agency, public sector business entity or institution of higher education. Indicators of such effective school programs shall include but not be limited to components designed to improve student attendance at school and in class, increase student homework output and quality, increase student time on the task of acquiring basic and higher order skills, improve teacher-given classroom grades, improve State and national standardized test scores and assessment results, improve community involvement in the development and implementation of effective school programs, and improve parent involvement to foster a positive home environment, meaningful parent-child communication in matters of educational performance and progress, and increased parent participation in home learning activities, school volunteer activities and school governance.

The State Board of Education shall adopt rules and regulations governing the procedure and requirements applicable to grant applications submitted under this Section. The period during which grants may be awarded to an attendance center under this Section shall not exceed 3 consecutive school years; provided that before approving continuation of a grant for a new school year, the State Board of Education shall review and evaluate a report which the attendance center shall file with respect to its use of grant funds in carrying out grant programs during the preceding school year.

Grants shall be awarded to attendance centers under this Section on a competitive basis, and the State Board of Education shall establish standards, consistent with the provisions of this Section, by which to evaluate grant applications and programs submitted and proposed hereunder.

It is the purpose and intent of this Section to establish a State grant program that parallels and supplements, but that operates independently of federal grant programs that allocate funds for targeted assistance under Chapter 2 of Title I of the federal Elementary and Secondary Education Act of 1965.

(Source: P.A. 91-357, eff. 7-29-99.)



**Monthly Status Report on Rulemaking  
April 2004**

<b>Title and Part Number of Rules</b>	<b>Current Status</b>	<b>Action Needed This Month</b>	<b>Description/Comments</b>
<u>Standards for Certification in Specific Teaching Fields</u> (Part 27)	Pending review by JCAR on April 20	None	Technical corrections
<u>Standards for Administrative Certification</u> (Part 29)	Pending review by JCAR on April 20	None	Technical corrections and reorganization of requirements for director of special education
<u>Secular Textbook Loan</u> (Part 350)	Pending review by JCAR on April 20	None	Inclusion of science kits; responds to P.A. 93-212
<u>Certification</u> (Part 25)	Presented for adoption in this Board packet	Adoption	Revisions relevant to standards-based system; provisions responding to P.A. 93-112, P.A. 93-125, and P.A. 93-332
<u>Certification</u> (Part 25)	Emergency amendment took effect January 23, 2004; ordinary amendment presented for adoption in this Board packet	Adoption	Elimination of requirement for return receipt with notice from LPDCs to teachers of recommendations for renewal of standard certificates
<u>Public Schools Evaluation, Recognition and Supervision</u> (Part 1)	Presented for adoption in this Board packet	Adoption	Updating and clarification of certification-related provisions
<u>School Technology Program</u> (Part 575)	Presented for initial review in this Board packet	Authorization for public comment	Computer furniture as allowable expense; requirements for collateral; responds to P.A. 93-368

<b>Title and Part Number of Rules</b>	<b>Current Status</b>	<b>Action Needed This Month</b>	<b>Description/Comments</b>
<u>Public Schools Evaluation, Recognition and Supervision</u> (Part 1)	Expect additional amendments for review; emergency rulemaking may be needed	None	Accountability-related amendments under P.A. 93-470 and NCLB
<u>Gifted Education</u> (Part 227)	Expect initial review in spring	None	Repeal of entire Part in response to P.A. 93-21
<u>Summer School for Gifted and Remedial Education</u> (Part 230)	Expect initial review in spring	None	Elimination of references to gifted students
<u>Regional Offices of Education and Intermediate Services</u> (Part 525)	Expect initial review in spring	None	Elimination of references to gifted students
<u>Driver Education</u> (Part 252)	Expect initial review in May or June	None	Certification of claims for reimbursement; responds to P.A. 93-55
<u>Nonpublic Special Education Facilities</u> (Part 401)	Expect initial review in May or June	None	Technical updating to conform to rules for special education (Part 226)
<u>Electronic Transmission of Data</u> (new Part 501)	Expect initial review in summer	None	Responds to P.A. 92-121; standards for transmission and encryption
<u>Vocational Education</u> (Part 254)	Expect initial review in summer	None	Comprehensive updating
<u>Charter Schools</u> (Part 650)	Expect initial review in summer	None	Provisions regarding the closure of charter schools
<u>Program Accounting Manual</u> (Part 110)	Expect initial review after Auditor General conducts corresponding rulemaking	None	Responds to P.A. 92-544; transfer of responsibility for ROE audits