

**ILLINOIS STATE BOARD OF EDUCATION**  
VIA VIDEOCONFERENCE

**Chicago Location:** ISBE Video Conference Room, 14<sup>th</sup> Floor,  
100 W. Randolph Street, Chicago, Illinois

**Springfield Location:** ISBE Video Conference Room, 3<sup>rd</sup> Floor  
100 N. First Street, Springfield, IL

**February 20, 2013**

This meeting will also be audio cast on the Internet at: [www.isbe.net](http://www.isbe.net)

**FEBRUARY 20, 2013**

<b>10:30 a.m. – 1:30 p.m.</b>	<b>Convene Plenary Session</b> Videoconference Room
<b>*1:30 p.m.</b>	<b>Closed Session (as needed)</b> Videoconference Room

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

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

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

**NOTE:** Chairman Chico may call for a break in the meeting as necessary in order for the Board to go into closed session.

**ILLINOIS STATE BOARD OF EDUCATION**  
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**Plenary Session**

**Chicago Location:** ISBE Video Conference Room, 14<sup>th</sup> Floor,  
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**February 20, 2013**  
**10:30 a.m.**

**I. Roll Call/Pledge of Allegiance**

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

**II. Resolutions & Recognition**

- A. Monique Chism (p. 4)

**III. Public Participation**

**IV. \*Superintendent's Report - Consent Agenda**

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

A. \*Approval of Minutes

1. Plenary Minutes: January 23-24, 2013 (pp. 5-10)

B. \*Rules for Initial Review

1. Part 226 (Special Education) (pp. 11-22)

C. Adoption

1. Part 30 (Programs for the Preparation of Principals in Illinois) (pp. 23-48)

D. \*Contracts and Grants Over \$1 Million

1. Approval of Intergovernmental Agreement: Board of Trustees Illinois State University (pp. 49-50)
2. Approval of Intergovernmental Agreement: Illinois Department of Human Services, Early Learning Challenge (pp. 51-54)
3. Approval of Intergovernmental Agreement: Illinois Department of Human Services, Gateways to Opportunity Scholarship Program (pp. 55-57)
4. Approval of Intergovernmental Agreement: World-Class Innovations in Developing Assessment (WIDA) Consortium for the ACCESS and Alternate ACCESS for English Language Learners (ELLs) (pp. 58-60)
5. Contract Renewal: Illinois Alternate Assessment (IAA) (pp. 61-62)
6. Contract Renewal: Illinois Standards Achievement Test (ISAT), Development Contract (pp. 63-64)
7. Contract Renewal: Illinois Standards Achievement Test (ISAT), Administration Contract (pp. 65-66)
8. Contract Renewal: Prairie State Achievement Examination (PSAE), EXPLORE and PLAN, Locating Information Career Readiness Certificate Program (NCRC) (pp. 67-69)

E. \*Spring 2013 Waiver Report (pp. 70-93)

## ***End of Consent Agenda***

### **V. Discussion Items**

- A. Legislative Update (**pp. 94-96**)
- B. Budget Update (**p. 97**)
- C. Other Items for Discussion

### **VI. Announcements**

- A. IBHE Liaison Report *Dr. Proshanta Nandi*
- B. P-20 Council Liaison Report *Joyce Karon*
- C. Superintendent's/Senior Staff Announcements
- D. Chairman's Report
- E. Member Reports

### **VII. Information Items**

- A. ISBE Fiscal & Administrative Monthly Reports (*available online at [http://isbe.net/board/fiscal\\_admin\\_rep.htm](http://isbe.net/board/fiscal_admin_rep.htm)*)

### **VIII. Adjourn**

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**NOTE:** Chairman Chico may call for a break in the meeting as necessary in order for the Board to go into closed session.

# Illinois State Board of Education

## RESOLUTION



Honoring  
**Dr. Monique Chism**  
January 2013

**WHEREAS, Monique Chism** was employed as a Division Administrator on March 1, 2010; and was promoted to Assistant Superintendent for the Center for Innovation and Improvement during her time at the Illinois State Board of Education; and

**WHEREAS, Monique** worked across agency divisions and in conjunction with key education stakeholders in the creation and submission of the Illinois Waiver Request for Flexibility to the U.S. Department of Education; and

**WHEREAS, Monique** restructured the agency division responsible for overseeing \$1.8 billion Title Grants each year into the Center for Innovation and Improvement with three distinct divisions thus improving efficiency; and

**WHEREAS, Monique** introduced into the agency and practiced a collaborative leadership and shared decision making model that promotes engagement among **all** staff; and

**WHEREAS, Monique** supported the development of Content Area Specialists who put their expertise to work in creating the state's virtual library resources and professional learning series used to address the adoption of the Common Core State Standards for all Illinois educators; and

**WHEREAS, Monique** provided leadership of the state's "One State, One Plan" initiative and successfully migrated hundreds of district and school level continuous improvement planners to the Illinois Interactive Report Card, where they will now permanently reside under the Rising Star record system;

**THEREFORE**, BE IT RESOLVED that the ILLINOIS STATE BOARD OF EDUCATION extends its sincere appreciation and gratitude to **Dr. Monique Chism** for her commitment to the agency and her numerous contributions to the field of education. We congratulate her on her position with the U.S. Department of Education and wish her the best in her new endeavors.

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Gery J. Chico, Chairman

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Steven R. Gilford, Vice Chairman

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Vinni M. Hall, Secretary

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James W. Baumann, Member

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Curtis W. Bradshaw, Member

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Andrea S. Brown, Member

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David L. Fields, Member

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Melinda A. LaBarre, Member

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Susan C. Morrison, Deputy Superintendent  
Plenary Packet - Page 4

**DRAFT**

**Pending Board  
Approval**

**Illinois State Board of Education Meeting  
January 23-24, 2013  
100 North First Street  
Springfield, Illinois**

**Wednesday, January 23, 2013**

**ROLL CALL**

Mr. Gery Chico, Chairman, called the meeting to order at 10:40 a.m. Chairman Chico asked Ms. Amanda Elliott to call the roll. Dr. Christopher Koch, State Superintendent of Education, was in attendance. A quorum was present.

**Members Present**

Mr. Gery Chico, Chairman  
Mr. Steven Gilford, Vice Chairman  
Dr. Vinni Hall, Secretary  
Mr. James Baumann  
Mr. Curtis Bradshaw  
Dr. Andrea Brown  
Dr. David Fields  
Ms. Melinda LaBarre

**PUBLIC  
PARTICIPATION**

Jennifer Ross, National Board for Professional Teaching Standards (NBPTS) thanked Superintendent Koch for including the NBPTS Program in Board's budget recommendation.

Mark Bishop, from Healthy Schools Campaign asked for The Board's commitment to work towards including a more broad based health indicator for a revised school report card.

Laura Benhoff, Principal, Bond-Fayette-Effingham Regional Office of Education Alternative Education Programs was accompanied by three students from the Truant Alternative program, who spoke in favor of funding for the Truant Alternative and Optional Education Program (TAOEP) and Regional Safe Schools Programs (RSSP).

Eileen Mackovic from the Abraham Lincoln Presidential Library and Museum and John Lupton from the Supreme Court Historic Preservation Commission discussed their newly formed partnership with the Illinois State Board of Education. The partnership has worked together to create curriculum material for middle and high schools.

Erika Lindley, of ED-RED and Chair of the Illinois Education Round Table (ILERT) invited the Board to attend their upcoming New Members Reception.

Cynthia Riseman, Illinois Federation of Teachers expressed her organizations' support for incorporating comprehensive health indicators into the school report cards.

Diane Rutledge, Large Unit District Association (LUDA) informed the Board that her organization supports fully funding General State Aid and mandated categoricals.

Patricia Nix-Hodes, of the Law Project of Chicago Coalition for the Homeless requested that the ISBE recommend \$3 million for homeless education funding in FY 2014.

Chairman Chico recognized Jane Quinlan from ROE #9 Champaign-Ford.

## **CLOSED SESSION**

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

Section c 1 for the purpose of considering the appointment, employment, compensation, performance or dismissal of an employee; and

Section c 11 for the purpose of considering pending or probable litigation against or affecting the Board,

Mr. Gilford seconded the motion and it passed with a unanimous roll call vote.

## **RECONVENED MEETING**

The Board recessed for lunch at 11:55 a.m. and entered into closed session at 12:05 p.m. Closed session ended at 1:30 p.m. and reconvened the open meeting at 1:40 p.m.

## **DISCUSSIONS ITEMS**

### **Education Funding Advisory Board Report**

Robert Wolfe, Chief Financial Officer shared with the board a brief background on the Education Funding Advisory Board (EFAB) and its purpose, before presenting the EFAB Report:

- 1) Increase the Foundation level to \$8,672;
- 2) Increase the Poverty Grant Payment range from \$355 - \$2,994 to \$490 - \$4,129;
- 3) Continue study of the GSA Formulas and consider other models for determining adequate education funding levels; and,
- 4) Provide ISBE with adequate resources.

Mr. Wolfe and Jason Hall, Senior Policy Advisor for Budget and Financial Management discussed in further detail the budget recommendations for general state aid, mandated categoricals, standards and assessment, academic improvement, etc.

### **FY14 Budget Recommendations**

(The full recommendation for the FY 2014 State Board of Education Budget is outlined in the budget handout dated January 24, 2013.)

## **RECESS MEETING**

Chairman Chico recessed the meeting at 3:53 p.m. on Wednesday, January 23, 2013 and announced that the meeting would reconvene at 8:30 a.m. on Thursday, January 24, 2013.

## **Illinois State Board of Education Meeting Thursday, January 24, 2013**

## **RECONVENE/ ROLL CALL**

Mr. Gery Chico, Chairman reconvened the meeting at 8:47 a.m. All board members were present as recorded at the 10:40 a.m. roll call on Wednesday, January 23, 2013. Dr. Christopher Koch, State Superintendent of Education, was also in attendance.

### **Members Present**

Mr. Gery Chico, Chairman  
Mr. Steven Gilford, Vice Chairman  
Dr. Vinni Hall, Secretary  
Mr. James Baumann  
Mr. Curtis Bradshaw  
Dr. Andrea Brown

Dr. David Fields  
Ms. Melinda LaBarre

**DISCUSSION  
ITEMS (continued)**

**Education Funding  
Advisory Board  
Report**

Chairman Chico introduced and welcomed Sylvia Puente, Chairman of EFAB who joined the board meeting by phone.

Ms. Puente's stated that she knows that we are all well aware of the state's fiscal crisis and it is very important to underscore that this level of \$8,672 per student is not a ceiling, but the minimum investment we should be providing for all of our students in the state of Illinois. This would require an additional \$4.7 billion dollars investment; more than twice what the state is currently funding, and has the capacity to support.

**PRESENTATIONS/  
SHOWCASE**

Chairman Chico introduced Donald Owen, Assistant Superintendent of Curriculum and Instruction, Urbana School District 116. Mr. Owen presented a video on the work they are doing in their school district to implement the 21<sup>st</sup> Century Community Learning Center Project.

**CONSENT  
AGENDA**

**Motion:**

Dr. Fields moved that the State Board of Education hereby approve the consent items, with the exception of VI. B.1. Part 30 (Programs for Preparation of Principals in Illinois) which will be brought back to the Board in February. Dr. Hall seconded the motion and it passed with a unanimous roll call vote. 8-0

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

**Approval of Minutes**

The State Board of Education hereby approves the minutes for the January 23-24, 2013 board meeting.

**Rules for Initial Review**

**Part 35, Mentoring Program for New Principals  
(23 Illinois Administrative Code 35)**

**Part 405, Payments to Certain Facilities under Section 14-7.05 of the School  
(23 Illinois Administrative Code 405)**

**Part 475, Contested Cases and Other Formal Hearings  
(23 Illinois Administrative Code 475)**

**Part 565, Class Size Reduction Grants  
(23 Illinois Administrative Code 565)**

Proposed amendments to Parts 35, 405, 475, 565 made technical changes to align terminology in the rules to the new licensure system to take effect July 1, 2013.

**Part 375, Student Records  
(23 Illinois Administrative Code 375)**

Proposed amendments respond to PA 97-204 specific to the use and release of law enforcement records. They also provide a mechanism for parents to request that certain college entrance examination scores do not appear on their child's transcript.

### **Rules for Adoption**

#### **Part 30, Programs for Preparation of Principals in Illinois**

Proposed amendments make technical changes, including updating statutory citations, revising the name of the licensure board, and modifying requirements in the principal preparation program to conform to the new licensure law. The Board delayed action on Part 30 for one month so that staff could reassess the incorporation of rules of certain standards that address the competencies that all principals must possess.

### **Contracts and Grants Over \$1 Million**

#### **Approval of Contract**

##### **Web-Based Special Education System**

The State Board hereby authorizes the State Superintendent to renew the contract with Ashbaugh & Associates that was awarded to them through a Request for Sealed Proposal in FY11 for time/materials contract for two programmer/analysts to assist in developing a web-based Special Education System and to integrate the new system with the Student Information System (SIS) and the new certification system Educator Licensure Information System (ELIS).. The contract will extend from the date of the contract's execution until June 30, 2014, and will not exceed \$1,110,171.

#### **Approval of Contract**

##### **Web-Based Illinois Nutrition System (WINS)**

The State Board hereby authorizes the State Superintendent to renew the contract with Capitol Strategies for the Web-Based Illinois Nutrition System. The contract will extend from the date of the contract's execution until June 30, 2014, and will not exceed \$1,838,958.

#### **Approval of Contract**

##### **Web-Based Illinois Nutrition System (WINS)**

The State Board hereby authorizes the State Superintendent to renew the contract with Ashbaugh & Associates for the Web-Based Illinois Nutrition System. The contract will extend from the date of the contract's execution until June 30, 2014, and will not exceed \$1,195,758.

### **RFSP for Student Information System**

The State Board hereby authorizes the State Superintendent to release a Request for Sealed Proposals (RFSP) for the purpose of entering into a contract for the continuing development and maintenance of ISBE's Student Information System. The contract will extend from the date of the contract's execution until June 30, 2018, and will not exceed \$7,768,000.

### **END OF THE CONSENT AGENDA**

#### **FY 2014 BUDGET RECOMMENDATION**

##### **Motion**

Mr. Baumann moved that the Illinois State Board of Education hereby recommends an increase of \$874.3 million (13.4%) in General Funds appropriations for FY 2014. The increase will provide a sufficient appropriation to fund General State Aid at the Statutory Foundation Level of \$6,119 which is \$286

less than the FY 2006 EFAB Recommend Foundation level and is \$2,553 less than the recommended EFAB Foundation Level of \$8,672 for FY 2014.

He further moved that the Illinois State Board of Education hereby authorizes the State Superintendent to make changes to the "Other State Funds" and "Federal Funds" as appropriate pending actions during the legislative session. The full recommendation for the FY 2014 State Board of Education Budget is outlined in the budget handout dated January 24, 2013.

Dr. Hall seconded the motion and it passed with a unanimous roll call vote. 8-0

**ISAT  
PERFORMANCE  
LEVEL  
CHANGES**

Ms. LaBarre moved that the State Board hereby authorizes the agency to adjust the performance levels on the Illinois Student Achievement Test to more closely align with college and career ready exceptions.

Dr. Fields seconded the motion and it passed with the previous applied roll call vote. 8-0

**LEGISLATIVE  
PROPOSALS**

Mr. Gilford moved that the State Board of Education hereby authorizes the following legislative proposals to move forward as agency initiated proposals for the spring 2013 legislative session:

- Multiple Measures Index
- Re-write of 105 ILCS 5/2-3.25(f) and related sections (District Interventions).

Dr. Brown seconded the motion and it passed with a previous applied roll call vote. 8-0

**APPROVAL OF  
THE CLOSED  
SESSION  
MINUTES**

Dr. Brown moved that Pursuant to Section 2.06(d) of the Open Meetings Act, the State Board of Education has reviewed the minutes of its closed sessions from September 2012 through December 2012.

Therefore, Dr. Hall moved that the State Board of Education certifies that the need for confidentiality still exists for the closed session minutes for the time period reviewed. Further, the State Board of Education approves the destruction of all closed session verbatim recordings prior to May 2011.

Dr. Hall seconded the motion and it passed with a previous applied roll call vote. 8-0

**DISCUSSION  
ITEMS**

**Legislative Update**

Nicki Bazer, General Counsel, provided the Board with a summary of items addressed in the Fall Veto and January Lame-Duck Sessions and discussed potential ISBE legislative proposals for the 98<sup>th</sup> General Assembly.

**ANNOUNCEMENTS**

**Superintendent's  
Report**

Superintendent Koch stated the first of February he will be meeting with directors of special education, district superintendents, and administrator and school nurses to discuss the impact and barriers as the move to implement the new regulations.

**Member Reports**

Vinni Hall announced that the Illinois Poverty Commission Report has been released and she will be sharing it with the board.

Andrea Brown reported that she has attended several of the Commission on Graduation Success and that they will be releasing their report in the near future. The report will be available at the P-20 Council website.

Melinda LaBarre informed the board that two Lanphier High School students died in a house fire last week. Lanphier High School was a recipient of a School Improvement Grant (SIG) that the board members visited last month.

Dave Fields acknowledged and thanked Matt Vanover, Mary Fergus and Amanda Elliott for the visit to Lanphier High School last month.

Matt Vanover announced that when the board meetings are held in Springfield he will be inviting schools from around the state to attend the board meeting and spotlight their school. The spotlighted school presentations will then be put on the ISBE website for the public to view.

**INFORMATION  
ITEMS**

ISBE Fiscal & Administrative Monthly Reports (*available online at [http://isbe.net/board/fiscal\\_admin\\_rep.htm](http://isbe.net/board/fiscal_admin_rep.htm)*)

**MOTION FOR  
ADJOURNMENT**

Dr. Hall moved that the meeting be adjourned. Dr. Fields seconded the motion and it passed with a unanimous voice vote. The meeting adjourned at 11:16 a.m.

**Respectfully Submitted,**

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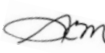

**Dr. Vinni Hall**  
**Board Secretary**

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**Mr. Gery J. Chico**  
**Chairman**

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**February 20, 2013**

**TO:** Illinois State Board of Education

**FROM:** Christopher A. Koch, Ed.D., State Superintendent of Education   
Susie Morrison, Deputy Superintendent and Chief Education Officer   
Nicki Bazer, General Counsel 

**Agenda Topic:** Action Item: Proposed Amendments for Initial Review: Part 226  
(Special Education)

**Materials:** Recommended Amendments

**Staff Contact(s):** Beth Hanselman, Assistant Superintendent

**Purpose of Agenda Item**

The purpose of the agenda item is to present the proposed amendments for the Board's initial review.

**Relationship to/Implications for the State Board's Strategic Plan**

The proposed changes address Strategic Goal 1, in that they help ensure that students with disabilities receive a free and appropriate public education in the least restrictive environment with the appropriate supplementary aids and services.

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

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

**Background Information**

Both Sections 226.730 and 226.731, which address class size, including a definition of "general education classroom", are being proposed for repeal. These requirements exceed those that are found in federal Individuals with Disabilities Act (IDEA) and its implementing regulations and have resulted in several unintended consequences. The elimination of state requirements specific to class size will best ensure that each student with disabilities is placed in the least restrictive environment (LRE), as directed by his or her Individualized Education Program (IEP), and has access to the broad array of coursework available to his or her nondisabled peers, particularly in the middle grades and high school.

Staff believe that school districts, through the IEP process, should determine locally the accommodations and modifications necessary to place students with disabilities to ensure LRE. The LRE mandate requires that the general education classroom, with whatever modifications and supports are necessary, be the first placement option considered for every student with a disability. It is the responsibility of the IEP team to make a determination of placement that provides the identified academic and other services that are necessary for the student to be successful. Additionally, a student's placement in a self-contained special education classroom should not be restricted based on the child's disability or the percentage of time that the student spends outside of the classroom, as determined by the State. Instead, school districts, rather

than the State Board, should determine the personnel needed to effectively respond to the needs expressed in each student's IEP.

Currently, Section 226.730 sets forth the maximum class sizes for self-contained special education classrooms based on the amount of time each student with a disability spends in a general education classroom. "General education classroom" is defined as one in which at least 70 percent of the students do not have IEPs (70/30 ratio), utilizes a general curriculum, is taught by an instructor holding an endorsement for "general education" and is not designated as a general remedial classroom. Staff believe that these class size limitations can diminish the ability of the school districts to make decisions based on the needs of each student with a disability. Other concerns specific to the current rules are summarized below.

- The class size limitations do not consider the intensity or frequency of the services required for particular students since they pertain to all students with IEPs placed in a single classroom (except those who receive speech services outside of the general education classroom and who do not require modifications to the content of the general education curriculum).
- The class size limitations diminish administrative flexibility at the local level in implementing many education reform efforts, such as personalized learning or co-teaching strategies (i.e., use of both a general education teacher and a special education teacher).
- School districts have reported an increase in the size of some of its general education classes in order to conform to the 70/30 ratio, particularly in smaller districts or for certain types of coursework offered in departmentalized settings, such as career and technical education.
- By focusing on class sizes, the current rule may pressure school districts to meet the class size numbers rather than recognize the individual needs of children.

The proposed amendments were shared with the Illinois State Advisory Council (ISAC) on the Education of Children with Disabilities, as required under the law, on February 6, 2013. Although ISAC members expressed their opposition to the proposed rule changes, they conducted extensive discussions, particularly about the 70/30 ratio. The council members understand that class size restrictions, especially the 70/30 ratio, may hamper school districts' ability to provide inclusive opportunities for students with disabilities. Their opposition to the removal of the limitations, however, lies with ensuring access for students with disabilities to their nondisabled peers within the general education classroom and the provision of accommodations and supports for the students to be successful.

The proposed amendments also were reviewed by the Illinois Principals Association, Illinois Association of School Boards, Illinois Association of School Administrators, and Illinois Association of School Business Officials; representatives from each of these organizations indicated their support for the changes. Staff also discussed the changes with the Illinois Association of Administrators of Special Education, Illinois Education Association and Illinois Federation of Teachers, which are opposed to the proposed changes.

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

**Policy Implications:** Two separate policy issues arise out of this rulemaking. First, the proposed elimination of class size restrictions on self-contained special education classrooms marks the first time since the enactment of IDEA's predecessor law, *Education for All Handicapped Children's Act of 1975*, that the State Board of Education has not established maximum class sizes based upon a child's disability or his or her service level. Authorizing school districts to

determine class sizes locally provides them with the freedom, but also the responsibility, to ensure that the academic environment and services provided are appropriate, align with the student's IEP and will enable him or her to meet the goals established for his or her learning.

Second, the agency promulgated the 70/30 ratio in response to the 1999 consent decree issued in the *Corey H.* matter and the court-appointed monitor's implementation plan developed in response to that decree. These decisions required the State Board to establish districtwide targets for City of Chicago School District 299 (CPS) relative to the district's achievement of LRE. The resulting rule, while not specific to CPS, extended the agency's policy regarding these targets to all districts in the state by setting a specific student ratio of 70/30 to define a "general education classroom". It is important to note that neither the *Corey H.* consent decree nor the monitor's implementation plan dictated a specific ratio for the agency to use in establishing CPS' LRE target; rather, the court monitor recommended that the rules include a definition of "general education classroom".

The *Corey H.* litigation has prevented the State Board from deviating from the current definition while the State Board remained subject to court's consent decree. The court dismissed the agency from the lawsuit in October 2012. As such, agency staff believe that restrictions on placement decisions set forth in rule can now be eliminated, and school districts, through the IEP process, should determine locally the accommodations and modifications necessary to place students with disabilities in the least restrictive environment. (NOTE: An exception to the 70/30 rule was later granted to CPS, reducing the ratio of general education students to students with disabilities to 60/40. The proposed elimination of the 70/30 ratio, if promulgated, will not affect CPS, which will remain under its 60/40 ratio until it is released from the *Corey H.* matter.)

Rules specific to class sizes relied on disability category until the 2007-08 school year (see Section 226.731), when they were replaced by the percentage of time a student spent in a general education setting (see Section 226.730). The agency proposed modifications to the definition of "general classroom" in 2006 and received fierce opposition from both teachers and parents who complained about inadequately prepared staff and reduction in services. As a result, the 70/30 ratio remained unchanged. Today, the pool of qualified general education educators continues to broaden due to certification and continuing professional development requirements specific to students with disabilities. Also, Section 14-2 of the School Code, enacted in 2011, emphasizes that any school district's decision to place a student with disabilities in a general education classroom cannot "interfere with the provision" of FAPE. Both of these circumstances may help to mitigate some of the negative feedback that the agency received in 2006.

Finally, staff acknowledge that the agency's reexamination of class size rules also has been prompted by the difficulty school districts have reported complying with the standard, as the state's – and by extension, many school districts' – fiscal condition has worsened in the several years. It is important to note, however, that the proposed rule change, if promulgated, will not affect a school district's responsibility to continue to comply with federal requirements regarding local maintenance of effort for special education.

Budget Implications. None.

Legislative Action. None.

Communication. Please see "Next Steps" below.

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

Removing the class size limitations will provide needed flexibility for school districts to determine student placement and class configurations based on the specific needs of students with disabilities, as articulated in their IEPs, while ensuring that the provision of FAPE for individual students is not compromised. These students' access to broader course offerings may be enhanced, particularly in certain curricular areas or departmentalized settings. The size of some classes also may be reduced, which will benefit students with disabilities, as well as general education students.

As was the case in 2006, teachers and parents both of students with disabilities and general education students may fear that the absence of any limit on class sizes could negatively affect students with disabilities, as well as their nondisabled peers in general education classrooms, and strain the ability of teachers to provide high-quality instruction and adequately meet the requirements of students' IEPs.

### **Superintendent's Recommendation**

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

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

Special Education (23 Illinois Administrative Code 226),

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.

ILLINOIS REGISTER

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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 f: INSTRUCTION FOR SPECIFIC STUDENT POPULATIONS

PART 226

SPECIAL EDUCATION

SUBPART A: GENERAL

Section

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

SUBPART B: IDENTIFICATION OF ELIGIBLE CHILDREN

Section

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

SUBPART C: THE INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Section

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

## ILLINOIS REGISTER

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### STATE BOARD OF EDUCATION

#### NOTICE OF PROPOSED AMENDMENTS

226.240	Determination of Placement
226.250	Child Aged Three Through Five
226.260	Child Reaching Age Three

#### SUBPART D: PLACEMENT

Section	
226.300	Continuum of Placement Options
226.310	Related Services
226.320	Service to Students Living in Residential Care Facilities
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**AUTHORITY:** Implementing Article 14 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/Art.14 and 2-3.6].

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

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**Section 226.730 Class Size for 2009-10 and Beyond (Repealed)**

- a) ~~When a student's IEP calls for services in a general education classroom, the student must be served in a class that is composed of students of whom at least 70 percent are without IEPs, that utilizes the general curriculum, that is taught by an instructor certified for general education, and that is not designated as a general remedial classroom. For purposes of this subsection (a), a student who receives speech services outside of the general education classroom and who does not require modifications to the content of the general education curriculum shall be included in the calculation of the percentage of students without IEPs. (See 105 ILCS 5/14-2.)~~
- b) ~~Class size means the total number of students an educator serves during any special education class. As used in this subsection (b), "class" means any circumstance in which only students with IEPs are served and at least one special education teacher is assigned and provides instruction and/or therapy exclusively to students with IEPs. In the formation of special education classes, consideration shall be given to the age of the students, the nature and severity of their disabilities, the educational needs of the students, and the degree of intervention necessary, subject to the limitations of this subsection (b).~~
  - 1) ~~Except as provided in subsection (b)(5) of this Section, classes in which all the students receive special education services for 20 percent of the school day or less shall have at least one qualified teacher for each 15 students in attendance during any given class. However, the district may increase the class size by a maximum of two students when a paraprofessional is provided for the entire class.~~
  - 2) ~~Except as provided in subsection (b)(5) of this Section, each class in which any student receives special education services for more than 20 percent of the school day but no more than 60 percent of the school day shall have at least one qualified teacher for each ten students in attendance during that class. However, the district may increase the class size by a maximum of five students when a paraprofessional is provided for the entire class.~~
  - 3) ~~Except as provided in subsection (b)(5) of this Section, each class in which any student receives special education services for more than 60 percent of the school day shall have at least one qualified teacher for each eight students in attendance during that class. However, the district may~~

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~~increase the class size by a maximum of five students when a paraprofessional is provided for the entire class.~~

- 4) ~~Each class for children ages three through five shall have at least one qualified teacher for each five students in attendance during that class. However, the district may increase the class size by a maximum of five students when a paraprofessional is provided for the entire class.~~
- 5) ~~For any school year in which the amount of State reimbursement for teachers identified in Section 14-13.01 of the School Code [105 ILCS 5/14-13.01] exceeds the amount in effect on January 1, 2007 by at least 100 percent and no corresponding reduction has been made in other State sources of support for special education:~~
  - A) ~~The maximum class size stated in subsection (b)(1) of this Section shall be 13 rather than 15;~~
  - B) ~~The maximum class size stated in subsection (b)(2) of this Section shall be eight rather than 10; and~~
  - C) ~~The maximum class size stated in subsection (b)(3) of this Section shall be six rather than eight.~~
- 6) ~~The provisions of subsections (b)(1) through (5) of this Section notwithstanding, class size shall be limited according to the needs of the students for individualized instruction and services.~~
- e) ~~The maximum class sizes set forth in subsection (b) of this Section shall, if necessary, be further restricted at the local level to account for the activities and services in which the affected educators participate in order to provide students with IEPs the free, appropriate public education in the least restrictive environment to which they are entitled.~~

(Source: Repealed at 37 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 226.731 Class Size Provisions for 2007-08 and 2008-09 (Repealed)**

- a) ~~When a student's IEP calls for services in a general education classroom, the student must be served in a class that is composed of students of whom at least 70~~

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~~percent are without IEPs, that utilizes the general curriculum, that is taught by an instructor certified for regular (general) education, and that is not designated as a general remedial classroom.~~

- b) ~~A student shall be considered to require “instructional” classes when he or she receives special education instruction for 50 percent of the school day or more. Classes for such students shall be subject to the limitations of this subsection (b).~~
- 1) ~~Early childhood instructional classes shall have a maximum ratio of one qualified teacher to five students in attendance at any given time; total enrollment shall be limited according to the needs of the students for individualized programming.~~
  - 2) ~~Instructional classes for students who have either a severe/profound disability or multiple disabilities shall have a maximum enrollment of five students.~~
  - 3) ~~Instructional classes for children whose primary disability is a severe visual, auditory, physical, speech or language impairment, autism, traumatic brain injury, or an emotional disability or behavioral disorder shall have a maximum enrollment of eight students.~~
  - 4) ~~Instructional classes for children whose primary disability is a specific learning disability or that serve children who have different disabilities shall have a maximum enrollment of ten students. Instructional programs that group students who have different disabilities shall be formulated only under the following circumstances:~~
    - A) ~~The students are grouped in relation to a common educational need; or~~
    - B) ~~The program can be completely individualized and the teacher is qualified to plan and provide an appropriate educational program for each student in the group.~~
  - 5) ~~Instructional classes designed for children whose primary disability is moderate visual or auditory impairment shall have a maximum enrollment of 12 students.~~

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- 6) ~~Instructional classes for children whose primary disability is mild/moderate cognitive disability shall have a maximum enrollment of 12 students at the primary level and 15 students at the intermediate, middle, junior high, and secondary levels.~~
- 7) ~~A school district may increase the enrollment in an instructional class by a maximum of two students in response to unique circumstances that occur during the school year. Such additions may be made only when the educational needs of all students who would be enrolled in the expanded program can be adequately and appropriately met. Alternatively, the district may increase the enrollment in an instructional class by a maximum of five students when a full time, noncertified assistant is provided.~~
- e) ~~A student shall be considered to require "resource" classes when he or she receives special education instruction for less than 50 percent of the school day. Classes for such students shall be subject to the limitations of this subsection (c).~~
- 1) ~~Enrollment shall be limited to the number of students who can effectively and appropriately receive assistance, up to a maximum of 20 students.~~
- 2) ~~The teacher shall participate in determining the appropriate enrollment.~~
- d) ~~The caseload/class size for any service provider includes each student who receives direct or indirect service, such as consultation services, as delineated in an IEP.~~

(Source: Repealed at 37 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**February 20, 2013**

**TO:** Illinois State Board of Education

**FROM:** Christopher A. Koch, Ed.D., State Superintendent of Education   
Susan Morrison, Deputy Superintendent/Chief Education Officer   
Nicki Bazer, General Counsel 

**Agenda Topic:** Action Items: Amendments for Adoption: Part 30  
(Programs for the Preparation of Principals in Illinois)

**Materials:** Recommended Rules

**Staff Contacts:** Linda Tomlinson, Assistant Superintendent

**Purpose of Agenda Item**

The purpose of this agenda item is to present the proposed amendments for the Board's adoption.

**Relationship to/Implications for the State Board's Strategic Plan**

This proposal relates to Goal 2 (highly prepared and effective teachers and school leaders), as it addresses a set of rules governing programs that prepare candidates to become Illinois school principals.

**Expected Outcome of Agenda Item**

The Board will be asked to adopt amendments to Part 30.

**Background Information**

These amendments address statutory changes made by P.A. 97-607, effective August 6, 2011. P.A. 97-607 repealed (or will repeal later this year) much of Article 21 in the School Code, which addresses educator certification. The law establishes the Illinois licensure system, beginning July 1, 2013; requirements for that system are set forth in new Article 21B.

Most of the amendments are technical in nature, including updating statutory citations, revising the name of the licensure board, and modifying requirements in the principal preparation program to conform to the new law.

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

Policy Implications: the changes summarized below are presented in the order in which they appear in the rulemaking.

**Multiple sections:** References to Section 21-7.1 of the School Code [105 ILCS 5/21-7.1, *Administrative Certificate*] were changed to Section 21B-60 [105 ILCS 5/21B-60, *Principal Preparation Programs*]. References to Section 21-21 of the School Code [105 ILCS 5/21-21, *Definitions; granting of recognition; regional accreditation*] were changed to Section 21B-105 [105 ILCS 5/21B-105, *Granting of recognition; regional accreditation; definitions*].

**Section 30.20, Purpose and Applicability:** Language was changed to reflect that program candidates will obtain a Professional Educator License in place of an administrative certificate.

**Section 30.30, General Program Requirements:** A technical change was made to better communicate that the leadership qualities exhibited by principals should align to the success factors and competencies outlined in "The Principal Internship: How Can We Get It Right?", published by the Southern Regional Educational Board.

**Section 30.40, Internship Requirements:** References to 'certified' staff were changed to 'licensed' staff. The requirements for the principal of a school serving as an internship site were amended to require the holding of a general administrative endorsement on a Professional Educator License in place of an administrative certificate.

Section 30.40(d) has been amended to state that program candidates must pass the assessment required under Section 24A-3 of the School Code (105 ILCS 5/24A-3) before commencing the internship. In addition, candidates must pass the applicable content-area test before beginning the last semester of internship.

**Section 30.50, Coursework Requirements:** References to "certified" staff were changed to "licensed" staff.

**Section 30.60, Staffing Requirements:** Section 30.60(f) was amended to state that full-time faculty members and faculty supervisors must pass the assessment required under Section 24A-3 of the School Code (105 ILCS 5/24A-3) required for the evaluation of licensed personnel.

**Section 30.70, Candidate Selection:** The criteria for candidates' minimum requirements were amended to replace references to teaching certificates with Professional Educator Licenses.

**Section 30.80, Program Approval and Review:** Qualifications for individuals serving on the Principal Preparation Review Panel were amended to require licenses in lieu of certificates, and to require the appropriate endorsements on a Professional Educator License in place of administrative certificates. References to the STCB were changed to the SEPLB. An alternate for the individual representing the Illinois business community on the Panel will be allowed.

The proposed rules were published November 16, 2012, in the Illinois Register to elicit public comment; 21 were received.

**Analysis and Implications for Policy, Budget, Legislative Action and Communications**  
Issues raised through the public comment process are summarized below.

### **Candidate Selection**

#### **Comments**

Of the 21 comments received, 20 objected to provisions in Section 30.70, Candidate Selection:

#### ***Section 30.70 Candidate Selection***

*Candidates admitted to a program for principal preparation shall be selected through an in-person interview process. Each candidate must meet the following minimum requirements.*

- a) A valid and current Illinois professional educator license endorsed for one of the teaching areas certificate (i.e., early childhood, elementary, secondary, special K-12, or special preschool-age 21 certificate).

The majority of those writing noted that the amended language would not allow school service personnel with alternative educational experiences (such as school psychologists, speech/language pathologists, school social workers, etc.) to obtain positions as Illinois school principals because their training and experience was not aimed specifically at teaching students. Several representative comments are attached:

“To disqualify a whole sector of school personnel for the lack of teaching in a classroom ... is discriminatory and short-sighted. The unique perspective of Type 73 service personnel are necessary in this day of RTI, special education and Section 504 laws as we are well versed in these areas. Teacher training does not solely lead to any better principals than any other position.”

“There are many school psychologists in Illinois who are instructional leaders and administrators in the state. How does this make us less qualified than a PE teacher or an art teacher to lead a building?”

“I hold Type 73 and 75 certifications. I was a public school administrator for over 20 years and a public school principal for 14 years. I believe that I and the many other school psychologists who served as principals were competent instructional leaders in all aspects required. It is time to think of all certified school personnel as ‘educators’ and not consider any of them as ‘ancillary’ personnel or somehow less qualified.”

“Since individuals in school psychologist/school social worker/school speech/language pathologists would not have the opportunity to conduct traditional teaching in classrooms, we would not have the opportunity to become principals, assistant principals, directors of special education, or future superintendents. Excluding those with a type 73 certification was a major oversight by ISBE when the new regulations for the principal endorsement were developed.”

## **Analysis**

Only a few of the twenty comments received on this issue acknowledge that the law establishing Illinois’ new principal preparation programs (Public Act 96-903) took effect in July 2010, more than two years ago, and following on several years of a statewide discussion on the need to revise the principal preparation process in Illinois. PA 96-903 amended Section 21-7.1 (Administrative certificate) and added new Section 21-7.6, Principal preparation programs. Most of the language in 30.70(a) reflects changes that were first brought to the public for comment in October of 2010. The new language in this paragraph simply replaces references to teaching certificates with references to Professional Educator Licenses.

The revisions to this section requested by the commenters would require changes to the law itself, not to the rules which devolve from the law.

## **Recommendation**

No changes are recommended in response to these comments.

## **Comment**

On a related issue, some of the writers submitting comments on Section 30.70 (Candidate Selection) stated that their professional background in school psychology or social work would prevent them from pursuing careers as superintendents or directors of special education.

## **Analysis**

In fact, school psychologists and school social workers may complete programs to become Directors of Special Education and then would be eligible to complete superintendent programs to seek the superintendent endorsement.

## **Recommendation**

No changes are recommended in response to these comments.

## **Comment**

One commenter suggested that the teaching requirement for principal preparation candidates (Section 30.70) should be focused in areas that correlate to principals' duties within a district (such as teaching focused on early childhood education, teaching focused on high school students, etc.)

## **Analysis**

While the writer raises an interesting point, similar comments were raised before and after 2010 when the law establishing principal preparation programs took effect, and the consensus at the time was that such a degree of specificity in teaching requirements was too narrow.

## **Recommendation**

No changes are recommended in response to these comments.

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

These amendments update existing requirements to conform agency rules to state law.

Not proceeding with the rulemaking would result in public policy not being set forth in the rules, which could lead to challenges by applicants and others to the agency's authority to prescribe such standards.

## **Superintendent's Recommendation**

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

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

Programs for the Preparation of Principals in Illinois (23 Illinois Administrative Code 30).

Further, the Board authorizes the State Superintendent of Education to make such technical and nonsubstantive changes as the State Superintendent may deem

necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

**Next Steps**

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

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NOTICE OF PROPOSED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER b: PERSONNEL

PART 30

PROGRAMS FOR THE PREPARATION OF PRINCIPALS IN ILLINOIS

Section

30.10	Definitions
30.20	Purpose and Applicability
30.30	General Program Requirements
30.40	Internship Requirements
30.45	Assessment of the Internship
30.50	Coursework Requirements
30.60	Staffing Requirements
30.70	Candidate Selection
30.80	Program Approval and Review
30.APPENDIX A	Internship Assessment Rubric

**AUTHORITY:** Implementing and authorized by Section 21B-60 of the School Code [105 ILCS 5/21B-60].

**SOURCE:** Old Part repealed at 29 Ill. Reg. 18439, effective October 31, 2005; new Part adopted at 35 Ill. Reg. 9060, effective June 1, 2011; amended at 36 Ill. Reg. 6819, effective April 23, 2012; amended at 37 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_.

**Section 30.10 Definitions**

As used in this Part:

“Adjunct faculty” means part-time faculty who are not full-time employees of the institution.

“Dispositions” means professional attitudes, values and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues and communities.

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“Educational unit” means the college, school, department, or division of an institution or not-for-profit entity that is primarily responsible for the initial and continuing preparation of teachers and other education professionals.

“Faculty” means either professional education staff employed at an institution or staff members employed by not-for-profit entities in principal preparation programs who provide instruction to candidates.

“Faculty Supervisor” means a faculty member employed on a full-time or part-time basis in a principal preparation program who supervises candidates during the internship period.

“Internship” means a candidate’s placement in public or nonpublic schools for a sustained, continuous, structured and supervised experience lasting no more than 24 months, during which the candidate engages in experiences and leadership opportunities to demonstrate proficiencies in required competencies expected of a principal. (Also see Section 30.40(g) of this Part.)

“Institution” means a regionally accredited institution of higher learning as specified in Section 21B-105 ~~24-24~~ of the School Code [105 ILCS 5/21B-105 ~~24-24~~]. (Also see 23 Ill. Adm. Code 25.10 (Accredited Institution).)

“Mentor” means the principal of the public or nonpublic school in which a candidate is placed who works directly with the candidate on the day-to-day activities associated with the principal’s role as the school leader.

“Nonpublic school” means a school recognized in accordance with 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools) and meeting the staffing requirements set forth in 23 Ill. Adm. Code 25.65(a)(2)(b) (Alternative Certification).

“Not-for-profit entity” means an entity that is subject to the General Not For Profit Corporation Act of 1986 [805 ILCS 105] or incorporated as a not-for-profit entity in another state but registered to do business in the State of Illinois pursuant to the Business Corporation Act of 1983 [805 ILCS 5] and that is recognized to provide an educator preparation program in the State of Illinois pursuant to 23 Ill. Adm. Code 25.Subpart C (Approving Programs that Prepare Professional Educators in the State of Illinois).

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“Partner” means one or more institutions, not-for-profit entities, school districts or nonpublic schools that jointly design, implement and administer the principal preparation program. For the purposes of this Part, “partners” do not include school districts and their schools or nonpublic schools that serve only as sites for candidates to complete internship requirements or field experiences.

“Program completers” means persons who have met all the requirements of a State-approved principal preparation program established pursuant to Section 21B-60 21-7.6 of the School Code [105 ILCS 5/21B-60 21-7.6] and this Part and who have fulfilled the requirements for receipt of a principal endorsement set forth in Section 21B-25 21-7.1 of the School Code [105 ILCS 5/21B-25 21-7.1] and 23 Ill. Adm. Code 25.337 (Principal Endorsement).

(Source: Amended at 37 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

#### **Section 30.20 Purpose and Applicability**

- a) This Part sets forth the requirements for the approval of programs to prepare individuals *to be highly effective in leadership roles to improve teaching and learning and increase academic achievement and the development of all students* [105 ILCS 5/21B-60 21-7.1].
- b) Requirements of this Part are in addition to the requirements for the approval of new educator preparation programs set forth in 23 Ill. Adm. Code 25.Subpart C. *Any program offered in whole or in part by a not-for-profit entity must also be approved by the Board of Higher Education* [105 ILCS 5/21B-60 21-7.1].
- c) *Candidates successfully completing a principal preparation program shall obtain a principal endorsement on a Professional Educator License ~~an administrative certificate~~ and are eligible to work as a principal or an assistant principal or in related or similar positions ~~assistant or associate superintendent, and junior college dean~~* (Section 21B-60 21-7.1 of the School Code; also see 23 Ill. Adm. Code 25.337).
- d) No later than September 1, 2014, all programs for the preparation of principals shall meet the requirements set forth in this Part.

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- e) Beginning September 1, 2012, institutions or not-for-profit entities may admit new candidates only to principal preparation programs that have been approved under this Part.

(Source: Amended at 37 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 30.30 General Program Requirements**

- a) The program shall be jointly established by one or more institutions or not-for-profit entities and one or more public school districts or nonpublic schools.
- b) The responsibility and roles of each partner in the design, implementation and administration of the program shall be set forth in a written agreement signed by each partner. The written agreement shall address at least the following:
  - 1) the process and responsibilities of each partner for the selection and assessment of candidates;
  - 2) the establishment of the internship and any field experiences, and the specific roles of each partner in providing those experiences, as applicable;
  - 3) the development and implementation of a training program for mentors and faculty supervisors that supports candidates' progress during their internships in observing, participating, and demonstrating leadership to align with meet the 13 critical success factors and 36 associated competencies outlined in "The Principal Internship: How Can We Get It Right?" published by the Southern Regional Education Board, 592 10<sup>th</sup> St. N.W., Atlanta, Georgia 30318 and posted at (~~Southern Regional Education Board, 2005;~~ [http://publications.sreb.org/2005/05V02\\_Principal\\_Internship.pdf](http://publications.sreb.org/2005/05V02_Principal_Internship.pdf)). No later amendments to or edition of this document are incorporated by this Part;
  - 4) names and locations of non-partnering school districts and nonpublic schools where the internship and any field experiences may occur; and

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- 5) the process to evaluate the program, including the partnership, and the role of each partner in making improvements based on the results of the evaluation.
- c) Each program shall meet the Educational Leadership Policy Standards: Interstate School Leaders Licensure Consortium (ISLLC) 2008, adopted by the National Policy Board for Educational Administration, 1615 Duke Street, Alexandria, Virginia 22314 and posted at [http://npbea.org/wp-content/uploads/2012/06/Educational\\_Leadership\\_Policy\\_Standards\\_2008.pdf](http://npbea.org/wp-content/uploads/2012/06/Educational_Leadership_Policy_Standards_2008.pdf) <http://www.npbea.org/projects.php>. No later amendments to or editions of these standards are incorporated by this Part.
- d) Each program shall offer curricula that address student learning and school improvement and focus on:
  - 1) all grade levels (i.e., preschool through grade 12);
  - 2) the role of instruction (with an emphasis on literacy and numeracy), curriculum, assessment and needs of the school or district in improving learning;
  - 3) the Illinois Professional Teaching Standards (23 Ill. Adm. Code 24 (Standards for All Illinois Teachers));
  - 4) all students, with specific attention on students with special needs (e.g., students with disabilities, English language learners, gifted students, students in early childhood programs); and
  - 5) collaborative relationships with all members of the school community (e.g., parents, school board members, local school councils or other governing councils, community partners).

(Source: Amended at 37 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 30.40 Internship Requirements**

- a) The internship portion of the program shall be conducted at one or more public or nonpublic schools so as to enable the candidate to be exposed to and to participate in a variety of school leadership situations in settings that represent diverse

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economic and cultural conditions and involve interaction with various members of the school community (e.g., parents, school board members, local school councils or other governing councils, community partners).

- 1) The internship shall consist of the following components:
    - A) Engagement in instructional activities that involve teachers at all grade levels (i.e., preschool through grade 12), including teachers in general education, special education, bilingual education and gifted education settings;
    - B) Observation of the hiring, supervision and evaluation of teachers, other licensed ~~certified~~ staff, and nonlicensed ~~noncertified~~ staff, and development of a professional development plan for teachers; and
    - C) Participating in leadership opportunities to demonstrate that the candidate meets the required competencies described in Section 30.45 of this Part.
  - 2) The internship shall not include activities that are not directly related to the provision of instruction at the school (e.g., supervision of students during lunch or recess periods, completion of program coursework).
  - 3) The internship shall require the candidate to work directly with the mentor observing, participating in, and taking the lead in specific tasks related to meeting the critical success factors and essential competencies referenced in Section 30.30(b)(3) of this Part.
- b) A public or nonpublic school may serve as an internship site if:
- 1) the principal of the school:
    - A) holds a valid and current professional educator license ~~administrative certificate~~ endorsed for general administrative or principal issued pursuant either to 23 Ill. Adm. Code 25.335 or 25.337; or

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- B) if the internship site is located in another state, holds a valid and current license ~~administrative certificate~~ that is comparable to the required Illinois professional educator license ~~administrative certificate~~ endorsed for general administrative or principal issued by the state in which the internship site is located; or
  - C) in the case of a nonpublic school, either holds a valid and exempt Illinois professional educator license ~~administrative certificate~~ that is registered and endorsed for general administrative or principal or meets the requirements of subsection (b)(1)(B) of this Section.
- 2) In all cases, the principal shall have three years of successful experience as a building principal as evidenced by relevant data, including data supporting student growth in two of the principal's previous five years, and formal evaluations or letters of recommendation from former supervisors.
- c) Each program shall assign a faculty member to serve as faculty supervisor for the internship portion of the program, provided that the individual assigned meets the requirements of subsection (b) of this Section. Faculty supervisors shall:
- 1) conduct at least four face-to-face meetings with the mentor at the internship site of each candidate;
  - 2) observe, evaluate and provide feedback at least four times a year to each candidate about the candidate's performance;
  - 3) host three seminars each year for candidates to discuss issues related to student learning and school improvement arising from the internship; and
  - 4) work in collaboration with site mentors to complete the assessment of the candidate's performance during the internship as required pursuant to Section 30.45 of this Part.
- d) Programs shall ensure that each candidate:
- 1) successfully completes the training and passes the assessment required under Section 24A-3 of the School Code [105 ILCS 5/24A-3] before beginning his or her internship; and

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- 2) passes the applicable content-area test (see 23 Ill. Adm. Code 25.710 (Definitions)) prior to beginning the last semester of his or her internship before completion of the internship.
- e) Programs may charge fees of candidates, in addition to tuition, to be used to reimburse schools for the costs of employing substitute teachers for candidates who are full-time teachers and must be absent from their classrooms in order to complete internship activities.
- f) Programs may provide monetary stipends for candidates while they are participating in their internship.
- g) A program may extend the length of an internship beyond 24 months for any candidate who has to discontinue the internship portion of the program due to unforeseen circumstances, such as a medical or family emergency, provided that the program adopts procedures for requesting the exemption, the specific reasons under which the exemption would be granted, and the length of time within which a candidate must resume the internship. A copy of the policy shall be provided to each candidate who enrolls in the program.

(Source: Amended at 37 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 30.45 Assessment of the Internship**

- a) The principal preparation program shall rate each candidate's level of knowledge and abilities gained and dispositions demonstrated as a result of the candidate's participation in the internship required under Section 30.40 of this Part. The candidate shall demonstrate competencies listed in subsections (a)(1) through (4) of this Section by the completion during the course of the internship of the tasks specified.
  - 1) The candidate conveys an understanding of how the school's mission and vision affect the work of the staff in enhancing student achievement. He or she understands and is able to perform activities related to data analysis and can use the results of that analysis to formulate a plan for improving teaching and learning. As evidence of meeting this competency, the candidate shall:

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- A) review school-level data, including, but not limited to, State assessment results or, for nonpublic schools, other standardized assessment results; use of interventions; and identification of improvement based on those results;
  - B) participate in a school improvement planning (SIP) process, including a presentation to the school community explaining the SIP and its relationship to the school's goals; and
  - C) present a plan for communicating the results of the SIP process and implementing the school improvement plan.
- 2) The candidate demonstrates a comprehensive understanding of the process used for hiring staff who will meet the learning needs of the students. The candidate presents knowledge and skills associated with clinical supervision and teacher evaluation, including strong communication, interpersonal and ethics skills. The candidate can apply the Learning Forward's Standards for Professional Learning (2011) promulgated by Learning Forward, 504 South Locust Street, Oxford, Ohio 45056 and posted at [www.learningforward.org/standards/index.cfm](http://www.learningforward.org/standards/index.cfm). No later amendments to or editions of these standards are incorporated by this Section. As evidence of meeting this competency, the candidate shall:
- A) create a job description, including development of interview questions and an assessment rubric, participate in interviews of candidates, make recommendations for hiring (i.e., rationale for action and supporting data), and prepare letters for candidates not selected;
  - B) participate in a model evaluation of a teacher, to include at least notes, observations, student achievement data, and examples of interventions and support, as applicable, based on the evaluation results, with the understanding that no candidate will participate in the official evaluation process for any particular teacher; and
  - C) create a professional development plan for the school to include the data used to develop the plan, the rationale for the activities chosen, options for participants, reasons why the plan will lead to

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higher student achievement, and a method for evaluating the effect of the professional development on staff.

- 3) The candidate demonstrates the ability to understand and manage personnel, resources and systems on a schoolwide basis to ensure adequacy and equity, including contributions of the learning environment to a culture of collaboration, trust, learning and high expectations; the impact of the budget and other resources on special-needs students, as well as the school as a whole; and management of various systems (e.g., curriculum, assessment, technology, discipline, attendance, transportation) in furthering the school's mission. As evidence of meeting this competency, the candidate shall:
  - A) investigate two areas of the school's learning environment (i.e., professional learning community, school improvement process, professional development, teacher leadership, school leadership teams, cultural proficiency, curriculum, and school climate), to include showing connections among areas of the learning environment, identification of factors contributing to the environment's strengths and weaknesses, and recommendations for improvement of areas determined to be ineffective;
  - B) analyze the school's budget, to include a discussion of how resources are used and evaluated for adequacy and effectiveness; recommendations for improvement; and the impact of budget choices, particularly on low-income students, students with disabilities, and English language learners; and
  - C) review the mission statement for the school, to include an analysis of the relationship among systems that fulfill the school's mission, a description of two of these systems (i.e., curriculum, instruction, assessment, discipline, attendance, maintenance, and transportation) and creation of a rating tool for the systems, and recommendations for system improvement to be discussed with the school's principal.
- 4) The candidate demonstrates a thorough understanding of the requirements for, and development of, individualized education programs pursuant to 23 Ill. Adm. Code 226.Subpart C (The Individualized Education Program

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(IEP)), individualized individual-family service plans (IFSP) pursuant to 23 Ill. Adm. Code 226, 20 USC 1436 and 34 CFR 300~~34 CFR 300.24~~ (2006), and plans under Section 504 of the Rehabilitation Act of 1973 (29 USC 794 and 34 CFR 104), including the ability to disaggregate student data, as well as employ other methods for assisting teachers in addressing the curricular needs of students with disabilities. The candidate can work with school personnel to identify English language learners (ELLs) and administer the appropriate program and services, as specified under Article 14C of the School Code [105 ILCS 5/Art. 14C] and 23 Ill. Adm. Code 228 (Transitional Bilingual Education) to address the curricular and academic needs of English language learners. As evidence of meeting this competency, the candidate shall:

- A) use student data to work collaboratively with teachers to modify curriculum and instructional strategies to meet the needs of each student, including ELLs and students with disabilities, and to incorporate the data into the School Improvement Plan;
- B) evaluate a school to ensure the use of a wide range of printed, visual, or auditory materials and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, students with disabilities, and struggling and advanced readers);
- C) in conjunction with special education and bilingual education teachers, identify and select assessment strategies and devices that are nondiscriminatory to be used by the school, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students leading to school improvement;
- D) work with teachers to develop a plan that focuses on the needs of the school to support services required to meet individualized instruction for students with special needs (i.e., students with IEPs, IFSPs, or Section 504 plans, ELLs, and students identified as gifted);

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- E) proactively serve all students and their families with equity and honor and advocate on their behalf, ensuring an opportunity to learn and the well-being of each child in the classroom;
  - F) analyze and use student information to design instruction that meets the diverse needs of students and leads to ongoing growth and development of all students; and
  - G) recognize the individual needs of students and work with special education and bilingual education teachers to develop school support systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs.
- 5) A principal preparation program shall rate a candidate's demonstration of having achieved the competencies listed in this subsection (a)(1) through (3) as "meets the standards" or "does not meet the standards" in accordance with Section 30.Appendix A of this Part.
  - A) A candidate must achieve a "meets the standards" on each competency in order to successfully complete the internship.
  - B) A candidate who fails to achieve a "meets the standards" on any of the three areas of competency may repeat the tasks associated with the failed competency at the discretion of the principal preparation program.
- b) Each candidate shall participate in, and demonstrate mastery of, the 36 activities listed in Appendix 3 of the document referenced in Section 30.30(b)(3) of this Part. The principal preparation program shall implement a process to assess both the candidate's understanding of school practices that foster student achievement and his or her ability to provide effective leadership. The assessment process and any rubrics to be used shall be submitted as part of the program's application for approval under Section 30.80 of this Part.

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- 1) Programs shall ensure that each candidate demonstrates the participation level in 100 percent of the activities associated with the critical success factors described and defined in Section 30.30(b)(3) of this Part.
- 2) The assessment shall at least determine at what point a candidate demonstrates leadership in conducting the activities. Each candidate must demonstrate leadership in at least 80 percent of the activities associated with the critical success factors described and defined in Section 30.30(b)(3) of this Part in order to successfully complete the internship.

(Source: Amended at 37 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 30.50 Coursework Requirements**

- a) The coursework required by the preparation program of its candidates must cover each of the following areas:
  - 1) State and federal laws, regulations and case law affecting Illinois public schools;
  - 2) State and federal laws, regulations and case law regarding programs for students with disabilities and English language learners;
  - 3) use of technology for effective teaching and learning and administrative needs;
  - 4) use of a process that determines how a child responds to scientific, research-based interventions that are designed to screen students who may be at risk of academic failure; monitor the effectiveness of instruction proposed for students identified as at risk; and modify instruction as needed to meet the needs of each student;
  - 5) understanding literacy skills required for student learning that are developmentally appropriate (early literacy through adolescent literacy), including assessment for literacy, developing strategies to address reading problems, understanding reading in the content areas, and scientific literacy;

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- 6) understanding numeracy skills and working collaboratively across content areas to improve problem-solving and number sense at all grade levels;
  - 7) identification of bullying; understanding the different types of bullying behavior and its harm to individual students and the school; and the importance of teaching, promoting and rewarding a peaceful and productive school climate; and
  - 8) the process to be used to evaluate licensed ~~certified~~ staff in accordance with the provisions of Section 24A-3 of the School Code [105 ILCS 5/24A-3].
- b) A portion of the required coursework shall include “field experiences”, i.e., multiple experiences that are embedded in a school setting and relate directly to the core subject matter of the course. The principal preparation program shall determine the courses for which completion of field experiences will be required and the time allotted to field experiences across all courses in the curriculum.
- c) In addition to meeting the requirements in subsections (a) and (b) of this Section, programs providing 50 percent or more of coursework via distance learning or video-conferencing technology shall be approved only if they meet the following conditions.
- 1) Candidates must be observed by a full-time tenure track faculty member who provides instruction in the principal preparation program. The observations, which must take place in person, shall be for a minimum of two full days each semester, and for a minimum of 20 days throughout the length of the program. The observations must include time spent interacting and working with the candidate in a variety of settings (i.e., observing the candidate’s teaching, attending meetings with the candidate, observing the candidate during the internship portion of the program).
  - 2) Each candidate shall be required to spend a minimum of one day per semester, exclusive of internship periods, at the program’s Illinois facility in order to meet with the program’s full-time faculty, to present and reflect on projects and research for coursework recently completed, and to discuss the candidate’s progress in the program.

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- 2) Each candidate shall be required to attend in person the meetings outlined in Section 30.40(c) of this Part.

(Source: Amended at 37 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 30.60 Staffing Requirements**

- a) At a minimum, each program shall allocate two faculty members on a full-time basis to the program if 100 candidates or fewer are enrolled on a part-time or a full-time basis, and one additional faculty member shall be allocated on a full-time basis for each increment of 50 or fewer candidates enrolled on a part-time or a full-time basis.
  - 1) For the purposes of this subsection (a), “enrolled” means enrollment in one or more courses required for completion of the program.
  - 2) A faculty member may include time spent teaching in other educational leadership programs (e.g., superintendent, chief school business official) offered by the institution when determining “full-time basis”.
- b) No candidate shall receive more than one-third of his or her coursework from the same instructor.
- c) No more than 80 percent of the coursework in a program shall be taught by adjunct faculty. For each adjunct faculty member employed, the program shall maintain evidence that the individual has demonstrated expertise in the area of his or her assignment.
- d) A faculty supervisor shall have no more than 36 candidates assigned to him or her during any one 12-month period of an internship. However, when a university requires faculty to supervise at least 48 candidates in order to have a full course load, these faculty shall have no more than 48 candidates assigned to them.
- e) No mentor shall have more than two candidates assigned to him or her at any period during the internship, except that the State Educator Preparation and Licensure Board (SEPLB) ~~State Teacher Certification Board (STCB)~~ may make an exception for a third candidate if the SEPLB ~~STCB~~ finds the explanation and accompanying documentation submitted by the program supports granting of the exception (i.e., there is only one qualified mentor available in sparsely populated

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areas of the State). Approval under this subsection (e) is granted for the duration of the mentor's participation in the program and need not be renewed.

- f) Each full-time faculty member in the program and each faculty supervisor shall successfully complete ~~participate in~~ the training and pass the assessment required for evaluation of licensed ~~certified~~ personnel under Section 24A-3 of the School Code.

(Source: Amended at 37 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

#### **Section 30.70 Candidate Selection**

Candidates admitted to a program for principal preparation shall be selected through an in-person interview process. Each candidate must meet the following minimum requirements.

- a) A valid and current Illinois professional educator license endorsed in a teaching field ~~certificate~~ (i.e., early childhood, elementary, secondary, special K-12, or special preschool-age 21 ~~certificate~~).
- b) Passage of the test of basic skills if the candidate had not been required to take the test for receipt of his or her Illinois professional educator license or previously issued teaching certificate (see 23 Ill. Adm. Code 25.720(b)).
- c) Submission of a portfolio that presents evidence of a candidate's achievements during his or her teaching experience in each of the following categories:
- 1) Support of all students in the classroom to achieve high standards of learning;
  - 2) Accomplished classroom instruction, which shall include data providing evidence of two years of student growth and learning within the last five years;
  - 3) Significant leadership roles in the school (e.g., curriculum development, discipline, team teaching assignment, mentoring);
  - 4) Strong oral and written communication skills;

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- 5) Analytic abilities needed to collect and analyze data for student improvement;
  - 6) Demonstrated respect for family and community;
  - 7) Strong interpersonal skills; and
  - 8) Knowledge of curriculum and instructional practices.
- d) For purposes of subsection (c) of this Section, “evidence” includes, but is not limited to:
- 1) Evaluations of the candidate’s teaching abilities from supervisors that attest to students’ academic growth;
  - 2) Evidence of leadership roles held and descriptions of the impact the candidate has had on the classroom, school or district, or the constituents served;
  - 3) An analysis of classroom data (student scores) that describes how the data were used to inform instructional planning and implementation, including an explanation of what standards were addressed, the instructional outcomes, and steps taken when expected outcomes did not occur;
  - 4) Information on the candidate’s work with families and/or community groups and a description of how this work affected instruction or class activities;
  - 5) Examples of the candidate’s analytical abilities as evidenced by a description of how he or she used the results from student assessments to improve student learning; and
  - 6) Evidence of curriculum development, student assessments, or other initiatives that resulted from the candidate’s involvement on school committees.
- e) Each applicant shall interview with no fewer than two of the program’s full-time faculty members and shall, at a minimum, discuss the contents of his or her

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portfolio and complete on site a written response to a scenario presented by the interviewers.

(Source: Amended at 37 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 30.80 Program Approval and Review**

- a) A program seeking approval shall follow the procedures set forth in 23 Ill. Adm. Code 25.145 (Approval of New Programs within Recognized Institutions).
- b) In addition to meeting the requirements of 23 Ill. Adm. Code 25.145, the program proposal required to be submitted as part of the request for approval shall specify how the program will meet the requirements set forth in this Part, as well as address each of the following:
  - 1) The guidance to be developed to ensure that faculty supervisors effectively assist candidates to optimize their experiences during the internship;
  - 2) The roles and responsibilities of candidates and faculty supervisors;
  - 3) Employment criteria used in selecting and evaluating adjunct faculty;
  - 4) The process the institution or not-for-profit entity will use to communicate with the faculty supervisor and candidate;
  - 5) Any additional requirements for admission to the program that the institution or not-for-profit entity will impose;
  - 6) A description of the rubric the program will use to assess and evaluate the quality of a candidate's portfolio required under Section 30.70;
  - 7) The competencies, to include those specified in Section 30.45(a) of this Part, expected of candidates who complete the program and how those expectations will be communicated to the candidate upon his or her admittance to the program;
  - 8) The activities to meet the expectations embedded in the critical success factors specified in Section 30.45(b) of this Part that will be required of candidates for completion of the program and how these activities and

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expectations will be communicated to the candidate upon his or her admittance to the program;

- 9) A copy of the partnership agreement or agreements and a description of the partners' involvement in the development of the program, a description of the roles each partner will have, and information on how the partnership will continue to operate and how it will be evaluated;
- 10) A copy of any agreements with school districts or nonpublic schools (other than those participating in the partnership) that will serve as sites for the internship or field experiences;
- 11) A description of each course proposed and the internship, to include:
  - A) a course syllabus;
  - B) how progress will be measured and successful completion will be determined;
  - C) a data table that demonstrates each course's, and the internship's, alignment to the ISLLC 2008 standards (see Section 30.30(c) of this Part); and
  - D) for individual courses, a detailed description of any field experiences required for course completion;
- 12) Copies of assessments and rubrics to be used in the program, including but not limited to samples of scenarios to which a candidate must provide a written response and interview questions for selection in the program and any additional assessments to be used for the internship beyond what is required under Section 30.45 of this Part;
- 13) A description of the coursework for candidates and training to be provided for faculty members relative to the evaluation of licensed ~~certified~~ staff under Article 24A of the School Code [105 ILCS 5/Art. 24A];
- 14) A letter signed by the chief administrator of the institution and/or the not-for-profit entity, stating its commitment to hiring additional full-time faculty if enrollment in the program increases; and

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- 15) A complete description of how data on the program will be collected, analyzed, and used for program improvement, and how these data will be shared with the educational unit or not-for-profit entity and the partnering school district or nonpublic school.
- c) A request for program approval shall be submitted to the State Superintendent for consideration (see 23 Ill. Adm. Code 25.145(b)). The State Superintendent shall provide a complete request to the Principal Preparation Review Panel for its review and recommendation as to whether the program should be approved. The panel, to be appointed by the State Superintendent, shall consist of:
  - 1) two individuals holding current and valid Illinois professional educator licenses endorsed in a teaching field ~~teaching certificates~~ and currently employed in Illinois public schools;
  - 2) four individuals holding current and valid professional educator licenses ~~administrative certificates~~ endorsed for principal or “general administrative” ~~pursuant to 23 Ill. Adm. Code 25.335 or “principal” pursuant to 23 Ill. Adm. Code 25.337~~, and currently employed as principals in Illinois public schools;
  - 3) two individuals holding current and valid professional educator licenses ~~administrative certificates~~ endorsed for “superintendent” pursuant to 23 Ill. Code 25.360 and currently employed as superintendents in Illinois public schools;
  - 4) two individuals from institutions of higher education in Illinois that have a recognized educational unit approved for the provision of educator preparation programs pursuant to 23 Ill. Adm. Code 25.Subpart C, one of whom shall be from a public institution and one of whom shall be from a nonpublic institution;
  - 5) one licensed ~~certified~~ staff member currently employed in a school district in any city in Illinois having a population exceeding 500,000; and
  - 6) one individual representing the Illinois business community. If the individual appointed is unable to attend all meetings, he or she may request that an alternate be appointed to attend in his or her absence.

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
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- d) The Principal Preparation Review Panel shall acknowledge receipt of the request for approval within 30 days after receipt. Based upon its review, the Panel may:
- 1) issue a recommendation to the SEPLB ~~State Teacher Certification Board (STCB)~~ that the principal preparation program be approved; a copy of that recommendation and notification of the SEPLB's ~~STCB's~~ meeting to consider the Panel's recommendation shall be provided to the applicant; or
  - 2) issue a recommendation to the SEPLB ~~STCB~~ that the principal preparation program be denied, including the reasons for the recommended denial; a copy of that recommendation and notification of the SEPLB's ~~STCB's~~ meeting to consider the Panel's recommendation shall be provided to the applicant.
- e) An institution or not-for-profit entity may withdraw its request for approval by notifying the State Superintendent of Education of its intent to withdraw no later than 15 days after it receives notification of the Principal Preparation Review Panel's recommendation.
- f) Actions following upon the recommendation of the SEPLB ~~STCB~~ shall be as described in 23 Ill. Adm. Code 25.160 (Notification of Recommendations; Decisions by State Board of Education).
- g) An approved principal preparation program shall be subject to the review process set forth in 23 Ill. Adm. Code 25.Subpart C.

(Source: Amended at 37 Ill. Reg. \_\_\_\_\_, effective\_\_\_\_\_)

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**February 20, 2013**

**TO:** Illinois State Board of Education

**FROM:** Christopher A. Koch, Ed.D., State Superintendent of Education   
Susan Morrison, Deputy Superintendent/Chief Education Officer 

**Agenda Topic:** Approval of Board of Trustees Illinois State University  
Intergovernmental Agreement Extension Exceeding \$1 Million

*Staff Contact(s):* Susie Morrison, Deputy Superintendent/Chief Education Officer  
Dora Welker, Division Administrator College and Career Readiness

**Purpose of Agenda Item**

The Division of College and Career Readiness requests the Board to authorize the renewal of an intergovernmental agreement with the Board of Trustees of the University of Illinois that will exceed \$1 million. This one year contract will support the Common Core statewide implementation in Fiscal Year 2014.

**Relationship to/Implications for the State Board's Strategic Plan**

The Intergovernmental Agreement will support the following Board goal.

**GOAL 1:** Every student will demonstrate academic achievement and be prepared for success after high school.

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

This agenda item will be discussed in the Finance and Audit Committee and then called for a vote during the February Plenary Session. It is expected that the Board will authorize the State Superintendent to execute the contract renewal.

**Background Information**

The purpose of this intergovernmental agreement is to provide technical assistance and other professional support services to ISBE to support the Common Core statewide implementation, leadership and coordination of the Partnership for the Assessment of Readiness for College and Career (PARCC) Educator Leader Cadre, coordinate the statewide pilot for professional development for Math and English language arts and develop and provide resources for the common core professional learning.

The Illinois State Board of Education has adopted new Math and English Language Arts standards for K-12 education known as the New Illinois State Learning Standards incorporating the Common Core. The goal is to better prepare Illinois students for success in college and the workforce in a competitive global economy.

**Financial Background**

On December 13, 2013, the Illinois State Board of Education entered in a contractual agreement with Illinois State University for \$900,000. This request is for an amendment to extend the end date of the contract through June 30, 2014, and to request an additional amount

of funding for Fiscal Year 2014 for \$900,000. This amendment would bring the total amount of funding to \$1,800,000. The funding will come from Title II Part A.

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

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY13		\$900,000				<b>\$ 900,000</b>
FY14					\$ 900,000	<b>\$ 900,000</b>
<b>Total</b>						<b>\$ 1,800,000</b>

### **Effectiveness**

This agreement provides needed agency support and expertise for the implementation of the common core standards, instruction and assessment. This includes:

- 3-key personnel;
- Provides support for the 75 member Education Leader Cadre;
- Coordinates & supports stakeholder convenings of key reform topics;
- Support for the Retired Professional Service Corps;
- Acquires content expertise that does not currently exist at ISBE;
- Supports the development of common core tools, resources, and professional development.

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

Policy Implications: None

Budget Implications: The proposed activities will be funded by Title II Part A Teacher Quality Leadership

Legislative Action: None

Communication: None

### **Superintendent's Recommendation**

I recommend that the following motion be adopted:

The Board hereby authorizes the State Superintendent to increase the intergovernmental agreement with Board of Trustees Illinois State University whereby is expected to exceed \$1 million over the term of the contract. The total amount of the contract is \$1,800,000 with an end date of June 30, 2014.

### **Next Steps**

Upon Board authorization, Agency staff will execute the renewal of an intergovernmental agreement with Board of Trustees Illinois State University.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**February 20, 2013**

**TO:** Illinois State Board of Education

**FROM:** Christopher A. Koch, Ed.D., State Superintendent of Education   
Susan Morrison, Deputy Superintendent/Chief Education Officer 

**Agenda Topic:** Contract Exceeding \$1 Million: Approval of Intergovernmental Agreement with Illinois Department of Human Services FY 2013

**Materials:** N/A

**Staff Contact(s):** Reyna P. Hernandez, Assistant Superintendent

**Purpose of Agenda Item**

The Early Childhood Division requests the Board to authorize the State Superintendent to enter into an Intergovernmental Agreement with the Illinois Department of Human Services to transfer funds for the Race to the Top-Early Learning Challenge-Phase 2.

**Relationship to/Implications for the State Board's Strategic Plan**

The Intergovernmental Agreement will support the following Board Goals:

**GOAL 1:** Every student will demonstrate academic achievement and be prepared for success after high school;

**GOAL 2:** Every student will be supported by highly prepared and effective teachers and school leaders;

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

This agenda item will be discussed as part of the consent agenda and then be called for a vote by the Board. It is expected that staff will receive the Board's authorization to enter into the Intergovernmental Agreement.

**Background Information**

Illinois has been awarded a Race to the Top-Early Learning Challenge (RTT-ELC) Phase 2 grant by the US Department of Education and Health and Human Services. RTT-ELC focuses on implementing early childhood systems reform that will lead to an increase in the number of children- especially children with high needs – who enter kindergarten ready to engage in a challenging curriculum. The grant seeks to do so by implementing initiatives that promote three strategic priorities:

- Priority 1: Deepening the integration of state supports to create a unified framework for all Early Learning and Development (ELD) programs, including Preschool for All, Head Start, Early Head Start, center-and-home based child care, and childcare centers licensed through the Department of Children and Family Services, by:
  - a. Developing an early childhood governance structure that supports greater integration across multiple funding streams, including funding new positions charged with facilitating collaboration

- b. Building a five-level Quality Rating and Improvement System, which will be utilized by most ELD programs.
  - c. Using the Kindergarten Individual Development Survey to gain a common, statewide snapshot of development in kindergarten.
  - d. Implementing revised early learning standards for children ages birth to five across all ELD programs.
  - e. Integrating workforce and professional development data systems, as well as improving integration of early childhood student data.
- Priority 2: Connecting the most-at-risk children with the supports and services they need, through:
  - a. The Concentrated High Need Communities project will target strategies in selected local communities to increase program enrollment of high needs children.
  - b. The Consortium for Community Systems Development will provide training and technical assistance to local community collaborations.
  - c. Individual program policies and implementation strategies that will promote access and participation of the most-at-risk children.
- Priority 3: Increasing program quality through supports for programs and educators, including:
  - a. Coordinating professional development across funding streams
  - b. Adding quality specialists and new improvement coaches
  - c. Building standards-based resources into the Illinois Shared Learning Environment.

ISBE is the fiscal agent for RTT-ELC funds. This intergovernmental agreement will give ISBE the authority to transfer the funds to the Illinois Department of Human Services to comply with the terms of the state's RTT-ELC application. The final scope of work and payment schedule will be submitted to the USDE and are subject to their approval.

### **Financial Background**

The budget submitted in the Race to the Top- Early Learning Challenge- Phase 2 application allocated \$20,939,776 for the Illinois Department of Human Services during the calendar years 2013-2016 for implementation of a five-level quality rating and improvement system including the assessments, trainings and supports for programs; an expansion of the Gateways Registry; data alignment; key personnel to facilitate interagency collaboration; and other projects specified in the Early Learning Challenge grant application. In addition to these funds, grant implementation may call for additional funds budgeted for the Targeted High Need Communities project. This project was written to be responsive to the need of local targeted communities, which may call for additional investments for their DHS-related services. This project is currently budgeted at \$2,661,719 and will be expended in FY16, if needed.

In order to provide flexibility in the implementation of ELC-2, ISBE is requesting the authority to enter into an initial intergovernmental agreement with DHS for \$20,939,776 through December 31, 2016, with the potential to increase the total in an amount not to exceed \$23,601,495. Specific annual amounts will be subject to the scope of work and budget to be approved by the U.S. Department of Education.

Shown below is a summary for the funding for the proposed intergovernmental agreement:

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY13					\$ 769,788	<b>\$ 769,788</b>
FY14					\$ 6,086,849	<b>\$ 6,086,849</b>
FY15					\$ 6,410,372	<b>\$ 6,410,372</b>
FY16					\$ 5,950,924	<b>\$ 5,950,924</b>
FY17					\$ 1,721,843	<b>\$ 1,721,843</b>
Total						<b>\$20,939,776</b>
Targeted High Needs					\$ 2,661,719	<b>\$ 2,661,719</b>
<b>Total</b>						<b>\$23,601,495</b>

### **Effectiveness**

Effectiveness on this intergovernmental agreement will be measured in two ways. First, ISBE will work closely with the Governor's Office for Early Childhood Development to monitor the use of DHS funds and timely completion of deliverables, in accordance with the approved scope of work. Second, the RTT-ELC grant will be evaluated based on Performance Measures identified by the Department of Education. These performance measures reflect the three strategic priorities of the Race to the Top, Early Learning Challenge:

- Deepening the integration of the state supports to create a unified framework for all Early Learning and Development (ELD) systems;
- Connecting the most at-risk children with the services and supports they need; and
- Increasing the quality of both learning environments and instruction in early learning and development programs from "adequate to good" and from "good to great".

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

**Policy Implications:** This intergovernmental agreement is required to transfer funds to the Department of Human Services to implement the state's Early Learning Challenge Phase 2 grant, strengthening early childhood systems, increasing at-risk access to services, and raising program quality.

**Budget Implications:** Funds for this Intergovernmental Agreement are available through the Federal Race to the Top-Early Learning Challenge-Phase 2.

**Legislative Action:** None required

**Communication:** Upon Board approval, the agreement will be conveyed to the Governor's Office and the Department of Human Services.

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

Approval of the Intergovernmental Agreement will allow ISBE to transfer funds according to the terms of the state's application for Race to the Top-Early Learning Challenge.

Failure to approve the Intergovernmental Agreement will delay or prevent implementation of the state's RTT-ELC plan.

**Superintendent's Recommendation**

I recommend that the following motion be adopted:



The State Board of Education authorizes the State Superintendent to enter into a new Intergovernmental Agreement with the Illinois Department of Human Service in the amount of \$20,939,776 effective February 1, 2013 through December 31, 2016, for the transfer of funds for Race to the Top, Early Learning Challenge, Phase 2. Subsequent amendments are not to exceed a total of \$23,601,495.

**Next Steps**

Upon Board authorization, Agency staff will enter into an Intergovernmental Agreement with IDHS.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**February 20, 2013**

**TO:** Illinois State Board of Education

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

**Agenda Topic:** Approval of Intergovernmental Agreement Exceeding \$1 Million for Illinois Department of Human Services-The Gateways to Opportunity Scholarship Program

**Materials:** N/A

*Staff Contact(s):* Reyna P. Hernandez, Assistant Superintendent

**Purpose of Agenda Item**

To obtain approval to renew a Intergovernmental Agreement with Illinois Department of Human Services

**Relationship to/Implications for the State Board's Strategic Plan**

The Gateways to Opportunity Scholarship program supports the following Agency goals:

- **GOAL 1:** Every student will demonstrate academic achievement and be prepared for success after high school, and
- **GOAL 2:** Every student will be supported by highly prepared and effective teachers and school leaders.

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

This agenda item will be discussed as part of the consent agenda and then be called for a vote by the Board. It is expected that staff will receive the Board's authorization to renew the Intergovernmental Agreement.

**Background Information**

P.A. 96-864, effective January 1, 2010, amended the Department of Human Services Act by adding Section 10-65 (20 ILCS 1305-10-65) to allow the Department of Human Services to operate the Gateways to Opportunity Program, a comprehensive professional development system, which, among other things, is designed to support a quality workforce to serve children and youth. DHS administers and provides funding for the Gateways Program and contracts with the Illinois Network of Child Care Resources and Referral Agencies (INCCRRA) for administration of the Gateways to Opportunity Scholarship program.

The purpose of this agreement is to continue the partnership between ISBE and DHS to provide funding for the Gateways Scholarship Program. The Gateways Scholarship Program is an individual-based scholarship opportunity for practitioners working in early care and education. The program provides financial assistance for Early Childhood Education and Child Development (ECE/CD) coursework and degrees offered through participating colleges and universities to participants in order for them to obtain the necessary college or university credit to meet the Type 04 certification requirements and/or the bilingual or ESL Approval/Endorsement thus providing an increase in qualified teachers for ISBE Early Childhood programs.

### **Financial Information**

On January 4, 2011 the Illinois State Board of Education entered in an intergovernmental agreement with the Illinois Department of Human Services for \$500,000 ending June 30, 2011 to operate the Gateways to Opportunity Scholarship Fund. The contract had the option to renew contingent upon sufficient appropriation and satisfactory work performance of the contractor in the preceding contract year.

On April 13, 2011 the Board authorized the agency to renew this contract for a one-year period, ending June 30, 2012, and a maximum contract amount of \$1,000,000. On January 26, 2012 the Board authorized the agency to renew this contract for a one-year period, ending June 30, 2013, and a maximum contract amount of \$1,500,000.

This request is for an amendment to extend the end date of the contract through June 30, 2014, and to request an additional amount of funding for Fiscal Year 2014 of \$500,000. This amendment would bring the total amount of funding to \$2,000,000. The funding will come from the Early Childhood Block Grant.

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

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY11	\$ 500,000					<b>\$ 500,000</b>
FY12	\$ 500,000					<b>\$ 500,000</b>
FY13	\$ 500,000					<b>\$ 500,000</b>
FY14				\$ 500,000		<b>\$ 500,000</b>
<b>Total</b>						<b>\$2,000,000</b>

### **Effectiveness**

The last evaluation of this program in FY12 showed that 153 participants benefited from Gateways scholarships from ISBE's contribution toward Type 04 certification and Bilingual/ESL endorsements. The scholarship program has increased the availability of quality teaching staff for Preschool for All classrooms.

### **Participants and Demographics**

- Total ISBE Sponsored Participants-153
  - New-40
  - Renewal-113
- Gender
  - 100% Female
- Race/Ethnicity
  - 42.5% African American/Black
  - 0.7% Asian
- Primary Language Spoken Fluently
  - 96.7% English
  - 2% Spanish
  - 1.3% Other
- Secondary Language Spoken Fluently
  - 3.9% English
  - 3.3% Spanish
  - 0.7% Other
  - 92.1% Did Not Report

- 48.4% Caucasian/White
- 5.9% Hispanic/Latino
- 0% Multi-Racial
- 2% Other
- 0.6% Did Not Report

### **Coursework and Credits**

- Courses Registered-522
  - Methods & Curriculum Courses-154
  - Student Teaching-46
- Credits Registered for-1447.13
- Credits Completed-924.98\*

(\* Some students did not submit grade reports, so completion could not be verified and recorded)

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

Policy Implications: Not applicable

Budget Implications: Funds for this Intergovernmental Agreement are available through the Early Childhood Block Grant.

Legislative Action: None required

Communication: Not applicable

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

Approval of this contract will enable the scholarship program to continue.

### **Superintendent's Recommendation**

I recommend that the following motion be adopted:

The State Board of Education authorizes the renewal of the Intergovernmental Agreement with Illinois Department of Human Services contract for the Gateways to Opportunity Scholarship Program; through June 30, 2014, with an increase of the contract's maximum amount not to exceed \$2,000,000.

### **Next Steps**

Agency staff will commence the process of renewing the contract in accordance with the approved motion.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**February 20, 2013**

**TO:** Illinois State Board of Education

**FROM:** Christopher A. Koch, Ed.D., State Superintendent of Education   
Susan C. Morrison, Deputy Superintendent/Chief Education Officer 

**Agenda Topic:** The Board of Regents of the University of Wisconsin System, on behalf of the University of Wisconsin-Madison's Wisconsin Center for Educational Research (WCER), Intergovernmental Agreement through the World –Class Innovations in Developing Assessment (WIDA) Consortium for the ACCESS and Alternate ACCESS for English Language Learners (ELLs): Action Item

**Materials:** None required

**Staff Contact(s):** Mary O'Brian, Acting Director of Student Assessment  
Daniel L. Brown, Division Supervisor of Student Assessment

**Purpose of Agenda Item**

To authorize acquisition of an Intergovernmental Agreement for ISBE's continued membership in the WIDA Consortium and for the use of the ACCESS for ELLs® products provided through the WIDA Consortium.

**Relationship to/Implications for the State Board's Strategic Plan**

**GOAL 1:** Every student will demonstrate academic achievement and be prepared for success after high school.

The ACCESS assessment(s) serves as a measure of English language proficiency, as required for federal, Title III ESEA/NCLB, funded programs. Title III of ESEA/NCLB federal legislation requires Limited English Proficient (LEP) students to be assessed annually for English language proficiency and growth.

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

The Illinois State Board of Education will authorize the Superintendent to attain the Intergovernmental Agreement with the WIDA Consortium for continued membership and to acquire the ACCESS for ELLs® assessment(s) and products for Fiscal Year 2014.

**Background Information**

In January 2004, ISBE entered into an Intergovernmental Agreement with the Board of Regents of the University of Wisconsin System, on behalf of the University of Wisconsin-Madison's Wisconsin Center for Educational Research (WCER) through a consortium of 15 other states identified as WIDA to develop a standards-based assessment instrument for ELLs. That assessment is called the Assessing Comprehension and Communication in English State-to-State for English Language Learners® ACCESS . The ACCESS test measures English language proficiency for students in grades K through 12. Illinois has been a member of the WIDA Consortium from Fiscal Year 2004 through 2013.

Illinois' continued participation in the WIDA Consortium is the most effective manner for the state and its ELL program to obtain the appropriate measure of English language proficiency, required to meet Illinois' Title III ESEA/NCLB, federal, obligation.

Since the WIDA Consortium has provided Illinois with the ACCESS for ELLs® assessment and products, acquiring the Intergovernmental Agreement will continue to provide for the acquisition of tests, scoring, and reporting services for the determination of English language proficiency, growth and evolution of Local Education Agency (LEA) programs. The costs of these services are on a per-student basis. Illinois currently receives a cost savings as a benefit of membership in the WIDA Consortium. Illinois saves some resources through sharing costs of development and scoring as a result of participating in the WIDA consortium.

The agency made an alternate version of the ACCESS for ELLs®, available to Illinois schools in Fiscal Year 2013. This version of the ACCESS for ELLs®, is used by English language learners with cognitive disabilities. The addition of this form to the ACCESS for ELLs®, program did not impact the overall cost of the program.

### **Financial Background**

The Intergovernmental Agreement will begin July 1, 2013 and extend through June 30, 2016 with a contract maximum not to exceed \$16,297,441. This agreement will have the option of 7 one-year renewals contingent upon a sufficient appropriation for the program and the satisfactory performance of the contractor in the preceding contract year. The funding for this agreement will come from General Revenue, Assessment funds.

Shown below is a summary for the funding for the proposed intergovernmental agreement:

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY14				\$ 5,032,874		<b>\$ 5,032,874</b>
FY15				\$ 5,284,518		<b>\$ 5,284,518</b>
FY16				\$ 5,980,049		<b>\$ 5,980,049</b>
Total						<b>\$16,297,441</b>

### **Effectiveness**

Last evaluation of the program: Professional and Artistic Contracts Post Performance Review for Fiscal Year 2012-2013.

Results of evaluation: Performance was found to be satisfactory.

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

Policy Implications: The Intergovernmental Agreement will help Illinois meet the federal assessment and accountability requirements.

Budget Implications: The cost of providing the ACCESS and Alternate ACCESS for ELLs® assessment(s), for Fiscal Years 2014 through 2016 is not to exceed \$16,297,441, during the initial term.

Legislative Action: None required.

Communication: None required.

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

Pros: Authorization of this request for contract renewal will allow ISBE to continue to provide the state required assessment under Illinois School Code: 105 ILCS 5/2-3.64. In addition, Illinois' use of the ACCESS for ELLs® assessment(s) and products will continue to bring the state into compliance with Title III ESEA/NCLB, federal program requirements and will ensure ISBE's eligibility for the use of approximately \$30 million in federal funds.

**Superintendent's Recommendation**

I recommend that the following motion be adopted:

The Illinois State Board of Education hereby authorizes the acquisition of the Intergovernmental Agreement with the WIDA Consortium through June 30, 2016. The Intergovernmental Agreement's initial term is not to exceed \$16,297,441.


The WIDA Consortium provides for the development and administration services for the ACCESS and Alternate ACCESS for ELLs® assessment(s).

**Next Steps**

Agency staff will complete negotiations to acquire the Intergovernmental Agreement in accordance with the approved motion.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**February 20, 2013**

**TO:** Illinois State Board of Education

**FROM:** Christopher A. Koch, Ed.D., State Superintendent of Education   
Susan C. Morrison, Deputy Superintendent/Chief Education Officer 

**Agenda Topic:** NCS Pearson, Inc. Contract Renewal for the Illinois Alternate Assessment (IAA): Action Item

**Materials:** None required

**Staff Contact(s):** Mary O'Brian, Acting Director of Student Assessment  
Daniel L. Brown, Division Supervisor of Student Assessment

**Purpose of Agenda Item**

To obtain approval for a one-year renewal of the NCS Pearson, Inc. contract for Illinois Alternate Assessment (IAA) services.

**Relationship to/Implications for the State Board's Strategic Plan**

**GOAL 1:** Every student will demonstrate academic achievement and be prepared for success after high school.

The Illinois Alternate Assessment (IAA) is a performance-based assessment based on alternate achievement standards in reading, mathematics, and science at the grades corresponding to ISAT and PSAE (grades 3-8 and 11).

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

The Illinois State Board of Education will authorize the Superintendent to renew the amended contract with NCS Pearson, Inc. for the IAA for Fiscal Year 2014.

**Background Information**

In Fiscal Year 2006, NCS Pearson, Inc. won a competitive bid to provide all services for the development and administration of the IAA to students in grades 3-8 and 11. The Illinois State Board of Education has approved the use of up to \$17,392,461 for the contract through December 1, 2013.

**Financial Background**

On May 16, 2006, the Illinois State Board of Education entered in a contractual agreement with NCS, Pearson Inc. for \$5,198,025 through December 1, 2009, with five possible one-year renewals. This contract was subsequently brought back for the Board's approval for FY10, FY11, FY12 and FY13. On February 21, 2012, the Board authorized the most recent renewal for a maximum contract amount of \$17,392,461 through December 1, 2013. Illinois has joined the Dynamic Learning Maps (DLM) consortium to develop and deliver an alternate assessment for those students with significant cognitive disabilities. The DLM consortium is scheduled to begin administering their test in 2014-2015 school year.

This request is for an amendment to extend the end date of the contract through December 1, 2014, and to request an additional amount of funding for Fiscal Year 2014 of \$2,733,730 and Fiscal Year 2015 of \$266,270. This amendment would bring the total amount of funding to \$20,153,971. The funding will come from the Individuals with Disabilities Educational Act.

A summary for the funding for the proposed contract amendment follows:

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY06		\$ 236,398				\$ 236,298
FY07	\$ 14,771	\$ 1,215,154				\$ 1,229,925
FY08	\$ 280,500	\$ 1,902,644				\$ 2,183,144
FY09		\$ 2,996,382				\$ 2,996,382
FY10		\$ 2,477,357				\$ 2,477,357
FY11		\$ 2,585,840				\$ 2,585,840
FY12		\$ 2,465,289				\$ 2,465,289
FY13		\$ 2,713,466				\$ 2,713,466
FY14		\$ 266,270			\$ 2,733,730	\$ 3,000,000
FY15					\$ 266,270	\$ 266,270
<b>Total</b>						<b>\$20,153,971</b>

### **Effectiveness**

Last evaluation of the program: Professional and Artistic Contracts Post Performance Review for Fiscal Year 2012-2013.

Results of evaluation: Performance was found to demonstrate satisfactory performance.

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

Policy Implications: Approval of the renewal will help Illinois meet state and federal assessment and accountability requirements.

Budget Implications: Approval is requested for \$3,000,000 to renew the IAA contract with NCS, Pearson Inc. through December 30, 2014, with total funding not to exceed \$20,154,071. This contract will be funded through IDEA-Illinois Discretionary and State Standards, Assessment and Accountability funds.

Legislative Action: None required.

Communication: None required.

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

Pros: Authorization of this request for contract renewal will allow ISBE to continue to provide the state required IAA under Illinois School Code 105 ILCS 5/2-3.64.

### **Superintendent's Recommendation**

I recommend that the following motion be adopted:

The Illinois State Board of Education hereby authorizes the renewal of the Illinois Alternate Assessment contract with NCS Pearson, Inc. with an increase of the contract's maximum amount not to exceed \$20,154,071.

### **Next Steps**

Agency staff will complete negotiations to renew and execute the contract.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**February 20, 2013**

**TO:** Illinois State Board of Education

**FROM:** Christopher A. Koch, Ed.D., State Superintendent of Education   
Susan C. Morrison, Deputy Superintendent/Chief Education Officer 

**Agenda Topic:** Illinois Standards Achievement Test (ISAT), Development Contract  
**Renewal: Action Item**

**Materials:** None required

**Staff Contact(s):** Mary O'Brian, Acting Director of Student Assessment  
Daniel L. Brown, Division Supervisor of Student Assessment

**Purpose of Agenda Item**

To obtain approval for a one-year renewal of the NCS, Pearson Inc. contract for Illinois Standards Achievement Test (ISAT) development services.

**Relationship to/Implications for the State Board's Strategic Plan**

**GOAL 1:** Every student will demonstrate academic achievement and be prepared for success after high school.

The Illinois Standards Achievement Test (ISAT) measures individual student achievement; the results give parents, teachers, and schools one measure of student achievement.

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

The Illinois State Board of Education will authorize the Superintendent to renew the amended ISAT development contract with NCS, Pearson Inc. for Fiscal Year 2014.

**Background Information**

In Fiscal Year 2005, Harcourt Assessment, Inc. won a competitive bid to provide test development services for the ISAT. Harcourt Assessment, Inc. was subsequently acquired by NCS, Pearson Inc. who has successfully performed its obligations under the current contract. The Illinois State Board of Education has approved the use of up to \$53,685,244 for the contract through September 30, 2013.

**Financial Background**

On November 9, 2004 the Illinois State Board of Education entered in a contractual agreement with NCS, Pearson Inc. for \$44,506,228 through September 30, 2008 with renewals to be determined annually. This contract was subsequently brought back for the Board's approval for FY09, FY10, FY11, FY12 and FY13. On February 21, 2012, the Board authorized the most recent renewal for a maximum contract amount of \$53,685,244 through September 30, 2013.

This request is for an amendment to extend the end date of the contract through September 30, 2014, and to request an additional amount of funding for Fiscal Year 2014 of \$6,300,000. This amendment would bring the total amount of funding to \$59,664,771. The funding will come from the No Child Left Behind Act and General Revenue, Assessment funds. The extension of this contract is requested due to the anticipated implementation of the Partnership for the

Assessment of College and Career Readiness (PARCC). PARCC is scheduled to be implemented in the 2014-2015 school year.

Shown below is a summary for the funding for the proposed contract amendment:

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY05	\$ 452,737	\$ 1,237,355				\$ 1,690,092
FY06	\$ 4,577,143	\$12,083,997				\$16,661,140
FY07	\$ 1,282,126	\$ 2,381,092				\$ 3,663,218
FY08	\$ 1,371,553	\$ 1,858,032				\$ 3,229,585
FY09	\$ 3,910,912	\$ 1,126,273				\$ 5,037,185
FY10	\$ 3,979,748	\$ 1,549,395				\$ 5,529,143
FY11	\$ 2,801,755	\$ 2,873,070				\$ 5,674,825
FY12	\$ 2,751,977	\$ 3,011,531				\$ 5,763,508
FY13	\$ 3,058,038	\$ 3,058,037				\$ 6,116,075
FY14				\$ 3,241,963	\$ 3,058,037	\$ 6,300,000
<b>Total</b>						<b>\$59,664,771</b>

### **Effectiveness**

Last evaluation of the program: Professional and Artistic Contracts Post Performance Review for Fiscal Year 2012-2013.

Results of evaluation or effectiveness indicators: Performance was found to be satisfactory.

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

Policy Implications: Approval of the renewal will help Illinois meet the state and federal assessment and accountability requirements.

Budget Implications: Approval is requested for \$6,300,000 to renew the development contract with NCS, Pearson Inc. through September 30, 2014, with total funding not to exceed \$59,664,771.

Legislative Action: None required.

Communication: None required.

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

Pros: Authorization of this request for contract renewal will allow ISBE to continue to provide the state required ISAT under Illinois School Code:105 ILCS 5/2 -3.64.

### **Superintendent's Recommendation**

I recommend that the following motion be adopted:



The Illinois State Board of Education hereby authorizes the renewal of the Illinois Standards Achievement Test (ISAT) development contract with NCS, Pearson Inc. with an increase of the contract's maximum amount not to exceed \$59,664,771.

### **Next Steps**

Agency staff will complete negotiations to renew and execute the contract.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**February 20, 2013**

**TO:** Illinois State Board of Education

**FROM:** Christopher A. Koch, Ed.D., State Superintendent of Education   
Susan C. Morrison, Deputy Superintendent/Chief Education Officer 

**Agenda Topic:** Illinois Standards Achievement Test (ISAT), Administration Contract  
Renewal: Action Item

**Materials:** None required

**Staff Contact(s):** Mary O'Brian, Acting Director of Student Assessment  
Daniel L. Brown, Division Supervisor of Student Assessment

**Purpose of Agenda Item**

To obtain approval for a one-year renewal of the NCS, Pearson Inc. contract for Illinois Standards Achievement Test (ISAT) administrative services.

**Relationship to/Implications for the State Board's Strategic Plan**

**GOAL 1:** Every student will demonstrate academic achievement and be prepared for success after high school.

The Illinois Standards Achievement Test (ISAT) measures individual student achievement; the results give parents, teachers, and schools one measure of student achievement.

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

The Illinois State Board of Education will authorize the Superintendent to renew the amended ISAT administration contract with NCS, Pearson, Inc. for Fiscal Year 2014.

**Background Information**

In Fiscal Year 2007, NCS, Pearson Inc. won a competitive bid to provide administrative services for the ISAT. These services include test printing, distributing, retrieval, scanning, scoring and reporting. The Illinois State Board of Education has approved the use of up to \$91,793,655 for the contract through September 30, 2013.

**Financial Background**

On October 11, 2006, the Illinois State Board of Education entered in a contractual agreement with NCS, Pearson Inc. for \$32,932,582 through September 30, 2009 with five possible one-year renewals. This contract was subsequently brought back for the Board's approval for FY10, FY11, FY12 and FY13. On February 21, 2012, the Board authorized the most recent renewal for a maximum contract amount of \$91,793,655 through September 30, 2013.

This request is for an amendment to extend the end date of the contract through September 30, 2014, and to request an additional amount of funding for Fiscal Year 2014 of \$16,833,265 and Fiscal Year 2015 of \$1,166,735. This amendment would bring the total amount of funding to \$107,939,235. The funding will come from the No Child Left Behind Act and General Revenue, Assessment funds. The extension of this contract is requested due to the anticipated implementation of the Partnership for the Assessment of College and Career Readiness (PARCC). PARCC is scheduled to be implemented in the 2014-2015 school year.

Shown below is a summary for the funding for the proposed contract amendment:

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY07	\$ 3,572,030	\$ 6,084,577				\$ 9,656,607
FY08	\$ 3,811,441	\$ 8,459,497				\$12,270,938
FY09	\$ 5,345,646	\$ 8,081,159				\$13,426,805
FY10	\$ 5,284,580	\$ 8,099,393				\$13,383,973
FY11	\$ 5,888,421	\$ 8,463,230				\$14,351,651
FY12	\$ 6,218,079	\$ 5,520,685				\$11,738,764
FY13	\$11,671,494	\$ 2,272,268				\$13,943,762
FY14		\$ 1,166,735		\$15,375,540	\$ 1,457,725	\$18,000,000
FY15					\$ 1,166,735	\$ 1,166,735
<b>Total</b>						<b>\$107,939,235</b>

### **Effectiveness**

Last evaluation of the program: Professional and Artistic Contracts Post Performance Review for Fiscal Year 2012-2013.

Results of evaluation or effectiveness indicators: Performance was found to be satisfactory.

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

Policy Implications: Approval of the renewal will help Illinois meet the state and federal assessment and accountability requirements.

Budget Implications: Approval is requested for \$18,000,000 to renew the administration contract with NCS, Pearson Inc. through September 30, 2014, with total funding not to exceed \$107,939,235.

Legislative Action: None required.

Communication: None required.

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

Pros: Authorization of this request for contract renewal will allow ISBE to continue to provide the state required ISAT under Illinois School Code 105 ILCS 5/2 -3.64.

### **Superintendent's Recommendation**

I recommend that the following motion be adopted:

The Illinois State Board of Education hereby authorizes the renewal of the Illinois Standards Achievement Test (ISAT) administration contract with NCS, Pearson Inc. with an increase of the contract's maximum amount not to exceed \$107,939,235.

### **Next Steps**

Agency staff will complete negotiations to renew and execute the contract.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**February 20, 2013**

**TO:** Illinois State Board of Education

**FROM:** Christopher A. Koch, Ed.D., State Superintendent of Education   
Susan C. Morrison, Deputy Superintendent/Chief Education Officer 

**Agenda Topic:** ACT, INC. for the Prairie State Achievement Examination (PSAE),  
EXPLORE and PLAN, Locating Information Career Readiness  
Certificate Program (NCRC), Assessments Contract Renewal: Action  
Item

**Materials:** None required

**Staff Contact(s):** Mary O'Brian, Acting Director of Student Assessment  
Daniel L. Brown, Division Supervisor of Student Assessment

**Purpose of Agenda Item**

To obtain approval for a one-year renewal of the ACT, INC. contract for Prairie State Achievement Examination (PSAE), EXPLORE and PLAN assessment services.

**Relationship to/Implications for the State Board's Strategic Plan**

**GOAL 1:** Every student will demonstrate academic achievement and be prepared for success after high school.

The Prairie State Achievement Examination (PSAE) measures the achievement of grade 11 students in reading, mathematics, and science. Students take EXPLORE in 9th grade to guide their high school courses and prepare for the college entrance exam, ACT, or choose a career direction. The PLAN program helps 10th graders build a solid foundation for future academic and career success and provides information needed to address school districts' high-priority issues.

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

The Illinois State Board of Education will authorize the Superintendent to renew the amended contract with ACT, Inc. for the PSAE, EXPLORE and PLAN contract for Fiscal Year 2014.

**Background Information**

In Fiscal Year 2006, ACT, Inc. won a competitive bid to provide all services for the development and administration of the PSAE to students in grade 11 and 12, which includes the ACT assessment during Day 1 of the PSAE. In prior years the Illinois Legislature has allocated money for growth models of assessments. ACT, Inc. provides two exams, EXPLORE and PLAN, that allow the State to track growth toward achievement on the PSAE Day 1 assessment. EXPLORE is generally given to students in grades 8 or 9, and PLAN is typically administered to students in grade 10. The Illinois State Board of Education has approved the use of up to \$106,519,289 for the contract through June 30, 2013.

In 2012, ISBE offered districts the opportunity to test 9<sup>th</sup> grade EXPLORE and 10<sup>th</sup> grade PLAN. In addition, the Locating Information Test was offered to the grade 11 students as a part of the National Career Readiness Certificate Program (NCRC).

### **Financial Background**

On July 1, 2005 the Illinois State Board of Education entered in a contractual agreement with ACT, Inc. for \$52,130,000 through June 30, 2010 with five possible one-year renewals. This contract was subsequently brought back for the Board's approval for FY08, FY09, FY10, FY11, FY12 and FY13. On February 21, 2012, the Board authorized the most recent renewal for a maximum contract amount of \$53,685,244 through June 30, 2013.

This request is for an amendment to extend the end date of the contract through June 30, 2014, and to request an additional amount of funding for Fiscal Year 2014 of \$18,400,000. This amendment would bring the total amount of funding to \$118,173,600. The funding will come from the No Child Left Behind Act and General Revenue, Assessment funds. The extension of this contract is requested due to the anticipated implementation of the Partnership for the Assessment of College and Career Readiness (PARCC). PARCC is scheduled to be implemented in the 2014-2015 school year.

Shown below is a summary for the funding for the proposed contract amendment:

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY06	\$ 3,366,013	\$ 2,022,239				<b>\$ 5,388,252</b>
FY07	\$ 5,242,274	\$ 5,799,108				<b>\$11,041,382</b>
FY08	\$ 5,023,468	\$ 8,650,394				<b>\$13,673,862</b>
FY09	\$ 8,146,486	\$ 6,116,334				<b>\$14,262,820</b>
FY10	\$ 5,566,127	\$ 7,808,806				<b>\$13,374,933</b>
FY11	\$10,784,869	\$ 3,772,171				<b>\$14,557,040</b>
FY12	\$ 7,576,561	\$ 4,942,000				<b>\$12,518,561</b>
FY13	\$ 7,435,150	\$ 7,521,600				<b>\$14,956,750</b>
FY14				\$10,878,400	\$ 7,521,600	<b>\$18,400,000</b>
<b>Total</b>						<b>\$118,173,600</b>

### **Effectiveness**

Last evaluation of the program: Professional and Artistic Contracts Post Performance Review for Fiscal Year 2012-2013.

Results of evaluation or effectiveness indicators: Performance was found to be satisfactory.

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

Policy Implications: Approval of the renewal will help Illinois meet state and federal assessment and accountability requirements.

Budget Implications: Approval is requested for \$18,400,000 to renew the PSAE, EXPLORE and PLAN contract through June 30, 2014, with total funding not to exceed \$118,173,600.

Legislative Action: None required.

Communication: None required.

**Pros and Cons of Various Actions**

Pros: Authorization of this request for contract renewal will allow ISBE to continue to provide the state required PSAE under Illinois School Code: 105 ILCS 5/2 -3.64.

**Superintendent's Recommendation**

I recommend that the following motion be adopted:



The Illinois State Board of Education hereby authorizes the renewal of the Prairie State Achievement Examination (PSAE) administration and development contract, and the administration of the EXPLORE and PLAN assessments with ACT, Inc. with an increase of the contract's maximum amount not to exceed \$118,173,600.

**Next Steps**

Agency staff will complete negotiations to renew and execute the contract.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**February 20, 2013**

**TO:** Illinois State Board of Education

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

**Agenda Topic:** Waiver Report to the General Assembly

**Materials:** Waiver Report

**Staff Contact:** Winnie Tuthill

**Purpose of Agenda Item**

The purpose of the agenda item is to inform the Board about requests for waivers and modifications received since the last report in September 2012; to consider whether the Board should recommend the General Assembly disapprove certain requests; and to secure approval of the Spring 2013 Waiver Report for submission to the General Assembly before March 1, as required by law.

**Relationship to/Implications for the State Board's Strategic Plan**

The waiver report is linked to Goal 1 in that applicants may request waivers and modifications of the School Code or of agency rules in order to improve student performance.

**Expected Outcomes of Agenda Item**

The Board will be asked to adopt motions recommending to the General Assembly that it disapprove six requests from four districts contained in the report. In addition, the Board will be asked to authorize submission of the Spring 2013 Waiver Report to the General Assembly.

**Background Information**

The Spring 2013 Waiver Report is the thirty-sixth report to be submitted to the General Assembly pursuant to Section 2-3.25g of the School Code. This report contains 74 requests that seek to waive mandates of School Code provisions upon which the General Assembly must act. These requests address:

- Limitation of administrative costs (16 requests);
- Nonresident tuition (15 requests);
- Daily physical education (12 requests);
- School improvement/in-service training (11 requests);
- Fee for driver's education (7 requests);
- Use of other practice driving methods in place of 6 hours of required behind-the-wheel instruction in a dual-control car on a public roadway (4 requests);
- Petition process for conversion/formation of school districts (2 requests);
- Publication of a district's statement of affairs (2 requests);
- Compilation of average daily attendance (1 request);
- Evaluation process for school principal (1 request);
- Use of district funds (1 request);

- Length of school day/school term (1 request); and
- Required training for school board members (1 request).

Since the Fall 2012 waiver report, the State Superintendent has approved one request that waive State Board rules pertaining to driver's education; and one request (Chicago 299) pertaining to Low-Income Students Funds Plans. (Note: Unlike requests for waivers of School Code provisions—which must go to the General Assembly, requests for waivers of State Board rules can be granted by the State Superintendent).

### **Analysis and Policy Implications**

***ISBE staff recommendation that the State Board forward six waiver requests from four districts with a recommendation for legislative disapproval.***

Staff are recommending the State Board suggest the General Assembly disapproval recommendations on six waiver requests from four districts contained in the report. One request from Dimmick 175, addresses both the evaluation process for administrative staff and the requirement that school board members receive leadership training. Another request, from Meridian CUSD 101, addresses the proposed length of the school term and corresponding changes to the district's daily schedule of classes and other days making up the district's calendar year.

Identical requests from Bluford CCSD 114 and Webber Township HSD 204, districts in Jefferson County with a shared superintendent, ask to waive portions of the petition filing process (105 ILCS 5/11E-35) that would allow them to forward a petition to voters for the formation of an Optional Elementary Unit District (Hybrid) to be filed solely by the two districts without including Farrington CCSD 99, which by law would also have to be a part of the petition.

When the State Board voted in December of 2007 to discontinue its informal practice of making recommendations on individual waiver requests to the Illinois General Assembly, it did so with the understanding that such recommendations could be made in the future under exceptional circumstances. The requests from Dimmick CCSD 175, LaSalle County, and Meridian CUSD 101, Pulaski County, present such circumstances.

### **Dimmick CCSD 175, LaSalle County – WM100-5740-2**

Dimmick CCSD 175, a district with one individual serving both as principal and superintendent, is requesting waivers that would allow for several changes to the evaluation process for principals prescribed by 105 ILCS 5/24A, Evaluation of Certified Employees.

The district states that its proposed waiver would allow for a thorough evaluation of its chief administrator in a setting where it is "impossible to distinguish when a person serving in both positions is acting as a superintendent, or as a principal." It notes that evaluation of its principal by a third party with little or no practical experience with the school district can conflict with the board's non-delegable power to evaluate the same person on the same performance matters. Dimmick states that its evaluation form aligns with the six standards of the Illinois Professional Standards for School Leaders cited in 105 ILCS 5/24A, and with the district's strategic plan, which accounts for student performance. The district notes that allowing the principal to share with board members his experiences from the workshop on Danielson Evaluation Training, in place of having board members participate in prequalification and passing the required State assessment, would more effectively and economically meet the intent of the law.

The district requests that:

- All members of the school board would evaluate the head administrator in his combined role of superintendent/principal.
- Board members would not be required to hold the Type 75 administrative certificate in order to participate in the evaluation of the principal.
- Board members would not be required to participate in the prequalification process or pass the State assessment developed by the State Board before evaluation of the principal. The district would rely on an instrument presented by the Consortium for Education Change at a Danielson Evaluation Training program attended by the principal (to increase the principal's skills to evaluate teachers).
- Board members would not be required to attend inservice training for renewal (retraining) in order to continue to be qualified to conduct performance evaluations.
- The evaluation tool planned for use by the board would not address the key elements found in the evaluation tool recommended by PEAC for the evaluation of principals
- Dimmick's proposed evaluation rubric would not include any use or consideration of student growth as is required in the PERA legislation.

Dimmick's waiver request, if approved, would eliminate the essential elements undergirding the PERA legislation. In place of an evaluator who holds the required Type 75 administrative certificate or license, who has been trained as an administrator, and who has successfully completed the prequalification process and passed the required State assessment, Dimmick would use its entire board, none of whom possess the Type 75 certificate, and none of whom will have participated in prequalification or assessment, to evaluate their principal. Moreover, the evaluation rubric submitted by the district does not include any use or consideration of student growth, an essential component in assessing the principal's performance. Instead, the district would use materials from a three-day workshop attended by the principal regarding the Danielson Framework for Teaching – a framework designed for those who will be assessing teachers, not principals. This training has not been preapproved by the State Board to prequalify evaluators, nor is it designed to evaluate principals.

Dimmick's waiver request does not present sufficient evidence that the request would improve student performance to justify an evaluation process divergent from the key concepts of PERA legislation. In addition, Dimmick's waiver request for evaluation of its chief administrator is recommended for legislative denial because it does not appear to have improved student performance as a primary goal.

#### **Dimmick CCSD 175, LaSalle County – WM100-5740-1**

The Dimmick district is requesting that, in lieu of the minimum of four hours of professional development leadership training required of local board members by Section 10-16(a) of the School Code, it be allowed to substitute attendance at a yearly conference designed for board members. The request, if approved, would allow the members of the Dimmick board to count for leadership training attendance at the yearly "Joint Annual Conference" sponsored by the Illinois Association of School Boards (IASB), the Illinois Association of School Administrators, and the Illinois Association of School Business Officials. The application states that the Board and superintendent will review the conference topics in advance and identify those affecting the required topics of education and labor law; financial oversight and accountability; and fiduciary

responsibilities of school board members. Panel handouts from each seminar will serve as evidence of board members' completed training.

The Illinois Association of School Boards (IASB) is already designated by Section 10-16(a) of the School Code as a provider of said training. IASB has developed several formats for board members to take pre-designed courses, offered either on-line at various times or in concentrated workshops given immediately before the start of the Joint Annual Conference. These training opportunities give board members credit for core or elective courses; are well-organized; and rely on presenters experienced with the requirements set forth in the law. Dimmick's request to substitute board member attendance at panel presentations at the Joint Annual Conference is unlikely to provide the same depth of coverage and exposure to all areas of training covered by the law.

Dimmick's waiver request for school board member training is recommended for legislative denial because it does not appear that the substitution of panel topics covered in a yearly conference will yield the same depth of knowledge and coverage of mandated topics for board member training that may be obtained through the courses designed by IASB for that purpose.

#### **Meridian CUSD 101, Pulaski County – WM100-5763-1 and 5763-2**

Meridian's five-year waiver request would allow the district to move from a 5-day to a 4-day school week and would make multiple changes to the daily schedule in order to provide a minimum term of at least 166 days with 150 days of actual pupil attendance. The district states that its proposed changes to various sections of 105 ILCS 5/18-8.05(F), Compilation of Average Daily Attendance, would result in daily instructional time of 6 hours and 40 minutes. According to the district's calculations, its proposed 4-day school week would allow for 150 days of student attendance; 5 full-day School Improvement days; 5 emergency days; 2 full-day parent/teacher conferences; and 4 teacher institute days (for a total yearly calendar of 166 days).

On this shortened schedule, Meridian would schedule all core classes in the morning session – English, science, social science, math, and physical education. In the afternoon, students would either participate in fine arts, activities for gifted students, tutoring, or vocational time. The district states that students receiving Individualized Education Program (IEP) services would be provided with the same number of minutes each week stipulated in their IEP and would continue to receive related services (occupational therapy, physical therapy, and speech/language) from staff members. Students whose IEP's specify placement in self-contained classrooms would remain in those classrooms. In addition, the district would increase its parental involvement in school activities by scheduling classes on math, science, and English after school, and two times a week teachers would offer demonstrations to parents of the lessons their children received.

Meridian also notes that the financial condition of the district and that of Pulaski County as a whole, dictate that new avenues must be pursued in order to continue to meet state requirements for public education and to be creative in its approach to these challenges. While waivers of the School Code may not be requested for economic reasons, Meridian's rationale details anticipated savings in six major categories of district expenditures to be achieved under the shortened school week.

Meridian's waiver request is based in large part on the purported successful experiences of a district in an adjacent state, which used a 4-day school week to improve student test scores.

Meridian plans to offer concentrated instructional time within its 4-day week to allow students opportunities to increase their achievement on State assessments (the ISAT and the PSAE).

Meridian's rationale for making extensive changes to its weekly and daily schedule is not supported by a convincing amount or quality of data. There is no mention of the specific evidence cited by the district in Kentucky that served as a potential role model for Meridian's waiver request beyond the fact that student test scores showed improvement. There are many variables between districts, and from state to state, that can make it difficult to 'transfer' a successful experience from one area to another.

It is also a concern that, while Meridian's request states that students with Individualized Education Plans (IEP's) would continue to receive the mandated minutes of service per week, with necessary support services to be provided, district officials would need to closely monitor students with IEP's were this waiver to be approved. If this proposed shortening of the school week did not allow students to meet the goals of their IEP, new plans would need to be written with the potential that students would require new placement decisions. While the district superintendent is aware that requests to waive or modify provisions affecting special education are ineligible for consideration through the terms of the waiver law (105 ILCS 5/2-3.25g), this degree of change within the district would require careful and constant attention to the needs of students with IEPs on the part of special education teachers and district administrators.

Meridian's explanations for how it would change daily and weekly attendance time, and the multiple related amendments required in Section 18-8.05(F) of the School Code, are not carried out consistently throughout its waiver request. As one example, the district would also have to submit a separate application to the Illinois General Assembly to allow it to combine half-day school improvement sessions into the five full-day sessions listed as part of its proposed calendar (with the understanding that sufficient time would need to be 'banked' between use of such days). In analyzing this request, State Board staff determined that the Meridian district would need to 'bank' a total of 1,875 minutes in order to offer five full-day school improvement days. This calculation is covered in the proposal narrative but not in the time charts that accompany the waiver. Without an approved waiver in place that would allow for the five full days of student improvement activities, the Meridian district would not be able to use such days in determining its 2013-2014 calendar.

Meridian's waiver request is recommended for legislative denial primarily because it does not provide sufficient evidence that improved student performance would result from the shortened week and reorganized class schedule. In addition, the lack of a detailed description of how students with IEP's would be affected under this waiver is of great concern. Finally, while waivers of the School Code may not be requested for economic reasons, the district's rationale details anticipated savings in six major categories of district expenditures to be achieved under the shortened school week.

#### **Bluford CCSD 114 and Webber THSD 204, Jefferson County – WM100-5755 and 5756**

The Bluford and Webber districts are requesting waivers from 105 ILCS 5/11E-35 (Petition filing), to allow them to advance a petition for the formation of a Partial Elementary Unit District, which would not encompass the territory of Farrington CCSD 99, as it would be required to do without an approved waiver. A Reorganization Feasibility Study was conducted during fiscal year 2012 for the Webber, Bluford, and Farrington districts. The citizens of the three districts submitted a petition to the Regional Superintendent in September 2012. Because the petition included processes not allowed in statute, the petition was withdrawn before any hearings were

conducted. Thus they are now filing these waivers. The requests state that the Farrington district does not wish to advance a consolidation issue but has expressed its support to Bluford and Webber for the potential formation of an Optional Elementary Unit District (Hybrid). In the rationales from the two districts, they note that they began to share district administration during the 2011-2012 school year in order to increase efficiencies and improve the quality of education offered in the community. In the first year of the joint administration, a 'significant' increase in PSAE scores was achieved. The districts state that it is in the best interests of the greater population of the Webber district as well as the Bluford district to allow the voters to decide the issue.

Were these waivers to be approved, the districts would plan to have a referendum on the proposed Hybrid formation at the March 2014 election. The Hybrid formation would encompass the portion of Mt. Vernon Township HSD 201 common to Bluford CCSD 114, and the portion of Opdyke-Belle Rive CCSD 5 common to Webber THSD 204. However, current law (105 ILCS 5/11E-30, Partial elementary unit district formation) allows only full districts to be included in a Hybrid formation – not portions of districts. The petitioning districts are aware of this situation but are not requesting waivers of 5/11E-30 at this time.

The requests from Bluford and Webber raise two issues of significant concern. First, the waivers in themselves are incomplete, as they address only the first part (petitioning of voters) of a process that would require additional waiver requests to allow for a Hybrid formation with portions of other districts included. Second, the State Board does not know how the other two districts (Mt. Vernon and Opdyke-Belle Rive), neither one parties to these requests, would be affected by approval of this waiver nor the reactions of citizens and administrators in those communities to the potential changes in student enrollment, loss of district property and loss of EAV (equalized assessed value) that could result from formation of the new district.

The waiver requests from Bluford 114 and Webber THSD 204 are recommended for legislative denial because the requests are incomplete and have the potential to affect adjacent districts that are not part of the waiver requests and whose views on the possible formation of a new type of Hybrid district are not known.

***Discussion of categories of requests for which ISBE staff recommends the State Board forward to the General Assembly without comment***

The section includes a discussion of waiver requests for driver's education and for daily physical education.

***Driver's Education – Behind-the-Wheel Instruction.*** Seven districts have requested renewals of their waivers from Section 27-24.3 of the School Code that requires the provision of six hours of behind-the-wheel (BTW) instruction in a dual controlled car on public roadways. Four requests ask to use hours of practice driving in a computerized simulator in lieu of some of the required six hours of behind-the-wheel instruction; one request asks to substitute hours of practice driving on a driving range in lieu of some of the required BTW hours; and two requests combine hours in a simulator and range driving in place of some of the required BTW hours. Details can be found on pages 1-3 of the waiver report.

***Physical Education.*** The report contains 12 waiver requests from school districts seeking relief from the mandate to provide physical education on a daily basis. Of these 12 petitions, three affect students in kindergarten through grade 8 and nine affect high school students only. Eleven of the 12 requests are renewals.

The waiver law was amended in 2008 (P.A. 95-223) to limit all future physical education waivers to an initial, 2-year request with the possibility of no more than two renewals, each for a period of two years, after which time the petitioning district could no longer seek a waiver for daily physical education. Of the 12 waiver requests submitted in this report, four districts are requesting the final of the two renewals possible to them under the waiver law. If the renewal requests are approved, when these waivers expire in the spring of 2015 the districts will no longer be eligible to reapply and will need to offer daily physical education to all students in accordance with Section 27-6 of the School Code (105 ILCS 5/27-6). The four districts are:

- Danville CUSD 118, Vermilion County – WM100-5686
- Jacksonville SD 117, Morgan County – WM100-5721
- Belvidere CUSD 100, Boone County – WM100-5723
- Rockford SD 205, Winnebago County – WM100-5759
- 

#### **Superintendent's Recommendation**

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

The State Board of Education hereby forwards the following waiver requests to the General Assembly with recommendations for legislative disapproval:

- The request from Dimmick CCSD 175 (WM100-5740-2) requesting that the full board of education evaluate the superintendent/principal in place of an evaluator holding the Type 75 administrative certificate who has gone through the prequalification process and passed the required State assessment;
- The request from Dimmick CCSD 175 (WM100-5740-1) requesting that the board of education attend the Joint Annual Conference in lieu of the required minimum of four hours of professional development leadership training; and
- The requests from Meridian CUSD 101 (WM100-5763-1 and 5763-2) to move from a 5-day to a 4-day school week and to make multiple changes to the daily schedule in order to provide a minimum term of at least 166 days with 150 days of actual pupil attendance.
- The requests from Bluford CCSD 114 and Webber Township HSD 204 (WM100-5755 and 5756) to forward a petition to voters for the formation of a Partial Elementary Unit District, which would not encompass the territory of Farrington CCSD 99.

The State Board of Education hereby forwards the remaining 68 waiver requests summarized in the Spring 2013 Waiver Report to the General Assembly without comment.

#### **Next Steps**

Staff will submit the Spring 2013 Waiver Report as presented to the General Assembly before March 1.

## **M E M O R A N D U M**

**TO:** The Honorable John J. Cullerton, Senate President  
The Honorable Christine Radogno, Senate Republican Leader  
The Honorable Michael J. Madigan, Speaker of the House  
The Honorable Tom Cross, House Republican Leader

**FROM:** Christopher A. Koch, Ed.D.  
State Superintendent of Education

**DATE:** March 1, 2013

**RE:** Waivers of School Code Mandates: Spring 2013 Waiver 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. The report concludes with a database listing all of the requests received, organized by Senate and House districts, including those requests for waivers and modifications acted on by the State Superintendent of Education in accordance with Section 1A-4 of the School Code (105 ILCS 5/1A-4) and applications that have been returned to school districts or other eligible applicants.

If you have any questions or comments, please contact Nicki Bazer, General Counsel, at (217) 782-8535.

cc: The Honorable Pat Quinn, Governor  
Tim Mapes, Clerk of the House  
Tim Anderson, Secretary of the Senate  
Legislative Research Unit  
State Government Report Center

## **Executive Summary**

The following report outlines waivers of School Code mandates that school districts, regional offices of education, or special education or vocational education cooperatives have requested since the last report, which was transmitted in October 2012. 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 March 1, 2013.

The report is organized by subject area and by school district, regional office, or special education or vocational education cooperative. The General Assembly may disapprove the report in whole or in part within 60 calendar days after each chamber next convenes once the report is filed. This is done by a joint resolution. If either chamber fails to reject a waiver request, then that request is deemed granted.

Section I summarizes the 74 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 (16 requests) seeks waivers from the requirements for limitation of administrative costs. There are 15 requests for nonresident tuition, 12 requests for daily physical education, 11 requests for school improvement/in-service training, seven requests for the use of other practice driving methods in lieu of the required six hours of behind-the-wheel instruction in a dual-control car on a public roadway, and four requests to raise the fee to be charged for driver's education. There are two requests addressing the petition process for conversion/formation of school districts and two requests addressing publication of a district's statement of affairs. Finally, there is one request each for compilation of average attendance, the evaluation process for a school district principal, the use of district funds, district computation of instructional time, and required training for school board members.

Section 2-3.25g of the School Code (105 ILCS 5/2-3.25g) limits the number of waivers of daily physical education that may be requested by school districts and other eligible applicants to an initial, 2-year request, with the possibility of no more than two additional, 2-year renewal requests. Of the 12 waiver request renewals for physical education contained in this report, four districts are requesting their second and final renewal.

This document also contains one other section beyond what is required under Section 2-3.25g of the School Code. Section II is a database with listings of modifications or waivers of State Board of Education rules and modifications of School Code mandates upon which the State Superintendent of Education has acted in accordance with Section 1A-4 of the School Code (105 ILCS 5/1A-4). The database also includes listings of requests that have been returned to or withdrawn by the petitioning entities. In addition, the database includes the 74 waiver requests for the General Assembly's consideration and is organized by Senate and House districts.

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

This is the thirty-sixth report submitted pursuant to Section 2-3.25g of the School Code, which requires that the State Board of Education through agency staff compile and

submit requests for waivers of School Code mandates to the General Assembly before March 1 and October 1 of each year.

**Summary of Applications for Waivers and Modifications**  
**Volume 36 – Spring 2013**

<b>Topic</b>	<b>Approved</b>	<b>Denied by SBE</b>	<b>Transmitted to GA</b>	<b>Withdrawn or Returned</b>
Compilation of Average Daily Attendance	0	0	1	1
Driver Education	1	0	11	0
Evaluation	0	0	1	0
Funds	0	0	1	0
Legal School Holidays	0	0	0	4
Length of School Term	0	0	1	1
Limitation of Administrative Costs	0	0	16	2
Low-Income Students Funds Plans	1	0	0	0
Nonresident Tuition	0	0	15	0
Parent/Teacher Conferences	0	0	0	3
Petitions for Conversion/ Formation of Districts	0	0	2	0
Physical Education	0	0	12	2
School Board Member Training	0	0	1	0
School Improvement/ Inservice Training	0	0	11	0
Statement of Affairs	0	0	2	0
Tax for Tort Immunity	0	0	0	1
<b>Petition Summary</b>	<b>2</b>	<b>0</b>	<b>74</b>	<b>14</b>

**TOTAL NUMBER OF APPLICATIONS: 90**

## SECTION I

### Applications Transmitted to the General Assembly

#### Compilation of Average Daily Attendance

*Meridian CUSD 101 – Pulaski* (SD 59/HD 118) / **Expiration: 2017-18 school year**

**WM100-5763-2 – Waiver of School Code** (Section 18-8.05(F)) request to allow the district to provide a minimum of at least 166 days, to ensure 150 days of actual pupil attendance. Days of attendance would be counted for not less than 375 minutes of school work/day. The district states that the waiver, if approved, would lead to improved student performance on State testing.

#### Driver Education

##### **Fee Limits**

*North Boone CUSD 200 – Boone, Winnebago* (SD 35/HD 69) / **Expiration: 2017-18 school year**

**WM100-5689 (renewal) – Waiver of School Code** (Section 27-24.3) request to allow the district to charge a fee not to exceed \$399 of students who participate in driver education courses. (The district will continue to use the services of Drive-Right School of Driving, Inc., through its approved waiver of State Board rules for contracting, which is in effect through 2014-2015.)

*Lake Zurich CUSD 95 – Lake* (SD 26/HD 51) / **Expiration: 2017-18 school year**

**WM100-5710 (renewal) – Waiver of School Code** (Section 27-24.3) request to allow the district to charge a fee not to exceed \$350 of students who participate in driver education courses.

*New Trier THSD 203 – Cook* (SD 09/HD 18) / **Expiration: 2018-19 school year**

**WM100-5735-2 (renewal) – Waiver of School Code** (Section 27-24.3) request to allow the district to charge a fee not to exceed \$500 of students who participate in driver education courses. If approved, this waiver would take effect in the 2014-2015 school year.

*Niles Township CHSD 219 – Cook* (SD 08/HD 15) / **Expiration: 2017-18 school year**

**WM100-5752-1 (renewal) – Waiver of School Code** (Section 27-24.3) request to allow the district to charge a fee not to exceed \$500 of students who participate in driver education courses.

##### **Behind-the-Wheel Instruction**

*West Chicago CHSD 94 – Cook* (SD 48/HD 95) / **Expiration: 2017-18 school year**

**WM100-5701 (renewal) – Waiver of School Code** (Section 27-24.3) request to allow the district to use computer simulators for 12 hours of practice driving in lieu of three hours of behind-the-wheel instruction in a car with dual operating controls operated on public roadways. The district states that its simulators are able to create unusual and

dangerous conditions from which students can learn without their safety being threatened, and that students develop skills through practice/review/repetition procedures available to them through the program.

*Naperville SD 203 – DuPage, Will (SD 21/HD 41) / Expiration: 2017-18 school year*  
**WM100-5708 (renewal) – Waiver of School Code** (Section 27-24.3) request to allow the district to use computerized simulators for 12 hours of practice driving in lieu of three hours of behind-the-wheel instruction in a car with dual operating controls operated on public roadways. The district states that its simulators are able to create situations unlikely to be replicated in practice driving sessions.

*Lake Park HSD 108 – DuPage (SD 23/HD 45) / Expiration: 2017-18 school year*  
**WM100-5713 (renewal) – Waiver of School Code** (Section 27-24.3) request to allow the district to use computer simulators for six hours and practice on a driving range for ten hours in lieu of two hours of behind-the-wheel instruction in a car with dual operating controls operated on public roadways. The district states that all phases of its concentrated, one-semester program are taught by the same instructor, with ongoing assessments administered as students progress through the course and results shared with parents.

*St. Charles CUSD 303 – Kane (SD 33/HD 65) / Expiration: 2017-18 school year*  
**WM100-5717 (renewal) – Waiver of School Code** (Section 27-24.3) request to allow the district to use computer simulators for four hours of practice driving in lieu of one hour of behind-the-wheel instruction in a car with dual operating controls operated on public roadways, and to employ four hours of range instruction to fulfill two clock-hours of behind-the-wheel instruction. The district states that its simulators and range hours expose students to specific driving conditions and allow students to practice safe habits before driving in urban settings.

*Aurora West USD 129 – Kane (SD 42/HD 83) / Expiration: 2017-18 school year*  
**WM100-5720-2 (renewal) – Waiver of School Code** (Section 27-24.3) request to allow the district to use computer simulators for 14 hours in lieu of three hours of behind-the-wheel instruction in a car with dual operating controls operated on public roadways. The district states that its simulators are able to create situations (evasive techniques, weather conditions, rural and expressway driving) unlikely to be replicated in practice driving sessions.

*Oak Park – River Forest HSD 200 – Cook (SD 39/HD 78) / Expiration: 2017-18 school year*  
**WM100-5734 (renewal) – Waiver of School Code** (Section 27-24.3) request to allow the district to use computer simulators for 18 hours in lieu of 2.8 hours of behind-the-wheel instruction in a car with dual operating controls operated on public roadways. The district states that its simulators are able to allow students to practice a variety of driving circumstances beyond those available in an urban setting and that computer simulation accommodates more learning styles in a safe, student-centered environment.

*Niles Township CHSD 219 – Cook (SD 08/HD 15) / Expiration: 2017-18 school year*  
**WM100-5752-2 (renewal) – Waiver of School Code** (Section 27-24.3) request to allow the district to use practice driving on a multiple-car range in lieu of four hours of behind-the-wheel instruction in a car with dual operating controls operated on public roadways.

The district states that its range driving allows students to develop the skills and coordination needed to drive safely in a congested community.

### **Evaluation of Administrators**

*Dimmick CCSD 175 – LaSalle (SD 38/HD 76) / Expiration: 2017-18 school year*  
**WM100-5740-2 – Waiver of School Code** (Sections 24A-3, 24A-7, 24A-15 and 24A-20) request to allow the district to have all members of the school board evaluate the superintendent/principal, without the need to: hold the Type 75 administrative certificate of educator license; complete the evaluator prequalification process or pass the State assessment; or attend evaluator retraining. In addition, the request would allow the district to use an evaluation tool other than those recommended for the evaluation of a principal and to conduct an evaluation that does not include the use or consideration of student growth as a significant factor in assessing administrator performance. The district states that its request would allow for a thorough evaluation of its chief administrator in both positions and that its proposed evaluation form aligns with the standards of the Illinois Professional Standards for School Leaders and the district's strategic plan.

### **Funds**

*Zion ESD 6 – Lake (SD 31/HD 61) / Expiration: 2017-18 school year*  
**WM100-5739 (renewal) – Waiver of School Code** (Sections 17-2, 17-7 and 17-8) request to allow the district to collect the revenue generated from the tax rates of the Education Fund, Operations and Maintenance Fund, and the Transportation Fund and use the revenue generated in the method, and in the fund, which best meets the needs of the district and its students. The district states that the waiver, if approved, will allow it to make transfers to benefit student performance.

### **Length of School Term**

*Meridian CUSD 101 – Pulaski (SD 59/HD 118) / Expiration: 2017-18 school year*  
**WM100-5763-1 – Waiver of School Code** (Section 10-19) request to allow the district to offer a 4-day school week, providing a minimum of at least 166 days, to ensure 150 days of actual pupil attendance. Days of attendance would be counted for not less than 375 minutes of school work/day. The district maintains that the 4-day school week would concentrate periods of student instructional time and lead to improved student performance.

### **Limitation of Administrative Costs**

*Pennoyer SD 79 – Cook (SD 33/HD 65) / Expiration: 2010-11 school year*  
**WM100-5685 – Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district's FY 2011 budget coded custodial salaries incorrectly. Since this data entry error was not found at the end of the fiscal year, and remained in the approved budget, the district's budgeted administrative costs for FY 2011 exceeded those for FY 2010 by more than the 5 percent limitation, even though actual custodial salaries were paid out of the correct function. Statutory language does not allow the State Board to exempt this budget from the administrative costs limitation since the district's budget was never

adjusted.

*Iroquois West CUSD 10 – Iroquois (SD 53/HD 105) / Expiration: 2012-13 school year*  
**WM100-5691 – 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 is required by state law (CHECK) to employ a property certified Director of Special Education for the private Nexus Onarga Academy, a residential facility located within the district's borders. Iroquois West had to hire an individual for this position, funding for which is located in administrative costs. Although the actual expense of the position is a flow-through, it appears in the district's required accounting procedures as an increase in costs. There is no actual increase to administrative costs for the Iroquois West school district.

*Brownstown CUSD 201 – Fayette (SD 54/HD 107) / Expiration: 2012-13 school year*  
**WM100-5699 – 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 FY 2012 school year, the district employed an interim superintendent. The hiring of a full-time superintendent with paid benefits for the 2012-2013 school year caused the district's administrative costs to exceed the 5 percent limitation.

*Malden CCSD 84 – Bureau (SD 38/HD 76) / Expiration: 2012-13 school year*  
**WM100-5700 – 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 FY 2012 school year, the district employed an interim superintendent who worked on a part-time basis. The hiring of a full-time superintendent with paid benefits for the 2012-2013 school year caused the district's administrative costs to exceed the 5 percent limitation.

*Maine Township HSD 207 – Cook (SD 33/HD 65) / Expiration: 2012-13 school year*  
**WM100-5703 – 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 had been part of a special education cooperative that dissolved in June 2012. Extensive special education services provided by coop staff were assumed by the district and charged under special area administrative services. In spite of moves to reduce increases in other functions, the new charges to the budget caused administrative expenses for the district to exceed the 5 percent limitation.

*Oakland CUSD 5 – Coles (SD 55/HD 110) / Expiration: 2012-13 school year*  
**WM100-5706 – 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 order to correct prior accounting errors, the district is including special area administrative expenses properly, within administrative cost functions. This reallocation of district expenses caused administrative expenses for the district to exceed the 5 percent limitation.

*St. Anne CHSD 302 – Kankakee, Iroquois (SD 40/HD 79) / Expiration: 2012-13 school year*  
**WM100-5707 – 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 In FY 2013 the district reallocated the costs for its part-time special education

coordinator within administrative cost functions; in the previous fiscal year the costs had been allocated incorrectly. This necessary funding reallocation caused the district's administrative costs to exceed the 5 percent limitation.

*Pawnee CUSD 11 – Sangamon (SD 50/HD 99) / Expiration: 2012-13 school year*

**WM100-5709 – 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 2011-2012 school year, the district employed an interim superintendent who worked on a part-time basis. The hiring of a full-time superintendent with paid benefits for the 2012-2013 school year caused the district's administrative costs to exceed the 5 percent limitation.

*Amboy CUSD 272 – Lee (SD 45/HD 90) / Expiration: 2012-13 school year*

**WM100-5711 – 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 created a new administrative position to provide oversight for increasing use of technology by district students and staff. A program designed to help students use their own computers at school, coupled with the need to give staff members professional development in classroom use of technology, were factors in creating the new position. The funding necessary to attract a qualified candidate caused the district's administrative costs to exceed the 5 percent limitation.

*Triad CUSD 2 – Madison (SD 54/HD 108) / Expiration: 2012-13 school year*

**WM100-5712 – 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. Triad decided to dissolve its special education cooperative and move administrative responsibilities to the district level in order to better serve its students. The former special education coordinator for Triad has become the special education director, with a shift in responsibilities entailing a pay increase and the hiring of an administrative assistant. These additions to administrative line items caused expenses for the district to exceed the 5 percent limitation.

*Indian Creek CUSD 425 – DeKalb (SD 45/HD 90) / Expiration: 2012-13 school year*

**WM100-5724 – 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. A district administrator was approved to take unpaid Family Medical Leave during FY 2012, with a corresponding drop in usual administrative expenses for that year. The administrator has returned to the district and is being paid a salary. The increased expenses in FY 2013 caused the district's administrative costs to exceed the 5 percent limitation.

*St. George CCSD 258 – Kankakee (SD 40/HD 79) / Expiration: 2012-13 school year*

**WM100-5726 – 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 2011-2012 school year, the district employed two part-time retired superintendents with no benefits while searching for a full-time administrator. The new superintendent receives benefits. The hiring of a full-time superintendent for the 2012-2013 school year caused the district's administrative costs to exceed the 5 percent limitation.

*Lake Bluff ESD 65 – Lake (SD 29/HD 58) / Expiration: 2012-13 school year*

**WM100-5730 – 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 2011-2012 school year, the district employed an interim superintendent who worked on a part-time basis. The hiring of a full-time superintendent with paid benefits for the 2012-2013 school year caused the district's administrative costs to exceed the 5 percent limitation.

*Maywood – Melrose Park – Broadview SD 89 – Cook (SD 39/HD 77) / Expiration: 2012-13 school year*

**WM100-5738 – 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 2011-2012 school year, the district operated with no superintendent. The hiring of a full-time superintendent with paid benefits for the 2012-2013 school year caused the district's administrative costs to exceed the 5 percent limitation.

*Byron CUSD 226 – Ogle (SD 45/HD 90) / Expiration: 2012-13 school year*

**WM100-5744 – 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 2011-2012 school year, the district employed two interim superintendents; a full-time superintendent was hired for the 2012-2013 school year. In addition, the district has included special area administrative expenses within administrative cost functions for FY 2012. The combined effect of these changes caused the district's administrative costs to exceed the 5 percent limitation.

*Will County SD 92 – Will (SD 43/HD 85) / Expiration: 2012-13 school year*

**WM100-5749 – 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 2011-2012 school year, the district employed a part-time business manager, knowing that a full-time manager would be required for the following year. A full-time business manager was hired for the 2012-2013 school year. The increase in expenditures for staffing the position on a full-time basis caused the district's administrative costs to exceed the 5 percent limitation.

### **Nonresident Tuition**

*DuQuoin CUSD 300 – Perry (SD 58/HD 115) / Expiration: 2017-18 school year*

**WM100-5687 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are employees of the district to attend its schools free of charge.

*Hutsonville CUSD 1 – Crawford (SD 55/HD 109) / Expiration: 2017-18 school year*

**WM100-5693 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Cambridge CUSD 227 – Henry (SD 37/HD 74) / Expiration: 2017-18 school year*

**WM100-5695 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are employees of the district to attend its schools free of charge.

*Dalzell SD 98 – Bureau (SD 38/HD 76) / Expiration: 2018-19 school year*

**WM100-5714 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students to attend its schools free of tuition if any of the following conditions are met: (1) their immediate family members are employees in the district; (2) the students live in subdivisions contiguous to the Dalzell school district boundaries or within one-half mile of the village of Dalzell; (3) children of former graduates of Dalzell Grade School live outside the district boundaries and wish to enroll; or (4) the students were at one time legally enrolled at Dalzell Grade School and later moved outside district boundaries. If granted, this waiver would take effect in the 2014-2015 school year.

*Mt. Olive CUSD 5 – Macoupin (SD 48/HD 95) / Expiration: 2017-18 school year*

**WM100-5715 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Milford THSD 233 – Iroquois (SD 53/HD 106) / Expiration: 2017-18 school year*

**WM100-5727 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Milford CCSD 280 – Iroquois (SD 53/HD 106) / Expiration: 2017-18 school year*

**WM100-5728 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Vandalia CUSD 203 – Fayette (SD 54/HD 107) / Expiration: 2017-18 school year*

**WM100-5729-1 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Hampton SD 29 – Rock Island (SD 36/HD 71) / Expiration: 2017-18 school year*

**WM100-5742 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are employees of the district to attend its schools free of charge.

*Sterling CUSD 5 – Whiteside, Lee (SD 36/HD 71) / Expiration: 2017-18 school year*

**WM100-5743 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Monroe SD 70 – Peoria (SD 46/HD 92) / Expiration: 2017-18 school year*

**WM100-5746 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Harrisburg CUSD 3 – Saline (SD 59/HD 118) / Expiration: 2017-18 school year*

**WM100-5753 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees

of the district to attend its schools free of charge.

*Williamsfield CUSD 210 – Knox (SD 37/HD 74) / Expiration: 2017-18 school year*

**WM100-5757 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are employees of the district to attend its schools free of charge.

*Ladd CCSD 94 – Bureau (SD 38/HD 76) / Expiration: 2017-18 school year*

**WM100-5761 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Brownstown CUSD 201 – Fayette (SD 54/HD 107) / Expiration: 2017-18 school year*

**WM100-5762 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are employees of the district to attend its schools free of charge.

### **Petitions**

*Bluford CCSD 114 – Jefferson (SD 58/HD 115) / Expiration: 2013-14 school year*

**WM100-5755 – Waiver of School Code** (Section 11E-35) request to allow the district, along with Webber Township HS 204, to forward a petition for the formation of a Partial Elementary Unit District, which would not encompass the territory of Farrington CCSD 99. The request states that the Farrington district, while expressing its support for the formation of a partial elementary unit district between Bluford and Webber, does not wish to advance a consolidation issue. The two districts have shared administrators since the 2011-2012 school year in order to improve the quality of K-12 education in the community. If the waiver were to be approved, the issue could be advanced to the voters of both districts.

*Webber Township HSD 204 – Jefferson (SD 58/HD 115) / Expiration: 2013-14 school year*

**WM100-5756 – Waiver of School Code** (Section 11E-35) request to allow the district, along with Bluford CCSD 114, to forward a petition for the formation of a Partial Elementary Unit District, which would not encompass the territory of Farrington CCSD 99. The request states that the Farrington district, while expressing its support for the formation of a partial elementary unit district between Webber and Bluford, does not wish to advance a consolidation issue. The two districts have shared administrators since the 2011-2012 school year in order to improve the quality of K-12 education in the community. If the waiver were to be approved, the issue could be advanced to the voters of both districts.

### **Physical Education**

*Danville CCSD 118 – Vermilion (SD 52/HD 104) / Expiration: 2014-15 school year*

**WM100-5686 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to excuse students in grades 9 through 12 from the daily physical education requirement if they have taken the course during summer school. Students in the summer session will participate daily in physical education for 130 minutes each session for six weeks. If granted, the waiver would allow students to take additional coursework

during the regular school term. If granted, this is the last physical education waiver the district will be permitted to request under the law.

*Ball-Chatham CUSD 5 – Sangamon (SD 50/HD 100) / Expiration: 2014-15 school year*

**WM100-5688 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to excuse students in grades 9 through 12 from the daily physical education requirement for ongoing participation in show choir. The district indicates that choreography combined with singing requires students to be in “top cardio-vascular shape”, and rigorous daily practice sessions during and after the school day have activity levels that are comparable to those provided in physical education classes. The waiver would allow eligible students to take additional academic classes.

*Rankin CSD 98 – Tazewell (SD 46/HD 91) / Expiration: 2014-15 school year*

**WM100-5692 – Waiver of School Code** (Section 27-6) request to allow the district to permit students in kindergarten through grade 8 to participate in physical education on a less-than-daily basis due to inadequate facilities. Students in kindergarten through grade 4 will participate in physical education two times a week for 45 minutes each session and students in grades 5 through 8 will participate in physical education three times a week for 45 minutes each session. All students have a period of daily recess (30 minutes for students in kindergarten through grade 4, and 20 minutes for students in grades 5 through 8). The district states its intent to provide avenues for students to participate in interscholastic activities.

*Champaign CUSD 4 – Champaign (SD 52/HD 103) / Expiration: 2014-15 school year*

**WM100-5696 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to excuse students in grades 9 through 12 from the daily physical education requirement for ongoing participation in cheerleading and dance team, and to excuse students in grades 9 and 10 for ongoing participation in interscholastic athletic programs. The waiver would allow eligible students to participate in a study hall, affording them additional opportunities to meet the state's common core standards.

*Jacksonville SD 117 – Morgan (SD 50/HD 100) / Expiration: 2014-15 school year*

**WM100-5721 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to permit students in grades 9 through 12 to participate in physical education activities daily for two years (four semesters), in addition to one semester of health education. The request is being made so that students can enroll in a greater variety of courses, resulting in improved student performance as students are able to take courses in their areas of interest. Under the current waiver, six elective courses have been added to the curriculum, the physical education program has been strengthened, and the district has found that enrollment in the physical education program has not decreased significantly. If granted, this is the last physical education waiver the district will be permitted to request under the law.

*Belvidere CUSD 100 – Boone (SD 35/HD 69) / Expiration: 2014-15 school year*

**WM100-5723 (renewal) – 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 enrollment in the Running Start Program at Rock Valley College. The district states that all participating students will be enrolled in a physical education course during each semester spent at Rock Valley College, but the course does not

meet on a daily basis. This dual-enrollment program allows students to complete high school graduation requirements while simultaneously completing requirements for an associate's degree from the college. The waiver would also allow students in grades 9 through 12 to take physical education during summer school classes, permitting more flexibility in academic course schedules during the school year. If granted, this is the last physical education waiver the district will be permitted to request under the law.

*DuPage HSD 88 – DuPage (SD 39/HD 77) / Expiration: 2014-15 school year*

**WM100-5732 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to excuse students in grades 9 through 12 from the daily physical education requirement for enrollment in multiple academic intervention programs in the areas of reading, math, and English language. The district is in federal Corrective Action Year 5 status and offers initiatives to improve student achievement such as increased graduation requirements and intervention programs that focus on college and career readiness.

*Dunlap CUSD 323 – Peoria (SD 37/HD 73) / Expiration: 2014-15 school year*

**WM100-5733 (renewal) – 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 or pom-poms. The daily practice sessions and performance activities exceed the amount of time the participants would be in physical education classes, and the waiver would allow these students to take additional academic courses to improve their college and career-readiness skills.

*Cicero SD 99 – Cook (SD 12/HD 24) / Expiration: 2014-15 school year*

**WM100-5754 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to permit students in grades 1 through 6 to participate in physical education once or twice a week for 45 minutes each session rather than daily due to inadequate facilities. In addition, students have 10 minutes of classroom physical education on days when physical education is not taught, and all students have 10 minutes of daily recess. The district is stressing literacy and math education in order to best help its students improve academically.

*Chaney – Monge SD 88 – Will (SD 43/HD 86) / Expiration: 2014-15 school year*

**WM100-5758 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to permit students in kindergarten through fifth grade to participate in physical education daily for one quarter of the school year due to inadequate facilities. Students at each grade level also will participate in additional organized physical activities, as weather permits.

*Rockford SD 205 – Winnebago (SD 34/HD 67) / Expiration: 2014-15 school year*

**WM100-5759 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to excuse students in grades 9 through 10 from the daily physical education requirement in order to participate in interscholastic athletics and students in grades 9 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. If granted, this is the last physical education waiver the district will be permitted to request under

the law.

*Sullivan CUSD 300 – Moultrie, Coles, Shelby (SD 51/HD 102) / Expiration: 2014-15 school year*

**WM100-5760 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to excuse students in grades 9 through 12 from the daily physical education requirement for participation in show choir. The waiver would allow eligible students to participate in additional academic coursework to prepare them for post-secondary education.

#### **School Board Members – Leadership Training**

*Dimmick CCSD 175 – LaSalle (SD 38/HD 76) / Expiration: 2017-18 school year*

**WM100-5740-1 – Waiver of School Code** (Sections 10-16(a)) request to allow the district to substitute attendance by school board members at the Joint Annual Conference (held yearly by the Illinois Association of School Boards, the Illinois Association of School Administrators, and the Illinois Association of School Board Members) in lieu of the required four hours of professional development leadership training in subjects of critical interest to board members. The district states that the board and superintendent will review conference topics in advance and identify those offered on education and labor law; financial oversight and accountability; and the fiduciary responsibilities of board members. Panel handouts from each seminar will serve as evidence of board members' completed training.

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

*Marion CUSD 2 – Williamson (SD 59/HD 117) / Expiration: 2017-18 school year*

**WM100-5697 (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 two half days, and to count the day among the 176 days of actual pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply towards this day.

*Carterville CUSD 5 – Williamson (SD 59/HD 117) / Expiration: 2017-18 school year*

**WM100-5698 (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 two half days, and to count the day among the 176 days of actual pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply towards this day.

*Olympia CUSD 16 – McLean (SD 44/HD 87) / Expiration: 2017-18 school year*

**WM100-5705-2 (renewal) – Waiver of School Code** (Section 18-8.05(F)(2)(d)(2)) request to allow the district to hold twice a year a full-day teacher inservice session instead of two half days, and to count the days among the 176 days of actual pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply towards these days.

*Herrin CUSD 4 – Williamson (SD 59/HD 117) / Expiration: 2017-18 school year*

**WM100-5716-2 (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 two

half days, and to count the day among the 176 days of actual pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply towards this day.

*Argenta – Oreana CUSD 1 – Macon, DeWitt (SD 51/HD 101) / Expiration: 2017-18 school year*

**WM100-5718 – 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 actual pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply towards these days.

*Maroa – Forsyth CUSD 2 – Macon (SD 51/HD 101) / Expiration: 2017-18 school year*

**WM100-5719 – Waiver of School Code** (Section 18-8.05(F)(2)(d)(2)) request to allow the district to hold two full-day teacher inservice sessions instead of four half days, and to count the days among the 176 days of actual pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply towards these days.

*Hononegah CHSD 207 – Winnebago (SD 35/HD 69) / Expiration: 2017-18 school year*

**WM100-5731 (renewal) – Waiver of School Code** (Section 18-8.05(F)(2)(d)(2)) request to allow the district to hold a full-day teacher inservice session the day after the Prairie State Achievement Examination is administered instead of two half days, and to count the day among the 176 days of actual pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply towards these days.

*New Trier THSD 203 – Cook (SD 09/HD 18) / Expiration: 2018-19 school year*

**WM100-5735-1 (renewal) – Waiver of School Code** (Section 18-8.05(F)(2)(d)(2)) request to allow the district to schedule four sets of 'paired' Friday afternoon and Monday morning inservice sessions, with student attendance on each paired day ranging between three and five hours. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply towards these paired days. If approved, this waiver would take effect in the 2014-2015 school year.

*Round Lake CUSD 116 – Lake (SD 31/HD 62) / Expiration: 2017-18 school year*

**WM100-5737 (renewal) – Waiver of School Code** (Section 18-8.05(F)(2)(d)(2)) request to allow the district to hold four full-day school improvement sessions instead of eight 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.

*Champaign CUSD 4 – Champaign (SD 52/HD 103) / Expiration: 2017-18 school year*

**WM100-5741 – Waiver of School Code** (Section 18-8.05(F)(2)(d)(2)) request to allow the district to hold one full-day school improvement session instead of six partial days, and to count the day 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 this day.

*Kaneland CUSD 302 – Kane, DeKalb (SD 35/HD 70) / Expiration: 2017-18 school year*

**WM100-5745 (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 one full-day session and two half days, and to count the days among the 176 days of actual pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply towards these days.

**Statement of Affairs**

*Aurora West USD 129 – Kane (SD 42/HD 83) / Expiration: 2017-18 school year*



**WM100-5720-1 (renewal) – Waiver of School Code** (Section 10-17) request to allow the district not to publish in a newspaper of general circulation a statement of affairs. The district states that by not publishing the notice, it will save about \$10,000 annually which can be used for instructional purposes leading to improved student performance. The statement of affairs will be published on the district's website and copies will be available in all district schools. The district notes that the information required to be in the statement of affairs is available through other resources of the district (e.g., annual financial report, school report card, annual audit of financial records); included in other formats; and accessible through submission of a Freedom of Information Act request.

*Algonquin CSD 158 – McHenry, Kane (SD 33/HD 66) / Expiration: 2013-14 school year*

**WM100-5736 (renewal) – Waiver of School Code** (Section 10-17) request to allow the district to not prepare and publish in the newspaper a "statement of affairs," thus saving the district approximately \$6,000. The district will instead publish its annual financial report on the district's website and have copies available in all district schools. The district states that the money saved through this waiver would be used for instructional purposes leading to improved student performance.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**February 20, 2013**

**TO:** Illinois State Board of Education

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

**Agenda Topic:** Synopsis of Tracked Legislation

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

**Purpose of Agenda Item**

The purpose of the agenda item is to provide the Board with (a) a summary of items introduced in the General Assembly and (b) and update on Board legislative initiatives.

**Overview of Pending Legislation**

Members of the General Assembly have begun filing legislation to be considered during the Spring legislative session. The following bills, which are included in the attached Synopsis List, are highlighted as bills of particular interest.

**School Vouchers** (HB 76 (Ford, D-Chicago) and SB 1248 (Murphy, R-Palatine)): HB 76 creates the School Choice Program which provides vouchers for eligible students to attend non-public schools. Eligible students include those students that are a resident of 1 of the 20 zip codes that generated the greatest amount of lottery sales in 2012 (18 out of 20 are located in the City of Chicago). SB 1248 creates the School Choice Program, a 10-year pilot program which will provide vouchers for students to attend non-public schools in the City of Chicago. Agency staff intend to oppose both measures.

**Pensions:** Various pension reform proposals have been introduced in both the House and Senate. Agency staff will continue to monitor pension reform.

**PTELL** (HB 89 (Franks, D-Woodstock) and HB 95 (McSweeney, R-Cary)): HB 89 is similar to HB 3793 and HB 4608 from the 97th General Assembly. This bill provides that if the total EAV in a school district is less than the previous year, the district's extension limitation is either 0% or the rate of increase approved by the voters. The bill will keep extensions – the money raised by property tax collections – from increasing when EAV amounts are declining. The result would be decreased funds raised locally, which would impact a school districts local revenue. This would also increase the cost of funding the foundation level for the State, or increase the proration if appropriation levels hold steady. HB 95 HB 95 is somewhat similar to HB 89, except that it provides that no matter if EAVs are falling or not, a PTELL district's extension limitation will be 0% or the rate of increase approved by the voters. There would be a similar impact to HB 89, although the cost for the state could be slightly higher. Agency staff plans to oppose both proposals.

**Funding** (HB 2 (Bellock, R-Westmont) and HB 1273 (Beiser, D-Alton): HB 2 amends the Grant Funds Recovery Act to require more detailed reporting of persons and organizations that apply for grant funds. Agency staff has multiple concerns regarding this proposal that would add

additional reporting requirements to our grant recipients: early childhood providers, school districts, etc. As filed, agency staff plans to oppose the measure and is working with the sponsor for a positive resolution. HB 1273 repeals the Chicago Block Grant effective FY 2014. Agency staff will monitor this proposal.

**Student Safety** (HB 1025 (Sacia, R-Freeport)): HB 1025 amends the Criminal Code and exempts from the offenses of unlawful use of a weapon and aggravated unlawful use of a weapon concerning the possession and carrying of firearms a person certified as a teacher under the School Code and employed as a teacher by a school district, while actually engaged in the performance of the duties of his or her employment or commuting between his or her home and place of employment. The law requires the teacher to get permission of the school board and engage in 40 hours of training. Agency staff intend to oppose this measure.

### **Overview of Board Legislative Initiatives**

Over the past several months, the Agency's Governmental Relations staff has been working with Agency divisions to develop legislative proposals for the spring 2013 legislative session. Governmental Relations is continuing to develop substantive language and identify sponsors for any legislation supported by the Board.

**Multiple Measures Index:** While engaged in the ESEA Flexibility Waiver application process it became clear that the current accountability system in Illinois did not consider all the factors that contribute to school and district success. Illinois needs a system that provides stakeholders with the necessary information, tools, and measures to properly address the appropriate interventions, supports, and rewards given the diverse needs of our students. Based on the feedback gathered from stakeholders, implementation of multiple measures provides a more holistic and comprehensive differentiated recognition, accountability, and support system to better serve the school districts, schools, students, and parents of Illinois.

**District Interventions:** ISBE has utilized its statutory authority to intervene using FOPs, both those formed under Article 1B and 1H of the School Code, in a number of districts, including four active FOPs in Cairo Unit School District 1, Proviso Township High School District, East St. Louis District 189 and North Chicago CUSD 187.

While FOPs (and other limited interventions) can be successful in certain districts that need targeted assistance, the staff of the State Board of Education believes that for districts in more comprehensive failure often these limited interventions do not go far enough to solve the problems in the district or only solve the problems for a limited time.

This initiative would amend Section 3.25(f) of the School Code to clarify ISBE's authority to intervene in these failing school districts.

**Advanced Placement Courses:** Agency staff is currently examining ways to expand funding for Advanced Placement courses to additional school districts and ensure credits are recognized by institutions of higher education.

**Obsolete/Duplicative Bill:** This initiative would be a continuation of ISBE's efforts to streamline the School Code provisions and amend or repeal outdated or otherwise problematic provisions of the School Code. ISBE has introduced similar pieces of legislation over the last several years.

**Elimination of the Supplemental General State Aid (SGSA) report:** School districts with an Average Daily Attendance of more than 1,000 but less than 50,000 students and that receive SGSA are required to submit an annual report to ISBE on how the funds will be spent.

The proposal to eliminate the SGSA report is due to an ongoing review of agency critical functions and duties. Most districts receiving large amounts of SGSA funding have a very high percentage, 90+%, of low income students so the funding naturally is expended to benefit those students. Original legislation was flawed in that it required districts with over 1,000 ADA to submit an SGSA plan (which is currently approximately 600 of the 870 districts). In many cases these districts may only receive a small amount of SGSA funding due to the affluence of their student populations while some poor small districts may receive hundreds of thousands of dollars in SGSA funding and do not have to file a SGSA plan. It has been determined that this report does not bring significant benefit to the agency or to districts and it would be preferable to allow the districts to use this time to fulfill more important mandates such as providing special education and transportation services. Elimination of the report reduces time and effort for the ISBE employee responsible for this report. Several months of effort are required to assure that the SGSA plans are filed and are in compliance with the law.

**Federal Grant Distribution:** This proposal would add explicit authority in the State Finance Act [30 ILCS 105] for State Board of Education to process payments for federal grants provided primarily by the United States Department of Education, Agriculture or any other federal agency in subsequent state fiscal year(s). In general, federal grants are awarded and made available for obligation for a 27 month period of time. State Board of Education reimbursement of eligible federal expenditures to local education agencies extend past the confines of the 14 month state fiscal year (i.e. July 1 – August 31) due to the extended life of the federal grant. This statutory change would not require any changes to agency policy but will allow our Funding and Disbursements Division to process grants in a manner that comports with the law and avoid potential audit findings in the future.

**FY 14 Budget:** Governmental Relations staff will work with the Budget staff to advocate for the Board's FY 14 budget recommendation as well as any other related legislation.

**Classrooms First Commission:** In addition to agency initiatives, staff expects various initiatives to be introduced by the Governor and Lt. Governor's offices as a result of recommendations from the Classrooms First Commission that was chaired by Lt. Governor Simon. The final report can be found at: [Classrooms First Commission Final Report](#).

### **Next Steps**

Governmental Relations will continue to update the Board with respect to the Spring legislative session.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**February 20, 2013**

**TO:** Illinois State Board of Education

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

**Agenda Topic:** Budget Update

**Materials:** None

*Staff Contact(s):* Robert Wolfe

**Purpose of Agenda Item**

The purpose of this agenda item is to provide a budget update regarding the Fiscal Year 2013 and Fiscal Year 2014 budgets

**Relationship to/Implications for the State Board's Strategic Plan**

Many issues discussed below relate to the successful implantation of the Board's Strategic Plan.

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

The Board will be apprised of actions taken by the General Assembly for Fiscal Year 2013 Supplemental Appropriations and the Fiscal Year 2014 budget process.

**Background Information**

**Fiscal Year 2013**

HB 190, which contains Supplemental Fiscal Year 2013 Appropriations for the State Board of Education, was passed by the General Assembly. The legislation contains \$9 million in emergency financial assistance for East St. Louis School District 189; \$35 million for the Early Learning Challenge Grant that provides authority to expend federal grant funds; and, \$300 thousand in additional appropriation authority for the Charter School Commission.

**Fiscal Year 2014**

If HB 156 passes, the Governor's Budget address will be March 6, 2013.

**Superintendent's Recommendation**

This item is for discussion purposes only.

**Next Steps**

Staff will provide advocacy for the Board recommended budget in the General Assembly.