ILLINOIS STATE BOARD OF EDUCATION
100 N. First Street, Springfield, IL

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

May 14, 2015
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. Swearing-In of Tony Smith, State Superintendent

III. Public Participation

IV. Resolutions & Recognition

A. Phyllis J. Glazier, Regional Superintendent, Marshall, Putnam and Woodford Counties **pp. 4**

B. Year of the Volunteer Recognition

V. Presentations and Updates

A. Proration vs. Per Pupil Funding Discussion **pp. 5-1--5-53**

VI. Lunch

A. Healthy Schools Campaign Presentation

VII. 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: April 15, 2015 **pp. 6-10**

B. *Rules for Initial Review

1. Part 1 (Public Schools Evaluation, Recognition and Supervision) Revises the timetable for administration of the KIDS assessment; sets criteria for the Survey of Learning Conditions; and makes other technical changes and clarifications. **pp. 11-69**
2. Part 25 (Education Licensure) Addresses changes necessitated by a number of public acts, modifies requirements for certain educator endorsements, and sets criteria for physical education and health education teachers to be considered "highly qualified". **pp. 70-175**
3. Part 26 (Standards for Endorsements in Early Childhood Education and in Elementary Education) Modifies the standards for approval of early childhood education programs by requiring their alignment to the Gateways to Opportunity Illinois Professional Development System's criteria for the receipt of the ECE Credential Level 5. **pp. 176-181**
4. Part 405 (Payments to Certain Facilities under Section 14-7.05 of the School Code) Aligns the proposed ending date for the issuance of the short-term emergency special education approval authorized under Section 25.48 of rules governing Educator Licensure to the date proposed in that Section. **pp. 182-187**

C. *Rules for Adoption

1. Part 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing) Provides an accounting code for the federal Race to the Top Preschool

Development Grant Program, needed for recipients to prepare applications and report on the use of the funds. No public comment was received. **pp. 188-227**

2. Part 120 (Pupil Transportation Reimbursement) Responds to P.A. 98-1057, effective January 1, 2015, that allows for reimbursement of transportation costs of parents of students in City of Chicago School District 299 under certain circumstances. No public comment was received. **pp. 228-236**
3. Part 151 (School Construction Program) Responds to P.A. 98-710, effective July 16, 2014, that adds special education cooperatives as eligible applicants for school maintenance grants under the School Construction Program. No public comment was received. **pp. 237-243**
4. Part 365 (Children's Low-cost Laptop Programs) Part will be repealed statutory authority for the program no longer exists. No public comment was received. **pp. 244-251**
5. Part 525 (Intermediate Services) Responds to several pieces of legislation enacted since 2009 that re-focused the work of the advisory boards, eliminated the suburban Cook County Regional Office of education and its advisory board, and transferred responsibility of the delivery of intermediate services to the suburban Intermediate Service Centers. No public comment was received. **pp. 252-283**
6. Part 525 (Regional Offices of Education and Intermediate Services) Part will be repealed and replaced with new Part 525 (see item 5 above). No public comment was received. **pp. 252-283**
7. Part 560 (Parental Participation Pilot Project) Part will be repealed since statutory authority for the program no longer exits. No public comment was received. **pp. 284-291**

D. *Contracts & Grants Over $1 Million

1. Intergovernmental Agreement with Illinois Department of Human Services for the Gateways to Opportunity Scholarship Program **pp. 292-294**
2. Contract Renewal with Illinois Migrant Council for the Migrant Education Program in Illinois **pp. 295-297**
3. Contract Renewal with the Illinois Resource Center for FY16 EL Professional Development and Support **pp. 298-301**
4. Renewal of Intergovernmental Agreement with Northern Illinois University for the Illinois Interactive Report Card **pp. 302-305**
5. Renewal of Intergovernmental Agreement with ROE #48 for the Illinois Virtual School **pp. 306-1–306-5**
6. Contract Renewal with University of Chicago Impact for the 5Essentials Survey of Learning Conditions **pp. 307-1–307-3**

End of Consent Agenda

E. Consideration of Approval of Dominican University Alternative Program **pp. 308-1–308-12**

VIII. Discussion Items

A. Legislative Update **pp. 309-312**

B. Other Items for Discussion

IX. Announcements & Reports

A. Superintendent's/Senior Staff Announcements

B. Chairman's Report

1. Appointment of Chair of Finance and Audit Committee

C. Member Reports

X. Information Items

A. ISBE Fiscal & Administrative Monthly Reports *(available online at http://isbe.net/board/fiscal_admin_rep.htm*

XI. Closed Session (as needed)

XII. Adjourn

This meeting will be accessible to persons with disabilities. Persons planning to attend who need special accommodations should contact the Board office no later than the date prior to the meeting. Contact the Superintendent's office at the State Board of Education. Phone: 217-782-2221; TTY/TDD: 217-782-1900; Fax: 217-785-3972.

NOTE: Chairman Meeks 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
Phyllis J. Glazier
May 2015

WHEREAS, **Phyllis J. Glazier** first became a familiar face in Woodford, Marshall and Putnam counties when she served as a probation officer from 2000-02; and

WHEREAS, Phyllis J. Glazier began her tenure with the Regional Office of Education (ROE) #43 as a teacher from 2002-04; and

WHEREAS, Phyllis J. Glazier became the Regional Safe School Director in 2005 and was known as a champion for at-risk students; and

WHEREAS, Phyllis J. Glazier's support and guidance helped numerous students in the Regional Safe School Program turn their lives around and achieve success; and

WHEREAS, in 2012 **Phyllis J. Glazier** moved into the role of Regional Superintendent of Schools; and

WHEREAS, **Phyllis J. Glazier's** strong leadership, together with her excellent organizational and people skills, has played a key role in preparing educators, students and community members for a smooth transition as ROE 43 prepares to close its offices on June 30, 2015; and

WHEREAS, Phyllis J. Glazier retired from ROE 43 on February 28, 2015;

THEREFORE, BE IT RESOLVED that the Illinois State Board of Education extends its sincere appreciation and gratitude to **Phyllis J. Glazier** for her commitment and dedication to the students of Illinois and the field of Education.

James T. Meeks, Chairman	Steven Gilford, Vice Chairman	Melinda LaBarre, Secretary
Curtis Bradshaw, Member	Craig Lindvahl, Member	Lula Ford, Member
Eligio Pimentel, Member	John Sanders, Member	

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 14, 2015

TO: **Illinois State Board of Education**

FROM: **Tony Smith Ph.D., State Superintendent of Education**
Robert Wolfe, Chief Financial Officer

Agenda Topic: **Proration vs. Per Pupil Reduction**

***Materials*:** **Exhibit 1 - Senate Bill 589, Senate Amendment 1, 98th General Assembly**
Exhibit 2 - Summary of Districts Gains and Losses by Local Wealth
Exhibit 3 - Summary of Districts Gains and Losses by Percentage of Low- Income Students
Exhibit 4 - Summary of Districts Gains and Losses by Operating Revenue Per Pupil
Exhibit 5 - Summary of Districts Gains and Losses by Geographic Region
Exhibit 6 - Fiscal Year 2016 Estimated Impact by District

***Staff Contact(s)*:** Jason Hall, Division Administrator

Purpose of Agenda Item

To provide the Board with information regarding the history of prorating General State Aid when appropriations levels are insufficient to fully fund submitted claims and to discuss an alternative method for handling shortfalls in appropriations levels.

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

General State Aid comprises approximately 66% of the state funding for education and it has an impact on all three goals outlined in the Board's Strategic Plan.

Expected Outcome(s) of Agenda Item

The Board will have an understanding as to why prorating General State Aid was the policy decision in the past, the impact of proration as well as an understanding of an alternative and the impact of a possible policy change.

Background Information

History

In the event of appropriations levels for General State Aid being insufficient to fully fund General State Aid claims at the statutory Foundation Level, it has been the combination of statute and Board policy to make total adjusted claims equal (proration) to the total amounts appropriated.

PA 93-0021, effective July 1, 2003, made the following change to 105 ILCS 5/18.805:

> If the appropriation in any fiscal year for General State Aid and supplemental General State Aid is insufficient to pay the amounts required under the General State Aid and Supplemental General State Aid calculations, then the State Board of Education shall ensure that each school district receives the full amount due for General State Aid and the remainder of the appropriation shall be used for Supplemental General State Aid,

which the State Board of Education shall calculate and pay to eligible districts on a prorated basis.

As depicted in Table 1, appropriation levels for General State Aid were insufficient in Fiscal Years 2004, 2005 and 2010 and the Supplemental General State Aid calculations were prorated in compliance with PA 93-0021.

Table 1		
Fiscal Year	**Shortfall**	**Proration Level To Supplemental GSA**
2004	$7.6 million	99.0%
2005	$3.7 million	99.0%
2010	$18.9 million	98.3%

This statute remained in place until PA 96-0959, effective July 1, 2010, was enacted which removed the language stated above.

As depicted in Table 2, insufficient appropriations levels to fully fund General State Aid claims have occurred in Fiscal Years 2011 – 2015.

Table 2		
Fiscal Year	**Shortfall**	**Proration Level**
2011	$260.4 thousand	99.9%
2012	$231.1 million	95.0%
2013	$518.2 million	89.2%
2014	$562.1 million	88.7%
2015	$648.1 million	87.1%

When the Fiscal Year 2011 appropriations levels for General State Aid were enacted and absent any clear direction in statute after the repeal enacted by PA 96-0959, a policy decision was made to prorate the entire General State Aid Claim (General State Aid and Supplemental General State Aid) to make total adjusted claims equal to the total amounts appropriated. Additional statutory language within the school code, specifically, 5/14-12.01, 5/14C-12, 5/18-4.3 and 5/29-5 (Mandated Categorical and Bilingual Education Reimbursements), direct the State Board of Education to make adjusted claims equal to the total amounts appropriated (proration).

Impact of the Policy of Proration

Although the policy of proration of General State Aid claims has a surface appearance of equal treatment, the reality is that proration impacts school districts differently. The difference in the impact of proration is attributable to the design of General State Aid. General State Aid is the combination of two grant amounts:

General State Aid Claim – Grant amount varies inversely with local wealth. As a district's local wealth increases the amount of the grant decreases, and vice versa.

Supplemental Low-Income Grant - Grant amount increases as the proportion of the low-income students in a district increases.

By design, school districts with lower amounts of local wealth and higher concentrations of low-income students are to receive a greater amount of General State Aid on a per pupil basis as compared to school districts with higher amounts of local wealth and lower concentrations of low-income students. A proportional reduction of General State Aid, dictated by an appropriation level, has a greater impact to districts that are heavily reliant on General State Aid for funding operations.

Table 3 depicts the impact of prorating General State Aid for three different community unit school districts. Fiscal Year 2015 Data is being utilized for the purpose of comparing General State Aid Data to actual budgeted operating Local and State Revenue. Federal Funds are excluded from this analysis due to the fact that Local and State funds are required to be utilized for basic education and Federals funds are restricted and only to be utilized for supplemental activities and excess costs.

Table 3

Fiscal Year 2015 Data	**District A**	**District B**	**District C**
GSA Method of Payment	Foundation	Alternate	Foundation
Available Local Resources Per Pupil	$3,266.29	$8,149.30	$5,229.71
Low Income Concentration	96.05%	17.10%	20.04%
2012 Operating Tax Rate	4.14458	4.9909	3.4017
Fully Funded GSA Per Pupil	$5,518.58	$431.09	$969.93
Prorated GSA Per Pupil (89%)	$4,916.85	$384.08	$864.18
Loss per pupil as a result of proration	$(601.73)	$(47.01)	$(105.75)
Local and State Operating Revenue Per Pupil Fully Funded GSA	$10,234.80	$15,261.03	$7,657.69
% Loss in Local and State Operating Revenue Per Pupil	5.88%	0.31%	1.38%

Capped Per Pupil Cut

During the 98th General Assembly Senate Bill 589, Amendment 1 (Lightford) outlined an alternative to proration to address a shortfall in appropriations levels for General State Aid. The legislation required the State Board of Education to perform the following calculations:

1. The amount of the shortfall in the appropriation levels is divided by the state total average daily attendance utilized in the calculation of General State Aid. The result of this calculation produces a level dollar amount per pupil cut.
2. For each district, calculate a percentage loss in Operating Expense Per Pupil (as per the most recent Annual Financial Report) by comparing the level dollar per pupil cut to each district's Operating Expense Per Pupil.
3. Calculate a statewide average percentage loss in Operating Expense Per pupil weighted by average daily attendance.
4. Each school district's General State Aid claim will be reduced by the lesser of the level dollar amount per pupil cut or statewide average weighted loss in Operating Expense Per Pupil multiplied by the district's Operating Expense Per Pupil.

This alternative to proration produces a more favorable result in the amount of reduction to the General State Aid Claim for districts with characteristics similar to District A in Table 1. The

impact to Districts with characteristics similar to Districts B and C are not as favorable as prorating General State Aid. This is attributable to the design of General State Aid. To have a favorable result in the Capped Per Pupil Cut, a district must have the combination of lower local wealth and higher concentrations of low-income students. As depicted in Table 4 below, the Capped Per Pupil Cut does produce a similar percentage loss in Local and State Operating Revenue Per Pupil for all three districts as opposed to the percentage loss in Local and State Operating Revenue Per Pupil under the method of proration depicted in Table 3 above.

Table 4

Fiscal Year 2015 Data	**District A**	**District B**	**District C**
GSA Method of Payment	Foundation	Alternate	Foundation
Available Local Resources Per Pupil	$3,266.29	$8,149.30	$5,229.71
Low Income Concentration	96.05%	17.10%	20.04%
2012 Operating Tax Rate	4.14458	4.9909	3.4017
Fully Funded GSA Per Pupil	$5,518.58	$431.09	$969.93
Capped Per Pupil Cut GSA Per Pupil	$5,233.93	$116.39	$722.34
Loss per pupil as a result of the Capped Per Pupil Cut	$(284.65)	$(314.70)	$(247.59)
Local and State Operating Revenue Per Pupil Fully Funded GSA	$10,234.80	$15,261.02	$7,657.70
% Loss in Local and State Operating Revenue Per Pupil	2.78%	2.06%	3.23%

Results of Modeling the Capped Per Pupil Cut

The only proposed funding amount known at this time is the Governor's recommended funding level of $4,813,030,500. That amount would underfund the current forecast of the cost of the FY 16 GSA claim by $216.8 million. If the policy of proration is continued we forecast that 95.7% of claims could be paid next year.

One alternative is to impose a capped per pupil cut. We forecast this would result in districts losing the lesser of $124.41 per student or 1.05% of their Operating Expenditure per Pupil per student. Table 5 provides summary information regarding the numbers of districts, students, General State Aid Formula type and characteristics of districts that gain or lose under the Capped Per Pupil Cut. Additionally, Exhibits 2 - 6 summarize the results of the modeling in more detail.

Table 5									
Formula Type	Districts Gaining	Avg Local Wealth as % of F Level	ADA	Avg Low-Income %		Districts Losing	Avg Local Wealth as % of F Level	ADA	Avg Low-Income %
Foundation	427	48%	1,049,123	57%		193	77%	357,986	39%
Alternate	1	100%	4,318	95%		177	123%	401,912	41%
Flat Grant	1	175%	129	100%		58	262%	65,739	29%
Total	429		1,053,570			428		825,637	

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

Policy Implications: The State Board of Education may establish a policy for dealing with shortfalls in appropriations levels for General State Aid without the need for any statutory change to 105 ILCS 5/18.805.

Budget Implications: The policy change would not have an impact on the budget. The policy change will result in a redistribution of General State Aid appropriations.

Legislative Action: None

Communication: School Districts would have to be notified of the impact of any future policy changes as it will have an impact on the operating revenue available in Fiscal Years going forward in the event that appropriations levels are insufficient to fully fund General State Aid claims in future Fiscal Years.

Pros and Cons of Various Actions

Pros: Table 5 demonstrates that the Capped Per Pupil Cut policy for addressing insufficient appropriations levels for General State Aid benefits the greatest number of Illinois students. Additionally, the Illinois students who receive the benefit of the policy are those very students that have the greatest need based upon the two measures of need enacted in the formula for General State Aid.

Cons: Any change to the method for dealing with insufficient appropriations levels to fully fund General State Aid creates a model in which some districts benefit from the change where other districts do not benefit from the change. However, the analysis of the two policies indicates that not implementing any changes to the method for dealing with insufficient appropriations levels (continued proration) results in districts that have the lowest amounts of wealth and higher concentration levels of Low Income Students receiving less General State Aid. Additionally, as a result of the budget cycle for school districts, the timing of a policy change in dealing with insufficient appropriations levels for General State Aid is such that it would leave school districts that are negatively impacted with little advance notice to deal with the impact of policy change.

Superintendent's Recommendation

No recommendation.

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(d) If the appropriation in any fiscal year for general State aid and supplemental general State aid under Section 18-8.05 of this Code is insufficient to pay the amounts required under the general State aid and supplemental general State aid calculations, then the State Board of Education shall adjust the payments of general State aid and supplemental general State aid for that fiscal year in the following manner:

(1) The State Board of Education shall calculate a level cut amount, to be evenly applied against all school district claims for general State aid and supplemental general State aid, on a per pupil basis using each district's average daily attendance, as defined in paragraph (2) of subsection (C) of Section 18-8.05 of this Code, so that the total reduction to district claims using the level cut amount equals the difference between the appropriation for general State aid and supplemental general State aid and the amounts otherwise required under the general State aid and supplemental general State aid calculations.

(2) The "loss cap" is the maximum amount a school district can lose from their operating expenditure due to an under-appropriation of general State aid. It is calculated using the following methodology: calculate a percentage loss for each district by dividing the level cut amount, calculated pursuant to subdivision (1) of this subsection (d), by operating expenditure per pupil, as determined by the district's most recent annual financial report, then calculate the loss cap equal to the average percentage loss in districts weighted by average daily attendance.

(3) Each school district's total amount of general State aid and supplemental general State aid for the fiscal year must be reduced by the lesser of (i) the level cut amount multiplied by the district's average daily attendance; (ii) the loss cap multiplied by the district's operating expense per pupil, determined by the district's most recent annual financial report, multiplied by the district's average daily attendance, as defined in

paragraph (2) of subsection (C) of Section 18-8.05 of this Code; or (iii) the school district's total claim for general State aid and supplemental general State aid.

(4) In the case when an entity receives general State aid, but does not have an operating expense per pupil, the cut shall be either (i) the level cut amount multiplied by the entity's average daily attendance or (ii) the entity's total claim for general State aid and supplemental general State aid.

(5) The State Board of Education shall adjust the level cut described in subdivision (1) of this subsection (d) so that the total payments to school districts for general State aid and supplemental general State aid equals the appropriation for general State aid and supplemental general State aid.

(6) If, subject to subdivision (4) of this subsection (d), total payments are still greater than appropriations for general State aid, then the State Board of Education shall adjust the operating expenditures loss cap until total payments equal the appropriation.

(7) The State Board of Education may not use the calculations described in this subsection (d) to reduce any payments to school districts, other than general State aid and supplemental general State aid, for the fiscal year for which such calculations are applied.

Illinois State Board of Education
Comparison of Forecast FY 16 GSA Payments with Proration vs. Weighted Per Pupil Cut
GSA Claims Reduced by the Lesser of $124.41 per Student or 1.05% of Operating Expense per Pupil
Summary of District Gains and Losses by Local Wealth

May 14, 2015

	Local Wealth Percentile	Local Wealth per Student Percentile Threshold	Total District Gain / (Loss)	Number of Districts Gaining	Number of Districts Losing	Range of Per Pupil Gain / (Loss)
Least Wealth	0 - 20	$ 2,722	$ 33,464,541	171	0	$59 - $245
	20 - 40	$ 3,686	$ 17,579,560	170	1	$(3) - $162
	40 - 60	$ 4,635	$ 529,696	80	91	$(53) - $108
	60 - 80	$ 6,782	$ (22,227,263)	6	165	$(104) - $89
Greatest Wealth	80 - 100	$ 41,946	$ (31,849,856)	1	171	$(115) - $64
	CPS 299	$ 5,344	$ 1,698,375	1	0	$5
	TOTALS		$ (804,946)	429	428	

Illinois State Board of Education
Comparison of Forecast FY 16 GSA Payments with Proration vs. Weighted Per Pupil Cut
GSA Claims Reduced by the Lesser of $124.41 per Student or 1.05% of Operating Expense per Pupil
Summary of District Gains and Losses by Percentage of Low-Income Students

May 14, 2015

Low-Income Percentage Percentiles	Low-Income Percentage Threshold	District Gain / (Loss)	Number of Districts Gaining	Number of Districts Losing	Range of Per Pupil Gain / (Loss)
Least % of Low-Income Students					
0 - 20	28.57%	$ (25,174,255)	39	132	$(115) -$66
20 - 40	41.43%	$ (12,604,654)	56	115	$(109) - $120
40 - 60	52.40%	$ (3,587,071)	82	89	$(101) - $141
60 - 80	65.08%	$ 3,519,383	111	60	$(93) - $168
Greatest % of Low-Income Students					
80 - 100	100.00%	$ 35,343,274	140	32	$(73) - $245
CPS 299	89.59%	$ 1,698,375	1	0	$5
TOTALS		$ (804,946)	429	428	

Illinois State Board of Education
Comparison of Forecast FY 16 GSA Payments with Proration vs. Weighted Per Pupil Cut
GSA Claims Reduced by the Lesser of $124.41 per Student or 1.05% of Operating Expense per Pupil
Summary of District Gains and Losses by Total Operating Revenue per Pupil (Includes State, Local and Federal Resources)

May 14, 2015

Opearting Revenue Percentage Percentiles	Operatring Revenue Percentile Threshold	District Gain / (Loss)	Number of Districts Gaining	Number of Districts Losing	Range of Per Pupil Gain / (Loss)
Least Amount of Operating Revenue					
0 - 20	$ 8,581	$ 6,340,648	141	30	$(78) - $178
20 - 40	$ 9,787	$ 6,101,238	129	42	$(107) - $193
40 - 60	$ 11,370	$ 7,412,239	77	94	$(100) - $237
60 - 80	$ 13,866	$ 492,367	51	120	$(111) - $227
Greatest Amount of Operating Revenue					
80 - 100	$ 37,368	$ (22,849,814)	30	142	$(115) - $245
CPS 299	$ 13,627	$ 1,698,375	1	0	$5
TOTALS		$ (804,946)	429	428	

Illinois State Board of Education
Comparison of Forecast FY 16 GSA Payments with Proration vs. Weighted Per Pupil Cut
GSA Claims Reduced by the Lesser of $124.41 per Student or 1.05% of Operating Expense per Pupil
Summary of District Gains and Losses by Geographic Region

May 14, 2015

Region	District Gain / (Loss)	Number of Districts Gaining	Number of Districts Losing	Range of Per Pupil Gain / (Loss)
Downstate	$ 18,877,685	355	215	$(111) - $245
Collar	$ (16,330,307)	22	121	$(114) - $221
North Cook	$ (12,611,785)	0	39	$(115) - $(50)
West Cook	$ 3,161,924	10	28	$(112) - $237
South Cook	$ 4,399,162	41	25	$(106) - $223
City of Chicago	$ 1,698,375	1	0	$5
ROE & Lab Schools	$ 804,936	79	0	$141
TOTALS	$ (10)	508	428	

Illinois State Board of Education
Comparison of Options for Implementing a Funding Shortfall
GSA Claims Reduced by the Lesser of $124.41 per Student or 1.05% of Operating Expense per Pupil
Sorted by County
May 14, 2015

A	B	C	D	E	F	G	H	I	J
District Name	County	District Type	Loss Due to Proration	Lesser of $ per Student or % of OEPP	Gain / (Loss) with Wtd per Pupil vs Proration	Gain / (Loss) per Pupil	Low-Income %	Formula Type	Local Resources as % of F Level
SAFE SCH-ADAMS/PIKE ROE	ADAMS	Regional	(16,605.85)	(7,785.41)	$ 8,820.44	$ 140.95	0.00%	Lab & ROE	0.00%
PAYSON COMM UNIT SCHOOL DIST 1	ADAMS	Unit	(72,366.72)	(40,267.92)	$ 32,098.80	$ 68.84	42.93%	Foundation	46.97%
LIBERTY COMM UNIT SCHOOL DIST 2	ADAMS	Unit	(86,519.53)	(53,299.07)	$ 33,220.46	$ 57.55	30.71%	Foundation	46.18%
CAMP POINT C U SCHOOL DIST 3	ADAMS	Unit	(134,626.47)	(78,336.02)	$ 56,290.45	$ 67.32	47.87%	Foundation	46.41%
COMMUNITY UNIT SCHOOL DIST 4	ADAMS	Unit	(106,759.63)	(65,115.66)	$ 41,643.97	$ 61.93	34.92%	Foundation	43.71%
QUINCY SCHOOL DISTRICT 172	ADAMS	Unit	(569,768.50)	(619,113.13)	$ (49,344.63)	$ (8.08)	60.13%	Foundation	77.30%
CAIRO UNIT SCHOOL DISTRICT 1	ALEXANDER	Unit	(143,291.91)	(54,346.08)	$ 88,945.83	$ 203.61	100.00%	Foundation	29.06%
EGYPTIAN COMM UNIT SCH DIST 5	ALEXANDER	Unit	(116,902.09)	(48,938.97)	$ 67,963.12	$ 150.65	76.85%	Foundation	24.94%
MULBERRY GROVE C U SCH DIST 1	BOND	Unit	(76,614.33)	(37,850.17)	$ 38,764.16	$ 99.14	54.29%	Foundation	35.77%
BOND CO C U SCHOOL DIST 2	BOND	Unit	(261,871.38)	(158,462.66)	$ 103,408.72	$ 59.53	49.92%	Foundation	50.90%
BELVIDERE C U SCH DIST 100	BOONE	Unit	(1,250,732.16)	(847,805.55)	$ 402,926.61	$ 49.76	51.12%	Foundation	49.80%
NORTH BOONE C U SCH DIST 200	BOONE	Unit	(282,945.59)	(167,146.93)	$ 115,798.66	$ 69.38	42.16%	Foundation	41.44%
BROWN COUNTY C U SCH DIST 1	BROWN	Unit	(89,291.78)	(63,487.51)	$ 25,804.27	$ 39.64	46.44%	Foundation	54.96%
OHIO COMM CONS SCHOOL DIST 17	BUREAU	Elementary	(3,822.57)	(9,642.81)	$ (5,820.24)	$ (75.09)	63.03%	Alternate	169.46%
MALDEN COMM CONS SCH DIST 84	BUREAU	Elementary	(3,421.08)	(8,282.08)	$ (4,861.00)	$ (69.06)	49.79%	Foundation	89.36%
CHERRY SCHOOL DIST 92	BUREAU	Elementary	(3,681.05)	(5,755.08)	$ (2,074.03)	$ (44.83)	57.36%	Foundation	79.47%
LADD ELEMENTARY 94	BUREAU	Elementary	(18,326.26)	(18,844.76)	$ (518.50)	$ (2.50)	35.84%	Foundation	70.34%
DALZELL SCHOOL DISTRICT 98	BUREAU	Elementary	(8,041.28)	(5,511.52)	$ 2,529.76	$ 49.75	49.27%	Foundation	47.62%
SPRING VALLEY C C SCH DIST 99	BUREAU	Elementary	(136,246.33)	(56,615.10)	$ 79,631.23	$ 116.81	66.92%	Foundation	40.20%
DEPUE UNIT SCHOOL DIST 103	BUREAU	Unit	(109,371.29)	(40,399.39)	$ 68,971.90	$ 167.78	64.16%	Foundation	13.62%
PRINCETON ELEM SCHOOL DIST 115	BUREAU	Elementary	(54,935.06)	(96,808.30)	$ (41,873.24)	$ (40.18)	53.65%	Foundation	89.39%
LA MOILLE C U SCHOOL DIST 303	BUREAU	Unit	(18,816.60)	(31,899.27)	$ (13,082.67)	$ (51.02)	48.31%	Foundation	79.37%
BUREAU VALLEY CUSD 340	BUREAU	Unit	(111,466.85)	(111,393.98)	$ 72.87	$ 0.07	50.16%	Foundation	66.05%

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PRINCETON HIGH SCH DIST 500	BUREAU	High School	(13,832.60)	(60,906.08)	$ (47,073.48)	$ (96.15)	35.94%	Alternate	95.15%
HALL HIGH SCH DIST 502	BUREAU	High School	(43,239.51)	(44,906.06)	$ (1,666.55)	$ (4.62)	53.75%	Foundation	64.03%
OHIO COMMUNITY H S DIST 505	BUREAU	High School	(734.64)	(4,148.98)	$ (3,414.34)	$ (102.38)	39.97%	Flat Grant	188.87%
CALHOUN COMM UNIT SCH DIST 40	CALHOUN	Unit	(66,397.59)	(49,858.60)	$ 16,538.99	$ 39.66	50.50%	Foundation	47.71%
BRUSSELS COMM UNIT SCHOOL DIST 42	CALHOUN	Unit	(10,635.46)	(15,713.96)	$ (5,078.50)	$ (39.14)	43.41%	Foundation	74.80%
EASTLAND COMM UNIT SCH DIST 308	CARROLL	Unit	(18,706.41)	(74,008.65)	$ (55,302.24)	$ (92.96)	44.54%	Alternate	135.27%
WEST CARROLL	CARROLL	Unit	(153,479.62)	(134,276.42)	$ 19,203.20	$ 17.63	57.30%	Foundation	57.62%
CHADWICK-MILLEDGEVILLE CUSD 399	CARROLL	Unit	(55,155.33)	(50,642.83)	$ 4,512.50	$ 9.56	41.41%	Foundation	61.02%
BEARDSTOWN C U SCH DIST 15	CASS	Unit	(336,459.22)	(122,529.35)	$ 213,929.87	$ 152.43	59.61%	Foundation	21.86%
VIRGINIA C U SCH DIST 64	CASS	Unit	(28,717.13)	(32,654.43)	$ (3,937.30)	$ (15.00)	49.34%	Foundation	66.21%
A C CENTRAL CUSD 262	CASS	Unit	(58,064.86)	(39,622.44)	$ 18,442.42	$ 42.18	35.98%	Foundation	53.73%
SAFE SCH-CHAMPAIGN/FORD ROE	CHAMPAIGN	Regional	(23,746.52)	(11,133.21)	$ 12,613.31	$ 140.95	0.00%	Lab & ROE	0.00%
FISHER C U SCHOOL DISTRICT 1	CHAMPAIGN	Unit	(53,008.53)	(62,914.05)	$ (9,905.52)	$ (16.87)	31.00%	Foundation	68.77%
MAHOMET-SEYMOUR C U SCH DIST 3	CHAMPAIGN	Unit	(384,562.68)	(262,585.80)	$ 121,976.88	$ 43.18	23.10%	Foundation	50.35%
CHAMPAIGN COMM UNIT SCH DIST 4	CHAMPAIGN	Unit	(433,806.09)	(1,091,780.96)	$ (657,974.87)	$ (74.98)	59.35%	Alternate	111.68%
TOLONO C U SCHOOL DIST 7	CHAMPAIGN	Unit	(220,325.29)	(147,783.72)	$ 72,541.57	$ 45.31	30.13%	Foundation	50.74%
HERITAGE COMM UNIT SCH DIST 8	CHAMPAIGN	Unit	(19,549.40)	(55,778.05)	$ (36,228.65)	$ (79.58)	42.67%	Foundation	89.04%
URBANA SCHOOL DIST 116	CHAMPAIGN	Unit	(341,030.84)	(462,579.89)	$ (121,549.05)	$ (32.69)	73.66%	Foundation	86.61%
THOMASBORO C C SCHOOL DIST 130	CHAMPAIGN	Elementary	(23,403.81)	(16,490.12)	$ 6,913.69	$ 48.48	80.87%	Foundation	65.37%
RANTOUL CITY SCHOOL DIST 137	CHAMPAIGN	Elementary	(441,683.45)	(176,162.82)	$ 265,520.63	$ 167.34	84.19%	Foundation	25.47%
LUDLOW C C SCHOOL DIST 142	CHAMPAIGN	Elementary	(17,922.11)	(8,678.93)	$ 9,243.18	$ 108.45	100.00%	Foundation	67.83%
ST JOSEPH C C SCHOOL DIST 169	CHAMPAIGN	Elementary	(104,377.80)	(72,953.99)	$ 31,423.81	$ 37.53	17.08%	Foundation	54.05%
GIFFORD C C SCHOOL DIST 188	CHAMPAIGN	Elementary	(7,044.32)	(16,982.36)	$ (9,938.04)	$ (51.76)	34.94%	Foundation	89.62%

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RANTOUL TOWNSHIP H S DIST 193	CHAMPAIGN	High School	(136,956.32)	(85,369.53)	$ 51,586.79	$ 75.18	76.36%	Foundation	47.22%
PRAIRIEVIEW-OGDEN CCSD 197	CHAMPAIGN	Elementary	(5,205.51)	(24,576.24)	$ (19,370.73)	$ (80.58)	22.92%	Alternate	111.54%
ST JOSEPH OGDEN C H S DIST 305	CHAMPAIGN	High School	(38,200.16)	(48,379.33)	$ (10,179.17)	$ (22.22)	13.83%	Foundation	69.35%
UNIVERSITY OF ILLINOIS LAB SCHOOL	CHAMPAIGN	Labs	(82,023.52)	(38,455.54)	$ 43,567.98	$ 140.95	0.00%	Lab & ROE	0.00%
SAFE SCH-CHRISTIAN/MONTGOMERY ROE	CHRISTIAN	Regional	(8,868.13)	(4,157.69)	$ 4,710.44	$ 140.95	0.00%	Lab & ROE	0.00%
MORRISONVILLE C U SCH DIST 1	CHRISTIAN	Unit	(30,785.37)	(24,462.99)	$ 6,322.38	$ 21.83	48.72%	Foundation	67.22%
TAYLORVILLE C U SCH DIST 3	CHRISTIAN	Unit	(328,855.87)	(179,266.11)	$ 149,589.76	$ 62.76	59.14%	Foundation	59.77%
EDINBURG C U SCH DIST 4	CHRISTIAN	Unit	(21,846.95)	(20,906.54)	$ 940.41	$ 3.58	39.28%	Foundation	73.25%
PANA COMM UNIT SCHOOL DIST 8	CHRISTIAN	Unit	(248,587.37)	(119,685.88)	$ 128,901.49	$ 103.82	69.09%	Foundation	41.81%
SOUTH FORK SCHOOL DISTRICT 14	CHRISTIAN	Unit	(72,105.79)	(24,640.57)	$ 47,465.22	$ 146.79	62.46%	Foundation	29.08%
MARSHALL C U SCHOOL DIST 2C	CLARK	Unit	(221,439.63)	(102,722.33)	$ 118,717.30	$ 93.32	44.60%	Foundation	40.40%
MARTINSVILLE C U SCH DIST 3C	CLARK	Unit	(79,001.43)	(34,298.19)	$ 44,703.24	$ 119.37	68.35%	Foundation	37.26%
CASEY-WESTFIELD C U SCH DIST 4C	CLARK	Unit	(155,661.10)	(85,222.09)	$ 70,439.01	$ 80.49	51.03%	Foundation	41.23%
CLAY CITY COMM UNIT DIST 10	CLAY	Unit	(48,816.50)	(30,530.31)	$ 18,286.19	$ 63.13	57.47%	Foundation	46.52%
NORTH CLAY C U SCHOOL DISTRICT 25	CLAY	Unit	(129,127.02)	(47,894.00)	$ 81,233.02	$ 129.34	60.24%	Foundation	35.06%
FLORA COMM UNIT SCH DIST 35	CLAY	Unit	(238,203.35)	(99,943.84)	$ 138,259.51	$ 114.88	59.89%	Foundation	37.64%
ALT SCH-CLINTON/MARION/WASHINGTON	CLINTON	Regional	(10,614.16)	(4,976.29)	$ 5,637.87	$ 140.95	0.00%	Lab & ROE	0.00%
SAFE SCH-CLINTON/MARION/WASHINGTO	CLINTON	Regional	(3,982.97)	(1,867.35)	$ 2,115.62	$ 140.95	0.00%	Lab & ROE	0.00%
CARLYLE C U SCHOOL DISTRICT 1	CLINTON	Unit	(136,731.95)	(109,250.53)	$ 27,481.42	$ 23.92	41.98%	Foundation	60.42%
WESCLIN C U SCHOOL DISTRICT 3	CLINTON	Unit	(163,925.27)	(114,998.87)	$ 48,926.40	$ 39.77	32.31%	Foundation	52.81%
BREESE SCHOOL DISTRICT 12	CLINTON	Elementary	(40,689.60)	(43,509.00)	$ (2,819.40)	$ (5.03)	38.79%	Foundation	77.02%
AVISTON SCHOOL DISTRICT 21	CLINTON	Elementary	(46,873.64)	(23,313.41)	$ 23,560.23	$ 65.23	12.82%	Foundation	51.83%
WILLOW GROVE SCHOOL DISTRICT 46	CLINTON	Elementary	(33,341.75)	(14,507.03)	$ 18,834.72	$ 115.81	53.90%	Foundation	32.23%

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BARTELSO SCHOOL DISTRICT 57	CLINTON	Elementary	(13,399.63)	(11,879.82)	$ 1,519.81	$ 11.43	9.02%	Foundation	62.55%
GERMANTOWN SCHOOL DISTRICT 60	CLINTON	Elementary	(27,330.58)	(14,671.35)	$ 12,659.23	$ 54.69	18.82%	Foundation	56.67%
DAMIANSVILLE SCHOOL DISTRICT 62	CLINTON	Elementary	(12,210.02)	(8,398.98)	$ 3,811.04	$ 36.70	34.33%	Foundation	59.12%
ALBERS SCHOOL DISTRICT 63	CLINTON	Elementary	(25,035.10)	(13,026.58)	$ 12,008.52	$ 65.98	15.93%	Foundation	49.10%
CENTRAL COMMUNITY H S DIST 71	CLINTON	High School	(12,850.46)	(66,500.67)	$ (53,650.21)	$ (100.37)	26.65%	Alternate	95.23%
ST ROSE SCHOOL DISTRICT 14-15	CLINTON	Elementary	(13,051.19)	(12,223.69)	$ 827.50	$ 5.51	17.38%	Foundation	68.26%
NORTH WAMAC SCHOOL DISTRICT 186	CLINTON	Elementary	(34,833.41)	(10,709.22)	$ 24,124.19	$ 193.30	89.74%	Foundation	31.01%
ALT SCH-CLK/CLS/CMBN/DGLAS/EDGR/M	COLES	Regional	(19,476.98)	(9,131.50)	$ 10,345.48	$ 140.95	0.00%	Lab & ROE	0.00%
SAFE SCH-CLK/CLS/CMBN/DGLAS/EDGR/	COLES	Regional	(17,245.35)	(8,085.23)	$ 9,160.12	$ 140.95	0.00%	Lab & ROE	0.00%
CHARLESTON C U SCHOOL DIST 1	COLES	Unit	(285,577.49)	(268,602.79)	$ 16,974.70	$ 6.74	48.62%	Foundation	64.66%
MATTOON C U SCHOOL DIST 2	COLES	Unit	(518,289.02)	(329,132.38)	$ 189,156.64	$ 58.84	62.48%	Foundation	52.91%
OAKLAND C U SCHOOL DIST 5	COLES	Unit	(32,847.90)	(32,108.80)	$ 739.10	$ 2.78	59.33%	Foundation	65.38%
SAFE SCH - NORTH COOK ISC 1	COOK	Regional	(18,675.61)	(8,755.79)	$ 9,919.82	$ 140.95	0.00%	Lab & ROE	0.00%
PALATINE C C SCHOOL DIST 15	COOK	Elementary	(454,414.57)	(1,388,121.61)	$ (933,707.04)	$ (83.68)	52.53%	Alternate	107.25%
WHEELING C C SCHOOL DIST 21	COOK	Elementary	(369,684.25)	(740,722.25)	$ (371,038.00)	$ (62.32)	67.21%	Alternate	102.54%
PROSPECT HEIGHTS SCHOOL DIST 23	COOK	Elementary	(41,841.84)	(178,026.83)	$ (136,184.99)	$ (95.17)	39.85%	Alternate	121.66%
ARLINGTON HEIGHTS SCH DIST 25	COOK	Elementary	(101,597.92)	(624,253.39)	$ (522,655.47)	$ (104.16)	15.68%	Alternate	104.54%
RIVER TRAILS SCHOOL DIST 26	COOK	Elementary	(38,501.30)	(164,342.03)	$ (125,840.73)	$ (95.26)	41.23%	Alternate	137.87%
NORTHBROOK ELEM SCHOOL DIST 27	COOK	Elementary	(11,760.35)	(134,705.73)	$ (122,945.38)	$ (113.55)	9.15%	Flat Grant	253.71%
NORTHBROOK SCHOOL DIST 28	COOK	Elementary	(17,057.11)	(195,158.96)	$ (178,101.85)	$ (113.53)	9.22%	Flat Grant	267.46%
SUNSET RIDGE SCHOOL DIST 29	COOK	Elementary	(4,979.86)	(58,375.63)	$ (53,395.77)	$ (113.79)	7.53%	Flat Grant	328.91%
NORTHBROOK/GLENVIEW SCH DIST 30	COOK	Elementary	(11,926.32)	(133,986.65)	$ (122,060.33)	$ (113.33)	10.52%	Flat Grant	221.66%
WEST NORTHFIELD SCHOOL DIST 31	COOK	Elementary	(17,554.77)	(102,760.42)	$ (85,205.65)	$ (103.15)	38.82%	Flat Grant	238.49%

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GLENVIEW C C SCHOOL DIST 34	COOK	Elementary	(96,256.32)	(561,163.96)	$ (464,907.64)	$ (103.07)	26.04%	Alternate	133.68%
GLENCOE SCHOOL DIST 35	COOK	Elementary	(12,108.76)	(151,445.97)	$ (139,337.21)	$ (114.46)	3.22%	Flat Grant	236.48%
WINNETKA SCHOOL DIST 36	COOK	Elementary	(16,568.35)	(208,917.16)	$ (192,348.81)	$ (114.54)	2.70%	Flat Grant	269.32%
AVOCA SCHOOL DIST 37	COOK	Elementary	(7,768.55)	(85,011.23)	$ (77,242.68)	$ (113.04)	12.43%	Flat Grant	241.39%
KENILWORTH SCHOOL DIST 38	COOK	Elementary	(4,876.61)	(61,743.34)	$ (56,866.73)	$ (114.58)	2.54%	Flat Grant	234.68%
WILMETTE SCHOOL DIST 39	COOK	Elementary	(58,372.16)	(445,356.95)	$ (386,984.79)	$ (108.10)	4.05%	Alternate	137.98%
SCHAUMBURG C C SCHOOL DIST 54	COOK	Elementary	(406,257.26)	(1,546,382.61)	$ (1,140,125.35)	$ (91.72)	44.56%	Alternate	123.33%
MOUNT PROSPECT SCHOOL DIST 57	COOK	Elementary	(40,701.75)	(215,200.93)	$ (174,499.18)	$ (88.29)	17.75%	Alternate	107.02%
COMM CONS SCH DIST 59	COOK	Elementary	(351,035.63)	(777,682.41)	$ (426,646.78)	$ (68.25)	65.83%	Alternate	158.49%
DES PLAINES C C SCH DIST 62	COOK	Elementary	(235,721.58)	(528,428.67)	$ (292,707.09)	$ (68.91)	65.00%	Alternate	147.61%
EAST MAINE SCHOOL DIST 63	COOK	Elementary	(216,624.71)	(402,955.21)	$ (186,330.50)	$ (57.53)	70.29%	Alternate	113.79%
PARK RIDGE C C SCHOOL DIST 64	COOK	Elementary	(74,477.02)	(513,496.07)	$ (439,019.05)	$ (106.36)	12.92%	Alternate	132.20%
EVANSTON C C SCHOOL DIST 65	COOK	Elementary	(208,674.76)	(850,242.96)	$ (641,568.20)	$ (93.87)	42.13%	Alternate	123.60%
GOLF ELEM SCHOOL DIST 67	COOK	Elementary	(15,064.73)	(71,907.41)	$ (56,842.68)	$ (98.34)	39.90%	Alternate	171.25%
SKOKIE SCHOOL DIST 68	COOK	Elementary	(70,772.94)	(219,820.22)	$ (149,047.28)	$ (84.35)	58.27%	Flat Grant	188.12%
SKOKIE SCHOOL DIST 69	COOK	Elementary	(123,539.25)	(207,256.53)	$ (83,717.28)	$ (49.89)	61.56%	Foundation	85.50%
MORTON GROVE SCHOOL DIST 70	COOK	Elementary	(21,477.03)	(101,659.42)	$ (80,182.39)	$ (98.12)	36.29%	Alternate	130.57%
NILES ELEM SCHOOL DIST 71	COOK	Elementary	(14,726.37)	(61,188.48)	$ (46,462.11)	$ (94.47)	49.47%	Flat Grant	302.92%
SKOKIE FAIRVIEW SCHOOL DIST 72	COOK	Elementary	(13,455.55)	(78,510.95)	$ (65,055.40)	$ (103.09)	38.92%	Flat Grant	253.29%
EAST PRAIRIE SCHOOL DIST 73	COOK	Elementary	(17,936.06)	(71,367.49)	$ (53,431.43)	$ (93.14)	41.37%	Alternate	106.78%
SKOKIE SCHOOL DIST 73-5	COOK	Elementary	(34,924.34)	(119,144.86)	$ (84,220.52)	$ (87.94)	48.55%	Alternate	107.22%
LINCOLNWOOD SCHOOL DIST 74	COOK	Elementary	(30,433.49)	(142,222.41)	$ (111,788.92)	$ (97.79)	45.89%	Flat Grant	197.04%
EVANSTON TWP H S DIST 202	COOK	High School	(78,867.95)	(378,695.79)	$ (299,827.84)	$ (98.50)	35.23%	Alternate	128.41%

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NEW TRIER TWP H S DIST 203	COOK	High School	(41,321.96)	(501,982.17)	$ (460,660.21)	$ (114.17)	5.21%	Flat Grant	198.97%
MAINE TOWNSHIP H S DIST 207	COOK	High School	(161,503.08)	(772,729.76)	$ (611,226.68)	$ (98.41)	35.35%	Alternate	125.06%
TOWNSHIP H S DIST 211	COOK	High School	(297,252.42)	(1,447,883.14)	$ (1,150,630.72)	$ (98.87)	31.36%	Alternate	102.48%
TOWNSHIP HIGH SCHOOL DIST 214	COOK	High School	(289,204.66)	(1,414,510.89)	$ (1,125,306.23)	$ (98.97)	33.68%	Alternate	122.64%
NILES TWP COMM HIGH SCH DIST 219	COOK	High School	(137,492.95)	(584,659.52)	$ (447,166.57)	$ (95.15)	42.36%	Alternate	143.10%
NORTHFIELD TWP HIGH SCH DIST 225	COOK	High School	(77,664.83)	(594,164.24)	$ (516,499.41)	$ (108.15)	16.58%	Alternate	169.92%
SAFE SCH - WEST COOK ISC 2	COOK	Regional	(25,882.62)	(12,134.69)	$ 13,747.93	$ 140.95	0.00%	Lab & ROE	0.00%
ALOP SCH-INTERMEDIATE SERVICE CEN	COOK	Regional	(29,433.05)	(13,799.26)	$ 15,633.79	$ 140.95	0.00%	Lab & ROE	0.00%
ROSEMONT ELEM SCHOOL DIST 78	COOK	Elementary	(8,864.85)	(30,640.27)	$ (21,775.42)	$ (88.41)	56.23%	Flat Grant	263.55%
PENNOYER SCHOOL DIST 79	COOK	Elementary	(14,546.69)	(45,407.13)	$ (30,860.44)	$ (76.42)	48.61%	Alternate	127.36%
NORRIDGE SCHOOL DIST 80	COOK	Elementary	(36,025.68)	(105,336.88)	$ (69,311.20)	$ (66.63)	46.97%	Alternate	125.33%
SCHILLER PARK SCHOOL DIST 81	COOK	Elementary	(107,577.71)	(154,405.62)	$ (46,827.91)	$ (37.73)	79.33%	Alternate	100.55%
MANNHEIM SCHOOL DIST 83	COOK	Elementary	(197,678.85)	(311,764.67)	$ (114,085.82)	$ (45.53)	76.37%	Alternate	117.97%
FRANKLIN PARK SCHOOL DIST 84	COOK	Elementary	(82,515.39)	(149,288.75)	$ (66,773.36)	$ (55.64)	70.80%	Alternate	99.55%
RHODES SCHOOL DIST 84-5	COOK	Elementary	(55,858.54)	(79,386.78)	$ (23,528.24)	$ (36.87)	80.39%	Alternate	126.04%
RIVER GROVE SCHOOL DIST 85-5	COOK	Elementary	(76,572.37)	(65,153.99)	$ 11,418.38	$ 17.89	76.25%	Foundation	78.01%
UNION RIDGE SCHOOL DIST 86	COOK	Elementary	(27,697.74)	(62,271.53)	$ (34,573.79)	$ (65.38)	61.77%	Alternate	118.98%
BERKELEY SCHOOL DIST 87	COOK	Elementary	(513,861.05)	(271,003.31)	$ 242,857.74	$ 90.64	89.41%	Foundation	61.16%
BELLWOOD SCHOOL DIST 88	COOK	Elementary	(586,893.26)	(274,851.39)	$ 312,041.87	$ 129.43	100.00%	Foundation	57.96%
MAYWOOD-MELROSE PARK-BROADVIEW-89	COOK	Elementary	(1,482,124.44)	(475,189.58)	$ 1,006,934.86	$ 203.46	100.00%	Foundation	37.67%
RIVER FOREST SCHOOL DIST 90	COOK	Elementary	(22,302.64)	(164,217.62)	$ (141,914.98)	$ (107.51)	10.12%	Alternate	143.24%
FOREST PARK SCHOOL DIST 91	COOK	Elementary	(47,581.26)	(97,516.65)	$ (49,935.39)	$ (63.71)	69.92%	Alternate	155.21%
LINDOP SCHOOL DISTRICT 92	COOK	Elementary	(39,039.49)	(49,264.70)	$ (10,225.21)	$ (24.79)	76.54%	Foundation	86.97%

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WESTCHESTER SCHOOL DIST 92-5	COOK	Elementary	(35,703.94)	(123,947.49)	$ (88,243.55)	$ (78.95)	44.53%	Alternate	129.34%
HILLSIDE SCHOOL DIST 93	COOK	Elementary	(19,295.53)	(67,677.57)	$ (48,382.04)	$ (88.94)	54.59%	Flat Grant	197.34%
KOMAREK SCHOOL DIST 94	COOK	Elementary	(10,577.24)	(56,627.76)	$ (46,050.52)	$ (97.13)	26.99%	Alternate	123.11%
BROOKFIELD SCHOOL DIST 95	COOK	Elementary	(58,299.58)	(106,799.46)	$ (48,499.88)	$ (47.40)	28.17%	Foundation	80.87%
RIVERSIDE SCHOOL DIST 96	COOK	Elementary	(37,073.09)	(200,955.10)	$ (163,882.01)	$ (101.46)	26.95%	Alternate	114.10%
OAK PARK ELEM SCHOOL DIST 97	COOK	Elementary	(391,632.74)	(686,702.12)	$ (295,069.38)	$ (53.46)	22.73%	Foundation	74.86%
BERWYN NORTH SCHOOL DIST 98	COOK	Elementary	(884,292.16)	(338,189.61)	$ 546,102.55	$ 174.06	88.32%	Foundation	28.42%
CICERO SCHOOL DISTRICT 99	COOK	Elementary	(4,020,868.20)	(1,190,278.79)	$ 2,830,589.41	$ 237.37	100.00%	Foundation	25.03%
BERWYN SOUTH SCHOOL DISTRICT 100	COOK	Elementary	(779,922.62)	(426,994.05)	$ 352,928.57	$ 94.55	74.81%	Foundation	43.32%
WESTERN SPRINGS SCHOOL DIST 101	COOK	Elementary	(25,225.46)	(145,967.05)	$ (120,741.59)	$ (83.45)	3.15%	Alternate	118.30%
LA GRANGE SCHOOL DIST 102	COOK	Elementary	(85,278.83)	(358,938.43)	$ (273,659.60)	$ (90.04)	19.03%	Foundation	90.64%
LYONS SCHOOL DIST 103	COOK	Elementary	(255,723.58)	(270,457.18)	$ (14,733.60)	$ (6.30)	70.39%	Foundation	77.57%
LA GRANGE SCHOOL DIST 105 (SOUTH)	COOK	Elementary	(39,069.96)	(163,300.74)	$ (124,230.78)	$ (94.64)	45.07%	Alternate	174.81%
LAGRANGE HIGHLANDS SCH DIST 106	COOK	Elementary	(12,334.29)	(96,669.44)	$ (84,335.15)	$ (108.53)	11.43%	Alternate	161.49%
PLEASANTDALE SCHOOL DIST 107	COOK	Elementary	(9,261.10)	(91,563.77)	$ (82,302.67)	$ (111.82)	18.61%	Flat Grant	266.40%
OAK PARK & RIVER FOREST DIST 200	COOK	High School	(63,800.10)	(370,645.40)	$ (306,845.30)	$ (102.99)	22.74%	Alternate	115.30%
J S MORTON H S DISTRICT 201	COOK	High School	(1,824,314.39)	(902,079.89)	$ 922,234.50	$ 125.83	95.98%	Foundation	49.82%
LYONS TWP H S DIST 204	COOK	High School	(75,700.01)	(479,562.73)	$ (403,862.72)	$ (104.77)	19.97%	Alternate	130.64%
RIVERSIDE BROOKFIELD TWP DIST 208	COOK	High School	(38,516.24)	(182,546.55)	$ (144,030.31)	$ (98.16)	24.89%	Foundation	91.98%
PROVISO TWP H S DIST 209	COOK	High School	(552,706.41)	(537,149.62)	$ 15,556.79	$ 3.60	94.59%	Alternate	99.69%
LEYDEN COMM H S DIST 212	COOK	High School	(156,680.08)	(410,544.06)	$ (253,863.98)	$ (76.93)	58.07%	Alternate	115.15%
RIDGEWOOD COMM H S DIST 234	COOK	High School	(26,148.83)	(93,044.21)	$ (66,895.38)	$ (89.44)	47.83%	Alternate	125.53%
ELMWOOD PARK C U SCH DIST 401	COOK	Unit	(438,819.16)	(342,120.05)	$ 96,699.11	$ 35.16	66.10%	Foundation	55.78%

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SAFE SCH - SOUTH COOK ISC 4	COOK	Regional	(44,184.07)	(20,715.06)	$ 23,469.01	$ 140.95	0.00%	Lab & ROE	0.00%
SUMMIT SCHOOL DIST 104	COOK	Elementary	(365,337.41)	(203,548.99)	$ 161,788.42	$ 98.88	94.93%	Foundation	58.16%
WILLOW SPRINGS SCHOOL DIST 108	COOK	Elementary	(43,720.92)	(46,574.10)	$ (2,853.18)	$ (7.55)	61.58%	Foundation	69.65%
INDIAN SPRINGS SCHOOL DIST 109	COOK	Elementary	(481,740.27)	(278,106.06)	$ 203,634.21	$ 75.04	77.84%	Foundation	57.60%
CENTRAL STICKNEY SCH DIST 110	COOK	Elementary	(39,908.01)	(45,456.43)	$ (5,548.42)	$ (13.91)	90.08%	Flat Grant	188.58%
BURBANK SCHOOL DISTRICT 111	COOK	Elementary	(320,917.36)	(335,947.00)	$ (15,029.64)	$ (4.55)	74.81%	Foundation	85.42%
LEMONT-BROMBEREK CSD 113A	COOK	Elementary	(37,472.66)	(230,279.77)	$ (192,807.11)	$ (92.21)	22.43%	Alternate	167.29%
NORTH PALOS SCHOOL DIST 117	COOK	Elementary	(321,219.29)	(322,557.75)	$ (1,338.46)	$ (0.48)	74.82%	Foundation	79.00%
PALOS COMM CONS SCHOOL DIST 118	COOK	Elementary	(36,639.72)	(211,971.36)	$ (175,331.64)	$ (102.90)	31.89%	Alternate	168.29%
RIDGELAND SCHOOL DISTRICT 122	COOK	Elementary	(197,475.76)	(249,669.26)	$ (52,193.50)	$ (26.01)	83.96%	Alternate	96.03%
OAK LAWN-HOMETOWN SCH DIST 123	COOK	Elementary	(148,560.66)	(348,106.50)	$ (199,545.84)	$ (69.60)	51.30%	Foundation	88.89%
EVERGREEN PK ELEM SCH DIST 124	COOK	Elementary	(102,683.55)	(218,832.42)	$ (116,148.87)	$ (66.03)	45.11%	Foundation	84.21%
ATWOOD HEIGHTS DISTRICT 125	COOK	Elementary	(97,816.61)	(70,161.80)	$ 27,654.81	$ 39.56	64.99%	Foundation	62.50%
ALSIP-HAZLGRN-OAKLWN S DIST 126	COOK	Elementary	(79,073.24)	(190,925.38)	$ (111,852.14)	$ (72.88)	61.44%	Alternate	124.72%
WORTH SCHOOL DISTRICT 127	COOK	Elementary	(172,267.04)	(108,623.75)	$ 63,643.29	$ 60.04	71.66%	Foundation	58.44%
CHICAGO RIDGE SCHOOL DIST 127-5	COOK	Elementary	(292,032.74)	(139,317.38)	$ 152,715.36	$ 117.21	81.89%	Foundation	43.19%
PALOS HEIGHTS SCHOOL DIST 128	COOK	Elementary	(13,687.55)	(78,163.93)	$ (64,476.38)	$ (92.09)	24.66%	Alternate	153.92%
COOK COUNTY SCHOOL DIST 130	COOK	Elementary	(623,087.82)	(401,288.88)	$ 221,798.94	$ 65.96	85.22%	Foundation	61.37%
CALUMET PUBLIC SCHOOLS DIST 132	COOK	Elementary	(342,780.80)	(110,268.22)	$ 232,512.58	$ 207.25	99.66%	Foundation	32.79%
GEN GEO PATTON SCHOOL DIST 133	COOK	Elementary	(86,422.01)	(37,547.36)	$ 48,874.65	$ 161.94	100.00%	Foundation	51.37%
ORLAND SCHOOL DISTRICT 135	COOK	Elementary	(103,536.00)	(575,824.12)	$ (472,288.12)	$ (102.04)	32.41%	Alternate	159.83%
KIRBY SCHOOL DIST 140	COOK	Elementary	(147,298.30)	(398,694.24)	$ (251,395.94)	$ (73.23)	33.96%	Foundation	87.11%
FOREST RIDGE SCHOOL DIST 142	COOK	Elementary	(147,802.61)	(133,868.74)	$ 13,933.87	$ 9.53	40.41%	Foundation	66.71%

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MIDLOTHIAN SCHOOL DIST 143	COOK	Elementary	(364,781.60)	(179,601.14)	$ 185,180.46	$ 106.95	74.08%	Foundation	41.98%
POSEN-ROBBINS EL SCH DIST 143-5	COOK	Elementary	(530,398.63)	(170,893.88)	$ 359,504.75	$ 223.23	100.00%	Foundation	25.56%
PRAIRIE-HILLS ELEM SCH DIST 144	COOK	Elementary	(626,461.49)	(299,021.15)	$ 327,440.34	$ 131.58	87.74%	Foundation	39.15%
ARBOR PARK SCHOOL DISTRICT 145	COOK	Elementary	(201,126.69)	(153,301.17)	$ 47,825.52	$ 34.61	50.69%	Foundation	53.34%
TINLEY PARK COMM SCH DIST 146	COOK	Elementary	(67,964.41)	(257,688.55)	$ (189,724.14)	$ (91.60)	43.74%	Alternate	110.83%
W HARVEY-DIXMOOR PUB SCH DIST147	COOK	Elementary	(388,632.74)	(147,290.77)	$ 241,341.97	$ 203.85	100.00%	Foundation	36.12%
DOLTON SCHOOL DISTRICT 148	COOK	Elementary	(711,894.57)	(264,517.27)	$ 447,377.30	$ 210.41	100.00%	Foundation	31.15%
DOLTON SCHOOL DISTRICT 149	COOK	Elementary	(809,857.27)	(354,202.48)	$ 455,654.79	$ 160.04	95.26%	Foundation	34.31%
SOUTH HOLLAND SCHOOL DIST 150	COOK	Elementary	(78,025.89)	(94,306.07)	$ (16,280.18)	$ (18.28)	63.65%	Foundation	81.42%
SOUTH HOLLAND SCHOOL DIST 151	COOK	Elementary	(323,159.35)	(172,060.26)	$ 151,099.09	$ 109.25	97.85%	Foundation	57.95%
HARVEY SCHOOL DISTRICT 152	COOK	Elementary	(743,503.63)	(274,199.89)	$ 469,303.74	$ 212.93	100.00%	Foundation	22.71%
HAZEL CREST SCHOOL DIST 152-5	COOK	Elementary	(231,393.75)	(104,376.47)	$ 127,017.28	$ 151.39	100.00%	Foundation	47.56%
HOMEWOOD SCHOOL DISTRICT 153	COOK	Elementary	(190,003.08)	(220,515.65)	$ (30,512.57)	$ (17.21)	34.43%	Foundation	63.04%
THORNTON SCHOOL DISTRICT 154	COOK	Elementary	(9,258.59)	(25,454.98)	$ (16,196.39)	$ (79.16)	56.02%	Alternate	104.57%
BURNHAM SCHOOL DISTRICT 154-5	COOK	Elementary	(45,563.90)	(21,854.63)	$ 23,709.27	$ 134.96	93.16%	Foundation	42.40%
CALUMET CITY SCHOOL DISTRICT 155	COOK	Elementary	(327,111.09)	(133,489.02)	$ 193,622.07	$ 180.45	100.00%	Foundation	40.67%
LINCOLN ELEM SCHOOL DIST 156	COOK	Elementary	(294,300.02)	(95,540.20)	$ 198,759.82	$ 217.08	96.41%	Foundation	21.52%
HOOVER-SCHRUM MEMORIAL SD 157	COOK	Elementary	(164,077.78)	(105,598.15)	$ 58,479.63	$ 68.90	88.05%	Foundation	60.55%
LANSING SCHOOL DISTRICT 158	COOK	Elementary	(445,169.35)	(255,896.69)	$ 189,272.66	$ 77.43	66.72%	Foundation	47.67%
ELEM SCHOOL DISTRICT 159	COOK	Elementary	(112,738.18)	(212,690.44)	$ (99,952.26)	$ (58.46)	70.40%	Alternate	93.37%
COUNTRY CLUB HILLS SCH DIST 160	COOK	Elementary	(266,355.79)	(147,041.95)	$ 119,313.84	$ 100.95	86.12%	Foundation	46.28%
FLOSSMOOR SCHOOL DISTRICT 161	COOK	Elementary	(229,739.56)	(283,607.57)	$ (53,868.01)	$ (23.63)	37.38%	Foundation	66.12%
MATTESON ELEM SCHOOL DIST 162	COOK	Elementary	(447,211.78)	(344,628.10)	$ 102,583.68	$ 37.03	66.18%	Foundation	54.41%

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PARK FOREST SCHOOL DIST 163	COOK	Elementary	(523,162.53)	(228,411.78)	$ 294,750.75	$ 160.54	83.33%	Foundation	22.15%
BROOKWOOD SCHOOL DIST 167	COOK	Elementary	(220,576.60)	(133,540.52)	$ 87,036.08	$ 74.71	76.22%	Foundation	51.84%
COMM CONS SCHOOL DIST 168	COOK	Elementary	(443,710.94)	(168,571.88)	$ 275,139.06	$ 203.05	97.41%	Foundation	22.06%
FORD HEIGHTS SCHOOL DISTRICT 169	COOK	Elementary	(73,826.02)	(56,229.61)	$ 17,596.41	$ 38.93	91.52%	Foundation	76.66%
CHICAGO HEIGHTS SCHOOL DIST 170	COOK	Elementary	(922,567.34)	(375,131.52)	$ 547,435.82	$ 181.55	100.00%	Foundation	37.21%
SUNNYBROOK SCHOOL DISTRICT 171	COOK	Elementary	(182,122.26)	(110,904.35)	$ 71,217.91	$ 70.86	72.50%	Foundation	52.00%
SANDRIDGE SCHOOL DISTRICT 172	COOK	Elementary	(94,684.28)	(45,946.62)	$ 48,737.66	$ 124.33	89.54%	Foundation	44.95%
STEGER SCHOOL DISTRICT 194	COOK	Elementary	(241,306.34)	(154,510.08)	$ 86,796.26	$ 62.35	72.78%	Foundation	55.17%
THORNTON TWP H S DIST 205	COOK	High School	(1,225,605.25)	(608,540.75)	$ 617,064.50	$ 126.15	100.00%	Foundation	55.40%
BLOOM TWP HIGH SCH DIST 206	COOK	High School	(624,760.38)	(361,454.18)	$ 263,306.20	$ 90.63	94.92%	Foundation	61.26%
LEMONT TWP H S DIST 210	COOK	High School	(24,771.27)	(164,123.07)	$ (139,351.80)	$ (105.63)	15.03%	Alternate	125.39%
THORNTON FRACTIONAL T H S D 215	COOK	High School	(706,022.93)	(424,633.18)	$ 281,389.75	$ 82.44	67.87%	Foundation	38.90%
ARGO COMM H S DIST 217	COOK	High School	(217,880.93)	(215,687.41)	$ 2,193.52	$ 1.27	74.11%	Foundation	74.16%
COMMUNITY HIGH SCHOOL DIST 218	COOK	High School	(420,121.53)	(629,415.05)	$ (209,293.52)	$ (41.37)	64.40%	Foundation	83.41%
REAVIS TWP H S DIST 220	COOK	High School	(89,695.74)	(212,272.43)	$ (122,576.69)	$ (71.84)	61.83%	Alternate	117.26%
RICH TWP H S DISTRICT 227	COOK	High School	(582,709.33)	(432,050.35)	$ 150,658.98	$ 43.38	70.05%	Foundation	54.04%
BREMEN COMM H S DISTRICT 228	COOK	High School	(830,350.59)	(603,478.61)	$ 226,871.98	$ 46.77	58.95%	Foundation	47.11%
OAK LAWN COMM H S DIST 229	COOK	High School	(107,233.50)	(212,238.84)	$ (105,005.34)	$ (61.55)	57.81%	Foundation	87.61%
CONS HIGH SCHOOL DISTRICT 230	COOK	High School	(191,897.45)	(951,450.78)	$ (759,553.33)	$ (99.32)	30.50%	Alternate	101.63%
EVERGREEN PARK COMM HI SCH D 231	COOK	High School	(53,933.96)	(109,354.01)	$ (55,420.05)	$ (63.05)	41.33%	Foundation	81.97%
HOMEWOOD FLOSSMOOR C H S D 233	COOK	High School	(392,894.61)	(329,426.77)	$ 63,467.84	$ 23.97	29.00%	Foundation	46.55%
CITY OF CHICAGO SCHOOL DIST 299	COOK	Unit	(45,405,109.72)	(43,706,734.29)	$ 1,698,375.43	$ 4.83	89.59%	Foundation	87.33%
HUTSONVILLE C U SCHOOL DIST 1	CRAWFORD	Unit	(49,469.80)	(32,307.99)	$ 17,161.81	$ 52.24	43.75%	Foundation	48.89%

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ROBINSON C U SCHOOL DIST 2	CRAWFORD	Unit	(60,847.39)	(150,007.14)	$ (89,159.75)	$ (61.41)	53.44%	Alternate	108.48%
PALESTINE C U SCHOOL DIST 3	CRAWFORD	Unit	(50,133.90)	(32,264.36)	$ 17,869.54	$ 56.82	47.76%	Foundation	46.66%
OBLONG C U SCHOOL DIST 4	CRAWFORD	Unit	(92,718.52)	(53,821.50)	$ 38,897.02	$ 73.00	50.73%	Foundation	42.62%
NEOGA COMM UNIT SCHOOL DIST 3	CUMBERLAND	Unit	(93,618.77)	(62,009.63)	$ 31,609.14	$ 48.99	46.39%	Foundation	51.70%
CUMBERLAND C U SCHOOL DIST 77	CUMBERLAND	Unit	(181,822.99)	(82,882.92)	$ 98,940.07	$ 102.13	49.61%	Foundation	37.04%
SAFE SCH-DE KALB ROE	DEKALB	Regional	(7,591.78)	(3,559.29)	$ 4,032.49	$ 140.95	0.00%	Lab & ROE	0.00%
GENOA KINGSTON C U S DIST 424	DEKALB	Unit	(265,897.56)	(189,003.19)	$ 76,894.37	$ 43.55	36.25%	Foundation	46.93%
INDIAN CREEK COMM UNIT DIST 425	DEKALB	Unit	(17,439.24)	(87,992.13)	$ (70,552.89)	$ (98.95)	30.57%	Alternate	111.84%
HIAWATHA C U SCHOOL DIST 426	DEKALB	Unit	(60,296.99)	(55,147.25)	$ 5,149.74	$ 9.69	44.90%	Foundation	63.17%
SYCAMORE C U SCHOOL DIST 427	DEKALB	Unit	(396,477.10)	(455,952.72)	$ (59,475.62)	$ (16.23)	30.36%	Foundation	61.92%
DEKALB COMM UNIT SCH DIST 428	DEKALB	Unit	(796,228.72)	(712,334.99)	$ 83,893.73	$ 14.65	56.75%	Foundation	58.38%
HINCKLEY BIG ROCK C U S D 429	DEKALB	Unit	(16,347.89)	(83,097.85)	$ (66,749.96)	$ (99.93)	28.69%	Alternate	101.09%
SANDWICH C U SCHOOL DIST 430	DEKALB	Unit	(225,702.48)	(223,923.39)	$ 1,779.09	$ 0.86	44.07%	Foundation	64.70%
SOMONAUK C U SCHOOL DIST 432	DEKALB	Unit	(58,576.75)	(81,117.13)	$ (22,540.38)	$ (28.58)	31.71%	Foundation	74.77%
CLINTON C U SCHOOL DIST 15	DEWITT	Unit	(66,428.12)	(184,220.06)	$ (117,791.94)	$ (67.01)	50.76%	Alternate	133.12%
BLUE RIDGE COMM UNIT SCH DIST 18	DEWITT	Unit	(23,743.77)	(87,351.90)	$ (63,608.13)	$ (88.57)	42.40%	Foundation	92.89%
TUSCOLA C U SCHOOL DIST 301	DOUGLAS	Unit	(46,491.70)	(82,175.08)	$ (35,683.38)	$ (37.49)	39.14%	Foundation	86.09%
VILLA GROVE C U SCH DIST 302	DOUGLAS	Unit	(92,008.81)	(58,585.88)	$ 33,422.93	$ 52.74	41.02%	Foundation	50.30%
ARCOLA C U SCHOOL DISTRICT 306	DOUGLAS	Unit	(110,974.76)	(60,836.05)	$ 50,138.71	$ 70.64	53.71%	Foundation	50.36%
SAFE SCH-DU PAGE ROE	DUPAGE	Regional	(11,476.56)	(5,380.62)	$ 6,095.94	$ 140.95	0.00%	Lab & ROE	0.00%
ALOP-DU PAGE ROE	DUPAGE	Regional	(134,112.48)	(62,876.69)	$ 71,235.79	$ 140.95	0.00%	Lab & ROE	0.00%
BENSENVILLE SCHOOL DISTRICT 2	DUPAGE	Elementary	(132,079.29)	(252,173.58)	$ (120,094.29)	$ (59.25)	69.46%	Alternate	116.44%
ADDISON SCHOOL DIST 4	DUPAGE	Elementary	(365,997.85)	(379,106.12)	$ (13,108.27)	$ (3.43)	83.07%	Alternate	101.63%

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District Name	County	District Type	Loss Due to Proration	Lesser of $ per Student or % of OEPP	Gain / (Loss) with Wtd per Pupil vs Proration	Gain / (Loss) per Pupil	Low-Income %	Formula Type	Local Resources as % of F Level
WOOD DALE SCHOOL DISTRICT 7	DUPAGE	Elementary	(51,836.68)	(124,882.19)	$ (73,045.51)	$ (72.72)	66.70%	Flat Grant	186.46%
ITASCA SCHOOL DIST 10	DUPAGE	Elementary	(12,977.04)	(107,902.22)	$ (94,925.18)	$ (103.53)	24.06%	Flat Grant	182.67%
MEDINAH SCHOOL DISTRICT 11	DUPAGE	Elementary	(19,892.24)	(76,766.76)	$ (56,874.52)	$ (92.17)	51.83%	Flat Grant	175.05%
ROSELLE SCHOOL DISTRICT 12	DUPAGE	Elementary	(15,995.03)	(80,594.17)	$ (64,599.14)	$ (94.17)	31.31%	Alternate	136.03%
BLOOMINGDALE SCHOOL DISTRICT 13	DUPAGE	Elementary	(23,631.77)	(141,824.31)	$ (118,192.54)	$ (103.68)	29.38%	Alternate	163.59%
MARQUARDT SCHOOL DISTRICT 15	DUPAGE	Elementary	(376,246.07)	(309,774.15)	$ 66,471.92	$ 26.70	85.82%	Foundation	75.07%
QUEEN BEE SCHOOL DISTRICT 16	DUPAGE	Elementary	(243,722.03)	(216,916.45)	$ 26,805.58	$ 14.89	64.20%	Foundation	63.73%
KEENEYVILLE SCHOOL DISTRICT 20	DUPAGE	Elementary	(77,948.03)	(172,173.47)	$ (94,225.44)	$ (68.08)	64.49%	Alternate	96.29%
BENJAMIN SCHOOL DISTRICT 25	DUPAGE	Elementary	(13,894.57)	(83,313.07)	$ (69,418.50)	$ (103.66)	21.36%	Alternate	117.84%
WEST CHICAGO SCHOOL DIST 33	DUPAGE	Elementary	(710,073.35)	(501,691.25)	$ 208,382.10	$ 50.44	80.56%	Foundation	62.17%
WINFIELD SCHOOL DISTRICT 34	DUPAGE	Elementary	(5,550.94)	(34,628.77)	$ (29,077.83)	$ (104.46)	28.14%	Alternate	167.74%
GLEN ELLYN SCHOOL DISTRICT 41	DUPAGE	Elementary	(71,306.36)	(417,081.66)	$ (345,775.30)	$ (103.14)	26.14%	Alternate	135.37%
LOMBARD SCHOOL DISTRICT 44	DUPAGE	Elementary	(90,702.65)	(374,465.94)	$ (283,763.29)	$ (94.27)	41.81%	Alternate	129.43%
VILLA PARK SCHOOL DIST 45	DUPAGE	Elementary	(167,200.92)	(391,025.80)	$ (223,824.88)	$ (71.21)	62.17%	Alternate	110.05%
SALT CREEK SCHOOL DIST 48	DUPAGE	Elementary	(14,091.84)	(60,651.04)	$ (46,559.20)	$ (95.50)	48.40%	Flat Grant	452.14%
BUTLER SCHOOL DISTRICT 53	DUPAGE	Elementary	(4,738.66)	(58,645.60)	$ (53,906.94)	$ (114.35)	3.88%	Flat Grant	611.60%
DOWNERS GROVE GRADE SCH DIST 58	DUPAGE	Elementary	(62,853.36)	(577,851.96)	$ (514,998.60)	$ (110.88)	22.08%	Flat Grant	188.56%
MAERCKER SCHOOL DISTRICT 60	DUPAGE	Elementary	(40,140.25)	(147,667.72)	$ (107,527.47)	$ (90.59)	49.48%	Alternate	174.40%
DARIEN SCHOOL DIST 61	DUPAGE	Elementary	(53,177.93)	(151,030.79)	$ (97,852.86)	$ (62.33)	46.22%	Alternate	104.10%
GOWER SCHOOL DIST 62	DUPAGE	Elementary	(12,546.17)	(97,089.94)	$ (84,543.77)	$ (108.33)	29.54%	Flat Grant	315.00%
CASS SCHOOL DIST 63	DUPAGE	Elementary	(13,907.20)	(90,568.51)	$ (76,661.31)	$ (105.30)	24.90%	Alternate	162.28%
CENTER CASS SCHOOL DIST 66	DUPAGE	Elementary	(17,504.78)	(119,078.77)	$ (101,573.99)	$ (101.88)	21.99%	Alternate	171.52%
WOODRIDGE SCHOOL DIST 68	DUPAGE	Elementary	(126,610.19)	(336,521.72)	$ (209,911.53)	$ (77.60)	56.95%	Alternate	103.26%

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HINSDALE TWP H S DIST 86	DUPAGE	High School	(53,400.08)	(548,678.45)	$ (495,278.37)	$ (112.30)	16.63%	Flat Grant	189.41%
GLENBARD TWP H S DIST 87	DUPAGE	High School	(214,394.87)	(978,411.08)	$ (764,016.21)	$ (97.15)	35.48%	Alternate	108.25%
DU PAGE HIGH SCHOOL DIST 88	DUPAGE	High School	(156,280.36)	(420,924.60)	$ (264,644.24)	$ (78.22)	58.08%	Alternate	132.35%
GLEN ELLYN C C SCHOOL DIST 89	DUPAGE	Elementary	(37,034.65)	(236,250.69)	$ (199,216.04)	$ (104.91)	23.62%	Alternate	147.37%
COMMUNITY CONSOLIDATED S D 93	DUPAGE	Elementary	(104,906.74)	(440,152.99)	$ (335,246.25)	$ (94.76)	39.68%	Alternate	113.23%
COMMUNITY HIGH SCH DISTRICT 94	DUPAGE	High School	(82,645.57)	(239,165.55)	$ (156,519.98)	$ (81.42)	53.81%	Alternate	96.09%
COMMUNITY HIGH SCHOOL DIST 99	DUPAGE	High School	(102,731.39)	(606,071.26)	$ (503,339.87)	$ (103.32)	26.31%	Alternate	137.43%
FENTON COMM H S DIST 100	DUPAGE	High School	(59,619.36)	(189,721.12)	$ (130,101.76)	$ (85.31)	52.02%	Alternate	133.58%
LAKE PARK COMM H S DIST 108	DUPAGE	High School	(61,275.77)	(322,719.97)	$ (261,444.20)	$ (100.79)	30.19%	Alternate	122.99%
COMMUNITY CONS SCH DIST 180	DUPAGE	Elementary	(57,993.64)	(82,108.81)	$ (24,115.17)	$ (36.54)	81.26%	Alternate	153.61%
HINSDALE C C SCHOOL DIST 181	DUPAGE	Elementary	(39,715.71)	(476,320.68)	$ (436,604.97)	$ (114.03)	5.97%	Flat Grant	213.53%
COMMUNITY UNIT SCHOOL DIST 200	DUPAGE	Unit	(306,212.88)	(1,518,165.80)	$ (1,211,952.92)	$ (99.31)	31.89%	Alternate	111.05%
WESTMONT C U SCHOOL DIST 201	DUPAGE	Unit	(29,523.34)	(157,811.89)	$ (128,288.55)	$ (101.13)	42.00%	Flat Grant	178.07%
LISLE C U SCH DIST 202	DUPAGE	Unit	(30,302.86)	(173,433.71)	$ (143,130.85)	$ (102.67)	40.47%	Flat Grant	193.50%
NAPERVILLE C U DIST 203	DUPAGE	Unit	(298,142.00)	(1,973,690.55)	$ (1,675,548.55)	$ (105.61)	16.72%	Alternate	130.60%
INDIAN PRAIRIE C U SCH DIST 204	DUPAGE	Unit	(1,283,153.21)	(3,134,349.06)	$ (1,851,195.85)	$ (68.68)	17.05%	Foundation	83.08%
ELMHURST SCHOOL DIST 205	DUPAGE	Unit	(149,731.67)	(960,699.22)	$ (810,967.55)	$ (105.02)	18.30%	Alternate	127.49%
SHILOH COMM UNIT SCH DIST 1	EDGAR	Unit	(21,556.50)	(38,307.72)	$ (16,751.22)	$ (46.50)	67.73%	Alternate	119.70%
KANSAS COMM UNIT SCHOOL DIST 3	EDGAR	Unit	(22,732.03)	(27,052.31)	$ (4,320.28)	$ (19.78)	58.43%	Foundation	71.97%
PARIS COMM UNIT SCHOOL DIST 4	EDGAR	Unit	(67,422.57)	(70,180.38)	$ (2,757.81)	$ (4.18)	37.52%	Foundation	65.63%
EDGAR COUNTY C U DIST 6	EDGAR	Unit	(22,170.67)	(33,507.85)	$ (11,337.18)	$ (36.34)	41.92%	Foundation	78.43%
PARIS-UNION SCHOOL DIST 95	EDGAR	Unit	(268,742.90)	(125,421.02)	$ 143,321.88	$ 121.00	70.32%	Foundation	33.22%
EDWARDS COUNTY C U SCH DIST 1	EDWARDS	Unit	(163,392.19)	(77,056.10)	$ 86,336.09	$ 96.40	38.47%	Foundation	35.51%

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ALTAMONT COMM UNIT SCH DIST 10	EFFINGHAM	Unit	(127,478.85)	(67,197.45)	$ 60,281.40	$ 81.99	55.12%	Foundation	44.43%
BEECHER CITY C U SCHOOL DIST 20	EFFINGHAM	Unit	(20,119.84)	(33,579.94)	$ (13,460.10)	$ (41.79)	62.84%	Foundation	89.64%
DIETERICH COMM UNIT SCH DIST 30	EFFINGHAM	Unit	(77,325.60)	(38,315.88)	$ 39,009.72	$ 88.98	33.35%	Foundation	36.76%
EFFINGHAM COMM UNIT SCH DIST 40	EFFINGHAM	Unit	(221,678.17)	(243,705.34)	$ (22,027.17)	$ (8.63)	55.85%	Foundation	77.46%
TEUTOPOLIS C U SCHOOL DIST 50	EFFINGHAM	Unit	(134,729.68)	(88,877.03)	$ 45,852.65	$ 43.09	14.47%	Foundation	53.12%
ALT SCH-BOND/EFFINGHAM/FAYETTE RO	FAYETTE	Regional	(17,646.03)	(8,273.08)	$ 9,372.95	$ 140.95	0.00%	Lab & ROE	0.00%
SAFE SCH-BOND/EFFINGHAM/FAYETTE R	FAYETTE	Regional	(6,103.14)	(2,861.37)	$ 3,241.77	$ 140.95	0.00%	Lab & ROE	0.00%
BROWNSTOWN C U SCH DIST 201	FAYETTE	Unit	(70,912.21)	(35,657.54)	$ 35,254.67	$ 105.54	57.66%	Foundation	31.11%
ST ELMO C U SCHOOL DIST 202	FAYETTE	Unit	(77,272.55)	(42,897.68)	$ 34,374.87	$ 79.63	58.35%	Foundation	43.97%
VANDALIA C U SCH DIST 203	FAYETTE	Unit	(260,533.27)	(142,011.12)	$ 118,522.15	$ 85.15	58.93%	Foundation	40.98%
RAMSEY COMM UNIT SCH DIST 204	FAYETTE	Unit	(98,821.20)	(41,648.17)	$ 57,173.03	$ 132.91	64.63%	Foundation	27.86%
GIBSON CITY-MELVIN-SIBLEY CUSD 5	FORD	Unit	(102,007.37)	(106,759.83)	$ (4,752.46)	$ (4.76)	39.73%	Foundation	66.18%
PAXTON-BUCKLEY-LODA CU DIST 10	FORD	Unit	(164,850.69)	(136,751.17)	$ 28,099.52	$ 20.92	45.88%	Foundation	60.21%
ALT SCH-FRANKLIN/WILLIAMSON ROE	FRANKLIN	Regional	(23,863.27)	(11,187.95)	$ 12,675.32	$ 140.95	0.00%	Lab & ROE	0.00%
SAFE SCH-FRANKLIN/WILLIAMSON ROE	FRANKLIN	Regional	(4,250.97)	(1,993.00)	$ 2,257.97	$ 140.95	0.00%	Lab & ROE	0.00%
BENTON COMM CONS SCH DIST 47	FRANKLIN	Elementary	(217,284.17)	(94,928.32)	$ 122,355.85	$ 115.14	63.48%	Foundation	37.28%
AKIN COMM CONS SCHOOL DIST 91	FRANKLIN	Elementary	(7,171.94)	(10,534.81)	$ (3,362.87)	$ (39.71)	79.58%	Alternate	102.15%
CHRISTOPHER UNIT 99	FRANKLIN	Unit	(199,943.43)	(84,228.41)	$ 115,715.02	$ 149.31	65.76%	Foundation	18.48%
BENTON CONS HIGH SCHOOL DIST 103	FRANKLIN	High School	(102,242.51)	(66,751.98)	$ 35,490.53	$ 66.14	59.13%	Foundation	40.09%
EWING NORTHERN C C DISTRICT 115	FRANKLIN	Elementary	(37,081.60)	(19,470.46)	$ 17,611.14	$ 89.47	44.24%	Foundation	34.87%
FRANKFORT COMM UNIT SCH DIST 168	FRANKLIN	Unit	(418,498.49)	(166,951.52)	$ 251,546.97	$ 150.09	71.57%	Foundation	25.51%
THOMPSONVILLE CUSD 174	FRANKLIN	Unit	(66,930.69)	(27,174.22)	$ 39,756.47	$ 127.44	53.64%	Foundation	28.53%
ZEIGLER-ROYALTON C U S DIST 188	FRANKLIN	Unit	(157,925.15)	(57,498.99)	$ 100,426.16	$ 175.32	77.20%	Foundation	19.74%

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SESSER-VALIER COMM UNIT S D 196	FRANKLIN	Unit	(141,738.68)	(64,281.72)	$ 77,456.96	$ 119.92	54.55%	Foundation	26.73%
ALT SCH-FULTON/SCHUYLER ROE	FULTON	Regional	(6,111.10)	(2,865.10)	$ 3,246.00	$ 140.95	0.00%	Lab & ROE	0.00%
SAFE SCH-FULTON/SCHUYLER ROE	FULTON	Regional	(2,526.17)	(1,184.36)	$ 1,341.81	$ 140.95	0.00%	Lab & ROE	0.00%
ASTORIA COMM UNIT SCH DIST 1	FULTON	Unit	(68,842.94)	(36,571.98)	$ 32,270.96	$ 100.18	66.13%	Foundation	34.17%
V I T COMM UNIT SCH DISTRICT 2	FULTON	Unit	(26,516.35)	(37,255.52)	$ (10,739.17)	$ (32.91)	38.30%	Foundation	73.69%
COMM UNIT SCH DIST 3 FULTON CTY	FULTON	Unit	(68,413.03)	(49,127.93)	$ 19,285.10	$ 42.86	57.67%	Foundation	53.58%
SPOON RIVER VALLEY C U S DIST 4	FULTON	Unit	(26,068.96)	(41,006.94)	$ (14,937.98)	$ (44.59)	45.62%	Foundation	76.73%
CANTON UNION SCHOOL DIST 66	FULTON	Unit	(306,536.76)	(229,868.40)	$ 76,668.36	$ 31.92	54.12%	Foundation	61.34%
LEWISTOWN SCHOOL DIST 97	FULTON	Unit	(104,773.87)	(57,866.14)	$ 46,907.73	$ 72.31	51.71%	Foundation	47.68%
GALLATIN C U SCHOOL DISTRICT 7	GALLATIN	Unit	(123,666.41)	(66,742.16)	$ 56,924.25	$ 82.14	69.65%	Foundation	50.24%
CARROLLTON C U SCHOOL DIST 1	GREENE	Unit	(86,790.12)	(49,191.55)	$ 37,598.57	$ 66.43	55.83%	Foundation	52.57%
NORTH GREENE UNIT SCHOOL DIST 3	GREENE	Unit	(170,631.53)	(83,992.52)	$ 86,639.01	$ 103.69	64.30%	Foundation	37.86%
GREENFIELD C U SCHOOL DIST 10	GREENE	Unit	(51,873.52)	(43,149.78)	$ 8,723.74	$ 21.27	42.20%	Foundation	57.51%
SAFE SCH-GRUNDY/KENDALL ROE	GRUNDY	Regional	(35,775.01)	(16,772.59)	$ 19,002.42	$ 140.95	0.00%	Lab & ROE	0.00%
COAL CITY C U SCHOOL DISTRICT 1	GRUNDY	Unit	(32,044.75)	(251,226.84)	$ (219,182.09)	$ (108.54)	28.67%	Flat Grant	202.58%
MAZON-VERONA-KINSMAN ESD 2C	GRUNDY	Elementary	(8,749.59)	(37,573.21)	$ (28,823.62)	$ (89.34)	36.40%	Alternate	118.42%
NETTLE CREEK C C SCH DIST 24C	GRUNDY	Elementary	(1,349.13)	(10,360.64)	$ (9,011.51)	$ (108.21)	17.32%	Alternate	171.19%
MORRIS SCHOOL DISTRICT 54	GRUNDY	Elementary	(98,981.70)	(104,245.87)	$ (5,264.17)	$ (4.73)	49.35%	Foundation	74.06%
SARATOGA COMM CONS S DIST 60C	GRUNDY	Elementary	(32,194.21)	(65,358.95)	$ (33,164.74)	$ (43.76)	39.18%	Foundation	88.52%
GARDNER COMM CONS SCH DIST 72C	GRUNDY	Elementary	(36,592.54)	(21,594.67)	$ 14,997.87	$ 70.87	43.20%	Foundation	40.44%
GARDNER S WILMINGTON THS DIST 73	GRUNDY	High School	(23,239.91)	(22,877.26)	$ 362.65	$ 1.97	42.00%	Foundation	57.46%
SOUTH WILMINGTON CONS SCH DIST 74	GRUNDY	Elementary	(9,288.73)	(8,882.45)	$ 406.28	$ 3.82	26.67%	Foundation	69.16%
BRACEVILLE SCHOOL DIST 75	GRUNDY	Elementary	(31,723.90)	(15,269.24)	$ 16,454.66	$ 105.60	69.97%	Foundation	39.48%

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MORRIS COMM HIGH SCH DIST 101	GRUNDY	High School	(53,273.10)	(108,363.18)	$ (55,090.08)	$ (59.89)	33.37%	Foundation	81.28%
MINOOKA COMM H S DISTRICT 111	GRUNDY	High School	(145,325.39)	(305,668.71)	$ (160,343.32)	$ (65.26)	19.96%	Foundation	79.02%
MINOOKA COMM CONS S DIST 201	GRUNDY	Elementary	(315,415.56)	(328,835.08)	$ (13,419.52)	$ (3.56)	26.99%	Foundation	70.64%
HAMILTON CO C U SCHOOL DIST 10	HAMILTON	Unit	(209,829.82)	(105,408.74)	$ 104,421.08	$ 92.63	53.89%	Foundation	39.24%
ILLINI WEST H S DIST 307	HANCOCK	High School	(46,163.88)	(36,101.56)	$ 10,062.32	$ 27.23	42.00%	Foundation	58.04%
WARSAW COMM UNIT SCH DISTRICT 316	HANCOCK	Unit	(63,497.30)	(38,379.44)	$ 25,117.86	$ 66.67	42.14%	Foundation	41.77%
CARTHAGE ESD 317	HANCOCK	Elementary	(40,016.45)	(33,951.31)	$ 6,065.14	$ 15.77	51.04%	Foundation	69.09%
NAUVOO-COLUSA C U S DIST 325	HANCOCK	Unit	(9,764.60)	(26,695.85)	$ (16,931.25)	$ (65.42)	49.76%	Alternate	107.82%
DALLAS ESD 327	HANCOCK	Elementary	(35,107.46)	(19,713.41)	$ 15,394.05	$ 89.48	82.29%	Foundation	50.04%
HAMILTON C C SCHOOL DIST 328	HANCOCK	Unit	(55,466.73)	(48,897.17)	$ 6,569.56	$ 12.87	44.05%	Foundation	64.91%
SOUTHEASTERN C U SCH DIST 337	HANCOCK	Unit	(76,682.24)	(55,250.31)	$ 21,431.93	$ 45.68	72.68%	Foundation	57.22%
LA HARPE CUSD 347	HANCOCK	Elementary	(17,622.36)	(25,999.88)	$ (8,377.52)	$ (40.09)	44.49%	Foundation	74.24%
HARDIN CO COMM UNIT DIST 1	HARDIN	Unit	(118,128.20)	(47,629.69)	$ 70,498.51	$ 125.57	66.23%	Foundation	36.21%
WEST CENTRAL	HENDERSON	Unit	(73,528.31)	(77,874.46)	$ (4,346.15)	$ (5.42)	51.55%	Foundation	73.66%
SAFE SCH-BUREAU/HENRY/STARK ROE	HENRY	Regional	(2,826.02)	(1,324.94)	$ 1,501.08	$ 140.95	0.00%	Lab & ROE	0.00%
COLONA SCHOOL DISTRICT 190	HENRY	Elementary	(78,241.73)	(33,461.44)	$ 44,780.29	$ 109.14	54.70%	Foundation	37.63%
ORION COMM UNIT SCHOOL DIST 223	HENRY	Unit	(85,368.19)	(95,816.61)	$ (10,448.42)	$ (10.49)	21.38%	Foundation	69.12%
GALVA COMM UNIT SCH DIST 224	HENRY	Unit	(46,248.10)	(48,614.46)	$ (2,366.36)	$ (4.51)	46.54%	Foundation	73.28%
ALWOOD COMM UNIT SCH DIST 225	HENRY	Unit	(17,508.79)	(46,196.16)	$ (28,687.37)	$ (77.26)	31.61%	Foundation	85.12%
ANNAWAN COMM UNIT SCH DIST 226	HENRY	Unit	(29,016.08)	(38,315.03)	$ (9,298.95)	$ (26.28)	29.71%	Foundation	71.65%
CAMBRIDGE C U SCH DIST 227	HENRY	Unit	(50,202.17)	(46,873.48)	$ 3,328.69	$ 7.28	37.41%	Foundation	62.71%
GENESEO COMM UNIT SCH DIST 228	HENRY	Unit	(207,843.30)	(228,394.28)	$ (20,550.98)	$ (8.41)	22.79%	Foundation	69.54%
KEWANEE COMM UNIT SCH DIST 229	HENRY	Unit	(435,427.23)	(152,287.40)	$ 283,139.83	$ 166.05	74.28%	Foundation	25.42%

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WETHERSFIELD C U SCH DIST 230	HENRY	Unit	(90,145.12)	(52,402.29)	$ 37,742.83	$ 65.37	45.95%	Foundation	47.50%
DONOVAN COMM UNIT SCHOOL DIST 3	IROQUOIS	Unit	(49,543.12)	(35,977.17)	$ 13,565.95	$ 40.37	51.26%	Foundation	52.39%
CENTRAL COMM UNIT SCHOOL DIST 4	IROQUOIS	Unit	(133,468.39)	(111,866.32)	$ 21,602.07	$ 21.16	40.07%	Foundation	55.48%
CISSNA PARK COMM UNIT SCH DIST 6	IROQUOIS	Unit	(28,234.02)	(28,440.37)	$ (206.35)	$ (0.78)	30.28%	Foundation	62.40%
IROQUOIS CO C U SCHOOL DIST 9	IROQUOIS	Unit	(192,215.60)	(106,334.53)	$ 85,881.07	$ 84.40	67.25%	Foundation	44.99%
IROQUOIS WEST C U S DIST 10	IROQUOIS	Unit	(153,490.41)	(107,571.19)	$ 45,919.22	$ 51.66	59.04%	Foundation	46.65%
MILFORD AREA DIST 124	IROQUOIS	Unit	(67,573.78)	(52,420.37)	$ 15,153.41	$ 25.44	58.36%	Foundation	68.71%
CRESCENT-IROQUOIS	IROQUOIS	Unit	(10,418.64)	(16,106.01)	$ (5,687.37)	$ (43.12)	34.67%	Foundation	73.65%
SAFE SCH-JACKSON/PERRY ROE	JACKSON	Regional	(3,980.31)	(1,866.11)	$ 2,114.20	$ 140.95	0.00%	Lab & ROE	0.00%
DESOTO CONS SCHOOL DISTRICT 86	JACKSON	Elementary	(39,340.45)	(24,087.29)	$ 15,253.16	$ 67.79	56.88%	Foundation	44.96%
CARBONDALE ELEM SCH DIST 95	JACKSON	Elementary	(111,110.01)	(162,351.51)	$ (51,241.50)	$ (39.27)	78.69%	Alternate	101.21%
GIANT CITY C C SCHOOL DIST 130	JACKSON	Elementary	(24,328.66)	(21,551.78)	$ 2,776.88	$ 12.03	40.27%	Foundation	64.89%
UNITY POINT C C SCHOOL DIST 140	JACKSON	Elementary	(106,837.54)	(53,250.47)	$ 53,587.07	$ 89.89	55.18%	Foundation	42.53%
CARBONDALE COMM H S DISTRICT 165	JACKSON	High School	(48,304.71)	(118,789.06)	$ (70,484.35)	$ (73.82)	60.44%	Alternate	95.48%
TRICO COMM UNIT SCH DISTRICT 176	JACKSON	Unit	(117,398.66)	(83,719.26)	$ 33,679.40	$ 38.49	57.65%	Foundation	60.23%
MURPHYSBORO C U SCH DIST 186	JACKSON	Unit	(386,673.07)	(228,227.50)	$ 158,445.57	$ 83.59	71.19%	Foundation	42.33%
ELVERADO C U SCHOOL DIST 196	JACKSON	Unit	(104,569.90)	(38,545.53)	$ 66,024.37	$ 148.86	66.66%	Foundation	27.11%
JASPER COUNTY COMM UNIT DIST 1	JASPER	Unit	(67,391.70)	(121,167.53)	$ (53,775.83)	$ (40.68)	43.97%	Foundation	86.65%
ALT SCH-HAMILTON/JEFFERSON ROE	JEFFERSON	Regional	(6,888.59)	(3,229.61)	$ 3,658.98	$ 140.95	0.00%	Lab & ROE	0.00%
SAFE SCH-HAMILTON/JEFFERSON ROE	JEFFERSON	Regional	(3,951.12)	(1,852.42)	$ 2,098.70	$ 140.95	0.00%	Lab & ROE	0.00%
WALTONVILLE C U SCHOOL DIST 1	JEFFERSON	Unit	(51,702.21)	(27,406.19)	$ 24,296.02	$ 74.05	43.78%	Foundation	46.42%
ROME COMM CONS SCHOOL DIST 2	JEFFERSON	Elementary	(55,016.25)	(25,149.65)	$ 29,866.60	$ 102.51	51.83%	Foundation	37.43%
FIELD COMM CONS SCHOOL DIST 3	JEFFERSON	Elementary	(51,668.50)	(20,337.27)	$ 31,331.23	$ 114.38	41.28%	Foundation	33.91%

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WOODLAWN COMM CONS SCH DIST 4	JEFFERSON	Elementary	(37,960.34)	(27,802.43)	$ 10,157.91	$ 33.09	37.24%	Foundation	57.47%
OPDYKE-BELLE-RIVE CC SCH DIST 5	JEFFERSON	Elementary	(36,315.73)	(14,995.69)	$ 21,320.04	$ 118.36	68.12%	Foundation	40.53%
GRAND PRAIRIE C C SCH DIST 6	JEFFERSON	Elementary	(15,002.61)	(8,526.72)	$ 6,475.89	$ 81.49	55.78%	Foundation	39.19%
DODDS COMM CONS SCHOOL DIST 7	JEFFERSON	Elementary	(24,245.38)	(10,355.46)	$ 13,889.92	$ 108.24	36.35%	Foundation	32.66%
INA COMM CONS SCHOOL DIST 8	JEFFERSON	Elementary	(24,970.89)	(12,327.64)	$ 12,643.25	$ 116.21	72.34%	Foundation	33.25%
MCCLELLAN C C SCHOOL DIST 12	JEFFERSON	Elementary	(10,908.14)	(6,766.64)	$ 4,141.50	$ 60.57	47.28%	Foundation	46.81%
SUMMERSVILLE SCHOOL DIST 79	JEFFERSON	Elementary	(46,543.52)	(19,410.56)	$ 27,132.96	$ 110.58	51.26%	Foundation	36.66%
MOUNT VERNON SCHOOL DIST 80	JEFFERSON	Elementary	(279,151.67)	(152,614.55)	$ 126,537.12	$ 97.30	90.77%	Foundation	55.82%
BETHEL SCHOOL DISTRICT 82	JEFFERSON	Elementary	(24,524.91)	(13,517.84)	$ 11,007.07	$ 76.18	81.11%	Foundation	62.18%
FARRINGTON C C SCHOOL DIST 99	JEFFERSON	Elementary	(13,366.29)	(5,644.95)	$ 7,721.34	$ 117.15	54.10%	Foundation	33.16%
BLUFORD C C SCHOOL DIST 114	JEFFERSON	Elementary	(52,635.44)	(24,849.22)	$ 27,786.22	$ 108.02	57.28%	Foundation	33.53%
MT VERNON TWP H S DIST 201	JEFFERSON	High School	(163,611.92)	(142,749.90)	$ 20,862.02	$ 18.18	61.35%	Foundation	59.17%
WEBBER TOWNSHIP H S DIST 204	JEFFERSON	High School	(23,146.77)	(15,603.16)	$ 7,543.61	$ 60.15	44.59%	Foundation	36.47%
WOODLAWN COMM H S DIST 205	JEFFERSON	High School	(30,952.15)	(18,893.48)	$ 12,058.67	$ 71.79	40.51%	Foundation	35.09%
JERSEY C U SCH DIST 100	JERSEY	Unit	(281,933.63)	(244,683.13)	$ 37,250.50	$ 15.18	48.95%	Foundation	63.95%
ALT SCH-CAROLL/JODAVIESS/STEPHENS	JO DAVIESS	Regional	(13,283.62)	(6,227.83)	$ 7,055.79	$ 140.95	0.00%	Lab & ROE	0.00%
SAFE SCH-CARROLL/JO DAVIESS/STEPH	JO DAVIESS	Regional	(8,491.33)	(3,981.03)	$ 4,510.30	$ 140.95	0.00%	Lab & ROE	0.00%
EAST DUBUQUE UNIT SCH DIST 119	JO DAVIESS	Unit	(40,270.61)	(56,834.52)	$ (16,563.91)	$ (26.57)	33.40%	Foundation	78.89%
GALENA UNIT SCHOOL DIST 120	JO DAVIESS	Unit	(19,363.87)	(91,894.69)	$ (72,530.82)	$ (98.19)	36.61%	Alternate	135.42%
WARREN COMM UNIT SCHOOL DIST 205	JO DAVIESS	Unit	(34,094.78)	(46,577.01)	$ (12,482.23)	$ (32.16)	41.12%	Foundation	71.71%
STOCKTON C U SCHOOL DIST 206	JO DAVIESS	Unit	(43,186.28)	(53,501.66)	$ (10,315.38)	$ (19.42)	40.69%	Foundation	74.23%
RIVER RIDGE C U SCH DIST 210	JO DAVIESS	Unit	(11,558.22)	(57,585.65)	$ (46,027.43)	$ (99.44)	44.24%	Flat Grant	184.44%
SCALES MOUND C U SCH DISTRICT 211	JO DAVIESS	Unit	(3,147.41)	(25,971.27)	$ (22,823.86)	$ (109.33)	27.09%	Flat Grant	223.55%

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GOREVILLE COMM UNIT DIST 1	JOHNSON	Unit	(74,833.60)	(48,921.37)	$ 25,912.23	$ 48.31	44.48%	Foundation	53.43%
NEW SIMPSON HILL CONS DIST 32	JOHNSON	Elementary	(46,087.50)	(23,019.47)	$ 23,068.03	$ 108.86	64.74%	Foundation	33.02%
BUNCOMBE CONS SCHOOL DIST 43	JOHNSON	Elementary	(11,808.79)	(6,259.52)	$ 5,549.27	$ 85.54	62.96%	Foundation	44.80%
VIENNA SCHOOL DIST 55	JOHNSON	Elementary	(72,627.66)	(32,556.25)	$ 40,071.41	$ 106.39	55.88%	Foundation	37.62%
CYPRESS SCHOOL DIST 64	JOHNSON	Elementary	(27,031.48)	(11,451.26)	$ 15,580.22	$ 126.33	43.24%	Foundation	23.04%
VIENNA H S DISTRICT 133	JOHNSON	High School	(56,362.41)	(35,410.34)	$ 20,952.07	$ 63.04	50.85%	Foundation	44.33%
SAFE SCH-KANE ROE	KANE	Regional	(19,636.19)	(9,206.14)	$ 10,430.05	$ 140.95	0.00%	Lab & ROE	0.00%
ALOP-KANE ROE	KANE	Regional	(25,739.33)	(12,067.51)	$ 13,671.82	$ 140.95	0.00%	Lab & ROE	0.00%
SCHOOL DISTRICT 46	KANE	Unit	(5,316,357.09)	(3,990,029.78)	$ 1,326,327.31	$ 37.25	64.41%	Foundation	58.38%
BATAVIA UNIT SCHOOL DIST 101	KANE	Unit	(131,792.68)	(722,762.81)	$ (590,970.13)	$ (101.72)	23.11%	Alternate	96.69%
AURORA WEST UNIT SCHOOL DIST 129	KANE	Unit	(1,857,789.29)	(1,421,455.04)	$ 436,334.25	$ 36.81	64.64%	Foundation	55.58%
AURORA EAST UNIT SCHOOL DIST 131	KANE	Unit	(4,278,374.65)	(1,457,949.57)	$ 2,820,425.08	$ 220.71	100.00%	Foundation	25.53%
COMM UNIT SCH DIST 300	KANE	Unit	(1,652,244.16)	(2,002,510.00)	$ (350,265.84)	$ (18.60)	43.21%	Foundation	72.57%
CENTRAL COMM UNIT SCH DIST 301	KANE	Unit	(226,692.47)	(442,040.25)	$ (215,347.78)	$ (60.61)	14.21%	Foundation	76.78%
KANELAND C U SCHOOL DIST 302	KANE	Unit	(241,898.71)	(537,215.56)	$ (295,316.85)	$ (68.39)	17.56%	Foundation	79.96%
ST CHARLES C U SCHOOL DIST 303	KANE	Unit	(247,594.02)	(1,524,957.19)	$ (1,277,363.17)	$ (104.21)	16.94%	Alternate	109.52%
GENEVA COMM UNIT SCH DIST 304	KANE	Unit	(105,531.67)	(692,120.05)	$ (586,588.38)	$ (105.44)	10.49%	Alternate	112.20%
ALT SCH-IROQUOIS/KANKAKEE ROE	KANKAKEE	Regional	(27,068.75)	(12,690.79)	$ 14,377.96	$ 140.95	0.00%	Lab & ROE	0.00%
SAFE SCH-IROQUOIS/KANKAKEE ROE	KANKAKEE	Regional	(9,459.87)	(4,435.12)	$ 5,024.75	$ 140.95	0.00%	Lab & ROE	0.00%
MOMENCE COMM UNIT SCH DIST 1	KANKAKEE	Unit	(176,579.05)	(107,524.95)	$ 69,054.10	$ 62.80	60.47%	Foundation	51.75%
HERSCHER COMM UNIT SCH DIST 2	KANKAKEE	Unit	(96,727.95)	(190,280.78)	$ (93,552.83)	$ (53.80)	28.36%	Foundation	81.33%
MANTENO COMM UNIT SCH DIST 5	KANKAKEE	Unit	(192,392.98)	(207,896.35)	$ (15,503.37)	$ (7.92)	34.94%	Foundation	66.42%
GRANT PARK C U SCHOOL DIST 6	KANKAKEE	Unit	(28,061.97)	(53,564.29)	$ (25,502.32)	$ (52.63)	33.50%	Foundation	81.32%

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BOURBONNAIS SCHOOL DIST 53	KANKAKEE	Elementary	(215,376.88)	(216,770.49)	$ (1,393.61)	$ (0.62)	43.25%	Foundation	69.52%
BRADLEY SCHOOL DIST 61	KANKAKEE	Elementary	(212,209.69)	(148,638.40)	$ 63,571.29	$ 44.26	64.91%	Foundation	59.07%
KANKAKEE SCHOOL DIST 111	KANKAKEE	Unit	(1,266,986.55)	(590,934.63)	$ 676,051.92	$ 142.33	92.73%	Foundation	39.12%
ST ANNE C C SCHOOL DIST 256	KANKAKEE	Elementary	(47,085.12)	(33,423.80)	$ 13,661.32	$ 43.41	59.39%	Foundation	55.26%
ST GEORGE C C SCHOOL DIST 258	KANKAKEE	Elementary	(53,497.64)	(38,383.54)	$ 15,114.10	$ 32.25	29.40%	Foundation	59.45%
PEMBROKE C C SCHOOL DISTRICT 259	KANKAKEE	Elementary	(84,903.92)	(32,629.80)	$ 52,274.12	$ 195.78	93.38%	Foundation	20.57%
ST ANNE COMM H S DIST 302	KANKAKEE	High School	(49,170.14)	(30,357.87)	$ 18,812.27	$ 77.09	75.22%	Foundation	46.22%
BRADLEY BOURBONNAIS C HS D 307	KANKAKEE	High School	(198,421.38)	(187,597.48)	$ 10,823.90	$ 5.57	38.35%	Foundation	65.68%
NEWARK COMM H S DIST 18	KENDALL	High School	(3,827.27)	(21,964.11)	$ (18,136.84)	$ (102.73)	22.05%	Alternate	107.00%
NEWARK COMM CONS SCH DIST 66	KENDALL	Elementary	(4,879.13)	(20,498.08)	$ (15,618.95)	$ (69.59)	25.30%	Alternate	122.04%
PLANO COMM UNIT SCHOOL DIST 88	KENDALL	Unit	(392,625.58)	(219,021.75)	$ 173,603.83	$ 79.80	57.49%	Foundation	43.13%
LISBON COMM CONS SCH DIST 90	KENDALL	Elementary	(3,046.58)	(10,444.30)	$ (7,397.72)	$ (65.85)	34.08%	Alternate	98.84%
YORKVILLE COMM UNIT SCH DIST 115	KENDALL	Unit	(518,403.25)	(603,279.35)	$ (84,876.10)	$ (15.57)	24.64%	Foundation	66.00%
OSWEGO COMM UNIT SCHOOL DIST 308	KENDALL	Unit	(2,421,970.44)	(1,645,179.65)	$ 776,790.79	$ 45.57	22.68%	Foundation	48.05%
KNOXVILLE C U SCHOOL DIST 202	KNOX	Unit	(176,480.49)	(90,999.90)	$ 85,480.59	$ 77.27	40.10%	Foundation	44.65%
GALESBURG C U SCHOOL DIST 205	KNOX	Unit	(703,695.73)	(371,299.36)	$ 332,396.37	$ 81.04	70.22%	Foundation	53.62%
R O W V A COMM UNIT SCH DIST 208	KNOX	Unit	(62,462.41)	(65,373.81)	$ (2,911.40)	$ (4.56)	39.68%	Foundation	67.78%
WILLIAMSFIELD C U S DIST 210	KNOX	Unit	(6,443.08)	(32,559.88)	$ (26,116.80)	$ (99.79)	34.72%	Alternate	143.51%
ABINGDON - AVON CUSD 276	KNOX	Unit	(143,075.36)	(73,946.84)	$ 69,128.52	$ 77.32	52.42%	Foundation	48.56%
SAFE SCH-LAKE ROE	LAKE	Regional	(17,696.45)	(8,296.72)	$ 9,399.73	$ 140.95	0.00%	Lab & ROE	0.00%
ALOP SCH-LAKE ROE	LAKE	Regional	(108,466.03)	(50,852.72)	$ 57,613.31	$ 140.95	0.00%	Lab & ROE	0.00%
WINTHROP HARBOR SCHOOL DIST 1	LAKE	Elementary	(43,352.20)	(48,520.46)	$ (5,168.26)	$ (9.41)	38.22%	Foundation	74.47%
BEACH PARK C C SCHOOL DIST 3	LAKE	Elementary	(343,036.69)	(253,511.73)	$ 89,524.96	$ 39.35	54.88%	Foundation	53.04%

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ZION ELEMENTARY SCHOOL DISTRICT 6	LAKE	Elementary	(668,538.48)	(281,439.99)	$ 387,098.49	$ 155.50	85.77%	Foundation	30.76%
MILLBURN C C SCHOOL DIST 24	LAKE	Elementary	(133,697.59)	(139,983.01)	$ (6,285.42)	$ (4.84)	8.36%	Foundation	61.70%
EMMONS SCHOOL DISTRICT 33	LAKE	Elementary	(5,425.90)	(34,902.47)	$ (29,476.57)	$ (105.07)	20.96%	Alternate	137.75%
ANTIOCH C C SCHOOL DISTRICT 34	LAKE	Elementary	(183,192.50)	(305,776.59)	$ (122,584.09)	$ (44.86)	28.93%	Foundation	77.17%
GRASS LAKE SCHOOL DIST 36	LAKE	Elementary	(2,962.27)	(20,825.78)	$ (17,863.51)	$ (106.71)	32.65%	Flat Grant	184.66%
GAVIN SCHOOL DIST 37	LAKE	Elementary	(87,844.23)	(103,588.97)	$ (15,744.74)	$ (18.91)	55.56%	Foundation	70.48%
BIG HOLLOW SCHOOL DIST 38	LAKE	Elementary	(173,210.24)	(173,111.47)	$ 98.77	$ 0.06	26.74%	Foundation	65.25%
LAKE VILLA C C SCHOOL DIST 41	LAKE	Elementary	(249,399.73)	(279,125.49)	$ (29,725.76)	$ (11.16)	29.28%	Foundation	67.14%
GRAYSLAKE C C SCHOOL DISTRICT 46	LAKE	Elementary	(412,578.76)	(423,709.70)	$ (11,130.94)	$ (3.10)	30.47%	Foundation	59.35%
WOODLAND C C SCHOOL DIST 50	LAKE	Elementary	(333,645.23)	(771,300.79)	$ (437,655.56)	$ (66.28)	31.42%	Foundation	83.69%
GURNEE SCHOOL DIST 56	LAKE	Elementary	(76,075.13)	(255,283.76)	$ (179,208.63)	$ (87.33)	47.41%	Alternate	93.61%
WAUKEGAN C U SCHOOL DIST 60	LAKE	Unit	(4,352,014.39)	(1,762,797.80)	$ 2,589,216.59	$ 182.73	96.85%	Foundation	28.99%
LAKE BLUFF ELEM SCHOOL DIST 65	LAKE	Elementary	(8,845.66)	(98,577.85)	$ (89,732.19)	$ (113.24)	11.38%	Flat Grant	271.12%
LAKE FOREST SCHOOL DIST 67	LAKE	Elementary	(18,081.95)	(223,501.43)	$ (205,419.48)	$ (114.34)	4.07%	Flat Grant	456.58%
OAK GROVE SCHOOL DIST 68	LAKE	Elementary	(7,925.62)	(97,276.55)	$ (89,350.93)	$ (114.27)	4.51%	Flat Grant	251.11%
LIBERTYVILLE SCHOOL DIST 70	LAKE	Elementary	(40,510.42)	(303,148.04)	$ (262,637.62)	$ (107.19)	7.40%	Alternate	142.14%
RONDOUT SCHOOL DIST 72	LAKE	Elementary	(1,616.98)	(18,106.24)	$ (16,489.26)	$ (113.30)	10.97%	Flat Grant	685.50%
HAWTHORN C C SCHOOL DIST 73	LAKE	Elementary	(90,040.46)	(460,306.97)	$ (370,266.51)	$ (100.07)	30.98%	Alternate	118.92%
MUNDELEIN ELEM SCHOOL DIST 75	LAKE	Elementary	(139,393.20)	(168,401.75)	$ (29,008.55)	$ (18.10)	44.65%	Foundation	73.27%
DIAMOND LAKE SCHOOL DIST 76	LAKE	Elementary	(56,570.45)	(122,036.09)	$ (65,465.64)	$ (66.74)	64.81%	Alternate	101.79%
FREMONT SCHOOL DIST 79	LAKE	Elementary	(40,533.90)	(269,377.86)	$ (228,843.96)	$ (105.69)	15.94%	Alternate	129.23%
LAKE ZURICH C U SCH DIST 95	LAKE	Unit	(102,134.51)	(689,624.44)	$ (587,489.93)	$ (105.98)	13.68%	Alternate	128.17%
KILDEER COUNTRYSIDE C C S DIST 96	LAKE	Elementary	(49,766.35)	(363,878.88)	$ (314,112.53)	$ (107.39)	12.14%	Alternate	146.01%

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APTAKISIC-TRIPP C C S DIST 102	LAKE	Elementary	(36,640.83)	(250,805.10)	$ (214,164.27)	$ (106.23)	18.18%	Alternate	146.13%
LINCOLNSHIRE-PRAIRIEVIEW S D 103	LAKE	Elementary	(16,487.09)	(198,597.58)	$ (182,110.49)	$ (114.08)	5.67%	Flat Grant	208.58%
BANNOCKBURN SCHOOL DIST 106	LAKE	Elementary	(3,546.98)	(22,107.18)	$ (18,560.20)	$ (104.45)	36.76%	Flat Grant	429.15%
DEERFIELD SCHOOL DIST 109	LAKE	Elementary	(29,294.51)	(351,606.10)	$ (322,311.59)	$ (114.04)	5.93%	Flat Grant	193.68%
NORTH SHORE SD 112	LAKE	Elementary	(56,911.65)	(489,765.38)	$ (432,853.73)	$ (109.95)	25.16%	Flat Grant	205.17%
TOWNSHIP HIGH SCHOOL DIST 113	LAKE	High School	(40,232.81)	(446,321.11)	$ (406,088.30)	$ (113.19)	11.43%	Flat Grant	183.76%
FOX LAKE GRADE SCHOOL DIST 114	LAKE	Elementary	(34,653.75)	(86,968.45)	$ (52,314.70)	$ (74.31)	59.90%	Alternate	112.70%
LAKE FOREST COMM H S DISTRICT 115	LAKE	High School	(16,452.12)	(196,921.81)	$ (180,469.69)	$ (114.01)	6.12%	Flat Grant	300.09%
ROUND LAKE AREA SCHS - DIST 116	LAKE	Unit	(1,902,264.20)	(797,946.47)	$ 1,104,317.73	$ 158.12	81.82%	Foundation	25.46%
ANTIOCH COMM HIGH SCH DIST 117	LAKE	High School	(190,063.68)	(323,823.47)	$ (133,759.79)	$ (51.39)	20.77%	Foundation	73.86%
WAUCONDA COMM UNIT S DIST 118	LAKE	Unit	(368,335.16)	(504,080.49)	$ (135,745.33)	$ (30.33)	36.72%	Foundation	72.93%
MUNDELEIN CONS HIGH SCH DIST 120	LAKE	High School	(58,265.77)	(252,237.02)	$ (193,971.25)	$ (95.67)	37.63%	Alternate	104.63%
WARREN TWP HIGH SCH DIST 121	LAKE	High School	(218,117.38)	(515,270.11)	$ (297,152.73)	$ (71.74)	27.33%	Foundation	82.36%
GRANT COMM H S DISTRICT 124	LAKE	High School	(143,846.79)	(224,818.89)	$ (80,972.10)	$ (44.66)	33.66%	Foundation	73.40%
ADLAI E STEVENSON DIST 125	LAKE	High School	(67,171.15)	(476,231.11)	$ (409,059.96)	$ (106.86)	12.39%	Alternate	138.31%
ZION-BENTON TWP H S DIST 126	LAKE	High School	(389,139.56)	(298,836.26)	$ 90,303.30	$ 37.59	57.16%	Foundation	49.78%
GRAYSLAKE COMM HIGH SCH DIST 127	LAKE	High School	(364,733.34)	(354,162.67)	$ 10,570.67	$ 3.71	21.54%	Foundation	53.19%
LIBERTYVILLE COMM H SCH DIST 128	LAKE	High School	(55,332.70)	(407,060.65)	$ (351,727.95)	$ (107.50)	10.91%	Alternate	144.84%
NORTH CHICAGO SCHOOL DIST 187	LAKE	Unit	(951,459.58)	(423,568.26)	$ 527,891.32	$ 155.05	91.86%	Foundation	33.02%
BARRINGTON C U SCHOOL DIST 220	LAKE	Unit	(137,405.00)	(1,004,761.79)	$ (867,356.79)	$ (107.39)	17.80%	Alternate	162.60%
SAFE SCH-LA SALLE ROE	LASALLE	Regional	(12,232.82)	(5,735.18)	$ 6,497.64	$ 140.95	0.00%	Lab & ROE	0.00%
LELAND COMM UNIT SCH DIST 1	LASALLE	Unit	(10,105.88)	(33,548.91)	$ (23,443.03)	$ (86.93)	36.06%	Foundation	89.57%
COMMUNITY UNIT SCH DIST 2	LASALLE	Unit	(28,037.69)	(86,679.54)	$ (58,641.85)	$ (84.17)	53.81%	Alternate	117.71%

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EARLVILLE COMM UNIT SCH DIST 9	LASALLE	Unit	(43,166.74)	(46,607.84)	$ (3,441.10)	$ (8.90)	57.61%	Foundation	69.11%
STREATOR TWP H S DIST 40	LASALLE	High School	(141,434.62)	(107,303.78)	$ 34,130.84	$ 39.57	55.84%	Foundation	48.57%
STREATOR ELEM SCHOOL DIST 44	LASALLE	Elementary	(375,943.44)	(183,938.30)	$ 192,005.14	$ 113.06	74.78%	Foundation	37.61%
ALLEN OTTER CREEK CCSD 65	LASALLE	Elementary	(1,638.16)	(11,102.11)	$ (9,463.95)	$ (106.05)	34.62%	Flat Grant	241.10%
TONICA COMM CONS SCH DIST 79	LASALLE	Elementary	(22,864.14)	(20,871.36)	$ 1,992.78	$ 9.61	29.70%	Foundation	60.80%
DEER PARK C C SCHOOL DIST 82	LASALLE	Elementary	(2,853.72)	(10,506.20)	$ (7,652.48)	$ (90.62)	48.12%	Alternate	152.07%
GRAND RIDGE C C SCHOOL DIST 95	LASALLE	Elementary	(6,402.14)	(30,162.71)	$ (23,760.57)	$ (87.80)	28.83%	Alternate	108.08%
LA SALLE-PERU TWP H S D 120	LASALLE	High School	(48,653.94)	(145,097.47)	$ (96,443.53)	$ (82.69)	46.51%	Foundation	90.75%
LASALLE ELEM SCHOOL DIST 122	LASALLE	Elementary	(205,682.99)	(81,372.11)	$ 124,310.88	$ 138.78	82.74%	Foundation	42.05%
PERU ELEM SCHOOL DISTRICT 124	LASALLE	Elementary	(60,145.87)	(95,624.08)	$ (35,478.21)	$ (40.86)	47.45%	Foundation	80.82%
OGLESBY ELEM SCH DIST 125	LASALLE	Elementary	(80,040.02)	(42,681.21)	$ 37,358.81	$ 77.13	45.97%	Foundation	44.21%
OTTAWA TWP H S DIST 140	LASALLE	High School	(70,403.94)	(165,110.87)	$ (94,706.93)	$ (71.36)	45.01%	Foundation	86.15%
OTTAWA ELEM SCHOOL DIST 141	LASALLE	Elementary	(229,174.76)	(207,632.34)	$ 21,542.42	$ 11.38	56.78%	Foundation	65.02%
MARSEILLES ELEM SCHOOL DIST 150	LASALLE	Elementary	(102,307.09)	(64,460.39)	$ 37,846.70	$ 73.04	68.41%	Foundation	42.70%
SENECA TWP H S DIST 160	LASALLE	High School	(7,565.27)	(55,398.57)	$ (47,833.30)	$ (107.42)	31.27%	Flat Grant	290.60%
SENECA COMM CONS SCH DIST 170	LASALLE	Elementary	(9,377.78)	(57,764.79)	$ (48,387.01)	$ (104.21)	37.31%	Flat Grant	480.35%
DIMMICK C C SCHOOL DIST 175	LASALLE	Elementary	(1,420.23)	(13,051.57)	$ (11,631.34)	$ (110.87)	22.92%	Flat Grant	410.26%
WALTHAM C C SCHOOL DIST 185	LASALLE	Elementary	(5,139.06)	(22,469.52)	$ (17,330.46)	$ (77.57)	24.79%	Alternate	99.95%
WALLACE C C SCHOOL DIST 195	LASALLE	Elementary	(7,016.32)	(37,241.32)	$ (30,225.00)	$ (100.97)	29.45%	Alternate	117.13%
MILLER TWP CC SCH DIST 210	LASALLE	Elementary	(5,404.71)	(21,134.63)	$ (15,729.92)	$ (75.06)	32.13%	Alternate	96.48%
RUTLAND C C SCHOOL DIST 230	LASALLE	Elementary	(2,046.77)	(8,197.20)	$ (6,150.43)	$ (93.34)	53.23%	Flat Grant	216.26%
MENDOTA TWP H S DIST 280	LASALLE	High School	(57,440.11)	(73,145.27)	$ (15,705.16)	$ (26.71)	52.60%	Foundation	71.75%
MENDOTA C C SCHOOL DIST 289	LASALLE	Elementary	(131,354.79)	(94,048.35)	$ 37,306.44	$ 31.95	63.63%	Foundation	71.91%

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LOSTANT COMM UNIT SCH DIST 425	LASALLE	Unit	(5,781.82)	(14,408.85)	$ (8,627.03)	$ (74.49)	59.95%	Alternate	108.59%
RED HILL C U SCHOOL DIST 10	LAWRENCE	Unit	(193,330.56)	(86,535.82)	$ 106,794.74	$ 113.57	45.34%	Foundation	28.63%
LAWRENCE CO C U DISTRICT 20	LAWRENCE	Unit	(226,224.97)	(103,063.39)	$ 123,161.58	$ 112.47	54.28%	Foundation	31.69%
SAFE SCH-LEE/OGLE ROE	LEE	Regional	(6,103.14)	(2,861.37)	$ 3,241.77	$ 140.95	0.00%	Lab & ROE	0.00%
ALOP-LEE/OGLE ROE	LEE	Regional	(16,451.94)	(7,713.25)	$ 8,738.69	$ 140.95	0.00%	Lab & ROE	0.00%
DIXON UNIT SCHOOL DIST 170	LEE	Unit	(210,425.73)	(250,795.39)	$ (40,369.66)	$ (15.89)	50.79%	Foundation	77.00%
STEWARD ELEM SCHOOL DIST 220	LEE	Elementary	(1,542.71)	(7,622.43)	$ (6,079.72)	$ (99.23)	37.14%	Alternate	156.42%
PAW PAW CUSD 271	LEE	Unit	(9,718.93)	(27,440.52)	$ (17,721.59)	$ (80.34)	55.29%	Alternate	95.96%
AMBOY COMM UNIT SCHOOL DIST 272	LEE	Unit	(26,149.44)	(82,299.82)	$ (56,150.38)	$ (79.75)	48.84%	Alternate	97.58%
ASHTON COMM UNIT SCH DIST 275	LEE	Unit	(22,599.00)	(65,097.39)	$ (42,498.39)	$ (80.97)	38.41%	Foundation	87.97%
WOODLAND C U S DIST 5	LIVINGSTON	Unit	(42,018.84)	(53,294.89)	$ (11,276.05)	$ (24.25)	48.10%	Foundation	73.16%
TRI POINT C U SCH DIST 6-J	LIVINGSTON	Unit	(20,816.82)	(44,364.88)	$ (23,548.06)	$ (66.03)	63.01%	Foundation	91.12%
PRAIRIE CENTRAL C U SCHOOL DIST 8	LIVINGSTON	Unit	(234,912.67)	(196,520.69)	$ 38,391.98	$ 20.06	42.46%	Foundation	59.11%
FLANAGAN-CORNELL UNIT 74	LIVINGSTON	Unit	(29,864.39)	(39,980.77)	$ (10,116.38)	$ (31.48)	45.01%	Foundation	71.16%
PONTIAC TWP H S DIST 90	LIVINGSTON	High School	(80,184.24)	(84,854.48)	$ (4,670.24)	$ (6.85)	43.51%	Foundation	61.15%
DWIGHT TWP H S DIST 230	LIVINGSTON	High School	(12,153.13)	(34,585.23)	$ (22,432.10)	$ (80.69)	34.65%	Foundation	87.02%
DWIGHT COMMON SCHOOL DIST 232	LIVINGSTON	Elementary	(21,653.28)	(39,296.00)	$ (17,642.72)	$ (36.31)	44.51%	Foundation	89.05%
ROOKS CREEK C C SCH DIST 425	LIVINGSTON	Elementary	(1,078.90)	(5,793.65)	$ (4,714.75)	$ (101.24)	29.69%	Alternate	126.89%
CORNELL C C SCH DIST 426	LIVINGSTON	Elementary	(8,069.99)	(11,389.99)	$ (3,320.00)	$ (32.46)	40.73%	Foundation	75.20%
PONTIAC C C SCHOOL DIST 429	LIVINGSTON	Elementary	(158,360.62)	(115,940.14)	$ 42,420.48	$ 36.80	62.98%	Foundation	62.14%
ODELL COMM CONS SCHOOL DIST 435	LIVINGSTON	Elementary	(17,007.07)	(17,050.34)	$ (43.27)	$ (0.30)	51.24%	Foundation	63.23%
SAUNEMIN C CONSOL SCH DIST 438	LIVINGSTON	Elementary	(23,960.27)	(13,786.88)	$ 10,173.39	$ 86.46	51.48%	Foundation	31.34%
SAFE SCH-LOGAN/MASON/MENARD ROE	LOGAN	Regional	(4,059.92)	(1,903.43)	$ 2,156.49	$ 140.95	0.00%	Lab & ROE	0.00%

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HARTSBURG EMDEN C U S DIST 21	LOGAN	Unit	(11,487.02)	(26,157.88)	$ (14,670.86)	$ (69.77)	44.73%	Foundation	85.22%
MT PULASKI COMM UNIT DIST 23	LOGAN	Unit	(17,154.21)	(54,165.35)	$ (37,011.14)	$ (74.49)	45.15%	Alternate	102.28%
LINCOLN ELEM SCHOOL DIST 27	LOGAN	Elementary	(235,576.58)	(108,462.77)	$ 127,113.81	$ 109.99	70.91%	Foundation	42.07%
CHESTER-EAST LINCOLN CCS DIST 61	LOGAN	Elementary	(9,177.02)	(28,060.36)	$ (18,883.34)	$ (66.18)	41.58%	Alternate	95.06%
NEW HOLLAND-MIDDLETOWN E DIST 88	LOGAN	Elementary	(5,511.12)	(12,919.24)	$ (7,408.12)	$ (68.29)	60.62%	Alternate	100.95%
WEST LINCOLN-BROADWELL E S D #92	LOGAN	Elementary	(3,217.92)	(21,243.15)	$ (18,025.23)	$ (104.16)	24.27%	Alternate	166.71%
LINCOLN COMM H S DIST 404	LOGAN	High School	(73,380.43)	(95,372.26)	$ (21,991.83)	$ (28.37)	47.38%	Foundation	71.29%
ALT SCH-MACON/PIATT ROE	MACON	Regional	(30,897.80)	(14,485.98)	$ 16,411.82	$ 140.95	0.00%	Lab & ROE	0.00%
SAFE SCH-MACON/PIATT ROE	MACON	Regional	(7,782.83)	(3,648.87)	$ 4,133.96	$ 140.95	0.00%	Lab & ROE	0.00%
ARGENTA-OREANA COMM UNIT SCH D 1	MACON	Unit	(76,099.71)	(74,852.53)	$ 1,247.18	$ 1.38	22.67%	Foundation	69.87%
MAROA FORSYTH C U SCH DIST 2	MACON	Unit	(55,459.97)	(111,333.20)	$ (55,873.23)	$ (49.75)	19.61%	Foundation	82.66%
MT ZION COMM UNIT SCH DIST 3	MACON	Unit	(269,320.38)	(189,048.36)	$ 80,272.02	$ 34.74	19.76%	Foundation	57.36%
SANGAMON VALLEY CUSD 9	MACON	Unit	(58,248.28)	(71,765.78)	$ (13,517.50)	$ (20.34)	38.73%	Foundation	71.37%
WARRENSBURG-LATHAM C U DIST 11	MACON	Unit	(82,662.22)	(80,791.34)	$ 1,870.88	$ 2.06	25.40%	Foundation	67.62%
MERIDIAN COMM UNIT SCH DIST 15	MACON	Unit	(116,796.37)	(89,448.62)	$ 27,347.75	$ 28.37	40.38%	Foundation	59.18%
DECATUR SCHOOL DISTRICT 61	MACON	Unit	(1,908,600.63)	(878,532.04)	$ 1,030,068.59	$ 131.36	96.19%	Foundation	51.91%
ALT SCH-CALHOUN/GREENE/JERSY/MACO	MACOUPIN	Regional	(2,523.52)	(1,183.11)	$ 1,340.41	$ 140.95	0.00%	Lab & ROE	0.00%
SAFE SCH-CALHOUN/GREENE/JERSY/MAC	MACOUPIN	Regional	(11,304.08)	(5,299.75)	$ 6,004.33	$ 140.95	0.00%	Lab & ROE	0.00%
CARLINVILLE C U SCHOOL DIST 1	MACOUPIN	Unit	(180,756.65)	(110,531.30)	$ 70,225.35	$ 51.27	45.03%	Foundation	56.41%
NORTHWESTERN C U SCH DIST 2	MACOUPIN	Unit	(55,482.21)	(36,909.73)	$ 18,572.48	$ 58.77	54.63%	Foundation	43.65%
MOUNT OLIVE C U SCHOOL DIST 5	MACOUPIN	Unit	(86,351.79)	(47,443.49)	$ 38,908.30	$ 79.24	44.80%	Foundation	39.84%
STAUNTON COMM UNIT SCH DIST 6	MACOUPIN	Unit	(167,645.79)	(88,568.54)	$ 79,077.25	$ 71.42	47.13%	Foundation	49.40%
GILLESPIE COMM UNIT SCH DIST 7	MACOUPIN	Unit	(298,236.90)	(128,133.08)	$ 170,103.83	$ 136.08	61.60%	Foundation	23.36%

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BUNKER HILL C U SCHOOL DIST 8	MACOUPIN	Unit	(113,863.51)	(49,953.97)	$ 63,909.54	$ 105.20	52.11%	Foundation	38.04%
SOUTHWESTERN C U SCH DIST 9	MACOUPIN	Unit	(246,399.87)	(132,043.99)	$ 114,355.88	$ 76.80	39.68%	Foundation	42.21%
NORTH MAC CUSD 34	MACOUPIN	Unit	(233,991.15)	(106,575.23)	$ 127,415.92	$ 93.89	54.86%	Foundation	44.48%
SAFE SCH-MADISON ROE	MADISON	Regional	(10,704.38)	(5,018.59)	$ 5,685.79	$ 140.95	0.00%	Lab & ROE	0.00%
ROXANA COMM UNIT SCHOOL DIST 1	MADISON	Unit	(64,263.62)	(210,422.49)	$ (146,158.87)	$ (86.41)	53.60%	Alternate	174.52%
TRIAD COMM UNIT SCHOOL DIST 2	MADISON	Unit	(359,362.91)	(316,578.35)	$ 42,784.56	$ 12.34	21.39%	Foundation	62.39%
VENICE COMM UNIT SCHOOL DIST 3	MADISON	Unit	(24,289.24)	(16,062.23)	$ 8,227.01	$ 63.72	100.00%	Flat Grant	175.43%
HIGHLAND COMM UNIT SCH DIST 5	MADISON	Unit	(284,853.01)	(265,153.10)	$ 19,699.91	$ 6.93	28.50%	Foundation	64.57%
EDWARDSVILLE C U SCHOOL DIST 7	MADISON	Unit	(282,074.54)	(669,362.84)	$ (387,288.30)	$ (55.07)	20.58%	Foundation	86.24%
BETHALTO C U SCHOOL DIST 8	MADISON	Unit	(404,044.96)	(246,982.62)	$ 157,062.34	$ 66.39	47.78%	Foundation	42.64%
GRANITE CITY C U SCHOOL DIST 9	MADISON	Unit	(883,709.83)	(636,511.85)	$ 247,197.98	$ 41.95	71.48%	Foundation	62.53%
COLLINSVILLE C U SCH DIST 10	MADISON	Unit	(839,671.46)	(585,538.22)	$ 254,133.24	$ 42.03	61.75%	Foundation	60.80%
ALTON COMM UNIT SCHOOL DIST 11	MADISON	Unit	(712,708.75)	(672,850.96)	$ 39,857.79	$ 6.83	69.28%	Foundation	71.91%
MADISON COMM UNIT SCH DIST 12	MADISON	Unit	(193,493.99)	(81,358.64)	$ 112,135.35	$ 171.47	100.00%	Foundation	41.47%
EAST ALTON SCHOOL DISTRICT 13	MADISON	Elementary	(133,196.64)	(70,943.15)	$ 62,253.49	$ 89.00	73.48%	Foundation	49.27%
EAST ALTON-WOOD RIVER C H S D 14	MADISON	High School	(32,547.43)	(61,706.02)	$ (29,158.59)	$ (58.79)	67.33%	Foundation	91.97%
WOOD RIVER-HARTFORD ELEM S D 15	MADISON	Elementary	(61,365.05)	(62,100.99)	$ (735.94)	$ (1.09)	67.76%	Foundation	82.43%
RACCOON CONS SCHOOL DIST 1	MARION	Elementary	(34,396.83)	(20,896.33)	$ 13,500.50	$ 62.91	47.85%	Foundation	46.72%
KELL CONSOLIDATED SCHOOL DIST 2	MARION	Elementary	(19,403.12)	(10,454.63)	$ 8,948.49	$ 92.70	50.40%	Foundation	32.32%
IUKA COMM CONS SCHOOL DIST 7	MARION	Elementary	(45,347.71)	(21,935.17)	$ 23,412.54	$ 109.92	56.02%	Foundation	30.21%
SELMAVILLE C C SCH DIST 10	MARION	Elementary	(25,642.88)	(18,706.65)	$ 6,936.23	$ 32.52	40.31%	Foundation	59.52%
PATOKA COMM UNIT SCH DIST 100	MARION	Unit	(15,177.09)	(25,846.34)	$ (10,669.25)	$ (46.69)	70.65%	Alternate	119.54%
SALEM SCHOOL DIST 111	MARION	Elementary	(180,695.06)	(69,670.09)	$ 111,024.97	$ 117.94	59.94%	Foundation	39.81%

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CENTRAL CITY SCHOOL DIST 133	MARION	Elementary	(56,296.72)	(19,930.06)	$ 36,366.66	$ 141.02	47.56%	Foundation	24.76%
CENTRALIA SCHOOL DIST 135	MARION	Elementary	(320,154.26)	(132,685.90)	$ 187,468.36	$ 150.32	93.79%	Foundation	44.04%
CENTRALIA H S DIST 200	MARION	High School	(158,899.54)	(105,522.26)	$ 53,377.28	$ 62.93	71.42%	Foundation	48.74%
SOUTH CENTRAL COMM UNIT DIST 401	MARION	Unit	(109,556.77)	(62,790.75)	$ 46,766.02	$ 73.91	61.36%	Foundation	47.39%
SANDOVAL C U SCHOOL DIST 501	MARION	Unit	(111,344.05)	(50,871.96)	$ 60,472.09	$ 133.49	65.41%	Foundation	22.86%
SALEM COMM H S DIST 600	MARION	High School	(119,515.09)	(81,438.52)	$ 38,076.57	$ 51.79	45.69%	Foundation	45.14%
ODIN PS DISTRICT 722	MARION	Unit	(65,498.49)	(28,413.74)	$ 37,084.75	$ 137.45	67.81%	Foundation	24.91%
HENRY-SENACHWINE CUSD 5	MARSHALL	Unit	(19,481.53)	(63,449.65)	$ (43,968.12)	$ (83.75)	48.69%	Alternate	111.58%
MIDLAND COMMUNITY UNIT DIST 7	MARSHALL	Unit	(39,873.61)	(67,411.76)	$ (27,538.15)	$ (42.82)	47.83%	Foundation	83.59%
HAVANA COMM UNIT SCHOOL DIST 126	MASON	Unit	(105,094.25)	(103,228.85)	$ 1,865.40	$ 1.93	51.90%	Foundation	67.60%
ILLINI CENTRAL C U SCH DIST 189	MASON	Unit	(82,774.95)	(76,437.01)	$ 6,337.94	$ 9.40	53.72%	Foundation	62.76%
MIDWEST CENTRAL CUSD 191	MASON	Unit	(153,327.36)	(94,302.99)	$ 59,024.37	$ 63.35	55.66%	Foundation	47.84%
MASSAC UNIT DISTRICT #1	MASSAC	Unit	(417,504.19)	(207,975.47)	$ 209,528.72	$ 96.07	56.28%	Foundation	38.43%
JOPPA-MAPLE GROVE UNIT DIST 38	MASSAC	Unit	(14,655.77)	(27,933.25)	$ (13,277.48)	$ (52.30)	66.26%	Alternate	103.76%
ALT SCH-HANCOCK/MC DONOUGH ROE	MCDONOUGH	Regional	(3,659.23)	(1,715.58)	$ 1,943.65	$ 140.95	0.00%	Lab & ROE	0.00%
SAFE SCH-HANCOCK/MC DONOUGH ROE	MCDONOUGH	Regional	(4,776.37)	(2,239.33)	$ 2,537.04	$ 140.95	0.00%	Lab & ROE	0.00%
WEST PRAIRIE	MCDONOUGH	Unit	(52,154.37)	(67,040.44)	$ (14,886.07)	$ (26.10)	51.11%	Foundation	73.77%
BUSHNELL PRAIRIE CITY CUS D 170	MCDONOUGH	Unit	(131,407.37)	(65,343.01)	$ 66,064.36	$ 97.68	68.11%	Foundation	43.45%
MACOMB COMM UNIT SCH DIST 185	MCDONOUGH	Unit	(193,818.83)	(189,558.68)	$ 4,260.15	$ 2.29	44.19%	Foundation	66.70%
SAFE SCH-MC HENRY ROE	MCHENRY	Regional	(6,633.85)	(3,110.18)	$ 3,523.67	$ 140.95	0.00%	Lab & ROE	0.00%
NIPPERSINK SCHOOL DISTRICT 2	MCHENRY	Elementary	(27,362.32)	(131,352.73)	$ (103,990.41)	$ (87.17)	24.57%	Alternate	98.16%
FOX RIVER GROVE CONS S D 3	MCHENRY	Elementary	(34,454.14)	(59,264.70)	$ (24,810.56)	$ (51.53)	22.85%	Foundation	74.59%
JOHNSBURG C U SCHOOL DIST 12	MCHENRY	Unit	(103,469.46)	(240,316.32)	$ (136,846.86)	$ (70.84)	28.49%	Foundation	82.10%

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MCHENRY C C SCHOOL DIST 15	MCHENRY	Elementary	(279,806.94)	(518,996.11)	$ (239,189.17)	$ (57.34)	46.09%	Foundation	81.25%
RILEY C C SCHOOL DIST 18	MCHENRY	Elementary	(6,646.59)	(30,456.68)	$ (23,810.09)	$ (81.57)	28.87%	Alternate	128.47%
ALDEN HEBRON SCHOOL DIST 19	MCHENRY	Unit	(16,923.51)	(45,235.09)	$ (28,311.58)	$ (69.05)	46.17%	Foundation	91.00%
CARY C C SCHOOL DIST 26	MCHENRY	Elementary	(74,406.01)	(244,870.69)	$ (170,464.68)	$ (73.14)	26.76%	Foundation	90.03%
HARRISON SCHOOL DISTRICT 36	MCHENRY	Elementary	(46,995.05)	(43,621.52)	$ 3,373.53	$ 9.54	74.62%	Foundation	70.53%
PRAIRIE GROVE C SCH DIST 46	MCHENRY	Elementary	(16,879.75)	(100,406.64)	$ (83,526.89)	$ (103.49)	19.24%	Alternate	104.30%
CRYSTAL LAKE C C SCH DIST 47	MCHENRY	Elementary	(408,163.13)	(812,043.53)	$ (403,880.40)	$ (53.62)	28.58%	Foundation	81.94%
HARVARD C U SCHOOL DIST 50	MCHENRY	Unit	(449,262.24)	(267,105.24)	$ 182,157.00	$ 77.94	72.95%	Foundation	48.19%
MARENGO COMM HS DIST 154	MCHENRY	High School	(33,880.40)	(85,655.66)	$ (51,775.26)	$ (75.20)	39.83%	Foundation	85.78%
COMMUNITY HIGH SCHOOL DIST 155	MCHENRY	High School	(525,540.33)	(789,180.13)	$ (263,639.80)	$ (41.56)	17.76%	Foundation	69.84%
MCHENRY COMM H S DIST 156	MCHENRY	High School	(170,394.90)	(275,470.24)	$ (105,075.34)	$ (47.06)	35.10%	Foundation	74.76%
RICHMOND-BURTON COMM H SC D 157	MCHENRY	High School	(48,784.02)	(90,140.55)	$ (41,356.53)	$ (57.08)	18.27%	Foundation	75.74%
HUNTLEY CONS SCHOOL DIST 158	MCHENRY	Unit	(952,690.72)	(823,875.39)	$ 128,815.33	$ 14.52	14.85%	Foundation	60.39%
MARENGO-UNION ELEM CONS DIST 165	MCHENRY	Elementary	(57,081.55)	(93,575.80)	$ (36,494.25)	$ (37.33)	55.62%	Foundation	87.98%
WOODSTOCK C U SCHOOL DIST 200	MCHENRY	Unit	(654,651.17)	(737,262.48)	$ (82,611.31)	$ (13.94)	46.46%	Foundation	65.00%
SAFE SCH-DE WITT/LIVINGSTON/MCLEA	MCLEAN	Regional	(24,248.04)	(11,368.34)	$ 12,879.70	$ 140.95	0.00%	Lab & ROE	0.00%
ALOP-DE WITT/LIVINGSTON/MCLEAN	MCLEAN	Regional	(35,682.13)	(16,729.05)	$ 18,953.08	$ 140.95	0.00%	Lab & ROE	0.00%
LEROY COMMUNITY UNIT SCH DIST 2	MCLEAN	Unit	(65,365.10)	(78,644.06)	$ (13,278.96)	$ (18.25)	21.59%	Foundation	67.62%
TRI VALLEY C U SCHOOL DISTRICT 3	MCLEAN	Unit	(75,213.97)	(111,777.66)	$ (36,563.69)	$ (36.66)	9.62%	Foundation	72.12%
HEYWORTH C U SCH DIST 4	MCLEAN	Unit	(133,874.11)	(89,126.58)	$ 44,747.53	$ 49.33	22.30%	Foundation	45.94%
MCLEAN COUNTY UNIT DIST NO 5	MCLEAN	Unit	(775,359.59)	(1,407,672.99)	$ (632,313.40)	$ (48.77)	30.07%	Foundation	80.10%
LEXINGTON C U SCH DIST 7	MCLEAN	Unit	(31,480.56)	(58,720.24)	$ (27,239.68)	$ (57.71)	31.91%	Foundation	77.83%
OLYMPIA C U SCHOOL DIST 16	MCLEAN	Unit	(108,709.71)	(192,839.59)	$ (84,129.88)	$ (49.55)	36.88%	Foundation	79.83%

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RIDGEVIEW COMM UNIT SCH DIST 19	MCLEAN	Unit	(16,086.42)	(62,423.64)	$ (46,337.22)	$ (87.49)	40.81%	Alternate	111.47%
BLOOMINGTON SCH DIST 87	MCLEAN	Unit	(278,504.83)	(610,095.93)	$ (331,591.10)	$ (66.25)	63.73%	Alternate	95.51%
ILLINOIS STATE UNIVERSITY LAB SCH	MCLEAN	Labs	(253,288.19)	(118,750.49)	$ 134,537.70	$ 140.95	0.00%	Lab & ROE	0.00%
GREENVIEW C U SCH DIST 200	MENARD	Unit	(28,033.93)	(24,144.14)	$ 3,889.79	$ 15.17	42.12%	Foundation	64.11%
PORTA COMM UNIT SCHOOL DIST 202	MENARD	Unit	(78,824.39)	(91,390.04)	$ (12,565.65)	$ (12.58)	39.18%	Foundation	74.71%
ATHENS COMM UNIT SCH DIST 213	MENARD	Unit	(127,532.05)	(85,796.05)	$ 41,736.00	$ 41.53	29.18%	Foundation	54.67%
MERCER COUNTY SD 404	MERCER	Unit	(144,076.59)	(113,459.08)	$ 30,617.51	$ 24.18	39.81%	Foundation	61.80%
ALT SCH-MONROE/RANDOLPH ROE	MONROE	Regional	(20,702.91)	(9,706.26)	$ 10,996.65	$ 140.95	0.00%	Lab & ROE	0.00%
SAFE SCH-MONROE/RANDOLPH ROE	MONROE	Regional	(4,776.37)	(2,239.33)	$ 2,537.04	$ 140.95	0.00%	Lab & ROE	0.00%
VALMEYER COMM UNIT SCH DIST 3	MONROE	Unit	(40,560.27)	(41,981.77)	$ (1,421.50)	$ (3.16)	18.80%	Foundation	67.22%
COLUMBIA COMM UNIT SCH DIST 4	MONROE	Unit	(116,111.46)	(159,653.51)	$ (43,542.05)	$ (22.37)	12.82%	Foundation	78.23%
WATERLOO COMM UNIT SCH DIST 5	MONROE	Unit	(163,212.51)	(239,923.62)	$ (76,711.11)	$ (29.95)	21.43%	Foundation	77.42%
PANHANDLE COMM UNIT SCH DIST 2	MONTGOMERY	Unit	(48,362.77)	(44,469.62)	$ 3,893.15	$ 8.59	48.71%	Foundation	67.10%
HILLSBORO COMM UNIT SCH DIST 3	MONTGOMERY	Unit	(180,657.42)	(143,459.45)	$ 37,197.97	$ 23.61	58.10%	Foundation	67.90%
LITCHFIELD C U SCHOOL DIST 12	MONTGOMERY	Unit	(224,075.19)	(105,817.27)	$ 118,257.92	$ 85.71	59.17%	Foundation	50.34%
NOKOMIS COMM UNIT SCH DIST 22	MONTGOMERY	Unit	(112,289.35)	(45,246.54)	$ 67,042.81	$ 116.06	67.32%	Foundation	42.88%
ALT SCH-BROWN/CASS/MORGAN/SCOTT R	MORGAN	Regional	(17,513.36)	(8,210.88)	$ 9,302.48	$ 140.95	0.00%	Lab & ROE	0.00%
SAFE SCH-BROWN/CASS/MORGAN/SCOTT	MORGAN	Regional	(3,380.61)	(1,584.95)	$ 1,795.66	$ 140.95	0.00%	Lab & ROE	0.00%
FRANKLIN C U SCHOOL DISTRICT 1	MORGAN	Unit	(17,820.03)	(34,928.59)	$ (17,108.56)	$ (60.94)	41.43%	Foundation	81.21%
WAVERLY C U SCHOOL DIST 6	MORGAN	Unit	(37,368.16)	(39,336.38)	$ (1,968.22)	$ (5.51)	48.99%	Foundation	67.70%
MEREDOSIA-CHAMBERSBURG CUSD 11	MORGAN	Unit	(10,150.74)	(25,482.35)	$ (15,331.61)	$ (74.85)	60.53%	Alternate	135.16%
TRIOPIA C U SCHOOL DISTRICT 27	MORGAN	Unit	(38,096.47)	(34,007.59)	$ 4,088.88	$ 11.94	32.22%	Foundation	61.09%
JACKSONVILLE SCHOOL DIST 117	MORGAN	Unit	(377,228.65)	(290,919.19)	$ 86,309.46	$ 27.54	65.08%	Foundation	69.76%

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SULLIVAN C U SCHOOL DIST 300	MOULTRIE	Unit	(152,673.31)	(93,389.22)	$ 59,284.09	$ 55.09	42.42%	Foundation	51.85%
OKAW Valley CUSD 302	MOULTRIE	Unit	(38,443.68)	(48,231.99)	$ (9,788.31)	$ (19.75)	41.05%	Foundation	75.72%
KINGS CONSOLIDATED SCH DIST 144	OGLE	Elementary	(3,931.59)	(10,955.31)	$ (7,023.72)	$ (79.76)	55.38%	Alternate	100.31%
CRESTON COMM CONS SCHOOL DIST 161	OGLE	Elementary	(3,878.47)	(12,306.99)	$ (8,428.52)	$ (77.48)	47.48%	Alternate	109.13%
ROCHELLE TWP HIGH SCH DIST 212	OGLE	High School	(55,750.76)	(113,695.82)	$ (57,945.06)	$ (63.40)	44.57%	Foundation	83.05%
OREGON C U SCHOOL DIST-220	OGLE	Unit	(126,658.35)	(166,378.21)	$ (39,719.86)	$ (28.61)	52.94%	Foundation	74.68%
FORRESTVILLE VALLEY C U S D 221	OGLE	Unit	(86,941.65)	(86,309.09)	$ 632.56	$ 0.81	40.34%	Foundation	62.83%
POLO COMM UNIT SCHOOL DIST 222	OGLE	Unit	(62,089.64)	(63,147.06)	$ (1,057.42)	$ (1.81)	49.62%	Foundation	67.62%
MERIDIAN C U SCH DIST 223	OGLE	Unit	(249,718.06)	(169,896.22)	$ 79,821.84	$ 46.39	30.45%	Foundation	47.90%
BYRON COMM UNIT SCHOOL DIST 226	OGLE	Unit	(19,966.76)	(183,864.02)	$ (163,897.26)	$ (110.90)	22.02%	Flat Grant	218.61%
ROCHELLE COMM CONS DIST 231	OGLE	Elementary	(173,002.05)	(147,785.54)	$ 25,216.51	$ 16.17	64.22%	Foundation	72.66%
ESWOOD C C DISTRICT 269	OGLE	Elementary	(3,252.85)	(10,812.24)	$ (7,559.39)	$ (86.98)	51.25%	Alternate	118.89%
ALT SCH-PEORIA ROE	PEORIA	Regional	(14,461.79)	(6,780.20)	$ 7,681.59	$ 140.95	0.00%	Lab & ROE	0.00%
SAFE SCH-PEORIA ROE	PEORIA	Regional	(8,785.87)	(4,119.13)	$ 4,666.74	$ 140.95	0.00%	Lab & ROE	0.00%
PLEASANT VALLEY SCH DIST 62	PEORIA	Elementary	(114,185.32)	(36,052.44)	$ 78,132.88	$ 175.83	89.11%	Foundation	38.66%
NORWOOD ELEM SCHOOL DIST 63	PEORIA	Elementary	(60,057.81)	(29,053.56)	$ 31,004.25	$ 81.32	57.00%	Foundation	51.39%
BARTONVILLE SCHOOL DIST 66	PEORIA	Elementary	(24,101.96)	(16,675.63)	$ 7,426.33	$ 34.84	71.80%	Foundation	76.39%
OAK GROVE SCHOOL DIST 68	PEORIA	Elementary	(47,854.92)	(28,977.81)	$ 18,877.11	$ 52.61	41.14%	Foundation	54.79%
PLEASANT HILL SCHOOL DIST 69	PEORIA	Elementary	(57,311.61)	(18,536.19)	$ 38,775.42	$ 177.80	83.68%	Foundation	30.21%
MONROE SCHOOL DIST 70	PEORIA	Elementary	(27,938.79)	(21,205.32)	$ 6,733.47	$ 22.58	26.34%	Foundation	66.75%
PEORIA SCHOOL DISTRICT 150	PEORIA	Unit	(2,171,593.08)	(1,495,840.91)	$ 675,752.17	$ 56.20	91.00%	Foundation	69.56%
FARMINGTON CENTRAL C U S D 265	PEORIA	Unit	(167,175.84)	(119,858.73)	$ 47,317.11	$ 36.40	38.33%	Foundation	55.83%
BRIMFIELD C U SCHOOL DIST 309	PEORIA	Unit	(46,438.03)	(61,978.19)	$ (15,540.16)	$ (22.77)	18.78%	Foundation	75.53%

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LIMESTONE COMM HIGH SCH DIST 310	PEORIA	High School	(54,765.02)	(113,767.34)	$ (59,002.32)	$ (60.70)	44.64%	Foundation	84.83%
LIMESTONE WALTERS C C S DIST 316	PEORIA	Elementary	(3,699.55)	(15,136.21)	$ (11,436.66)	$ (63.82)	15.30%	Alternate	97.10%
IL VALLEY CENTRAL UNIT DIST 321	PEORIA	Unit	(178,572.03)	(178,448.23)	$ 123.80	$ 0.06	34.82%	Foundation	70.07%
ELMWOOD C U SCHOOL DISTRICT 322	PEORIA	Unit	(65,782.40)	(60,399.87)	$ 5,382.53	$ 8.50	22.43%	Foundation	62.41%
DUNLAP C U SCHOOL DIST 323	PEORIA	Unit	(81,755.81)	(398,762.21)	$ (317,006.40)	$ (77.67)	12.38%	Alternate	100.36%
PEORIA HGHTS C U SCH DIST 325	PEORIA	Unit	(47,920.18)	(83,362.23)	$ (35,442.05)	$ (48.39)	57.42%	Foundation	86.46%
PRINCEVILLE C U SCH DIST 326	PEORIA	Unit	(75,019.54)	(67,755.39)	$ 7,264.15	$ 10.23	28.48%	Foundation	62.56%
ILLINI BLUFFS CU SCH DIST 327	PEORIA	Unit	(39,627.05)	(85,399.63)	$ (45,772.58)	$ (51.64)	27.54%	Foundation	85.38%
HOLLIS CONS SCHOOL DIST 328	PEORIA	Elementary	(1,153.14)	(8,184.60)	$ (7,031.46)	$ (75.71)	19.49%	Flat Grant	225.31%
TAMAROA SCHOOL DIST 5	PERRY	Elementary	(26,107.20)	(12,719.23)	$ 13,387.97	$ 122.48	66.51%	Foundation	26.08%
PINCKNEYVILLE SCH DIST 50	PERRY	Elementary	(88,926.13)	(48,247.53)	$ 40,678.60	$ 74.01	51.51%	Foundation	47.13%
PINCKNEYVILLE COMM H S DIST 101	PERRY	High School	(56,416.45)	(48,122.70)	$ 8,293.75	$ 20.51	39.64%	Foundation	52.08%
COMMUNITY CONS SCH DIST 204	PERRY	Elementary	(6,519.03)	(15,135.92)	$ (8,616.89)	$ (56.15)	34.26%	Foundation	87.17%
DU QUOIN C U SCHOOL DISTRICT 300	PERRY	Unit	(295,848.99)	(153,608.76)	$ 142,240.23	$ 103.98	61.03%	Foundation	31.46%
ARTHUR CUSD 305	PIATT	Unit	(81,760.59)	(129,418.06)	$ (47,657.47)	$ (40.78)	51.31%	Foundation	82.06%
SAFE SCH-KNOX ROE	PIATT	Regional	(5,047.03)	(2,366.23)	$ 2,680.80	$ 140.95	0.00%	Lab & ROE	0.00%
BEMENT COMM UNIT SCHOOL DIST 5	PIATT	Unit	(13,834.61)	(32,975.02)	$ (19,140.41)	$ (60.62)	50.98%	Foundation	91.56%
MONTICELLO C U SCHOOL DIST 25	PIATT	Unit	(27,574.95)	(141,368.92)	$ (113,793.97)	$ (75.49)	18.76%	Alternate	145.39%
DELAND-WELDON C U SCH DIST 57	PIATT	Unit	(5,768.33)	(23,983.24)	$ (18,214.91)	$ (94.49)	43.09%	Alternate	147.51%
CERRO GORDO C U SCHOOL DIST 100	PIATT	Unit	(57,374.19)	(47,876.36)	$ 9,497.83	$ 17.73	37.35%	Foundation	63.62%
PLEASANT HILL C U SCH DIST 3	PIKE	Unit	(41,805.62)	(30,249.71)	$ 11,555.91	$ 41.09	48.59%	Foundation	51.37%
GRIGGSVILLE-PERRY C U SCH DIST 4	PIKE	Unit	(59,548.08)	(45,380.05)	$ 14,168.03	$ 38.84	57.02%	Foundation	49.40%
PIKELAND C U SCH DIST 10	PIKE	Unit	(197,530.24)	(113,592.59)	$ 83,937.65	$ 71.25	54.16%	Foundation	46.33%

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WESTERN CUSD 12	PIKE	Unit	(85,487.81)	(48,023.32)	$ 37,464.49	$ 72.88	59.81%	Foundation	48.98%
POPE CO COMM UNIT DIST 1	POPE	Unit	(86,561.15)	(41,157.52)	$ 45,403.63	$ 91.11	45.21%	Foundation	40.66%
SAFE SCH-ALXNDR/JOHN/MASC/PULSKI/	PULASKI	Regional	(3,545.13)	(1,662.08)	$ 1,883.05	$ 140.95	0.00%	Lab & ROE	0.00%
CENTURY COMM UNIT SCH DIST 100	PULASKI	Unit	(89,947.33)	(35,734.36)	$ 54,212.97	$ 138.45	55.55%	Foundation	23.47%
MERIDIAN C U SCH DISTRICT 101	PULASKI	Unit	(153,875.93)	(55,322.13)	$ 98,553.80	$ 197.82	95.02%	Foundation	24.31%
PUTNAM CO C U SCHOOL DIST 535	PUTNAM	Unit	(22,496.34)	(91,389.22)	$ (68,892.88)	$ (86.46)	39.06%	Alternate	127.33%
COULTERVILLE UNIT SCHOOL DIST 1	RANDOLPH	Unit	(45,785.93)	(20,624.69)	$ 25,161.24	$ 119.66	69.78%	Foundation	35.65%
CHESTER N H SCHOOL DIST 122	RANDOLPH	High School	(5,961.82)	(4,774.75)	$ 1,187.07	$ 30.93	54.05%	Foundation	50.68%
RED BUD C U SCHOOL DIST 132	RANDOLPH	Unit	(24,091.30)	(95,425.74)	$ (71,334.44)	$ (77.99)	39.14%	Alternate	158.74%
PRAIRIE DU ROCHER C C S D 134	RANDOLPH	Elementary	(31,151.68)	(13,435.60)	$ 17,716.08	$ 115.85	44.99%	Foundation	29.21%
STEELEVILLE C U SCH DIST 138	RANDOLPH	Unit	(56,874.50)	(36,110.83)	$ 20,763.67	$ 53.53	38.26%	Foundation	48.98%
CHESTER COMM UNIT SCH DIST 139	RANDOLPH	Unit	(155,951.97)	(82,470.68)	$ 73,481.29	$ 81.74	54.36%	Foundation	44.17%
SPARTA C U SCHOOL DIST 140	RANDOLPH	Unit	(200,042.64)	(119,319.72)	$ 80,722.92	$ 70.05	61.72%	Foundation	47.92%
ALT SCH-CLAY/CWFORD/JSPER/LWRNCE/	RICHLAND	Regional	(6,633.85)	(3,110.18)	$ 3,523.67	$ 140.95	0.00%	Lab & ROE	0.00%
SAFE SCH-CLAY/CWFORD/JSPER/LWRNCE	RICHLAND	Regional	(5,307.08)	(2,488.15)	$ 2,818.93	$ 140.95	0.00%	Lab & ROE	0.00%
EAST RICHLAND CUSD 1	RICHLAND	Unit	(366,547.69)	(208,554.03)	$ 157,993.66	$ 72.60	58.03%	Foundation	47.66%
SAFE SCH-ROCK ISLAND ROE	ROCK ISLAND	Regional	(4,460.60)	(2,091.29)	$ 2,369.31	$ 140.95	0.00%	Lab & ROE	0.00%
HAMPTON SCHOOL DISTRICT 29	ROCK ISLAND	Elementary	(25,757.78)	(20,745.44)	$ 5,012.34	$ 22.15	29.18%	Foundation	59.59%
UNITED TWP HS DISTRICT 30	ROCK ISLAND	High School	(140,509.48)	(168,837.99)	$ (28,328.51)	$ (18.24)	58.41%	Foundation	77.39%
SILVIS SCHOOL DISTRICT 34	ROCK ISLAND	Elementary	(86,556.13)	(56,186.62)	$ 30,369.51	$ 53.01	62.07%	Foundation	56.60%
CARBON CLIFF-BARSTOW SCH DIST 36	ROCK ISLAND	Elementary	(78,415.77)	(30,286.35)	$ 48,129.42	$ 172.28	96.52%	Foundation	38.54%
EAST MOLINE SCHOOL DISTRICT 37	ROCK ISLAND	Elementary	(380,466.06)	(293,580.57)	$ 86,885.49	$ 34.42	71.56%	Foundation	62.81%
MOLINE-COAL VALLEY CUSD 40	ROCK ISLAND	Unit	(715,507.15)	(692,449.75)	$ 23,057.40	$ 3.45	59.25%	Foundation	71.66%

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ROCK ISLAND SCHOOL DISTRICT 41	ROCK ISLAND	Unit	(1,024,469.02)	(644,466.59)	$ 380,002.43	$ 62.44	69.52%	Foundation	54.72%
RIVERDALE C U SCHOOL DIST 100	ROCK ISLAND	Unit	(78,632.56)	(100,226.95)	$ (21,594.39)	$ (20.90)	26.00%	Foundation	73.34%
SHERRARD COMM UNIT SCH DIST 200	ROCK ISLAND	Unit	(220,252.38)	(138,038.41)	$ 82,213.97	$ 52.96	29.73%	Foundation	49.12%
ROCKRIDGE C U SCHOOL DIST 300	ROCK ISLAND	Unit	(40,931.36)	(112,331.87)	$ (71,400.51)	$ (64.81)	18.00%	Foundation	87.11%
ALT SCH-EDWD/GLTN/HDIN/POP/SLNE/	SALINE	Regional	(7,010.65)	(3,286.84)	$ 3,723.81	$ 140.95	0.00%	Lab & ROE	0.00%
SAFE SCH-EDWD/GLTN/HDIN/POP/SLNE/	SALINE	Regional	(7,883.67)	(3,696.14)	$ 4,187.53	$ 140.95	0.00%	Lab & ROE	0.00%
GALATIA C U SCHOOL DIST 1	SALINE	Unit	(59,528.11)	(35,656.95)	$ 23,871.16	$ 59.96	47.13%	Foundation	50.53%
CARRIER MILLS-STONEFORT CUSD 2	SALINE	Unit	(100,775.42)	(39,860.32)	$ 60,915.10	$ 152.39	72.78%	Foundation	25.38%
HARRISBURG C U SCHOOL DIST 3	SALINE	Unit	(422,749.17)	(182,462.39)	$ 240,286.78	$ 122.68	61.86%	Foundation	32.08%
ELDORADO COMM UNIT DISTRICT 4	SALINE	Unit	(247,794.16)	(101,036.33)	$ 146,757.83	$ 138.79	68.13%	Foundation	28.81%
ALT SCH-SANGAMON ROE	SANGAMON	Regional	(14,642.23)	(6,864.79)	$ 7,777.44	$ 140.95	0.00%	Lab & ROE	0.00%
SAFE SCH-SANGAMON ROE	SANGAMON	Regional	(3,354.08)	(1,572.51)	$ 1,781.57	$ 140.95	0.00%	Lab & ROE	0.00%
TRI CITY COMM UNIT SCH DIST 1	SANGAMON	Unit	(42,596.50)	(48,991.30)	$ (6,394.80)	$ (12.60)	41.62%	Foundation	73.40%
ROCHESTER COMM UNIT SCH DIST 3A	SANGAMON	Unit	(270,618.62)	(195,509.01)	$ 75,109.61	$ 33.67	12.56%	Foundation	55.00%
BALL CHATHAM C U SCHOOL DIST 5	SANGAMON	Unit	(268,407.50)	(422,237.75)	$ (153,830.25)	$ (35.69)	18.69%	Foundation	77.71%
PLEASANT PLAINS C U SCHOOL DIST 8	SANGAMON	Unit	(72,010.23)	(126,357.15)	$ (54,346.92)	$ (44.67)	14.84%	Foundation	78.55%
AUBURN COMM UNIT SCHOOL DIST 10	SANGAMON	Unit	(184,759.36)	(116,254.80)	$ 68,504.56	$ 56.80	38.22%	Foundation	46.56%
PAWNEE COMM UNIT SCHOOL DIST 11	SANGAMON	Unit	(14,277.48)	(48,888.32)	$ (34,610.84)	$ (60.06)	31.52%	Alternate	116.09%
RIVERTON C U SCHOOL DIST 14	SANGAMON	Unit	(214,607.51)	(109,103.62)	$ 105,503.89	$ 81.79	49.30%	Foundation	44.96%
WILLIAMSVILLE C U SCHOOL DIST 15	SANGAMON	Unit	(183,194.13)	(125,085.59)	$ 58,108.54	$ 40.13	12.06%	Foundation	53.02%
COMMUNITY UNIT SCHOOL DIST 16	SANGAMON	Unit	(22,749.21)	(73,512.74)	$ (50,763.53)	$ (65.84)	39.14%	Alternate	99.26%
SPRINGFIELD SCHOOL DISTRICT 186	SANGAMON	Unit	(1,730,423.35)	(1,672,633.62)	$ 57,789.73	$ 4.30	80.96%	Foundation	78.58%
SCHUYLER-INDUSTRY	SCHUYLER	Unit	(146,764.29)	(105,872.65)	$ 40,891.64	$ 38.56	38.33%	Foundation	52.07%

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WINCHESTER C U SCH DIST 1	SCOTT	Unit	(102,746.56)	(56,100.84)	$ 46,645.72	$ 80.33	46.96%	Foundation	40.04%
SCOTT-MORGAN C U SCHOOL DIST 2	SCOTT	Unit	(34,221.00)	(23,288.57)	$ 10,932.43	$ 49.69	54.69%	Foundation	51.22%
WINDSOR COMM UNIT SCH DIST 1	SHELBY	Unit	(48,838.86)	(38,163.13)	$ 10,675.73	$ 31.89	55.10%	Foundation	54.97%
COWDEN-HERRICK CUD 3A	SHELBY	Unit	(90,230.78)	(37,205.67)	$ 53,025.11	$ 135.96	64.38%	Foundation	27.29%
SHELBYVILLE C U SCHOOL DIST 4	SHELBY	Unit	(171,136.06)	(96,851.89)	$ 74,284.17	$ 65.73	49.15%	Foundation	50.46%
STEWARDSON-STRASBURG CU DIST 5A	SHELBY	Unit	(51,650.34)	(34,243.18)	$ 17,407.16	$ 50.63	44.19%	Foundation	48.93%
CENTRAL A & M C U DIST #21	SHELBY	Unit	(99,590.89)	(73,326.42)	$ 26,264.47	$ 33.64	40.71%	Foundation	56.78%
SAFE SCH-ST CLAIR ROE	ST CLAIR	Regional	(12,116.06)	(5,680.44)	$ 6,435.62	$ 140.95	0.00%	Lab & ROE	0.00%
LEBANON COMM UNIT SCH DIST 9	ST CLAIR	Unit	(62,452.63)	(64,675.40)	$ (2,222.77)	$ (3.88)	47.24%	Foundation	65.58%
MASCOUTAH C U DISTRICT 19	ST CLAIR	Unit	(563,472.27)	(361,392.63)	$ 202,079.64	$ 59.94	13.13%	Foundation	37.77%
ST LIBORY CONS SCH DIST 30	ST CLAIR	Elementary	(9,763.51)	(6,362.02)	$ 3,401.49	$ 39.81	22.22%	Foundation	58.40%
MARISSA C U SCH DIST 40	ST CLAIR	Unit	(107,082.83)	(57,431.07)	$ 49,651.76	$ 91.10	60.97%	Foundation	38.88%
NEW ATHENS C U SCHOOL DIST 60	ST CLAIR	Unit	(40,822.97)	(47,945.86)	$ (7,122.89)	$ (14.64)	40.37%	Foundation	73.20%
FREEBURG C C SCHOOL DIST 70	ST CLAIR	Elementary	(42,119.12)	(58,314.37)	$ (16,195.25)	$ (22.36)	28.10%	Foundation	80.39%
FREEBURG COMM H S DIST 77	ST CLAIR	High School	(31,294.21)	(72,428.68)	$ (41,134.47)	$ (70.65)	14.66%	Foundation	80.58%
SHILOH VILLAGE SCHOOL DIST 85	ST CLAIR	Elementary	(69,924.57)	(50,498.97)	$ 19,425.60	$ 34.41	27.66%	Foundation	55.56%
O FALLON C C SCHOOL DIST 90	ST CLAIR	Elementary	(279,561.29)	(287,475.38)	$ (7,914.09)	$ (2.40)	23.19%	Foundation	69.65%
CENTRAL SCHOOL DIST 104	ST CLAIR	Elementary	(21,341.67)	(53,267.84)	$ (31,926.17)	$ (61.36)	52.40%	Alternate	109.92%
PONTIAC-W HOLLIDAY SCH DIST 105	ST CLAIR	Elementary	(20,750.18)	(80,600.37)	$ (59,850.19)	$ (87.66)	43.40%	Alternate	143.88%
GRANT COMM CONS SCH DIST 110	ST CLAIR	Elementary	(66,241.80)	(66,502.88)	$ (261.08)	$ (0.42)	52.13%	Foundation	68.56%
WOLF BRANCH SCH DIST 113	ST CLAIR	Elementary	(44,988.57)	(76,493.98)	$ (31,505.41)	$ (37.51)	15.46%	Foundation	80.68%
WHITESIDE SCHOOL DIST 115	ST CLAIR	Elementary	(122,764.16)	(157,478.48)	$ (34,714.32)	$ (27.42)	43.96%	Foundation	69.28%
HIGH MOUNT SCHOOL DIST 116	ST CLAIR	Elementary	(75,334.72)	(38,925.56)	$ 36,409.16	$ 87.94	55.63%	Foundation	41.69%

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BELLEVILLE SCHOOL DIST 118	ST CLAIR	Elementary	(741,355.86)	(394,577.35)	$ 346,778.51	$ 94.90	64.76%	Foundation	38.63%
BELLE VALLEY SCHOOL DIST 119	ST CLAIR	Elementary	(177,444.97)	(93,794.46)	$ 83,650.51	$ 90.54	58.55%	Foundation	39.22%
SMITHTON C C SCHOOL DIST 130	ST CLAIR	Elementary	(45,289.95)	(43,922.97)	$ 1,366.98	$ 2.65	15.32%	Foundation	67.77%
MILLSTADT C C SCH DIST 160	ST CLAIR	Elementary	(32,749.84)	(75,362.05)	$ (42,612.21)	$ (55.59)	27.99%	Foundation	86.13%
HARMONY EMGE SCHOOL DIST 175	ST CLAIR	Elementary	(72,648.59)	(78,764.11)	$ (6,115.52)	$ (8.34)	56.25%	Foundation	73.18%
SIGNAL HILL SCH DIST 181	ST CLAIR	Elementary	(55,199.35)	(32,832.07)	$ 22,367.28	$ 68.70	56.98%	Foundation	46.79%
CAHOKIA COMM UNIT SCH DIST 187	ST CLAIR	Unit	(1,176,368.75)	(416,607.67)	$ 759,761.08	$ 226.88	100.00%	Foundation	19.31%
BROOKLYN UNIT DISTRICT 188	ST CLAIR	Unit	(37,180.15)	(15,870.64)	$ 21,309.51	$ 167.04	100.00%	Foundation	43.61%
EAST ST LOUIS SCHOOL DIST 189	ST CLAIR	Unit	(2,017,518.03)	(678,982.64)	$ 1,338,535.39	$ 245.25	100.00%	Foundation	18.55%
DUPO COMM UNIT SCH DISTRICT 196	ST CLAIR	Unit	(213,776.83)	(95,700.07)	$ 118,076.76	$ 114.60	58.36%	Foundation	33.22%
BELLEVILLE TWP HS DIST 201	ST CLAIR	High School	(496,455.92)	(550,812.95)	$ (54,357.03)	$ (11.99)	43.39%	Foundation	64.31%
O FALLON TWP HIGH SCH DIST 203	ST CLAIR	High School	(237,491.29)	(274,930.36)	$ (37,439.07)	$ (15.74)	19.01%	Foundation	63.59%
BRADFORD COMM UNIT SCH DIST 1	STARK	Unit	(8,690.02)	(22,732.42)	$ (14,042.40)	$ (57.12)	48.26%	Alternate	113.30%
STARK COUNTY C U SCH DIST 100	STARK	Unit	(56,044.57)	(75,639.77)	$ (19,595.20)	$ (28.92)	41.35%	Foundation	73.87%
FREEPORT SCHOOL DIST 145	STEPHENSON	Unit	(773,279.03)	(468,938.35)	$ 304,340.68	$ 80.74	80.85%	Foundation	48.74%
PEARL CITY C U SCH DIST 200	STEPHENSON	Unit	(66,774.90)	(52,795.86)	$ 13,979.04	$ 31.15	36.87%	Foundation	47.73%
DAKOTA COMM UNIT SCH DIST 201	STEPHENSON	Unit	(95,143.28)	(85,745.98)	$ 9,397.30	$ 11.76	38.09%	Foundation	59.32%
LENA WINSLOW C U SCH DIST 202	STEPHENSON	Unit	(93,726.96)	(75,508.96)	$ 18,218.00	$ 22.74	35.33%	Foundation	59.54%
ORANGEVILLE C U SCHOOL DIST 203	STEPHENSON	Unit	(45,528.25)	(37,591.94)	$ 7,936.31	$ 22.47	32.86%	Foundation	54.56%
ALT SCH-TAZEWELL ROE	TAZEWELL	Regional	(1,411.69)	(661.85)	$ 749.84	$ 140.95	0.00%	Lab & ROE	0.00%
SAFE SCH-TAZEWELL ROE	TAZEWELL	Regional	(3,133.83)	(1,469.25)	$ 1,664.58	$ 140.95	0.00%	Lab & ROE	0.00%
DISTRICT 50 SCHOOLS	TAZEWELL	Elementary	(134,316.34)	(66,301.94)	$ 68,014.40	$ 90.31	56.76%	Foundation	43.36%
CENTRAL SCHOOL DISTRICT 51	TAZEWELL	Elementary	(80,890.21)	(93,987.00)	$ (13,096.79)	$ (11.07)	16.65%	Foundation	75.24%

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WASHINGTON SCHOOL DIST 52	TAZEWELL	Elementary	(107,428.88)	(68,572.60)	$ 38,856.28	$ 42.10	25.47%	Foundation	58.05%
CREVE COEUR SCHOOL DISTRICT 76	TAZEWELL	Elementary	(155,132.41)	(67,243.88)	$ 87,888.53	$ 127.39	70.15%	Foundation	33.86%
ROBEIN SCHOOL DISTRICT 85	TAZEWELL	Elementary	(8,939.80)	(16,887.55)	$ (7,947.75)	$ (53.06)	38.40%	Foundation	81.51%
EAST PEORIA SCHOOL DISTRICT 86	TAZEWELL	Elementary	(72,818.66)	(181,706.58)	$ (108,887.92)	$ (67.91)	56.35%	Alternate	107.65%
RANKIN COMMUNITY SCHOOL DIST 98	TAZEWELL	Elementary	(14,803.65)	(21,914.01)	$ (7,110.36)	$ (31.46)	62.68%	Foundation	89.19%
N PEKIN & MARQUETTE HGHT S D 102	TAZEWELL	Elementary	(96,595.64)	(44,815.58)	$ 51,780.06	$ 89.74	56.67%	Foundation	47.09%
PEKIN PUBLIC SCHOOL DIST 108	TAZEWELL	Elementary	(368,773.12)	(328,349.38)	$ 40,423.74	$ 12.05	60.90%	Foundation	71.37%
SOUTH PEKIN SCHOOL DIST 137	TAZEWELL	Elementary	(59,786.23)	(24,328.47)	$ 35,457.76	$ 139.53	56.53%	Foundation	22.02%
PEKIN COMM H S DIST 303	TAZEWELL	High School	(107,437.45)	(209,106.42)	$ (101,668.97)	$ (54.36)	50.25%	Foundation	86.36%
WASHINGTON COMM H S DIST 308	TAZEWELL	High School	(85,812.47)	(137,843.28)	$ (52,030.81)	$ (46.96)	23.01%	Foundation	72.45%
EAST PEORIA COMM H S DIST 309	TAZEWELL	High School	(38,251.93)	(124,736.97)	$ (86,485.04)	$ (86.26)	49.53%	Alternate	101.49%
SPRING LAKE C C SCH DIST 606	TAZEWELL	Elementary	(10,290.44)	(9,356.11)	$ 934.33	$ 11.25	24.19%	Foundation	55.04%
DEER CREEK-MACKINAW CUSD 701	TAZEWELL	Unit	(134,643.90)	(96,691.52)	$ 37,952.38	$ 36.90	23.07%	Foundation	52.31%
TREMONT COMM UNIT DIST 702	TAZEWELL	Unit	(92,783.01)	(87,817.27)	$ 4,965.74	$ 5.46	16.37%	Foundation	62.52%
DELAVAN COMM UNIT DIST 703	TAZEWELL	Unit	(38,470.94)	(46,829.08)	$ (8,358.14)	$ (19.33)	42.63%	Foundation	71.90%
MORTON C U SCHOOL DISTRICT 709	TAZEWELL	Unit	(58,281.55)	(285,220.80)	$ (226,939.25)	$ (82.55)	18.51%	Alternate	100.46%
LICK CREEK C C SCH DISTRICT 16	UNION	Elementary	(13,868.88)	(8,615.44)	$ 5,253.44	$ 50.36	44.72%	Foundation	55.99%
COBDEN SCH UNIT DIST 17	UNION	Unit	(130,355.35)	(51,007.45)	$ 79,347.90	$ 149.88	70.65%	Foundation	25.43%
ANNA C C SCH DIST 37	UNION	Elementary	(123,456.46)	(53,375.97)	$ 70,080.49	$ 103.34	52.54%	Foundation	40.31%
JONESBORO C C SCHOOL DIST 43	UNION	Elementary	(89,049.06)	(27,258.59)	$ 61,790.47	$ 159.50	61.34%	Foundation	26.50%
DONGOLA SCH UNIT DIST 66	UNION	Unit	(59,649.11)	(27,461.20)	$ 32,187.91	$ 130.94	67.16%	Foundation	25.13%
ANNA JONESBORO COMM H S DIST 81	UNION	High School	(69,874.27)	(52,841.84)	$ 17,032.43	$ 37.17	50.04%	Foundation	50.47%
SHAWNEE C U SCH DIST 84	UNION	Unit	(29,512.98)	(44,290.24)	$ (14,777.26)	$ (41.51)	78.85%	Alternate	100.63%

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SAFE SCH-VERMILION ROE	VERMILION	Regional	(3,638.01)	(1,705.62)	$ 1,932.39	$ 140.95	0.00%	Lab & ROE	0.00%
BISMARCK HENNING C U SCHOOL DIST	VERMILION	Unit	(105,288.01)	(80,117.93)	$ 25,170.08	$ 33.55	32.51%	Foundation	50.16%
WESTVILLE C U SCHOOL DIST 2	VERMILION	Unit	(264,749.59)	(99,401.60)	$ 165,347.99	$ 146.51	56.50%	Foundation	21.90%
GEORGETOWN-RIDGE FARM C U D 4	VERMILION	Unit	(219,699.83)	(98,384.92)	$ 121,314.91	$ 122.25	67.06%	Foundation	32.53%
CATLIN C U SCH DIST 5	VERMILION	Unit	(74,453.54)	(47,698.51)	$ 26,755.03	$ 54.48	24.54%	Foundation	44.69%
ROSSVILLE-ALVIN CU SCH DIST 7	VERMILION	Unit	(62,880.99)	(32,640.38)	$ 30,240.61	$ 81.30	46.99%	Foundation	43.12%
POTOMAC C U SCH DIST 10	VERMILION	Unit	(32,562.50)	(20,278.44)	$ 12,284.06	$ 63.00	48.71%	Foundation	44.51%
HOOPESTON AREA C U SCH DIST 11	VERMILION	Unit	(264,487.78)	(128,370.41)	$ 136,117.37	$ 114.73	69.56%	Foundation	34.18%
JAMAICA C U SCHOOL DIST 12	VERMILION	Unit	(33,072.73)	(40,115.54)	$ (7,042.81)	$ (19.65)	56.10%	Foundation	75.44%
ARMSTRONG-ELLIS CONS SCH DIST 61	VERMILION	Elementary	(2,725.03)	(9,498.50)	$ (6,773.47)	$ (88.72)	55.84%	Flat Grant	211.20%
OAKWOOD COMM UNIT DIST #76	VERMILION	Unit	(154,203.95)	(87,134.42)	$ 67,069.53	$ 70.77	43.46%	Foundation	44.29%
DANVILLE C C SCHOOL DIST 118	VERMILION	Unit	(1,355,103.26)	(621,836.70)	$ 733,266.56	$ 135.65	89.53%	Foundation	40.35%
ARMSTRONG TWP HS DIST 225	VERMILION	High School	(972.84)	(7,622.43)	$ (6,649.59)	$ (108.53)	30.47%	Flat Grant	208.88%
ALLENDALE C C SCHOOL DIST 17	WABASH	Unit	(27,230.01)	(14,503.45)	$ 12,726.56	$ 86.49	53.68%	Foundation	39.66%
WABASH C U SCH DIST 348	WABASH	Unit	(226,478.27)	(143,167.23)	$ 83,311.04	$ 57.54	49.03%	Foundation	48.35%
ALT SCH-HENDERSON/MERCER/WARREN R	WARREN	Regional	(6,901.86)	(3,235.83)	$ 3,666.03	$ 140.95	0.00%	Lab & ROE	0.00%
SAFE SCH-HENDERSON/MERCER/WARREN	WARREN	Regional	(626.24)	(293.60)	$ 332.64	$ 140.95	0.00%	Lab & ROE	0.00%
MONMOUTH-ROSEVILLE	WARREN	Unit	(326,563.51)	(131,464.14)	$ 195,099.37	$ 122.09	65.66%	Foundation	38.63%
UNITED CUSD 304	WARREN	Unit	(42,981.99)	(87,777.52)	$ (44,795.53)	$ (51.79)	51.66%	Foundation	89.52%
OAKDALE C C SCHOOL DISTRICT 1	WASHINGTON	Elementary	(11,506.40)	(7,575.10)	$ 3,931.30	$ 51.12	52.47%	Foundation	52.06%
WEST WASHINGTON CO C U DIST 10	WASHINGTON	Unit	(53,585.71)	(59,070.27)	$ (5,484.56)	$ (10.36)	36.16%	Foundation	65.54%
IRVINGTON C C SCH DISTRICT 11	WASHINGTON	Elementary	(8,641.10)	(7,005.73)	$ 1,635.37	$ 26.32	76.83%	Foundation	67.94%
ASHLEY C C SCH DISTRICT 15	WASHINGTON	Elementary	(21,986.36)	(12,458.83)	$ 9,527.53	$ 67.84	78.63%	Foundation	64.38%

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District Name	County	District Type	Loss Due to Proration	Lesser of $ per Student or % of OEPP	Gain / (Loss) with Wtd per Pupil vs Proration	Gain / (Loss) per Pupil	Low-Income %	Formula Type	Local Resources as % of F Level
HOYLETON CONS SCH DISTRICT 29	WASHINGTON	Elementary	(5,092.15)	(5,549.81)	$ (457.66)	$ (10.26)	95.12%	Alternate	123.51%
NASHVILLE C C SCH DISTRICT 49	WASHINGTON	Elementary	(34,884.54)	(42,642.79)	$ (7,758.25)	$ (15.87)	42.44%	Foundation	78.30%
NASHVILLE COMM H S DISTRICT 99	WASHINGTON	High School	(32,632.32)	(43,072.05)	$ (10,439.73)	$ (27.22)	31.13%	Foundation	70.68%
NEW HOPE C C SCHOOL DIST 6	WAYNE	Elementary	(35,948.25)	(13,839.86)	$ 22,108.39	$ 119.77	38.09%	Foundation	30.77%
GEFF C C SCHOOL DISTRICT 14	WAYNE	Elementary	(27,997.34)	(9,275.92)	$ 18,721.42	$ 182.90	76.21%	Foundation	19.22%
JASPER COMM CONS SCHOOL DIST 17	WAYNE	Elementary	(34,618.17)	(16,157.68)	$ 18,460.49	$ 128.67	67.47%	Foundation	24.91%
WAYNE CITY C U SCHOOL DIST 100	WAYNE	Unit	(96,240.77)	(45,817.74)	$ 50,423.03	$ 97.39	43.19%	Foundation	35.46%
FAIRFIELD PUBLIC SCHOOL DIST 112	WAYNE	Elementary	(124,383.60)	(57,390.60)	$ 66,993.00	$ 112.59	60.22%	Foundation	33.75%
NORTH WAYNE C U SCHOOL DIST 200	WAYNE	Unit	(74,829.33)	(39,723.72)	$ 35,105.61	$ 83.98	40.45%	Foundation	37.39%
FAIRFIELD COMM H S DIST 225	WAYNE	High School	(78,029.52)	(40,960.01)	$ 37,069.51	$ 88.99	47.68%	Foundation	36.48%
GRAYVILLE C U SCHOOL DIST 1	WHITE	Unit	(60,478.27)	(27,320.17)	$ 33,158.10	$ 111.48	52.49%	Foundation	32.11%
NORRIS CITY-OMAHA-ENFIELD CUSD 3	WHITE	Unit	(134,179.64)	(55,780.71)	$ 78,398.93	$ 117.03	59.69%	Foundation	36.48%
CARMI-WHITE COUNTY C U S DIST 5	WHITE	Unit	(195,312.08)	(118,211.26)	$ 77,100.82	$ 62.76	57.06%	Foundation	50.93%
SAFE SCH-WHITESIDE ROE	WHITESIDE	Regional	(3,547.79)	(1,663.33)	$ 1,884.46	$ 140.95	0.00%	Lab & ROE	0.00%
ERIE COMM UNIT SCH DIST 1	WHITESIDE	Unit	(9,799.14)	(74,584.66)	$ (64,785.52)	$ (108.06)	30.00%	Flat Grant	294.01%
RIVER BEND COMM UNIT DIST 2	WHITESIDE	Unit	(99,795.96)	(81,668.29)	$ 18,127.67	$ 20.34	32.63%	Foundation	60.87%
PROPHETSTOWN-LYNDON-TAMPICO CUSD3	WHITESIDE	Unit	(104,902.35)	(79,820.29)	$ 25,082.06	$ 31.87	50.23%	Foundation	57.68%
STERLING C U DIST 5	WHITESIDE	Unit	(417,434.90)	(299,396.87)	$ 118,038.03	$ 39.04	61.23%	Foundation	60.72%
MORRISON COMM UNIT SCH DIST 6	WHITESIDE	Unit	(123,490.89)	(93,292.82)	$ 30,198.07	$ 30.16	35.12%	Foundation	57.04%
ROCK FALLS ELEMENTARY SCH DIST 13	WHITESIDE	Elementary	(261,382.89)	(84,680.53)	$ 176,702.36	$ 180.31	83.91%	Foundation	29.58%
EAST COLOMA - NELSON CESD 20	WHITESIDE	Elementary	(28,843.71)	(23,832.66)	$ 5,011.05	$ 18.29	52.43%	Foundation	69.20%
MONTMORENCY C C SCH DIST 145	WHITESIDE	Elementary	(38,151.65)	(26,260.96)	$ 11,890.69	$ 39.55	30.60%	Foundation	54.83%
ROCK FALLS TWP H S DIST 301	WHITESIDE	High School	(100,804.04)	(76,940.93)	$ 23,863.11	$ 38.58	61.26%	Foundation	51.33%

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ALT SCH-GRUNDY/KENDALL ROE	WILL	Regional	(13,180.13)	(6,179.31)	$ 7,000.82	$ 140.95	0.00%	Lab & ROE	0.00%
ALT SCH-WILL ROE	WILL	Regional	(3,714.96)	(1,741.70)	$ 1,973.26	$ 140.95	0.00%	Lab & ROE	0.00%
SAFE SCH-WILL ROE	WILL	Regional	(25,346.60)	(11,883.38)	$ 13,463.22	$ 140.95	0.00%	Lab & ROE	0.00%
ALOP-WILL ROE	WILL	Regional	(5,354.85)	(2,510.54)	$ 2,844.31	$ 140.95	0.00%	Lab & ROE	0.00%
CHANNAHON SCHOOL DISTRICT 17	WILL	Elementary	(16,082.89)	(130,311.56)	$ (114,228.67)	$ (91.21)	20.37%	Flat Grant	189.33%
TROY COMM CONS SCH DIST 30C	WILL	Elementary	(206,381.56)	(493,432.46)	$ (287,050.90)	$ (64.43)	33.74%	Foundation	85.85%
HOMER COMM CONS SCH DIST 33C	WILL	Elementary	(72,691.30)	(415,387.23)	$ (342,695.93)	$ (102.64)	22.69%	Alternate	109.23%
LARAWAY C C SCHOOL DIST 70C	WILL	Elementary	(36,507.99)	(44,556.47)	$ (8,048.48)	$ (22.47)	88.51%	Flat Grant	284.07%
UNION SCHOOL DIST 81	WILL	Elementary	(4,253.49)	(12,825.15)	$ (8,571.66)	$ (83.15)	59.17%	Flat Grant	327.23%
ROCKDALE SCHOOL DISTRICT 84	WILL	Elementary	(24,560.64)	(30,414.68)	$ (5,854.04)	$ (21.21)	82.25%	Alternate	174.15%
JOLIET SCHOOL DIST 86	WILL	Elementary	(3,040,951.52)	(1,161,099.73)	$ 1,879,851.79	$ 174.31	92.67%	Foundation	33.18%
CHANEY-MONGE SCH DISTRICT 88	WILL	Elementary	(82,174.23)	(49,314.86)	$ 32,859.37	$ 74.64	76.47%	Foundation	53.06%
RICHLAND SCHOOL DIST 88A	WILL	Elementary	(30,880.24)	(99,440.25)	$ (68,560.01)	$ (77.27)	46.30%	Alternate	111.96%
FAIRMONT SCHOOL DISTRICT 89	WILL	Elementary	(57,997.89)	(33,792.75)	$ 24,205.14	$ 89.11	100.00%	Foundation	76.94%
TAFT SCHOOL DISTRICT 90	WILL	Elementary	(30,565.49)	(30,239.71)	$ 325.78	$ 1.05	49.42%	Foundation	70.69%
LOCKPORT SCHOOL DIST 91	WILL	Elementary	(29,527.78)	(61,700.93)	$ (32,173.15)	$ (55.20)	41.33%	Foundation	85.94%
WILL COUNTY SCHOOL DISTRICT 92	WILL	Elementary	(32,759.63)	(198,299.00)	$ (165,539.37)	$ (103.85)	29.86%	Alternate	168.23%
MANHATTAN SCHOOL DIST 114	WILL	Elementary	(111,195.92)	(116,282.88)	$ (5,086.96)	$ (3.91)	17.19%	Foundation	68.82%
NEW LENOX SCHOOL DIST 122	WILL	Elementary	(133,395.10)	(533,516.91)	$ (400,121.81)	$ (80.77)	16.70%	Foundation	90.85%
FRANKFORT C C SCH DIST 157C	WILL	Elementary	(42,850.51)	(257,015.71)	$ (214,165.20)	$ (91.25)	9.65%	Alternate	120.88%
MOKENA SCHOOL DIST 159	WILL	Elementary	(31,620.77)	(155,889.73)	$ (124,268.96)	$ (79.95)	22.79%	Alternate	130.98%
SUMMIT HILL SCHOOL DIST 161	WILL	Elementary	(68,107.09)	(360,008.59)	$ (291,901.50)	$ (90.25)	17.45%	Alternate	97.70%
BEECHER C U SCH DIST 200U	WILL	Unit	(60,534.56)	(98,367.64)	$ (37,833.08)	$ (38.42)	29.43%	Foundation	79.30%

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CRETE MONEE C U SCHOOL DIST 201U	WILL	Unit	(551,423.64)	(567,236.28)	$ (15,812.64)	$ (3.47)	57.72%	Foundation	65.68%
PLAINFIELD SCHOOL DIST 202	WILL	Unit	(3,376,847.40)	(2,553,291.02)	$ 823,556.38	$ 31.64	26.53%	Foundation	53.20%
ELWOOD C C SCH DIST 203	WILL	Elementary	(9,226.65)	(38,511.81)	$ (29,285.16)	$ (79.88)	29.69%	Alternate	94.44%
JOLIET TWP HS DIST 204	WILL	High School	(365,661.54)	(737,859.64)	$ (372,198.10)	$ (62.75)	66.69%	Alternate	95.71%
LOCKPORT TWP HS DIST 205	WILL	High School	(83,078.97)	(432,642.52)	$ (349,563.55)	$ (100.52)	29.22%	Alternate	113.28%
PEOTONE C U SCH DIST 207U	WILL	Unit	(38,958.73)	(184,387.67)	$ (145,428.94)	$ (90.51)	30.10%	Alternate	106.39%
WILMINGTON C U SCH DIST 209U	WILL	Unit	(76,001.06)	(153,569.88)	$ (77,568.82)	$ (57.19)	41.61%	Foundation	83.97%
LINCOLN WAY COMM H S DIST 210	WILL	High School	(231,396.40)	(862,398.80)	$ (631,002.40)	$ (91.03)	13.08%	Foundation	88.15%
REED CUSTER C U SCH DIST 255U	WILL	Unit	(33,449.95)	(188,477.04)	$ (155,027.09)	$ (102.33)	40.04%	Flat Grant	218.14%
VALLEY VIEW CUSD #365U	WILL	Unit	(1,600,001.52)	(2,031,248.83)	$ (431,247.31)	$ (26.41)	56.30%	Foundation	73.42%
JOHNSTON CITY C U SCH DIST 1	WILLIAMSON	Unit	(218,399.52)	(95,393.69)	$ 123,005.83	$ 113.97	66.86%	Foundation	40.14%
MARION COMM UNIT SCH DIST 2	WILLIAMSON	Unit	(406,378.44)	(300,994.26)	$ 105,384.18	$ 28.48	56.00%	Foundation	69.05%
CRAB ORCHARD C U SCH DIST 3	WILLIAMSON	Unit	(79,182.50)	(34,467.30)	$ 44,715.20	$ 99.40	43.71%	Foundation	39.45%
HERRIN C U SCH DIST 4	WILLIAMSON	Unit	(489,383.82)	(198,784.44)	$ 290,599.38	$ 129.27	69.52%	Foundation	35.96%
CARTERVILLE C U SCH DIST 5	WILLIAMSON	Unit	(342,882.53)	(163,317.43)	$ 179,565.10	$ 89.12	41.83%	Foundation	41.10%
ALT SCH-BOONE/WINNEBAGO ROE	WINNEBAGO	Regional	(7,440.53)	(3,488.38)	$ 3,952.15	$ 140.95	0.00%	Lab & ROE	0.00%
SAFE SCH-BOONE/WINNEBAGO ROE	WINNEBAGO	Regional	(34,456.20)	(16,154.29)	$ 18,301.91	$ 140.95	0.00%	Lab & ROE	0.00%
ALOP-BOONE/WINNEBAGO ROE	WINNEBAGO	Regional	(33,588.49)	(15,747.47)	$ 17,841.02	$ 140.95	0.00%	Lab & ROE	0.00%
HARLEM UNIT DIST 122	WINNEBAGO	Unit	(984,019.57)	(776,689.61)	$ 207,329.96	$ 32.34	57.68%	Foundation	53.11%
KINNIKINNICK C C SCH DIST 131	WINNEBAGO	Elementary	(160,749.92)	(148,776.52)	$ 11,973.40	$ 6.73	24.75%	Foundation	67.67%
PRAIRIE HILL C C SCH DIST 133	WINNEBAGO	Elementary	(80,909.55)	(68,926.64)	$ 11,982.91	$ 16.57	19.74%	Foundation	59.10%
SHIRLAND C C SCHOOL DIST 134	WINNEBAGO	Elementary	(3,347.97)	(13,383.98)	$ (10,036.01)	$ (84.15)	36.28%	Alternate	95.92%
ROCKTON SCH DIST 140	WINNEBAGO	Elementary	(167,940.88)	(116,999.66)	$ 50,941.22	$ 35.59	28.66%	Foundation	58.19%

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ROCKFORD SCHOOL DIST 205	WINNEBAGO	Unit	(4,955,974.08)	(3,100,116.46)	$ 1,855,857.62	$ 74.48	85.89%	Foundation	57.14%
HONONEGAH COMM H S DIST 207	WINNEBAGO	High School	(206,190.86)	(228,552.62)	$ (22,361.76)	$ (11.40)	21.19%	Foundation	61.82%
SOUTH BELOIT C U SCH DIST 320	WINNEBAGO	Unit	(172,317.40)	(104,212.21)	$ 68,105.19	$ 69.92	66.05%	Foundation	49.21%
PECATONICA C U SCH DIST 321	WINNEBAGO	Unit	(107,040.11)	(93,278.54)	$ 13,761.57	$ 15.72	28.51%	Foundation	56.25%
DURAND C U SCH DIST 322	WINNEBAGO	Unit	(45,555.81)	(70,072.41)	$ (24,516.60)	$ (43.53)	28.57%	Foundation	71.84%
WINNEBAGO C U SCH DIST 323	WINNEBAGO	Unit	(167,706.84)	(147,848.32)	$ 19,858.52	$ 14.16	28.72%	Foundation	57.30%
SAFE SCH-MARSHALL/PUTNAM/WOODFORD	WOODFORD	Regional	(5,423.84)	(2,542.89)	$ 2,880.95	$ 140.95	0.00%	Lab & ROE	0.00%
METAMORA C C SCH DIST 1	WOODFORD	Elementary	(67,330.41)	(67,438.00)	$ (107.59)	$ (0.13)	21.13%	Foundation	70.67%
RIVERVIEW C C SCHOOL DISTRICT 2	WOODFORD	Elementary	(15,564.40)	(17,638.70)	$ (2,074.30)	$ (9.62)	44.34%	Foundation	78.73%
FIELDCREST CUSD #6	WOODFORD	Unit	(105,172.37)	(121,609.72)	$ (16,437.35)	$ (15.05)	44.65%	Foundation	69.78%
EL PASO-GRIDLEY CUSD 11	WOODFORD	Unit	(97,658.33)	(127,508.36)	$ (29,850.03)	$ (26.28)	33.63%	Foundation	70.85%
LOWPOINT-WASHBURN C U S DIST 21	WOODFORD	Unit	(38,848.09)	(40,525.58)	$ (1,677.49)	$ (4.74)	53.75%	Foundation	67.76%
ROANOKE BENSON C U S DIST 60	WOODFORD	Unit	(33,950.20)	(58,364.47)	$ (24,414.27)	$ (46.75)	31.24%	Foundation	78.28%
GERMANTOWN HILLS SCHOOL DIST 69	WOODFORD	Elementary	(78,913.22)	(66,706.51)	$ 12,206.71	$ 14.26	15.53%	Foundation	66.17%
METAMORA TWP H S DIST 122	WOODFORD	High School	(78,714.65)	(109,269.47)	$ (30,554.82)	$ (33.88)	16.37%	Foundation	68.05%
EUREKA C U DIST 140	WOODFORD	Unit	(153,887.59)	(141,471.73)	$ 12,415.86	$ 7.91	25.48%	Foundation	65.00%
TOTALS			(216,821,347.51)	(216,821,357.66)	$ (10.15)				

Illinois State Board of Education
General State Aid
Proration vs. Capped Per Pupil Cut
May 14, 2015

Foundation Level $6,119

	District A	District B
Available Local Resources as a % of the Foundation Level	48%	77%
Low Income %	57%	39%

General State Aid and Local Resources Combined

Fully Funded General State Aid

	District A	District B	Diff
Available Local Resources	$ 2,937	$ 4,712	
General State Aid	$ 4,353	$ 2,112	
Total Resources	**$ 7,290**	**$ 6,824**	**$ 466**

Prorated General State Aid (95.7%)

	District A	District B	Diff
Available Local Resources	$ 2,937	$ 4,712	
General State Aid	$ 4,163	$ 2,020	
Total Resources	**$ 7,100**	**$ 6,732**	**$ 368**
Loss as a % of Total Resources	-2.6%	-1.3%	

$124 Per Pupil Cut General State Aid

	District A	District B	Diff
Available Local Resources	$ 2,937	$ 4,712	
General State Aid	$ 4,229	$ 1,988	
Total Resources	**$ 7,166**	**$ 6,700**	**$ 466**
Loss as a % of Total Resources	-1.7%	-1.8%	

DRAFT

Pending Approval

Illinois State Board of Education Meeting
100 North First Street
Springfield, Illinois
April 15, 2015

ROLL CALL

Chairman Meeks called the meeting to order at 10:33 a.m. a.m. Dr. Koch was in attendance and a quorum was present.

Members Present
Mr. James Meeks, Chairman
Ms. Melinda LaBarre
Mr. Steven Gilford
Mr. Curt Bradshaw
Mr. Eligio Pimentel
Mr. John Sanders
Ms. Lula Ford
Mr. Craig Lindvahl

PUBLIC PARTICIPATION

Jack Wuest of the Alternative Schools Network spoke in support of continuing Truants' Alternative Optional Education Program (TAOEP) funding eligibility for any charter school.

Chief Executive Officer of Elgin School District Unit-46, Tony Sanders discussed his support of the staff recommendation for the distribution of the $96 million supplemental appropriation to school districts. He explained to the Board that his district has been preparing for the current cuts by using discretionary spending. He also stated his support for Superintendent Koch.

Jonathon Doster from Ounce Prevention Fund expressed his concerns over the funding cuts from PA 99-1 to the Early Childhood Block Grant, specifically concerns that any cuts to the Childhood Block Grant jeopardizes the future of federal funding awarded to the state as part of the Preschool Development Grant program. He asked for the Board's support in keeping early childhood programs funded.

Larry Sondler and Julie Peters with the Illinois Coalition for edTPA Rule Change discussed their concerns with the edTPA teacher licensure exam. They both encouraged the Board to consider re-visiting the adoption of the edTPA as the sole evidence-based assessment of student teachers' performance until it can be assured that this assessment is an accurate predictor of teacher performance in the classroom.

Amee Adkins, Associate Dean of Assessment and Undergraduate Education at Illinois State University discussed her support of edTPA. She believes student teachers will receive far more actionable information about the qualities of their teaching effectiveness through this assessment and will be able to use their edTPA results to chart their early professional development agenda.

RESOLUTIONS & RECOGNITION

Ms. LaBarre moved that the State Board of Education adopt the resolution honoring C. Dennis Hoffman, Mount Vernon City School District 80 Board President. Mr. Gilford seconded the motion and it passed with a unanimous voice vote.

CONSENT AGENDA

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 March 18, 2015 Board Meeting and the minutes for the special Board Meeting on April 2, 2015.

Rules for Initial Review

Part 210 (Illinois Hope and Opportunity Pathways through Education Program)

This rulemaking updates the references in the rules to the statutory citation for the new State assessments (P.A. 98-972, effective August 15, 2015) and makes other minor technical changes.

The State Board of Education hereby authorizes solicitation of public comment on the proposed amendments for the Illinois Hope and Opportunity Pathways through Education Program (23 Illinois Administrative Code 210), including publication of the proposed amendments in the Illinois Register.

Part 232 (Summer Bridges Program)

This rulemaking updates the references in the rules to the statutory citation for the new State assessments (P.A. 98-972, effective August 15, 2015) and makes other minor technical changes.

The State Board of Education hereby authorizes solicitation of public comment on the proposed amendments for the Summer Bridges Program (23 Illinois Administrative Code 232), including publication of the proposed amendments in the Illinois Register.

Part 240 (Alternative Learning Opportunities Program)

This rulemaking updates the references in the rules to the statutory citation for the new State assessments (P.A. 98-972, effective August 15, 2015) and makes other minor technical changes.

The State Board of Education hereby authorizes solicitation of public comment on the proposed amendments for the Alternative Learning Opportunities Program (23 Illinois Administrative Code 240), including publication of the proposed amendments in the Illinois Register.

Rules for Adoption

Part 650 (Charter Schools)

This rulemaking responds to two recently enacted public acts. P.A. 98-783, effective January 1, 2015, adds Section 27A-10.10 to the School Code, which addresses the procedures for the disposition of unspent public funds and other property and assets at the time that a charter school closes. P.A. 98-1048, effective August 25, 2014, amended Section 27A-6(e) of the School Code regarding material revisions to a certified charter school contract.

The State Board of Education hereby adopts the proposed rulemaking for Charter Schools (23 Illinois Administrative Code 650). 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.

Part 1105 (Procurement by the State Board of Education)

As a result of statutory changes in the Illinois Procurement Code and an informal opinion of the Illinois Attorney General, the State Board of Education is now under the Chief Procurement Officer for General Services for purposes of procurement, necessitating the repeal of Part 1105.

The State Board of Education hereby adopts the proposed rulemaking for Procurement by the State Board of Education (44 Illinois Administrative Code 1105). 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.

Contracts and Grants Over $1 Million

Request to Contract for EMC Equipment, Maintenance, Support, Training and Services

The Information Technology Division (IT) requests to award an agency specific master contract for the procurement of EMC equipment, maintenance, support, training and services which will exceed $1 million over 5 years to Computer Discount Warehouse (CDW).

The State Board hereby authorizes the State Superintendent to execute an agency specific contract for EMC hardware, maintenance, support, training and services with CDW. The initial contract term will not exceed $1,974,000.

Request to Award Contracts for Information Technology Programmer Analysts

The Information Technology Division seeks to award eight contracts to acquire nine programmer analysts on a time and materials basis to assist in the development and maintenance of various agency web-based applications. These eight individual contracts are the result of the issuance of three (3) separate requests for sealed proposals (RFSP) that were previously approved by the Board on June 18, 2014. The contracts have been awarded to the responsive bidder whose offer best met the specified criteria outlined in the RFSP and as allowed under the Illinois Procurement Code and Illinois Administrative Code.

The State Board hereby authorizes agency staff to execute eight contracts to procure nine programmer analysts who will assist in the development and maintenance of various agency web-based applications. The initial term for each contract will begin upon execution, and extend through June 30, 2016. The initial contract term and one possible one-year renewal will not exceed $3,198,888.

Renewal of Intergovernmental Agreement with Illinois State University to Administer Illinois National Board Professional Preparation and Support System

The Illinois State Board of Education (ISBE) Educator Licensure Division requests the Board to authorize the State Superintendent to enter into a contract agreement with Illinois State University (ISU) for $298,000 which will increase the total to $1,968,928 to support teachers seeking National Board for Professional Teaching Standards (NBPTS) certification.

The State Board of Education hereby authorizes the State Superintendent to renew the Intergovernmental Agreement through June 30, 2016, for $298,000 with Illinois State University to administer the Illinois National Board Professional Preparation and Support System (subject to appropriation). The total contract will not exceed $1,968,928.

CAHOKIA COMMUNITY UNIT DISTRICT 187 FINANCIAL PLAN

The State Board of Education hereby authorizes the approval of the Financial Plan for the Cahokia Community Unit School District 187 Financial Plan as presented and furthermore authorizes the Cahokia Community Unit School District 187 to issue Working Cash Fund Bonds in an amount not to exceed $4,000,000.

END OF THE CONSENT AGENDA

DISTRICT OVERSIGHT

Superintendent Koch gave a brief update on North Chicago and East St. Louis.

LEGISLATIVE UPDATE

Marcy Dutton updated the Board on current legislation. Mr. Bradshaw gave a brief update on Senate Bill 1 with Amanda Elliot giving a status update on the legislation as it stands in the legislature.

FY15 BUDGET & DISTRICT STATE FUNDING ADJUSTMENTS

Robert Wolfe discussed the impact PA99-0001 has on the FY15 budget. He is recommending funding be appropriated to school districts in financial distress. Mr. Wolfe explained the steps and methodology that determines which school districts will receive this appropriation. There was discussion between the Board and Mr. Wolfe regarding funding cuts and the possibility of using different measurements in drafting the budget in the future. Chairman Meeks suggested the Board discuss this further at a later date.

Ms. Ford moved that the State Board of Education hereby approves the criteria for distributing $97 million in supplemental appropriation for school districts in financial distress as appropriated by Public Act 99-0001.

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

CLOSED SESSION

Mr. Lindvahl moved 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) The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body, and
>
> Section c (11) for the purpose of considering pending or probably litigation against or affecting the Board, and
>
> Section c (29) Meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America.

Mr. Bradshaw seconded the motion and the Board entered into closed session at 1:00 p.m.

The Board reconvened the open meeting at 1:54 p.m.

AUDIT REPORTS

Mr. Sanders moved that the Board hereby accept the following reports from the Office of the Auditor General:

> Illinois State Board of Education Financial Audit for the Year Ended June 30, 2014, and;
>
> Illinois State Board of Education Compliance Examination for the two years ended June 30, 2014, and;
>
> State of Illinois Single Audit Report for the year ended June 30, 2014 as it relates to ISBE.

Ms. Ford seconded the motion and they passed with a unanimous voice vote.

SEVERANCE AGREEMENT

Mr. Gilford moved that the State Board of Education hereby authorize Chairman James Meeks to enter into a severance agreement on behalf of the Board with Dr. Christopher Koch and to pay Dr. Koch an amount not to exceed $89,000 for a release of all claims against the Board.

Mr. Lindvahl seconded the motion and it passed with a unanimous voice vote.

SUPERINTENDENT'S CONTRACT

Mr. Pimentel moved that the State Board of Education, pursuant to Article 1A-4 of the Illinois School Code, Powers and duties of the Board, hereby appoints Dr. Anthony Smith as Illinois State Superintendent of Education effective May 1, 2015, pursuant to a performance-based contract—which shall include the duties, powers and responsibilities of the State Superintendent as well as the goals and indicators of student performance and academic improvement used to measure the performance and effectiveness of the State Superintendent—at an annual salary of $225,000 and with related benefits. Further, the Board authorizes its Chairman and/or his designee, with the advice of the Board's General Counsel, to execute such a performance-based contract.

Mr. Sanders seconded the motion and it passed with a unanimous voice vote.

INFORMATION ITEMS

ISBE Fiscal & Administrative Monthly Reports *(available online at http://isbe.net/board/fiscal_admin_rep.htm)*

MOTION FOR ADJOURNMENT

Chairman Meeks moved that the meeting be adjourned. Mr. Sanders seconded the motion and it passed with a unanimous voice vote. The meeting adjourned at 2:03 p.m.

Respectfully Submitted,

Ms. Melinda LaBarre
Board Secretary

Mr. James T. Meeks
Chairman

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 14, 2015

TO: **Illinois State Board of Education**

FROM: **Tony Smith, Ph.D., State Superintendent of Education**
Susie Morrison, Deputy Superintendent/Chief Education Officer
Marcy Dutton, Acting General Counsel

***Agenda Topic*:** **Part 1 (Public Schools Evaluation, Recognition and Supervision) Proposed Amendments for Initial Review**

***Materials*:** **Recommended Rules**

***Staff Contacts*:** David Andel, Division Administrator, Special Education
Jason Helfer, Assistant Superintendent, Educator Effectiveness
Reyna Hernandez, Assistant Superintendent, Center for Language and Early Child Development

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
While most of the proposed modifications in Part 1 are technical in nature and therefore do not relate directly to the Board's Strategic Goals, the proposed rulemaking contains two exceptions.

1. Changes relative to the Kindergarten Individual Development Survey ("KIDS") relate to Strategic Goal 1 (student achievement) and Goal 2 (highly prepared and effective teachers), as delaying full implementation of the assessment tool will ensure that it is administered with the fidelity necessary for it to yield results that inform improvement in both instruction and student achievement.
2. Proposed policy related to the administration of undesignated epinephrine auto-injectors align to Goal 3 regarding safe and healthy learning environments.

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

Background Information
Part 1 is the agency's general set of rules that govern the State Board's required supervision and evaluation of public school districts' compliance with law, rules and policy. The rules also establish a process for identifying the recognition status awarded a school district and its schools based on the extent of its compliance; that is, fully recognized, recognized pending further review, on probation or nonrecognized. The Part informs school districts of the requirements that apply in specific areas of operations and programming, such as school governance, instructional programs, health and safety, staff qualifications and academic standards. Given the broad array of the rules' content, several agency divisions have been assigned responsibility for monitoring their provisions.

This set of proposed amendments primarily responds to recent legislation. Proposed changes that are not merely technical in nature are further explained under "Policy Implications" below.

Analysis and Implications for Policy, Budget, Legislative Action and Communications
Policy Implications: An explanation of certain of the proposed amendments is presented below in the order in which the provisions appear in the rulemaking.

Section 1.70(d) (Graduation Cohort): Under the Elementary and Secondary Education Act (ESEA), each state must include in its measure of annual yearly progress ("AYP") a graduation rate that represents the percentage of students who graduate from secondary schools with a regular diploma in the "standard number of years". In order to provide a "uniform and accurate measure" of the rate at which students graduate – both within a state and across the country – federal regulations require states to calculate their graduation rate using an "adjusted cohort", i.e., the number of students who enter grade 9 for the first time in a particular school year and any students who transfer into the group, or cohort, later in grade 9 and over the next three years, minus any students who are removed from the cohort due to transfers out of the school, emigration to another country, or death. In calculating the rate for a particular cohort, circumstances, such as dropping out of school, being retained in grade or expelled, transferring to an alternative school that does not award regular high school diplomas or receiving a certificate of completion, do not result in students being removed from the cohort when calculating a school's graduation rate for a particular graduating class.

Although requirements for determining the adjusted cohort graduation rate are set forth in ESEA guidance, the agency also must determine the date upon which a first-time, grade 9 cohort for a graduating class is established in order to comply with the federal mandate. For purposes of determining both a four-year graduation rate, and a five-year extended-year graduation rate, any student entering grade 9 between the start of a specific school year and October 1 of that school year will be placed into the graduating class cohort. School districts will indicate in the Student Information System (SIS) the first year of a student's grade-9 enrollment and chart the student's progression over the four-year high school experience. Based on the information entered into SIS, a graduation rate will be calculated, included on the School Report Card and reported to the U.S. Department of Education, as may be required.

New Section 1.97 (Survey of Learning Conditions): P.A. 98-648, effective July 1, 2014, amended Section 2-3.153 of the School Code to authorize the State Superintendent of Education to identify alternate instruments that school districts may choose to use to gauge learning conditions and school climate in lieu of using the 5Essentials Survey instrument. In accordance with the requirements of Section 2-3.153 of the School Code, the State Board identified the 5Essentials Survey, first administered in the 2013-2014 school year, as the instrument school districts would biennially administer to students and teachers, provided that sufficient state funding is available to cover the cost of the survey's administration. The 2013-14 survey not only established a statewide baseline, but also provided an opportunity for educators to provide feedback about the 5Essentials Survey process going forward.

New Section 1.97 sets forth deadlines and conditions for complying with the statute, including defining the terms "teacher" and "school" for purposes of the survey's administration and making clear that students and teachers are not required to participate in the survey. Subsection (g) discusses the alternate survey that districts may use at their "sole cost and expense". Finally, subsection (h) identifies the process that will be used (when state appropriations are insufficient for statewide administration) to identify the low-performing

schools that will be required to participate in the survey's administration, as well as how a "representative sample" of other school districts will be identified.

Section 1.420(h)(3) (Kindergarten Individual Development Survey (KIDS)): In 2011, as a result of funding requested through the Race to the Top-Early Learning Challenge (RTT-ELC) grant and under its authority to prescribe rules for the operation of kindergartens [105 ILCS 5/10-20.19a], the agency worked to develop and implement a kindergarten readiness tool to continually assess a student's progress during the school year. While the State Board did not receive RTT-ELC funding in that initial application cycle, it did continue with piloting and limited implementation of the Kindergarten Individual Development Survey, or KIDS. Under rules adopted at that time, full implementation of KIDS by districts with full- or half-day kindergarten programs was to begin in the 2015-16 school year.

Over the last year, however, school administrators, teachers and others have expressed concerns to Early Childhood staff about implementing KIDS in the fall. As a result of these discussions, staff are proposing a revised implementation schedule that will allow for training to begin in the fall, a choice of full or limited implementation in the 2016-17 school year, and full implementation by all school districts in the 2017-18 school year. Therefore, it is necessary to modify Section 1.420(h)(3) to reflect this schedule.

New Section 1.540 (epinephrine auto-injectors): P.A. 98-795, effective August 1, 2014, amended Section 22-30 of the School Code, in part, to authorize (but not require) the administration of an epinephrine auto-injector by school nurses (as that term is defined in Section 22-30) or trained personnel to "any person (who) the school nurse or trained personnel in good faith believes is having an anaphylactic reaction". In such cases, the epinephrine auto-injector is "undesignated", meaning it is not prescribed to a particular individual.

Rather than creating new requirements, the proposed rules at Section 1.540 flesh out the process for the use of undesignated epinephrine auto-injectors by school nurses or trained personnel. In particular, proposed subsection (a) requires that parents be notified at the start of each school year that the school has instituted a standing protocol for use of undesignated epinephrine auto-injectors, providing a process for a parent to submit written notification to the school prohibiting a school nurse or trained personnel to administer an undesignated epinephrine auto-injector to his or her child under any circumstances. Subsection (b) clarifies that a school district is not required to have a school nurse or trained individuals available at all times nor at all school-sponsored activities. Subsection (e) places additional considerations for training into rules, including specifying who can conduct CPR and AED (automated external defibrillator) training, requiring school personnel be available to answer questions when training is presented online or via video, and addressing, as part of the training, certain portions of a school's policy for the use of undesignated epinephrine auto-injectors.

Other changes being proposed in:

- Sections 1.100 (waiver process) and 1.210 (school board member training) recognize a new independent authority that may be appointed under Section 2-3.25f-5 of the School Code [105 ILCS 5/2-3.25f-5], per P.A. 98-1155, effective January 9, 2015;
- Section 1.440 (requirements for high schools) acknowledge the requirement contained in P.A. 98-885, effective August 15, 2014, that an Advanced Placement computer science course qualifies as a "mathematics-based, quantitative course for purposes of the fulfillment of State graduation requirements in mathematics", and, along with Section 1.442 (biliteracy), note the recodification of the Seal of Biliteracy from Section 2-3.157, as was initially enacted, to Section 2-3.159 of the School Code [105 ILCS 5/3-2.159];

- Section 1.660 implement the provisions of P.A. 98-716, effective July 16, 2014, that aligns tuberculosis screening for certain employees to the rules of the Illinois Department of Public Health rather than requiring a screening be conducted 90 days before employment begins; and
- Section 1.790 (substitute teachers) clarify that a person who holds a valid and active educator license and a bachelor's degree – regardless of whether the issuance of the license requires completion of a bachelor's degree – may serve as a substitute teacher without having to also apply for and receive a substitute teaching license.

Budget Implications: None.
Legislative Action: None.
Communication: Please see "Next Steps" below.

Pros and Cons of Various Actions
The proposed changes align the rules to recently enacted statutory changes and incorporate agency policy and practices, as is required under the Illinois Administrative Procedure Act (IAPA). Not proceeding with the rulemaking will cause the agency's rules to be in conflict with certain provisions of the School Code and the IAPA, which requires that the policies of state agencies be set forth in administrative rules.

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 rulemakings for:
>
> > Public Schools Evaluation, Recognition and Supervision (23 Illinois Administrative Code 1),
>
> 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.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER a: PUBLIC SCHOOL RECOGNITION

PART 1
PUBLIC SCHOOLS EVALUATION, RECOGNITION AND SUPERVISION

SUBPART A: RECOGNITION REQUIREMENTS

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

SUBPART B: SCHOOL GOVERNANCE

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

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

SUBPART C: SCHOOL DISTRICT ADMINISTRATION

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

SUBPART D: THE INSTRUCTIONAL PROGRAM

Section
1.410 Determination of the Instructional Program
1.420 Basic Standards
1.430 Additional Criteria for Elementary Schools
1.440 Additional Criteria for High Schools
1.442 State Seal of Biliteracy
1.445 Required Course Substitute
1.450 Special Programs (Repealed)
1.460 Credit Earned Through Proficiency Examinations
1.462 Uniform Annual Consumer Education Proficiency Test (Repealed)
1.465 Ethnic School Foreign Language Credit and Program Approval
1.470 Adult and Continuing Education
1.480 Correctional Institution Educational Programs

SUBPART E: SUPPORT SERVICES

Section
1.510 Transportation
1.515 Training of School Bus Driver Instructors
1.520 Home and Hospital Instruction
1.530 Health Services
1.540 ~~Pupil Personnel Services (Repealed)~~Undesignated Epinephrine Auto-injectors

SUBPART F: STAFF LICENSURE REQUIREMENTS

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Section

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

SUBPART G: STAFF QUALIFICATIONS

Section

1.705 Requirements for Supervisory and Administrative Staff
1.710 Requirements for Elementary Teachers
1.720 Requirements for Teachers of Middle Grades
1.730 Minimum Requirements for Secondary Teachers and Specified Subject Area Teachers in Grades 6 and Above through June 30, 2004
1.735 Requirements to Take Effect from July 1, 1991, through June 30, 2004
1.736 Requirements to Take Effect from July 1, 1994, through June 30, 2004
1.737 Minimum Requirements for the Assignment of Teachers in Grades 9 through 12 Beginning July 1, 2004
1.740 Standards for Reading through June 30, 2004
1.745 Requirements for Reading Teachers and Reading Specialists at all Levels as of July 1, 2004
1.750 Standards for Media Services through June 30, 2004
1.755 Requirements for Library Information Specialists Beginning July 1, 2004
1.760 Standards for School Support Personnel Services
1.762 Supervision of Speech-Language Pathology Assistants
1.770 Standards for Special Education Personnel
1.780 Standards for Teachers in Bilingual Education Programs
1.781 Requirements for Bilingual Education Teachers in Prekindergarten, Kindergarten and any of Grades 1-12
1.782 Requirements for Teachers of English as a Second Language in Prekindergarten, Kindergarten and any of Grades 1-12
1.783 Requirements for Administrators of Bilingual Education Programs
1.790 Substitute Teacher

1.APPENDIX A Professional Staff Educator Licensure
1.APPENDIX B Certification Quick Reference Chart (Repealed)
1.APPENDIX C Glossary of Terms (Repealed)
1.APPENDIX D State Goals for Learning

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

1.APPENDIX E	Evaluation Criteria – Student Performance and School Improvement Determination (Repealed)
1.APPENDIX F	Criteria for Determination – Student Performance and School Improvement (Repealed)
1.APPENDIX G	Criteria for Determination – State Assessment (Repealed)

AUTHORITY: Implementing Sections 2-3.25, 2-3.25g, 2-3.44, 2-3.96, 2-3.159, 10-17a, 10-20.14, 10-22.43a, 14C-8, 21B-5, 22-30, 22-60, 26-13, 27-3.5, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, 27-23.3 and 27-23.8 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/2-3.25, 2-3.25g, 2-3.44, 2-3.96, 2-3.159, 10-17a, 10-20.14, 10-22.43a, 14C-8, 21B-5, 22-30, 22-60, 26-13, 27-3.5, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, 27-23.3, 27-23.8 and 2-3.6].

SOURCE: Adopted September 21, 1977; codified at 7 Ill. Reg. 16022; amended at 9 Ill. Reg. 8608, effective May 28, 1985; amended at 9 Ill. Reg. 17766, effective November 5, 1985; emergency amendment at 10 Ill. Reg. 14314, effective August 18, 1986, for a maximum of 150 days; amended at 11 Ill. Reg. 3073, effective February 2, 1987; amended at 12 Ill. Reg. 4800, effective February 26, 1988; amended at 14 Ill. Reg. 12457, effective July 24, 1990; amended at 15 Ill. Reg. 2692, effective February 1, 1991; amended at 16 Ill. Reg. 18010, effective November 17, 1992; expedited correction at 17 Ill. Reg. 3553, effective November 17, 1992; amended at 18 Ill. Reg. 1171, effective January 10, 1994; emergency amendment at 19 Ill. Reg. 5137, effective March 17, 1995, for a maximum of 150 days; amended at 19 Ill. Reg. 6530, effective May 1, 1995; amended at 19 Ill. Reg. 11813, effective August 4, 1995; amended at 20 Ill. Reg. 6255, effective April 17, 1996; amended at 20 Ill. Reg. 15290, effective November 18, 1996; amended at 22 Ill. Reg. 22233, effective December 8, 1998; emergency amendment at 24 Ill. Reg. 6111, effective March 21, 2000, for a maximum of 150 days; amended at 24 Ill. Reg. 12985, effective August 14, 2000; amended at 25 Ill. Reg. 8159, effective June 21, 2001; amended at 25 Ill. Reg. 16073, effective November 28, 2001; amended at 26 Ill. Reg. 1157, effective January 16, 2002; amended at 26 Ill. Reg. 16160, effective October 21, 2002; amended at 28 Ill. Reg. 8486, effective June 1, 2004; emergency amendment at 28 Ill. Reg. 13637, effective September 27, 2004, for a maximum of 150 days; amended at 29 Ill. Reg. 1891, effective January 24, 2005; amended at 29 Ill. Reg.11811, effective July 13, 2005; amended at 29 Ill. Reg. 12351, effective July 28, 2005; amended at 29 Ill. Reg. 15789, effective October 3, 2005; amended at 29 Ill. Reg. 19891, effective November 23, 2005; amended at 30 Ill. Reg. 8480, effective April 21, 2006; amended at 30 Ill. Reg. 16338, effective September 26, 2006; amended at 30 Ill. Reg. 17416, effective October 23, 2006; amended at 31 Ill. Reg. 5116, effective March 16, 2007; amended at 31 Ill. Reg. 7135, effective April 25, 2007; amended at 31 Ill. Reg. 9897, effective June 26, 2007; amended at 32 Ill. Reg. 10229, effective June 30, 2008; amended at 33 Ill. Reg. 5448, effective March 24, 2009; amended at 33 Ill. Reg. 15193, effective October 20, 2009; amended at 34 Ill. Reg. 2959, effective February 18, 2010; emergency amendment at 34 Ill. Reg. 9533,

effective June 24, 2010, for a maximum of 150 days; amended at 34 Ill. Reg. 17411, effective October 28, 2010; amended at 35 Ill. Reg. 1056, effective January 3, 2011; amended at 35 Ill. Reg. 2230, effective January 20, 2011; amended at 35 Ill. Reg. 12328, effective July 6, 2011; amended at 35 Ill. Reg. 16743, effective September 29, 2011; amended at 36 Ill. Reg. 5580, effective March 20, 2012; amended at 36 Ill. Reg. 8303, effective May 21, 2012; amended at 38 Ill. Reg. 6127, effective February 27, 2014; amended at 38 Ill. Reg. 11203, effective May 6, 2014; amended at 39 Ill. Reg. 2773, effective February 9, 2015; amended at 39 Ill. Reg. _____, effective _____.

SUBPART A: RECOGNITION REQUIREMENTS

Section 1.20 Operational Requirements

a) Districts' and schools' recognition status is based upon compliance with the requirements imposed by law, including but not limited to the recognition standards established by the State Board of Education pursuant to Section 2-3.25 of the School Code and this Part, as modified or waived, if applicable, pursuant to Section 2-3.25g of the School Code and Section 1.100 of this Part or Section 22-60 of the School Code and Section 1.110 of this Part.

1) No later than September 30 of each year, each school district shall apply for recognition of each school operated by the district. This application shall be submitted to the respective regional superintendent of schools through an electronic submission process established by the State Superintendent of Education, except that a district operated pursuant to Article 34 of the School Code [105 ILCS 5/Art. 34] shall submit its application directly to the State Superintendent. For the purposes of this Part, references to "regional superintendent of schools" shall be understood to include the chief administrator of the Intermediate Service Centers established in that portion of Cook County located outside of the City of Chicago. [105 ILCS 5/3-0.01]

2) No later than October 15 of each year, each regional superintendent of schools shall summarize, through an electronic process established by the State Superintendent of Education, the degree to which the schools in the districts for which he or she is responsible adhere to operational compliance requirements. The regional superintendent shall recommend the assignment of recognition status as applicable considering the compliance-related information supplied.

3) As part of this process, the regional superintendent of schools shall periodically visit the region's school districts as he or she may deem necessary to ascertain the degree to which the districts' schools comply with operational requirements.

b) Based upon the information provided by the district and the regional superintendent, the State Superintendent shall assign a recognition status for each school and for each district as a whole, which will be posted on the Illinois State Board of Education's website at http://www.isbe.net/recognition/default.htm. In each case, the recognition status assigned shall be either "Fully Recognized", "On Probation", "Recognized Pending Further Review", or "Nonrecognized".

1) Each school or district that meets the requirements imposed by law, including the requirements established by the State Board pursuant to Section 2-3.25 of the School Code and this Part, shall be fully recognized.

2) A school or district shall be placed on probation if it:

A) exhibits deficiencies that present a health hazard or a danger to students or staff;

B) fails to offer required coursework;

C) employs personnel who lack the required qualifications and who are not in the process of attaining these ~~such~~ qualifications;

D) fails or refuses to serve students according to relevant legal and/or regulatory requirements; and/or

E) prolongs or repeats instances of noncompliance to a degree that indicates an intention not to comply with relevant requirements.

3) A school or district shall be recognized pending further review if it exhibits areas of noncompliance that:

A) are not serious enough to warrant probation as delineated in subsection (b)(2) ~~of this Section~~; and

B) may be corrected prior to the end of the school year following the school year in which they were identified.

4) A district shall be recognized pending further review whenever one or more of the district's schools are first removed from full recognition, whether recognized pending further review or placed on probation. The district shall subsequently be placed on probation if the instances of noncompliance cited for one or more schools have not been corrected within the time allowed under subsection (b)(3)(B) ~~of this Section~~.

c) The recognition status of a district or a school may be changed by the State Board of Education at any time to reflect information confirmed during compliance monitoring or by any other means. Any change in status that may occur during the subsequent school year will be posted in accordance with subsection (b) ~~of this Section~~ no later than 30 days after the change in status is determined.

d) The superintendent of a district that is recognized pending further review or in which one or more schools are recognized pending further review may, within 30 days after receipt of notification to this effect, request a conference at which representatives of the district will have an opportunity to discuss compliance issues with representatives of the State Board of Education.

e) The State Superintendent shall schedule a conference with the superintendent of a district that is placed on probation, or in which one or more schools are placed on probation, at which representatives of the district will discuss compliance issues with representatives of the State Board of Education. Within 60 days following this conference, the school district shall submit to the regional superintendent of schools and the State Superintendent of Education a corrective plan that conforms to the requirements of subsection (f) ~~of this Section~~.

1) If the plan is required to relate to areas of noncompliance at the district level, the plan shall be signed by the secretary of the local board of education as evidence that the board adopted a resolution authorizing its submission.

2) If the plan is required to relate to areas of noncompliance at one or more schools, the plan shall be signed by the district superintendent and each affected principal.

f) The State Superintendent of Education shall respond to the submission of a plan within 15 days after receiving it and may consult with the regional superintendent of schools to determine the appropriateness of the actions proposed by the district

to correct the cited deficiencies. The State Superintendent shall approve a plan if it:

1) specifies steps to be taken by the district that are directly related to the area or areas of noncompliance cited;

2) provides evidence that the district has the resources and the ability to take the steps described without giving rise to other issues of compliance that would lead to probationary status; and

3) specifies a timeline for correction of the cited deficiencies that is demonstrably linked to the factors leading to noncompliance and is no longer than needed to correct the identified problems.

g) If a district's plan is not approvable under subsection (f) ~~of this Section~~, the State Superintendent shall notify the district to this effect. If no plan is submitted, or if no approvable plan is received within 60 days after the district's conference with the State Board, the status of the district, or of the affected school or schools, as applicable, shall be changed to "nonrecognized".

h) If, at any time while a plan for corrective action is in effect, the State Superintendent determines that the agreed-upon actions are not being implemented in accordance with the plan or the underlying areas of noncompliance are not being remedied, the status of the district, or of the affected school or schools, as applicable, shall be changed to "nonrecognized".

i) The superintendent of a district that is nonrecognized pursuant to this Section, or in which one or more schools are nonrecognized pursuant to this Section, may request a conference with representatives of the State Board of Education within 15 days after receipt of notification to this effect. (See Section 1.95 of this Part for procedures related to nonrecognition pursuant to Section 2-3.25f of the School Code [105 ILCS 5/2-3.25f].)

1) If a conference is requested by a superintendent on behalf of a nonrecognized school or district and the areas of concern are not resolved, the State Superintendent shall furnish the school board with a Notice of Opportunity for Hearing. The school board may submit an appeal by adopted board resolution within 15 days after receipt of the notice. The appeal must identify the specific findings with which the district disagrees. The district will be given a hearing in accordance with the State Board's

rules for Contested Cases and Other Formal Hearings (23 Ill. Adm. Code 475). A final decision shall be rendered by the State Board of Education.

2) If no conference is requested, the district shall be deemed not to intend to appeal the nonrecognition.

j) Neither a district nor a school shall be nonrecognized under this Section without first having been placed on probation. A district that is nonrecognized, or in which one or more schools are nonrecognized, shall be subject to the provisions of Section 18-8.05(A)(3)(a) of the School Code [105 ILCS 5/18-8.05(A)(3)(a)].

(Source: Amended at 39 Ill. Reg. _____, effective _____)

Section 1.70 Additional Indicators for Adequate Yearly Progress

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

a) The graduation rate that is required for adequate yearly progress (AYP) in high schools shall increase from the original baseline of 65 percent for the 2002-03 school year according to the following schedule:

1) For 2003-04, 66 percent;

2) For 2004-05, 67 percent;

3) For 2005-06, 69 percent;

4) For 2006-07, 72 percent;

5) For 2007-08, 75 percent;

6) For 2008-09, 78 percent;

7) For 2009-10, 80 percent;

8) For 2010-11, 82 percent;

9) For 2011-12, 84 percent;

10) For 2012-13 and for 2013-14, 85 percent.

b) The attendance rate that is required for AYP in elementary or middle schools shall increase from the original baseline of 88 percent for the 2002-03 school year according to the following schedule:

1) For 2003-04, for 2004-05, and for 2005-06, 89 percent;

2) For 2006-07, for 2007-08, and for 2008-09, 90 percent;

3) For 2009-10, for 2010-11, and for 2011-12, 91 percent;

4) For 2012-13 and for 2013-14, 92 percent.

c) A district that includes both high schools and elementary or middle schools shall be required to reach both the targeted graduation rate among its high school students and the targeted attendance rate among its elementary or middle school students in order to achieve AYP for any given year.

d) The "beginning cohort" for purposes of calculating the adjusted four-year and five-year extended year graduation rates, in accordance with 20 USC 6301 *et seq.* and 34 CFR 200.19 (2011), shall be the number of students who are entering grade 9 for the first time starting at the beginning of a given school year and continuing until October 1 of that year.

(Source: Section amended at 39 Ill. Reg. _____, effective _____)

Section 1.97 Survey of Learning Conditions

In accordance with Section 2-3.153 of the School Code [105 ILCS 5/2-3.153], each school district shall *administer, at least biennially*, a survey *instrument in every public school attendance center by a date specified by the State Superintendent of Education, and data resulting from the instrument's administration must be provided to the State Board of Education.* The purpose of the survey is to *publicly report on selected indicators of learning conditions* in Illinois schools. The State Superintendent of Education shall identify the survey to be used for statewide administration according to the requirements set forth in Section 2-3.153 of the School Code.

a) Each school with students in any of grades 6 through 12 shall administer a survey to teachers and students in those grade levels no sooner than January 1 nor later than March 31, according to the schedule established under subsection (b). The State Superintendent of Education shall identify the survey to be used and post the

specific dates of the survey's administration by September 1 annually at http://www.isbe.net/5essentials/default.htm. For the purposes of the Section:

1) "Teacher" means any individual who holds an educator license issued pursuant to Article 21B of the School Code [105 ILCS 5/21B] and whose primary responsibility is to provide instruction to students at any grade level of prekindergarten through grade 12 for more than 50 percent of the school day or school year. "Teacher" does not include paraprofessional educators, substitute teachers, tutors, instructional coaches who do not meet the criteria specified in subsection (a)(1), or student teachers.

2) "School" includes any alternative school established by the school district, including Alternative Learning Opportunity Programs authorized under Article 13B of the School Code [105 ILCS 5/13B] operated at a location other than one of the district's schools.

b) The State Superintendent shall identify the school districts required to administer the survey in any given year to ensure that none is required to participate more than once every other year; however, school districts may choose to administer the survey annually.

c) A school district shall not require a student or teacher to participate in the survey nor respond to each question on the survey; however, at least 50 percent of teachers in a school must submit a survey in order for the school district to receive results.

d) Schools with fewer than eight teachers shall administer the survey to its student population only.

e) Survey results shall be used to meet the requirements of Section 10-17a(2)(E) of the School Code [105 ILCS 5/10-17a(2)(E)] regarding reporting, on the State and district school report cards, *2 or more indicators from any school climate survey*. School districts using a survey instrument identified under subsection (g), or those districts choosing to survey parents, shall submit the results to the State Superintendent of Education no later than August 1 for inclusion on the school report cards.

f) For purposes of Section 24A-20 of the School Code, the survey required under Section 2-3.153 of the School Code and this Section shall be the instrument to be used *to provide feedback to principals on the instructional environment within a school*. A school district may incorporate results from the survey into the

principal evaluation rubric or instrument required under 23 Ill. Adm. Code 50.320 (Professional Practice Components for Principals and Assistant Principals).

g) *A school district may elect to use, on a district-wide basis and at the school district's sole cost and expense, an alternate survey of learning conditions instrument pre-approved by the State Superintendent*. (Section 2-3.153(b) of the School Code)

1) The State Superintendent shall post annually the survey instruments authorized under this subsection (g) no later than July 1 at http://www.isbe.net/5essentials/default.htm.

2) Any school district wishing to use a survey instrument authorized under this subsection (g) shall submit a form developed for this purpose and posted at http://www.isbe.net/5essentials/default.htm to the State Superintendent no later than August 1. The form shall state, at a minimum, the requirements for and conditions of administering a survey instrument authorized under this subsection (g) that are stipulated at Section 2-3.153(b) of the School Code.

3) A school district's failure to submit the form required under subsection (g)(2) shall result in the district's being required to use the survey identified for statewide administration and posted at http://www.isbe.net/5essentials/default.htm.

h) *If in any year the appropriation to the State Board of Education is insufficient for the State's costs associated with statewide administration of the instrument, the State Board of Education shall give priority to districts with low-performing schools and a representative sample of other districts*. (Section 2-3.153 of the School Code) For the purposes of this subsection (h), "low-performing schools" are those school districts that meet the criteria set forth at Section 2-3.25d of the School Code. The State Superintendent of Education shall identify additional school districts for purposes of administering the survey based upon factors such as demographics, economics and geographic location.

1) Not later than July 1, the State Superintendent of Education shall notify each low-performing school and each other school district selected as part of the "representative sample" of the requirement to admininster the survey.

2) Within 15 calendar days after receiving the notification required under subsection (h)(1), a school district selected as part of the "representative sample" may petition the State Superintendent to be excused from the survey administration. The written petition shall state the reasons why the school district believes it lacks the capacity to administer the survey. The State Superintendent shall notify the school district of his or her acceptance or rejection of the petition no later than 15 calendar days after it is received.

(Source: Added at 39 Ill. Reg. _____, effective _____)

Section 1.100 Waiver and Modification of State Board Rules and School Code Mandates

a) As authorized in Section 2-3.25g of the School Code [105 ILCS 5/2-3.25g], an eligible applicant, as defined in 2-3.25g(a), or *any Independent Authority established under Section 2-3.25f-5 of the School Code* ~~*a school district or independent authority established pursuant to Section 2-3.25f of the School Code [105 ILCS 5/2-3.25f], a joint agreement made up of school districts, or a Regional Superintendent of Schools*~~ applying ~~*on behalf of a school or program operated by the regional office of education*~~or ~~the governing board of an Intermediate Service Center~~ may petition for:

1) State Board approval of waivers or modifications of State Board of Education rules and of modifications of School Code mandates, which may be requested to meet the intent of the rule or mandate in a more effective, efficient or economical manner or when necessary to stimulate innovation or to improve student performance; and/or

2) General Assembly approval of waivers of School Code mandates, which may be requested only to stimulate innovation or improve student performance.

b) "The School Code" comprises only those statutes compiled at 105 ILCS 5.

1) Waivers from State Board rules or School Code mandates pertaining to those areas enumerated in Section 2-3.25g(b) of the School Code [105 ILCS 5/2-3.25g(b)] are not permitted.

A) For the purposes of this subsection (b)(1), provisions of the School Code or the rules of the State Board of Education that reflect or implement ESEA shall include all requirements for:

i) the entities to be held accountable for the achievement of their students;

ii) the participation of students in the various forms of the State assessment;

iii) the timing of administration of the State assessment;

iv) the use of students' scores on the State assessment in describing the status of schools, districts, and other accountable entities;

v) the use of indicators other than test scores in determining the progress of students;

vi) the required qualifications of ~~paraprofessionals~~paraprofessional educators;

vii) the placement of schools not making adequate yearly progress on academic early warning status or academic watch status, and the results to schools and districts that follow from such placement;

viii) the district's responsibility to prepare revised school and/or district improvement plans in response to placement on academic warning or watch status;

ix) the appointment of school or district improvement panels for schools or school districts on academic watch status;

x) the use of State interventions according to the timeline set forth in Section 2-3.25f of the School Code; and

xi) the appeals process set forth in Section 1.95~~ of this Part~~, and the authority of the State Board of Education to make final determinations on these appeals.

B) Waivers or modifications of mandates pertaining to the use of student performance data and performance categories for teacher and principal evaluations, as required under Article 24A of the

School Code [105 ILCS 5/Art. 24A], are not permitted and *on September 1, 2014, any previously authorized waiver or modification from such requirements shall terminate* (Section 2-3.25g(b) of the School Code).

2) Waivers of mandates contained in Section 5-1 of the School Code [105 ILCS 5/5-1] or in Section 5-2.1 of the School Code [105 ILCS 5/5-2.1] also shall not be requested.

c) Each application for a waiver or modification shall provide the following, on a form supplied by the State Board of Education.

1) Identification of the rules or mandates involved, either by quoting the exact language of or by providing a citation to the rules or mandates at issue. Applicants unable to determine the exact language or citation may obtain a copy of, or citation to, the rules or mandates involved by contacting the State Board of Education Legal Department by mail at 100 North First Street, Springfield, Illinois, 62777-0001, by email at waivers@isbe.net, or by telephone at 217-782-5270.

2) Identification as to the specific waivers and/or modifications sought. For modifications, the specific modified wording of the rules or mandates must be stated.

3) Identification as to whether the request is for an initial waiver or modification or for the renewal of a previously approved request. Renewals of waivers and modifications of Section 27-6 of the School Code [105 ILCS 5/27-6] shall be subject to the requirements of subsection (l) of this Section.

4) For requests based upon meeting the intent of the rule or mandate in a more effective, efficient, or economical manner, a narrative description that sets forth:

A) the intent of the rule or mandate to be achieved;

B) the manner in which the applicant will meet that intent;

C) how the manner proposed by the applicant will be more effective, efficient or economical; and

D) if the applicant proposes a more economical manner, a fiscal analysis showing current expenditures related to the request and the projected savings that would result from approval of the request.

5) If the request is necessary for stimulating innovation or improving student performance, the request must include the specific plan for improved student performance and school improvement upon which the request is based. This plan must include a description of how the applicant will determine success in the stimulation of innovation or the improvement of student performance.

6) If the request is for a waiver of the administrative expenditure limitation established by Section 17-1.5 of the School Code [105 ILCS 5/17-1.5], the request must include the amount, nature, and reason for the requested relief and all remedies that have been exhausted to comply with the administrative expenditure limitation and shall otherwise comply with Section 17-1.5(d) of the School Code.

7) The time period for which the waiver or modification is sought. Pursuant to Section 2-3.25g of the School Code, this time period may not exceed five years, except for requests made pursuant to subsection (c)(6) of this Section, which may not exceed one year (see Section 17-1.5(d) of the School Code), and except for requests for relief from the mandate set forth in Section 27-6 of the School Code, which may not exceed two years.

8) A description of the public hearing held to take testimony about the request from educators, parents and students, which shall include the information required by Section 2-3.25g of the School Code.

9) An assurance stating the date of the public hearing conducted to consider the application and, if applicable, the specific plan for improved student performance and school improvement; affirming that the hearing was held before a quorum of the board or before the regional superintendent, as applicable, and that it was conducted as prescribed in Section 2-3.25g of the School Code; and stating the date the application (and, if applicable, the plan) was approved by the local governing board or regional superintendent.

10) For waivers or modifications of State Board of Education administrative rules governing contracting of driver education (23 Ill. Adm. Code 252), the information required under Section 2-3.25g(d) of the School Code.

d) Each applicant must attach to the application a dated copy of the notice of the public hearing that was published in a newspaper of general circulation, a dated copy of the written notifications about the public hearing provided to the applicant's collective bargaining agent and to those State legislators representing the applicant, and a dated copy of the notice of the public hearing posted on the applicant's website, each of which must comply with the requirements of Section 2-3.25g of the School Code.

e) Applications must be sent by certified mail, return receipt requested, and addressed as specified on the application form.

f) Applications must be postmarked not later than 15 calendar days following the local governing board's approval. Applications addressed other than as specified on the application form shall not be processed.

g) Applications for the waiver or modification of State Board rules or for the modification of School Code mandates shall be deemed approved and effective 46 calendar days after the date of receipt by the State Board of Education unless disapproved in writing. Receipt by the State Board shall be determined by the date of receipt shown on the return receipt form, except in the case of an incomplete application.

1) An applicant submitting an incomplete application shall be contacted by staff of the State Board regarding the need for additional information and the date by which the information must be received in order to avoid the application's return as ineligible for consideration.

2) The 45-day response time referred to in this subsection (g) shall not commence until the applicant submits the additional material requested by the State Board.

3) Each application that has not been made complete by the date identified in accordance with subsection (g)(1) ~~of this Section~~ shall be ineligible for consideration and shall be returned to the applicant with an explanation as to the deficiencies.

h) The State Board may disapprove a request for the waiver or modification of State Board rules or for the modification of School Code mandates if the request:

1) is not based upon sound educational practices;

2) endangers the health or safety of students or staff;

3) compromises equal opportunities for learning; or

4) does not address the intent of the rule or mandate in a more effective, efficient or economical manner or does not have improved student performance as a primary goal.

i) Disapproval of an application for a waiver or modification of a State Board rule or for a modification of a School Code mandate shall be sent by certified mail to the applicant no later than 45 calendar days after receipt of the application by the State Board. An applicant wishing to appeal the denial of a request may do so within 30 calendar days after receipt of the denial letter by sending a written appeal by certified mail to the Illinois State Board of Education, Rules and Waivers Division, 100 North First Street, S-493, Springfield, Illinois 62777-0001 or by email to waivers@isbe.net. The written appeal shall include the date the local governing board approved the original request, the citation of the rule or School Code section involved, and a brief description of the issue. Appeals of denials shall be submitted to the General Assembly in the semiannual report required under Section 2-3.25g of the School Code.

j) The State Superintendent of Education shall periodically notify school districts and other potential applicants of the date by which applications must be postmarked in order to be processed for inclusion in the next report to the General Assembly. Each application will be reviewed for completeness. Complete applications shall be submitted to the General Assembly in the next report. Incomplete applications shall be treated as discussed in subsections (g)(1) and (g)(3)~~ of this Section~~.

k) The State Superintendent of Education shall notify Regional Superintendents of Schools and Intermediate Service Centers of the disposition of requests for waivers or modifications submitted by school districts located within their regions.

l) The limitation on renewals established in Section 2-3.25g(e) of the School Code shall apply to each waiver or modification of Section 27-6 of the School Code that

is approved on or after January 1, 2008. Once an eligible applicant has received approval for a waiver or modification of that Section on or after January 1, 2008, any request submitted by that applicant for a subsequent time period shall be considered a renewal request, regardless of the rationale for the request or the schools or students to be affected. No applicant shall receive approval for more than two renewals after January 1, 2008, and no applicant shall receive approval for more than six years cumulatively beginning with that date.

(Source: Amended at 39 Ill. Reg. _____, effective _____)

SUBPART B: SCHOOL GOVERNANCE

Section 1.210 Approval of Providers of Training for School Board Members under Section 10-16a of the School Code

Entities that offer professional development activities, such as training organizations, institutions, regional offices of education, firms, professional associations, teachers' unions, and universities and colleges, may apply to the State Board of Education for approval to conduct leadership training activities for members of Illinois boards of education or Independent Authorities established under Section 2-3.25f-5 of the School Code in each of the topics specified in Section 10-16a of the School Code [105 ILCS 5/10-16a].

a) Except as provided in subsection (b) ~~of this Section~~, each entity wishing to receive approval to offer the leadership training required under Section 10-16a of the School Code shall submit an application on a form supplied by the State Board of Education. An entity shall submit the application to the State Board of Education any time between March 1 and May 1 of each even-numbered year. Any application received after May 1 shall not be considered for that approval cycle. Each entity shall provide:

1) a description of the intended offerings in each of the required areas;

2) the qualifications and experience of the entity and of each presenter to be assigned to provide the leadership training, which shall include evidence of a presenter's specific skills and knowledge in the area or areas in which he or she will be assigned;

3) the mode of delivery of the professional development (e.g., in-person instruction, distance-learning); and

4) assurances that the requirements of subsection (c) ~~of this Section~~ will be met.

b) An organization that has one or more affiliates (e.g., regional offices, local chapters) based in Illinois may apply for approval on their behalf.

1) The applicant organization shall provide a list of its affiliates for which approval is sought and supply the information required pursuant to subsection (a) ~~of this Section~~ with respect to each one.

2) The applicant organization's provision of the assurances required pursuant to subsection (a)(4) ~~of this Section~~ shall be understood to apply to each affiliate for which approval is sought.

3) The applicant organization shall notify the State Board of Education any time it determines that one or more affiliates should be removed from the list of approved providers.

4) The approval status of the applicant organization shall be contingent upon its affiliates' compliance with the applicable requirements of this Section.

c) Each entity approved to provide leadership training under this Section shall:

1) verify attendance at its training activities, provide to participants a written confirmation of their completion of the training, and require participants to complete an evaluation of the training; and

2) maintain attendance and evaluation records for each event or activity it conducts or sponsors for a period of not less than five years.

d) Applicants may be asked to clarify particular aspects of their materials.

e) The State Superintendent of Education, in consultation with the Illinois Association of School Boards (IASB), shall respond to each application for approval no later than 30 days after receiving it.

f) An entity shall be approved to offer leadership training if the entity's application presents evidence that:

1) the leadership training that it sponsors or conducts will be developed and presented by persons with education and experience in the applicable areas to which they will be assigned; and

2) the proposed training meets the requirements of Section 10-16a of the School Code.

g) The State Board of Education shall post on its website at www.isbe.net the list of all approved providers. The website also shall indicate that the IASB is authorized under Section 10-16a(c) of the School Code to provide leadership training.

h) Approval as a provider shall be valid for two calendar years (i.e., January 1 through December 31). To request renewal of approval, a provider shall submit a renewal application on a form supplied by the State Board of Education, within the timeframe specified in subsection (a) ~~of this Section~~, and containing:

1) a description of any significant changes in the material submitted as part of its approved application or a certification that no such changes have occurred;

2) evidence that the material to be used in the renewal cycle conforms to current statute, rules and procedures of the State Board of Education; and

3) copies of the evaluations of the training that participants completed during the last approval period.

i) A provider's approval shall be renewed if the application conforms to the requirements of subsection (h) ~~of this Section~~, provided that the State Superintendent has received no evidence of noncompliance with the requirements of this Section.

j) The State Board of Education may evaluate an approved provider at any time to ensure compliance with the requirements of this Section. Upon request by the State Board, a provider shall supply information regarding its schedule of leadership training, which the State Board may, at its discretion, monitor at any time. In the event an evaluation indicates that the requirements have not been met, the State Board of Education, in consultation with IASB, may withdraw approval of the provider.

(Source: Amended at 39 Ill. Reg. _____, effective _____)

Section 1.240 Equal Opportunities for all Students

a) All students within a school district must be provided equal opportunities in all education programs and services provided by the system (see Section 10-20.12 of the School Code).

b) No school system may *exclude or segregate any pupil*, or discriminate against any pupil on the basis of ~~*color,*~~ *his or her race, color,* ~~*nationality,*~~ *religion, sex, national origin,* ~~*sexual orientation,*~~ *ancestry, age, marital status, or physical or mental disability, sexual orientation, pregnancy [775 ILCS 5/1-102(A)]*, gender identity, *or status of being homeless [105 ILCS 45/1-5 and 42 USC 11434a(2)]*. Further, no school system may deny access to its schools or programs to students who lack documentation of their immigration status or legal presence in the United States, and no school system may inquire about the immigration status of a student (Plyler v. Doe, 457 U.S. 202 (1982)). In order to comply with this subsection (b), the documents required by a school system as proof of residency for a student, when taken together, shall not result in a requirement for proof of legal presence, such as a Social Security number. That is, the permissible combinations of documents must be sufficiently variable to afford an opportunity for those who lack proof of legal presence or immigration status to meet the stated requirements. No school district shall impose requirements for enrollment more restrictive than those established under relevant Illinois and federal law. For example, no school system shall require court-ordered guardianship when an individual enrolling a student meets the legal custody requirements of Section 10-20.12b(a)(2)(iv) or (v) of the School Code [105 ILCS 5/10-20.12b(a)(2)(iv) or (v)], and each school system shall immediately enroll and serve homeless children without requiring the provision of any documentation, in accordance with the Illinois Education for Homeless Children Act [105 ILCS 45] and the McKinney-Vento Homeless Education Assistance Act [42 USC 11434].

c) The board of education shall submit periodic reports as required by the State Board of Education detailing pupil attendance, faculty assignments, and actions taken and planned to prevent and eliminate segregation.

(Source: Amended at 39 Ill. Reg. _____, effective _____)

SUBPART D: THE INSTRUCTIONAL PROGRAM

Section 1.420 Basic Standards

a) Class schedules shall be maintained in the administrative office in each attendance center of a school district.

b) Every school district shall have an organized plan for recording pupil progress and/or awarding credit, including credit for courses completed by correspondence, on line, or from other external sources, that can be disseminated to other schools within the State.

c) Every school district shall:

1) Provide curricula and staff inservice training to help eliminate unconstitutional and unlawful discrimination in schools and society. School districts shall utilize the resources of the community in achieving the stated objective of elimination of discrimination and to enrich the instructional program.

2) Include in its instructional program concepts designed to improve students' understanding of and their relationships with individuals and groups of different ages, sexes, races, national origins, religions~~,~~ and socio-economic backgrounds.

d) Boards shall adopt and implement a policy for the distribution of teaching assignments, including study hall and extra class duties and responsibilities.

e) Every school system shall conduct supervisory and inservice programs for its professional staff. The staff shall be involved in planning, conducting~~,~~ and evaluating supervisory and inservice programs.

f) Sections 10-19, 18-8.05, 18-12, and 18-12.5 of the School Code [105 ILCS 5/10-19, 18-8.05, 18-12, and 18-12.5] establish certain requirements regarding the school year and the school day. School districts shall observe these requirements when preparing their calendars and when calculating average daily attendance for the purpose of claiming general State financial aid.

1) Section 18-8.05(F)(2)(c) of the School Code provides that, with the approval of the State Superintendent of Education, four or more clock-hours of instruction may be counted as a day of attendance when the regional superintendent certifies that, due to a condition beyond the control of the district, the district has been forced to use multiple sessions. The State Superintendent's approval will be granted when the district demonstrates that, due to a condition beyond the control of the district, its

facilities are inadequate to house a program offering five clock-hours daily to all students.

A) The district superintendent's request to the State Superintendent shall be accompanied by an assurance that the local school board has approved the plan for multiple sessions, including the date of the meeting at which this occurred, and evidence of the approval of the responsible regional superintendent.

B) Each request shall include a description of the circumstances that resulted in the need for multiple sessions; information on the buildings and grades affected; the intended beginning and ending dates for the multiple sessions; a plan for remedying the situation leading to the request; and a daily schedule showing that each student will be in class for at least four clock-hours.

C) Approval for multiple sessions shall be granted for the school year to which the request pertains. Each request for renewed approval shall conform to the requirements of subsections (f)(1)(A) and (B) ~~of this Section~~.

D) Students who are in attendance for at least 150 minutes of school work but fewer than 240 minutes may be counted for a half day of attendance. Students in attendance for fewer than 150 minutes of school work shall not be counted for purposes of calculating average daily attendance.

2) Section 18-8.05(F)(2)(h) of the School Code allows for a determination under rules of the State Board regarding the necessity for a second year's attendance at kindergarten for certain students so they may be included in a district's calculation of average daily attendance. Districts may count these students when they determine through an assessment of their individual educational development that a second year of kindergarten is warranted.

3) A school district shall be considered to have conducted a legal school day, which is eligible to be counted for General State Aid, when the following conditions are met during a work stoppage.

A) Fifty percent or more of the district's students are in attendance, based on the average daily attendance during the most recent full month of attendance prior to the work stoppage.

B) Educational programs are available at all grade levels in the district, in accordance with the minimum standards set forth in this Part.

C) All teachers hold educator licenses that are registered with the regional superintendent of schools for their county of employment. Other than substitute teachers, licensure appropriate to the grade level and subject areas of instruction is held by all teachers.

4) Sections 18-12 and 18-12.5 of the School Code set forth requirements for a school district to claim General State Aid in certain circumstances when one or more, but not all, of the district's school buildings are closed either for a full or partial day. A school district shall certify the reasons for the closure in an electronic format specified by the State Superintendent within 30 days from the date of the incident. In addition, the certification submitted for reasons of a public health emergency under Section 18-12.5 of the School Code shall be accompanied by a signed statement from the local health department to the State Superintendent that includes:

A) the name of the building that is being recommended for closure;

B) the specific public health emergency that warrants the closure; and

C) the anticipated building closure dates recommended by the health department.

5) Attendance for General State Aid Purposes

A) For purposes of determining average daily attendance on the district's General State Aid claim, students in full-day kindergarten and first grade may be counted for a full day of attendance only when they are in attendance for four or more clock hours of school work; provided, however, that students in attendance for more than two clock hours of school work but less than four clock hours may be counted for a half day of attendance. Students in attendance for fewer than two hours of school work shall not be counted for purposes of calculating average daily attendance.

B) For purposes of determining average daily attendance on the district's General State Aid claim, students enrolled full time in grades 2 through 12 may be counted for a full day of attendance only when they are in attendance for five or more clock hours of school work; provided, however, that students in attendance for more than two and one-half clock hours of school work but less than five clock hours may be counted for a half day of attendance. Students in attendance for fewer than two and one-half hours of school work shall not be counted for purposes of calculating average daily attendance.

C) For purposes of determining average daily attendance for General State Aid received under Sections 18-12 and 18-12.5 of the School Code, "immediately preceding school day" shall include school days in the previous school year in instances in which the building closure occurs before three or more days of instruction have been provided in the school year for which attendance is being counted.

D) For the purposes of determining average daily attendance for General State Aid under Section 10-29 of the School Code [105 ILCS 5/10-29], a school district operating a remote educational program shall document the clock hours of instruction for each student, and make available to the State Superintendent of Education or his or her designee upon request, a written or online record of instructional time for each student enrolled in the program that provides sufficient evidence of the student's active participation in the program (e.g., log in and log off process, electronic monitoring, adult supervision, two-way interaction between teacher and student, video cam). "Clock hours of instruction" shall be calculated in accordance with Section 18-8.05(F)(2)(j) of the School Code [105 ILCS 5/18-8.05(F)(2)(j)].

g) Each school board shall annually prepare a calendar for the school term, specifying the opening and closing dates and providing a minimum term of at least 185 days to ensure 176 days of actual pupil attendance, computable under Section 18-8.05 of the School Code (see Section 10-19 of the School Code).

h) Local boards of education shall establish and maintain kindergartens for the instruction of children (see Sections 10-20.19a and 10-22.18 of the School Code [105 ILCS 5/10-20.19a and 10-22.18]).

1) School districts may establish a kindergarten of either half-day or full-day duration. If the district establishes a full-day kindergarten, it must also provide a half-day kindergarten for those students whose parents or guardians request a half-day program.

2) If a school district that establishes a full-day kindergarten also has 20 or more students whose parents request a half-day program, the district must schedule half-day classes, separate and apart from full-day classes, for those children. If there are fewer than 20 children whose parents request a half-day program, those students may be enrolled in either the morning or afternoon session of a full-day program provided that the following conditions are met.

   A) Distinctive curriculum plans for the half-day and full-day kindergarten programs must be developed by the school district, made available to parents to assist the parents in selecting the appropriate program for their child, and maintained in district files.

   B) A common core of developmental, readiness and academic activities must be made available to all kindergarten students in the district regardless of the amount of time they attend school.

   C) All support services (e.g., health counseling and transportation) provided by the district must be equally available to full-day and half-day students.

3) Each school district offering a kindergarten program, whether full-day or half-day, shall administer the Illinois Kindergarten Individual Development Survey (KIDS) annually to each student enrolled in kindergarten, ~~beginning in the 2015-16 school year~~except as otherwise provided under this subsection (h)(3). A school district is not obligated to administer KIDS in any school year in which the State does not provide funding sufficient for the cost of the test administration ~~establishment of a~~or access to professional development ~~system~~ for teachers and administrators.

   A) ~~A school district may be asked to participate in a limited statewide implementation of KIDS in the 2013-14 school year and/or the 2014-15 school year, provided that the cost of participating in the pilot is paid by the State. Selection of school districts will be made~~

~~to ensure a representative sample and will be based upon factors such as demographics, economics and geographic location. The State Superintendent of Education shall notify each school district selected to participate in the limited statewide implementation not later than July 1.~~ For the purpose of this subsection (h)(3), "measure of school readiness" addresses, at a minimum, the five essential school readiness domains of:

i) language and literacy development;

ii) cognition and general knowledge (to at least include mathematics);

iii) approaches toward learning;

iv) physical well-being and motor development; and

v) social and emotional development.

B) ~~Within 15 calendar days after receiving the notification required under subsection (h)(3)(A) of this Section, a school district may petition the State Superintendent to be excused from participating in the limited statewide implementation. The written petition shall state the reasons why the school district believes it lacks the capacity to administer the KIDS. The State Superintendent shall notify the school district of his or her acceptance or rejection of the petition no later than 15 days after it is received.~~ Each school district shall report electronically the results of the observations conducted and evidence collected as part of KIDS twice each school year (i.e., 40 days after the start of the school year and 170 days after the start of the school year). The data required under this subsection (h)(3)(B) shall be reported for any student who was enrolled in a kindergarten classroom at least 30 days before the date on which the data is required to be reported.

C) By October 15, 2015, each school district shall provide to the State Superintendent of Education, using a form prescribed for this purpose, the information required under this subsection (h)(3)(C).

i) The name, title, email address and telephone number for the administrator who the school district designates to serve

as the KIDS coordinator. The person so designated shall hold a professional educator license endorsed in an administrative field pursuant to 23 Ill. Adm. Code 25.Subpart E (Requirements for Licensure of Administrative and Supervisory Staff) or for supervision pursuant to 23 Ill. Code 25.497 (Supervisory Endorsements).

ii) The current status of the school district's implementation of KIDS, as applicable.

iii) Information regarding the school district's use of assessments other than KIDS on a districtwide basis that measure school readiness, as that term is defined in subsection (h)(3)(A).

D) Each KIDS coordinator designated under subsection (h)(3)(C) shall participate in a KIDS orientation training sponsored by the State Board of Education during the 2015-16 school year.

E) For the 2016-17 school year only, a school district may choose to conduct a limited implementation of KIDS or a full implementation of KIDS. A school district choosing to conduct a limited implementation shall notify the State Superintendent of its intent by May 1, 2016. School districts that fail to submit the required notification by May 1, 2016 shall fully implement KIDS, as required under subsection (h)(3)(F). For the purposes of this subsection (h)(3)(E), "limited implementation" shall be either:

i) reporting the data required under subsection (h)(3)(B) for each student enrolled in kindergarten that at least addresses the domains of social and emotional development, language and literacy development, cognitive development for mathematics, and additionally for English learners, English language development; or

ii) reporting the data required under subection (h)(3)(B) for at least 30 percent of students enrolled in each kindergarten classroom for each domain listed in subsection (h)(3)(A) and additionally for English learners, English language development.

F) Beginning in the 2017-18 school year and thereafter, a school district sh all admimister the KIDS to, and report the data required under subsection (h)(3)(B) for, each student enrolled in kindergarten.

i) Career Education

1) The educational system shall provide students with opportunities to prepare themselves for entry into the world of work.

2) Every district shall initiate a Career Awareness and Exploration Program that should enable students to make more meaningful and informed career decisions. This program should be available at all grade levels.

j) Co-Curricular Activities

1) Programs for extra classroom activities shall provide opportunities for all students.

2) The desires of the student body in the area of co-curricular activities shall be of critical importance. At all times, activities of this nature shall be carefully supervised by a school-approved sponsor.

k) Consumer Education and Protection

1) A program in consumer education shall include at least the topics required by Section 27-12.1 of the School Code [105 ILCS 5/27-12.1].

2) The superintendent of each unit or high school district shall maintain evidence showing that each student has received adequate instruction in consumer education prior to the completion of grade 12. Consumer education may be included in course content of other courses, or it may be taught as a separate required course.

3) The minimal time allocation shall not be less than nine weeks or the equivalent for grades 9-12.

4) Teachers instructing in consumer education courses shall hold educator licensure valid for the grade levels taught and have completed at least three semester hours in consumer education courses.

l) Conservation of Natural Resources

Each district shall provide instruction on *current problems and needs in the conservation of natural resources, including, but not limited to, air pollution, water pollution, waste reduction and recycling, the effect of excessive use of pesticides, preservation of wilderness areas, forest management, protection of wildlife, and humane care of domestic animals* (Section 27-13.1 of the School Code [105 ILCS 5/27-13.1]).

m) Every school district has the responsibility to prepare students for full citizenship. To this end each school district should encourage student discussion and communication in areas of local, State, national and international concern.

n) Health Education

1) Each school system shall provide a program in compliance with the Critical Health Problems and Comprehensive Health Education Act [105 ILCS 110].

A) There is no specific time requirement for grades K-6; however, health education shall be a part of the formal regular instructional program at each grade level.

B) The minimal time allocation shall not be less than one semester or equivalent during the middle or junior high experience.

C) The minimal time allocation shall not be less than one semester or equivalent during the secondary school experience.

D) If health education is offered in conjunction with another course on a "block of time" basis in a middle school, a junior high school, or a high school, instruction may be offered in any combination of the grade levels in the school, provided that the total time devoted to health education is the equivalent of one full semester's work.

2) Nothing in this Section shall be construed as requiring or preventing the establishment of classes or courses in comprehensive sex education or family life education as authorized by Sections 27-9.1 and 27-9.2 of the School Code [105 ILCS 5/27-9.1 and 27-9.2].

o) Library Media Programs

Each school district shall provide a program of library media services for the students in each of its schools. Each district's program shall meet the requirements of this subsection (o).

1) General

The program shall include an organized collection of resources that circulate to students and staff in order to supplement classroom instruction, foster reading for pleasure, enhance information literacy~~,~~ and support research, as appropriate to students of all abilities in the grade levels served. ~~No later than the beginning of the 2014-15 school year, a~~A district that relies solely upon the collection of a local public library shall maintain evidence that students receive instruction, direction~~,~~ or assistance in locating and using resources that are applicable to these purposes from an individual who is qualified under Section 1.755 ~~of this Part~~ and who is acting on behalf of the school district.

2) Financial Resources

Each district's annual budget shall include an identifiable allocation for resources and supplies for the program, except that a unit district serving fewer than 400 students or an elementary or high school district serving fewer than 200 students may demonstrate that it is meeting its students' needs through alternate means that the district has determined are adequate in light of local circumstances.

3) Facilities

If there is no single location within a particular attendance center that is specifically devoted to a library media center, such as where classroom collections have been established instead, the district shall ensure that equitable access to library media resources is made available to students in all the grade levels served. If students' only access to library media resources is achieved by visiting a location outside their attendance center, the district shall maintain records demonstrating that all students' regular schedules include time for this purpose.

4) Staff

Nothing in this subsection (o)(4) shall be construed as prohibiting districts or schools from sharing the services of individuals qualified under Section 1.755~~ of this Part~~, and nothing in this subsection (o) shall be construed as permitting an individual who is not qualified as a library information specialist to assume that role. Each district shall assign responsibility for overall direction of its program of library media services to an employee who holds a professional educator license endorsed for a teaching or an administrative field. Except as otherwise provided in subsection (o)(4)(A) ~~of this Section~~, the individual to whom this responsibility is assigned shall meet the requirements of Section 1.755~~ of this Part~~, and the individual to whom this responsibility is assigned shall not provide the services described in Section 1.755 ~~of this Part~~ unless he or she meets the requirements of that Section.

A) In the event that no employee of the district holds any of the qualifications enumerated in Section 1.755~~ of this Part~~, the individual to whom direction of the program is assigned shall be required to participate annually in professional development consisting of:

i) undergraduate or graduate coursework in library science offered by a regionally accredited institution of higher education; or

ii) one or more workshops, seminars, conferences, institutes, symposia, or other similar training events that are offered by the Illinois State Library, a regional library system, or another professional librarians' organization; or

iii) one or more "library academies" if these are made available by or at the direction of the State Superintendent of Education.

B) A district that is otherwise unable to fulfill the requirements of this subsection (o)(4) shall ensure that the overall direction of the library media program (e.g., selection and organization of materials, provision of instruction in information and technology literacy, structuring the work of library paraprofessionals) is accomplished with the advice of an individual who is qualified pursuant to Section 1.755~~ of this Part~~.

p) Physical Education

1) Appropriate activity related to physical education shall be required of all students each day unless otherwise permitted by Section 27-6 of the School Code [105 ILCS 5/27-6]. The time schedule shall compare favorably with other courses in the curriculum. Safety education as it relates to the physical education program should be incorporated.

2) There shall be a definite school policy regarding credit earned each semester in physical education with provisions for allowable variables in special cases.

3) If a district determines that it is difficult to implement a program of physical education that involves all students daily, the administration should consult one of the program service personnel from the State Board of Education for assistance in the development of an acceptable program.

4) *The physical education and training course offered in grades 5 through 10 may include health education* (Section 27-5 of the School Code [105 ILCS 5/27-5]).

5) *Special activities in physical education shall be provided for pupils whose physical or emotional condition, as determined by a person licensed under the Medical Practice Act* of 1987 [225 ILCS 60]*, prevents their participation in the courses provided for normal children* (Section 27-6 of the School Code).

6) Pursuant to Section 27-6 of the School Code, a student who presents an appropriate excuse from his or her parent or guardian or from a person licensed under the Medical Practice Act of 1987 shall be excused from participation in physical education.

A) Each school board shall honor excuses signed by persons licensed under the Medical Practice Act of 1987 and shall establish a policy defining the types of parental excuses it will deem "appropriate" for this purpose, which shall include, but need not be limited to, reliance upon religious prohibitions.

B) A board shall have no authority to honor parental excuses based upon students' participation in athletic training, activities~~,~~ or competitions conducted outside the auspices of the school district,

except as otherwise authorized under Section 27-6(b) of the School Code.

C) For each type of excuse that will be considered "appropriate", the school board shall identify in its policy any evidence or support it will require. For example, a board may require a signed statement from a member of the clergy corroborating the religious basis of a request.

7) In addition, pursuant to Section 27-6(b) of the School Code, each school board that chooses to excuse pupils enrolled in grades 9 through 12 from engaging in physical education courses under that subsection shall establish a policy to excuse pupils on an individual basis and shall have the policy on file in the local district office. The district shall maintain records showing that, in disposing of each request to be excused from physical education, the district applied the criteria set forth in Section 27-6 to the student's individual circumstances.

q) School Support Personnel Services

To assure provision of School Support Personnel Services, the local district shall conduct a comprehensive needs assessment to determine the scope of the needs in the areas of:

1) Guidance and Counseling Needs;

2) Psychological Needs;

3) Social Work Needs;

4) Health Needs.

r) Social Sciences and History

Each school system shall provide history and social sciences courses that do the following:

1) analyze the principles of representative government, the Constitutions of both the United States and the State of Illinois, the proper use of the flag, and how these concepts have related and currently do relate in actual

practice in the world (see Section 27-21 of the School Code [105 ILCS 5/27-21]);

2) *include in the teaching of United States history the role and contributions of ethnic groups in the history of this country and the State* (Section 27-21 of the School Code);

3) *include in the teaching of United States history the role of labor unions and their interaction with government in achieving the goals of a mixed free-enterprise system* (Section 27-21 of the School Code);

4) *include the study of that period in world history known as the Holocaust* (Section 27-20.3 of the School Code [105 ILCS 5/27-20.3]);

5) *include the study of the events of Black history, including the individual contributions of African-Americans and their collective socio-economic struggles* (Section 27-20.4 of the School Code [105 ILCS 5/27-20.4]);

6) *include the study of the events of women's history in America, including individual contributions and women's struggles for the right to vote and for equal treatment* (Section 27-20.5 of the School Code [105 ILCS 5/27-20.5]); and

7) *include the study of the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression* (Section 27-21 of the School Code).

s) Protective eye devices shall be provided to and worn by all students, teachers~~,~~ and visitors when participating in or observing dangerous career and technical education courses and chemical-physical courses of laboratories as specified in Section 1 of the Eye Protection in School Act [105 ILCS 115/1]. The eye protective devices shall meet the nationally accepted standards set forth in "American National Standard Practice for Occupational and Educational Personal Eye and Face Protection Devices", ANSI/ISEA Z87.1-2010, issued by the American National Standards Institute, Inc., 1899 L Street, NW, 11th Floor, Washington, D.C. 20036. No later editions or amendments to these standards are incorporated ~~by this Part~~.

t) Each school district shall provide instruction as required by Sections 27-3.5, 27-13.2, 27-13.3, 27-23.3, 27-23.4 and 27-23.8 of the School Code [105 ILCS 5/27-3.5, 27-13.2, 27-13.3, 27-23.3, 27-23.4 and 27-23.8].

(Source: Amended at 39 Ill. Reg. _____, effective _____)

Section 1.440 Additional Criteria for High Schools

The School Code establishes differing requirements for the coursework that high schools must offer, the courses students must take and the courses students must pass in order to graduate.

a) Course Offerings. Each district shall provide a comprehensive curriculum that includes at least the following offerings. The time allotment, unless specified by the School Code or applicable rules, is the option of the local school district.

1) Language Arts

2) Science

3) Mathematics

4) History of the United States

5) Foreign Language

6) Music

7) Art

8) Career and Technical Education – Orientation and Preparation

9) Health Education (see the Critical Health Problems and Comprehensive Health Education Act)

10) Physical Education (see Section 27-6 of the School Code)

11) Consumer Education (see Section 27-12.1 of the School Code)

12) Conservation of Natural Resources (see Section 27-13.1 of the School Code)

13) Driver and Safety Education (see the Driver Education Act [105 ILCS 5/27-24 through 27-24.10] and 23 Ill. Adm. Code 252)

b) Required Participation

1) Each student shall be required to take one semester or the equivalent, i.e., at least 18 weeks, of health education during the secondary school experience.

2) Each student shall be required to take physical education daily, except as provided in Section 27-6 of the School Code and Section 1.445 of this Part.

3) Each student shall be required to take consumer education for 50 minutes per day for a period of nine weeks in any of grades 9-12.

4) Each student shall be required to take a course covering *American patriotism and the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois, and the proper use and display of the American flag for not less than one hour per week, or the equivalent.* (Sections 27-3 and 27-4 of the School Code)

c) Specific Requirements for Graduation. A "unit" is the credit accrued for a year's study or its equivalent. A student may be permitted to retake a course that he or she has already successfully completed (for example, to earn a better grade). However, credit may not be awarded more than once for completion of the same course, and the same course may not be counted more than once toward fulfillment of the State requirements for graduation.

1) Each student shall be required to have accrued at least 16 units in grades 9-12 if graduating from a four-year school or 12 units in grades 10-12 if graduating from a three-year high school. In either case, one unit shall be in American History or American History and Government. (Section 27-22 of the School Code) *No student shall receive certification of graduation without passing an examination* on the subjects discussed in subsection (b)(4).

2) Pursuant to Section 27-22 of the School Code, all students, except students with disabilities whose course of study is determined by an individualized education program, must successfully complete certain courses, depending upon the school year in which they enter grade 9 and subject to the exceptions provided in Section 1.445 of this Part, as a prerequisite to receiving a high school diploma.

3) Credits earned by students prior to entry into grade 9 as authorized by Section 27-22.10 of the School Code [105 ILCS 5/27-22.10] may be used to fulfill any of the requirements of subsection (c)(2) of this Section.

d) School districts shall have on file in the local district office a description of all course offerings that may comply with the requirements of the law. A course will be accepted as meeting the relevant requirement for graduation if its description shows that its principal instructional activity is the development and application of knowledge and skills related to the applicable requirement.

1) "Writing-Intensive" Courses

The course description for a "writing-intensive" course will be accepted for purposes of Section 27-22 of the School Code if:

A) a goal of the course is to use the writing that students do relative to the subject matter being presented as a vehicle for improving their writing skills;

B) writing assignments will be an integral part of the course's content across the time span covered by the course;

C) the written products students are required to prepare in order to receive credit for the course and the feedback students receive are such that:

i) students' writing proficiency is evaluated against expectations that are appropriate to early or late high school and encompass all of the writing standards for those grades enumerated in the Illinois Learning Standards for English Language Arts and Literacy in History/Social Studies, Sciences, and Technical Subjects (see Appendix D); and

ii) students receive information from the evaluation of their written products that will permit them to improve their writing skills in terms of correct usage; well-organized composition; communication of ideas for a variety of purposes; and locating, organizing, evaluating and using information;

D) The writing-intensive study provided in at least one writing-intensive course is designed to address and integrate the elements of the writing process and to refine or apply research skills.

2) Foreign Language Courses

The description for any foreign language course shall indicate whether the school district will award a State Seal of Biliteracy in accordance with the requirements of Section 1.442 of this Part and Section ~~2-3.157~~2-3.159 of the School Code [105 ILCS 5/~~2-3.157~~2-3.159] and state the qualifications for receipt of the seal.

3) Advanced Placement Computer Science Course

The description for an Advanced Placement computer science course shall indicate that the course is *equivalent to a high school mathematics course* and *qualifies as a mathematics-based, quantitative course* for purposes of the fulfillment of State graduation requirements in mathematics. (Section 27-22(f-5) of the School Code)

e) It is the responsibility of the school district's administration to provide parents and guardians timely and periodic information concerning graduation requirements for all students, particularly in cases where a student's eligibility for graduation may be in question.

f) Additional requirements for graduation may be adopted by local boards of education. ~~Boards of education may accept courses completed in a community college toward graduation.~~

(Source: Amended at 39 Ill. Reg. _____, effective _____)

Section 1.442 State Seal of Biliteracy

In accordance with Section ~~2-3.157~~2-3.159 of the School Code, a school district may establish a program *to recognize high school graduates who have attained a high level of proficiency in one or more languages in addition to English,* by designating on a student's transcript and high school diploma his or her receipt of the State Seal of Biliteracy, provided that all the conditions of this Section are met. For purposes of this Section, "foreign language" has the meaning prescribed in Section ~~2-3.157(a)~~2-3.159(a) of the School Code.

a) Foreign Language Proficiency

A school district may award the State Seal of Biliteracy to any high school graduate *who attains a high level of proficiency, sufficient for meaningful use in college and career* (Section ~~2-3.157~~2-3.159 of the School Code), in a language other than English as evidenced by his or her attainment of a composite score of "intermediate high", or its equivalent, on a standardized assessment that addresses the four domains of speaking, writing, listening and reading in the targeted foreign language. For the purposes of this Section, proficiency may be shown using one of the methods outlined in this subsection (a).

1) Assessment Method

A) For purposes of using an assessment to determine proficiency:

i) "Intermediate high" is defined in the ACTFL Proficiency Guidelines 2012, published by the American Council on the Teaching of Foreign Languages, 1001 North Fairfax Street, Suite 200, Alexandria VA 22314 and available at http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012. (No later amendments to or editions of these guidelines are incorporated.)

ii) For the American Sign Language, "intermediate high" is equivalent to meeting progress indicators for grade 12 set forth in the Standards for Learning American Sign Language (2014), published by the American Sign Language Teachers Association, P.O. Box 38, Clinton WA 98236 and available at http://www.aslta.org/wp-content/uploads/2014/07/National_ASL_Standards.pdf. (No later amendments to or editions of these guidelines are incorporated.)

iii) "Standardized assessment" is one that is available for use on a statewide or national basis and meets generally accepted standards of fairness, validity and reliability as stated in "Standards for Educational and Psychological Testing" (2013), published by the American Educational Research Association, 1430 K Street, N.W., Suite 1200, Washington D.C. 20005. (No later amendments to or editions of these standards are incorporated.)

2) The State Superintendent shall post on its website by July 1 of each year a list of acceptable language assessments (e.g., the ACTFL Assessment of Performance Toward Proficiency in Languages (AAPPL), Advanced Placement (AP) World Language and Culture Exam, Diploma de Español como Lengua Extranjera (DELE)) and the score to be achieved on each that qualifies the student as meeting the criteria set forth in subsection (a)(1)(A)(i) or (ii), as applicable. A school district that chooses to use an assessment to measure foreign language proficiency that is not included on the list shall maintain evidence that the assessment meets the criteria specified in subsection (a)(1)(A)(iii) and either subsection (a)(1)(A)(i) or (ii), as applicable, and make that evidence available to the State Superintendent of Education upon request.

3) Alternative Evidence Method

A school district may choose to award the State Seal of Biliteracy through an alternative evidence method in accordance with this subsecton (a)(3).

A) The alternative evidence method may be used when:

i) a student attains an "intermediate mid" composite score, as defined in the ACTFL guidelines set forth in subsection (a)(1), or its equivalent, on a standardized assessment that addresses the four domains of speaking, writing, listening and reading in the targeted foreign language;

ii) no standardized assessment exists for the targeted foreign language;

iii) evaluating the language proficiency of a student with disabilities for whom the standardized assessment is inappropriate; or

iv) the standardized assessment for the targeted foreign language does not assess one or more of the four domains of speaking, writing, listening and reading.

B) Any alternative evidence method used shall consist of a student portfolio that contains evidence for each component set forth in subsections (a)(3)(C) and (a)(3)(D) that demonstrates proficiency

equivalent to an "intermediate high" level in the four domains of speaking, writing, listening and reading.

C) Experience in the Targeted Foreign Language

i) The extent to which the student's language background enables him or her to gain proficiency in the targeted foreign language in one or more of the four domains;

ii) The extent to which the student's participation in intercultural activities provided opportunities to gain proficiency in the targeted foreign language in one or more of the four domains;

iii) The courses taken in the targeted foreign language and the grades received; and/or

iv) The extent to which any time spent in countries where the targeted foreign language is spoken contributed to the student's opportunities to gain proficiency in the targeted foreign language in one or more of the four domains.

D) Work Samples

i) Formal presentations in the targeted foreign language;

ii) Student-produced compositions, articles, papers and other formal documents in the targeted foreign language; and/or

iii) Certificates, diplomas, results from tests or assessments other than those identified under subsection (a) and additional achievements that demonstrate sufficient proficiency in the targeted foreign language.

b) English Proficiency

1) To be eligible to be awarded the State Seal of Biliteracy, each student also shall demonstrate proficiency in English through:

A) Attainment of either a "meets standards" or "exceeds standards" for English language arts on the State assessments administered at the

secondary level, as authorized in Section 2-3.64a-5 of the School Code;

B) Attainment of a "proficient" score on the English language proficiency assessment defined at 23 Ill. Adm. Code 228.10 (Transitional Bilingual Education) administered at the secondary level; or

C) Attainment of an "intermediate high" composite score on an assessment in English identified pursuant to subsection (a)(1).

2) The State Superintendent shall post on its website by July 1 of each year a list of acceptable English language assessments (e.g., the *TOEFL*® test, the ESL (English as a Second Language) AAPPL, ACTFL Assessment of Performance Toward Proficiency in Languages) and the score to be achieved on each that qualifies the student as meeting one of the sets of criteria for proficiency set forth in this subsection (b). A school district that chooses to use an assessment to measure English language proficiency that is not included on the list shall maintain evidence that the assessment meets the criteria specified in subsection (a)(1)(A)(iii) and one of the sets of criteria for proficiency set forth in this subsection (b) and make that evidence available to the State Superintendent of Education upon request.

c) The State Seal of Biliteracy program may offer a State Commendation toward Biliteracy to any student who fails to meet the requirements of subsection (a) but attains a score of "intermediate low", or its equivalent, in the targeted foreign language using the method set forth in subsection (a)(1) or (a)(3).

1) "Intermediate low" is defined in the ACTFL Proficiency Guidelines 2012 referenced in subsection (a)(1).

2) Each student also shall demonstrate a level of proficiency in English through:

A) Attainment of either a "meets standards" or "exceeds standards" for English language arts on the State assessments administered at the secondary level, as authorized in Section 2-3.64a-5 of the School Code;

B) Attainment of a score established for part-time placement in a transitional bilingual education program (see 23 Ill. Adm. Code

228.30(c) (Establishment of Programs)) on the English language proficiency assessment defined at 23 Ill. Adm. Code 228.10 (Transitional Bilingual Education) that is administered at the secondary level; or

C) Attainment of an "intermediate low" composite score on an assessment in English identified pursuant to subsection (a).

3) The State Superintendent shall post on its website by July 1 of each year a list of acceptable assessments (e.g., the ACTFL Assessment of Performance Toward Proficiency in Languages (AAPPL), Advanced Placement (AP) World Language and Culture Exam, Diploma de Español como Lengua Extranjera (DELE)) and the score to be achieved on each that qualifies the student as meeting the criteria set forth in this subsection (c) for foreign language and English language proficiency. A school district that chooses to use an assessment that is not included on the list shall maintain evidence that the assessment meets the criteria specified in subsection (a)(1)(A)(iii) and the applicable criteria set forth in this subsection (c) and make that evidence available to the State Superintendent of Education upon request.

d) In accordance with Section ~~2-3.157(g)~~2-3.159(g) of the School Code, the school district shall place a designation of a qualifying student's receipt of the State Seal of Biliteracy in the student's permanent record on the academic transcript as defined in 23 Ill. Adm. Code 375 (Student Records) and include the designation on the student's diploma. A school district also shall place a designation of a qualifying student's receipt of the State Commendation toward Biliteracy both in the permanent record on the academic transcript and on the student's diploma. The designations shall list each of the targeted foreign languages for which the State Seal of Biliteracy or State Commendation toward Biliteracy is being awarded. The State Board of Education shall make an electronic facsimile of the State Seal of Biliteracy and the State Commendation toward Biliteracy available to school districts for this purpose.

e) A school district that chooses to participate in the State Seal of Biliteracy program shall meet the requirements of this subsection (e).

1) A participating school district shall notify the State Board of Education of its participation by October 1 of each year. A district that elects to participate after October 1 shall notify the State Board of Education of its

participation no later than 45 calendar days prior to the issuance of any State Seals or State Commendations.

A) A school district electing to participate after October 1 shall include in its notification to the State Board of Education evidence that the district has met all of the requirements set forth in this subsection (e).

B) A district that fails to submit the proper notification within the timeframes provided shall be prohibited from awarding the State Seal and State Commendation for that school year.

2) A participating district shall designate at least one individual to serve as coordinator of the State Seal of Biliteracy program and include the individual's name and contact information in the notice provided pursuant to subsection (e)(1). The individual assigned to serve as the coordinator of the program shall:

A) Hold a professional educator license endorsed in an administrative area issued pursuant to 23 Ill. Adm. Code 25 (Educator Licensure); and

B) Participate in training approved by the State Board of Education prior to awarding the State Seal of Biliteracy awarded under the provisions of Section ~~2-3.157~~2-3.159 of the School Code and this Section and the State Commendation toward Biliteracy awarded under the provisions of this Section.

3) Using a format prescribed by the State Superintendent of Education, a participating school shall submit an annual report to the State Board of Education no later than 30 days after the end of the school year that includes, but is not limited to, identification of each student awarded the State Seal of Biliteracy or the State Commendation toward Biliteracy, targeted foreign language or languages for which the State Seal of Biliteracy or State Commendation toward Biliteracy was awarded to the student and the method the student used to demonstrate proficiency.

4) A participating school district shall make available information about the State Seal of Biliteracy program to parents and students by posting on the district's website, if the district maintains a website, and in the student handbook the following information:

A) General information about the State Seal of Biliteracy program and the opportunity for students to participate;

B) A description of the process a student would use to demonstrate proficiency in the targeted foreign language, including details about any alternative evidence that may be required under the provisions of subsection (a)(3), if applicable;

C) An estimate of the costs, if known, that students might incur to demonstrate proficiency using either of the methods under subsection (a); and

D) The name and contact information for any individuals designated to serve as the coordinator of the State Seal of Biliteracy program.

(Source: Amended at 39 Ill. Reg. _____, effective _____)

SUBPART E: SUPPORT SERVICES

Section 1.540 ~~Pupil Personnel Services (Repealed)~~Undesignated Epinephrine Auto-injectors

This Section establishes requirements in addition to those set forth at Section 22-30 of the School Code [105 ILCS 5/22-30] for a school nurse or other trained school personnel *to administer an undesignated epinephrine auto-injector to any person whom the school nurse or trained personnel in good faith believes to be having an anaphylactic reaction* (*i) while in school, (ii) while at a school-sponsored activity, (iii) while under the supervision of school personnel, or (iv) before or after normal school activities, such as while in before-school or after-school care on school-operated property*.

a) Definitions

For the purposes of this Section:

1) "School" shall be understood to mean a school district, public school or nonpublic school, as may be applicable.

2) "School nurse" shall have the meaning prescribed in Section 22-30(a) of the School Code.

b) Parental Notification

In addition to the provisions of Section 22-30(c) and (c-5) of the School Code, a school that has a standing protocol, as defined in Section 22-30 of the School Code, to administer undesignated epinephrine auto-injectors shall notify the parents or guardians of each student that the school has instituted the standing protocol and that a student may be administered epinephrine under the circumstances described in Section 22-30(e-5).

1) The school shall provide the notification of the standing protocol to the parents or guardian at the start of each school year or, for students enrolling for the first time, at the time of enrollment. The parent or guardian shall acknowledge the notification by signing it and returning it to the school.

2) A school also shall accept a written request from a parent or guardian stating that his or her student not be administered epinephrine under any circumstances. The school shall provide the names of any student whose parent or guardian submits notification under this subsection (b)(2) to the school nurse and to any trained personnel, as defined under Section 22-30(a) of the School Code.

c) Standing Protocol

1) A standing protocol to administer undesignated epinephrine auto-injectors shall be provided to the school nurse and trained personnel, as well as kept with or near the undesignated epinephrine auto-injectors.

2) The standing protocol shall state the hours of the day, days of the week and the school-sponsored activities during which the undesignated epinephrine auto-injectors will be available. A school is not required to have a school nurse or trained personnel available at all times nor at all school-sponsored activities to administer undesignated epinephrine auto-injectors.

3) The standing protocol shall provide that the undesignated epinephrine auto-injectors be stored in and available daily at one or more designated, secure locations. For this purposes of this Section, "secure location" means an unlocked location that is inaccessible to students and/or visually monitored by an adult during the normal school day under routine circumstances.

4) The standing protocol shall include a written order for the undesignated epinephrine auto-injectors that meets the requirements of Section 22-30(b) of the School Code. The written order required under this subsection (c)(4) is valid for the school year in which it was provided and must be renewed each school year. (Section 22-30(d) of the School Code)

d) Notification of Administration of an Undesignated Epinephrine Auto-Injector

Any school whose school nurse or trained personnel administered an undesignated epinephrine auto-injector shall meet the notification requirements of Section 22-30(f-5) and (f-10) of the School Code.

e) Personnel Training

Only trained personnel or a school nurse shall administer an undesignated epinephrine auto-injector.

1) Certification courses required under Section 22-30(g) of the School Code in cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED) shall be conducted by a trainer who is certified in CPR/AED by the American Heart Association, American Red Cross or similar certifying body. Trained personnel shall renew any certification issued in accordance with the requirements of the certifying body and present the certification to his or her school.

2) A school administrator or a school nurse shall be available to answer questions from training participants if the anaphylaxis training is presented via a webinar or online format or through a video supplied by an epinephrine manufacturer. Training provided in one of the formats listed in this subsection (e)(2) shall not be considered complete unless an opportunity for questions is provided.

3) In addition to the curricular content listed in Section 22-30(h), anaphylaxis training also shall include information about:

A) where the undesignated epinephrine auto-injectors are stored and how to access them;

B) the method by which the school nurse or trained personnel will be notified of an incident that could require the administration of an undesignated epinephrine auto-injector;

C) the school's written plan to prevent exposure to allergens; and

D) the process for administering the specific undesignated epinephrine auto-injector devices identified in the standing order.

4) A school nurse or physician with knowledge of allergies and anaphylaxis and CPR and AED certification who possesses skill in administering or demonstrating the use of an epinephrine auto-injector shall certify by written signature that the trained personnel passed the test required under Sectcion 22-30(h)(7) of the School Code.

5) Each statement of certification issued under subsection (e)(4) of this Section shall be maintained by the school in accordance with Section 22-30(g) of the School Code.

6) The names of trained personnel shall be provided to the school nurse and school administrator.

f) Reporting

Each school shall submit a report regarding the administration of an undesignated epinephrine auto-injector electronically in a format prescribed by the State Superintendent of Education within the timeline specified in Section 22-30(i) of the School Code.

g) Allergen Reduction Plan

Each school shall develop a written plan to reduce the risk of accidential exposure to allergens that addresses, at a minimum, lunchroom safeguards, classroom food policies, and identification of areas of the playground that are known concerns, such as those with insect colonies. A separate plan is not required if the school has addressed reducing the risk of accidential exposure to allergens in the plan adopted pursuant to Section 2-3.149(b) of the School Code [105 ILCS 5/2-3.149(b)].

g) In accordance with Section 22-30(h) of the School Code, the State Superintendent of Education shall post on the agency's website by January 1, 2016 a list of resource materials about how *to recognize and respond to anaphylaxis*.

(Source: Old Section repealed at 39 Ill. Reg. _____, effective _____; new Section added at 39 Ill. Reg. _____, effective _____)

SUBPART F: STAFF LICENSURE REQUIREMENTS

Section 1.660 Records of Professional Personnel

The school district shall maintain records for all professional personnel currently employed by the district. In addition to the individual's name, the record for each professional employee shall contain at least the copies of official transcripts required by Section 24-23 of the School Code [105 ILCS 5/24-23] and relevant health records, including the verification of freedom from tuberculosis as may be required under rules of the Illinois Department of Public Health at 77 Ill. Adm. Code 696 (Control of Tuberculosis Code)~~required by Section 24-5 of the School Code~~ [105 ILCS 5/24-5]. Each employee's record may also contain other relevant items, such as verification of past teaching experience, salary schedule placement~~,~~ and accumulated sick leave.

(Source: Amended at 39 Ill. Reg. _____, effective _____)

SUBPART G: STAFF QUALIFICATIONS

Section 1.705 Requirements for Supervisory and Administrative Staff

Requirements for the receipt of the endorsements specified in this Section shall be as set forth in 23 Ill. Adm. Code 25 (Educator Licensure).

a) Each district superintendent shall hold a professional educator license with a superintendent endorsement.

b) Each principal or assistant principal shall hold a professional educator license with a general administrative or principal or superintendent endorsement, except that a head teacher serving in place of a principal as permitted by Section 10-21.4a of the School Code [105 ILCS 5/10-21.4a] shall hold a professional educator license endorsed for supervision.

c) Each assistant superintendent shall hold a professional educator license with a general administrative, principal, director of special education or superintendent endorsement.

d) Each general administrator (e.g., director, assistant director, coordinator, ~~administrative assistant,~~ or general supervisor) in general education shall hold a professional educator license with a general supervisory, general administrative, principal or superintendent endorsement.

e) Each head of a general education department or supervisor for a specific subject shall hold either:

1) a professional educator license with a general supervisory, general administrative, principal or superintendent endorsement or teacher leader endorsement issued pursuant to 23 Ill. Adm. Code 25.32 (Teacher Leader Endorsement); or

2) a professional educator license endorsed for supervision in the area supervised (see 23 Ill. Adm. Code 25.497 (Supervisory Endorsements)).

f) Each supervisory dean shall hold a professional educator license with a general supervisory, general administrative, director of special education, principal or superintendent endorsement, or teacher leader endorsement issued pursuant to 23 Ill. Adm. Code 25.32 (Teacher Leader Endorsement).

g) Each dean of students shall hold:

1) a professional educator license with a general supervisory, general administrative, director of special education, principal or superintendent endorsement; or

2) a professional educator license endorsed in a teaching field (and for supervision if the holder suspends students pursuant to Section 10-22.6 of the School Code); or

3) a professional educator license endorsed in a school support personnel field other than school nursing (and for supervision if the holder disciplines or suspends students).

h) Each special education director or assistant director shall meet the requirements of 23 Ill. Adm. Code 226.800(g) (Personnel Required to be Qualified) and hold a professional educator license endorsed for director of special education in accordance with 23 Ill. Adm. Code 25.365 (Endorsement for Director of Special Education).

i) Each special education supervisor shall hold either:

1) a professional educator license with a general supervisory, general administrative, director of special education, principal or superintendent endorsement and teaching qualifications in each area supervised; or

2) a professional educator license endorsed for each area supervised and for supervision (see 23 Ill. Adm. Code 25.497 (Supervisory Endorsements)).

j) Each supervisor of more than one school support personnel area shall hold either:

1) a professional educator license and a general administrative, principal or superintendent endorsement; or

2) a professional educator license endorsed for school support personnel and supervision in each field supervised.

k) Each supervisor of one school support personnel area shall hold:

1) a professional educator license with a general supervisory, general administrative, director of special education, principal or superintendent endorsement; or

2) a professional educator license endorsed for school support personnel in the field supervised and for supervision; or

3) a professional educator license endorsed for speech-language pathology <u>teaching</u> and for supervision (if applicable).

l) Each director of an area vocational center and each director or supervisor of more than one field in career and technical education (including regional system directors) shall hold a professional educator license with a general administrative, principal or superintendent endorsement and have teaching qualifications in one of the five occupational areas and 2,000 hours of work experience outside the field of education.

m) Each supervisor of one field in career and technical education shall hold either:

1) a professional educator license with a general supervisory, general administrative, principal or superintendent endorsement and teaching

qualifications in one field of career and technical education, including 2,000 hours of work experience in the specific field outside of education; or

2) teaching qualifications in the specific field supervised, including 2,000 hours of work experience in the specific field outside of education, and a professional educator license with a supervisory endorsement.

n) Each administrator in a bilingual education program shall hold a valid professional educator license with a general administrative, principal, superintendent or supervisory endorsement issued in accordance with the applicable provisions of 23 Ill. Adm. Code 25 and this Part and meet the applicable requirements of Section 1.783 of this Part.

o)~~p)~~ Each chief school business official shall hold a professional educator license with a chief school business official endorsement.

(Source: Amended at 39 Ill. Reg. _____, effective _____)

Section 1.790 Substitute Teacher

a) To serve as a substitute teacher, a person shall hold a valid substitute teaching license issued pursuant to Section 21B-20(3) of the School Code [105 ILCS 5/21B-20(3)]. Any individual who holds a valid and active Illinois educator license ~~indicative of completion of~~and at least a bachelor's degree may serve as a substitute teacher without having to also hold the substitute teaching license.

b) A teacher holding a substitute teaching license may teach only in the place of a licensed teacher who is under contract with the employing board. (See Section 21B-20(3) of the School Code.)

c) In accordance with Section 21B-20(3) of the School Code, there is no limit on the number of days that a substitute teacher may teach except that:

1) A person who holds only a substitute teaching license may teach for no longer than 90 paid school days for any one licensed teacher who is under contract with the school district in any one school term.

2) A person who holds a professional educator license or an educator license with stipulations endorsed for a teaching field may teach for no longer

than 120 paid school days for any one licensed teacher who is under contract with the school district.

d) A school district may employ a substitute teacher to fill a position when there is no licensed teacher under contract with the school district only in an emergency situation, as defined in Section 21B-20(3) of the School Code. Any substitute teacher hired under this subsection (d) shall work no more than 30 calendar days per each vacant position.

(Source: Amended at 39 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 14, 2015

TO: **Illinois State Board of Education**

FROM: **Tony Smith, Ph.D., State Superintendent of Education**
Susie Morrison, Deputy Superintendent/Chief Education Officer
Marcy Dutton, Interim General Counsel

***Agenda Topic*:** **Part 25 (Educator Licensure) Proposed Amendments for Initial Review**

***Materials*:** **Recommended Rules**

***Staff Contacts*:** Jason Helfer, 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 amendments do not directly relate to the Board's Strategic Goals, as they respond to recently enacted legislation, eliminate obsolete provisions and clarify existing requirements to ensure that educators are highly qualified and effective.

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

Background Information
A number of updates are being proposed for Part 25, the set of rules that specifies requirements for the licensure of educators; addresses standards and criteria for approval of educator preparation programs; and establishes a system of license renewal for teachers, school support personnel and administrators. The substantive changes being proposed are explained under "Policy Implications" below in the order in which they appear in the rulemaking.

The proposed amendments were discussed with the State Educator Preparation and Licensure Board (SEPLB) at its meeting on May 1, 2015. The SEPLB recommended that the rulemaking be presented, as proposed, for consideration by the State Board of Education.

Analysis and Implications for Policy, Budget, Legislative Action and Communications
Policy Implications:
Short-Term Emergency Approval in Special Education (Section 25.48). Two years ago as part of the agency's rulemaking in response to the educator licensure legislation, staff determined that a need no longer existed for the State Superintendent's issuing approval to allow educators holding certain teacher or transitional bilingual endorsements and who had completed certain special education coursework to be employed as special educators while they completed clinical experiences to qualify them for receipt of the required Learning Behavior Specialist (LBS) I endorsement. This approval was put in place to ensure an adequate supply of qualified staff while the agency made the transition from categorical credentialing based on

disability category to a cross-categorical system. The approval is valid for three years, during which time the individual must complete the requirements for the LBS I endorsement. While special education teachers have been required since July 2001 to have an LBS I endorsement, shortages of special educators still exist in many areas of the state. In 2014 and 2015, for instance, the agency issued 26 approvals for educators to serve in special education positions under this rule. For this reason, the opportunity to receive this approval should be extended until September 1, 2018, as an incentive for individuals who are not yet fully qualified to pursue opportunities as special educators.

Early Childhood Endorsement (New Section 25.96). In November 2011, the Early Childhood Advisory Group (ECAG) began reviewing standards for the early childhood endorsement. ECAG completed revisions in early 2014, and the Board adopted a rulemaking (Part 26) incorporating the new standards in December 2014, with final rules becoming effective in February 2015. Several companion recommendations to the ECAG standards are proposed in new Section 25.96 and these include:

- limiting the endorsement to birth through grade 2 (currently the endorsement is valid for birth through grade 3);
- requiring that early childhood education field experiences and clinical practice (i.e., student teaching) occur in at least two of three early childhood age groupings (birth through age 3; age 3 years through 5 years; and age 5 years through 8 years); and
- requiring coursework in the biological and physical sciences that addresses at least the areas of physical, life, and earth and space sciences.

Also among the group's recommendations was a requirement that early childhood education preparation programs become entitled by the Gateways to Opportunity Illinois Professional Development System by aligning their coursework to the benchmarks of Gateways' ECE Credential Level 5. While the requirement for this alignment is being made in Part 26, Section 25.96(d) also informs recipients of the early childhood endorsement who complete programs aligned to the Gateways benchmarks that they are eligible to apply for the Gateways credential. The credential is optional and will not be required in order to teach in the public schools.

Finally, staff are declining to include an ECAG recommendation that the coursework a candidate receives in the social sciences covers the 10 themes defined by the National Council for Social Studies (i.e., culture; time, continuity and change; people, places and environments; individual development and identity; individuals, groups and institutions; power, authority and governance; production, distribution and consumption; science, technology and society; global connections; and civic ideals and practices) as these themes relate to the disciplinary standards for history, geography, civics and government, economics and psychology. The recommendation is overly prescriptive. Instead, early childhood candidates, like those seeking the elementary education credential, will be required to complete coursework addressing at least three of the four areas of the social sciences (i.e., history; geography; civics and government; and economics of Illinois, the United States and the world).

Nationally Certified School Psychologist (New Section 25.230). P.A. 98-947, effective August 15, 2014, allows an individual to qualify for a school support personnel endorsement for school psychologist if he or she holds national certification from the National Association of School Psychologists. Evidence of national certification would be required in lieu of completing a school psychologist program approved by the State Board of Education. In addition to holding national certification, the applicant also would have to meet the requirements for the receipt of the professional educator license (including coursework in special education, English Learners and reading) and pass the content-area test and test of basic skills.

Principal Endorsement (Section 25.337). Two changes are being proposed in Section 25.337, both of which respond to recent legislation. P.A. 98-917, effective August 15, 2014, and P.A. 98-1147, effective December 31, 2014, both amended Section 21B-25(2)(B) of the School Code to expand the type of experience required to receive the principal endorsement. P.A. 98-917 allows for individuals with a school support personnel endorsement to qualify for the principal endorsement if they apply for the endorsement by June 30, 2019. P.A. 98-1147 enables applicants with either teaching or, until June 30, 2019, school support personnel experience to qualify for the principal endorsement.

Additionally, new subsection (d) sets forth the conditions under which applicants may qualify for the principal endorsement if they lack four years of teaching experience. P.A. 96-903, effective July 1, 2010, added the principal endorsement to eventually replace the general administrative endorsement. The law also allowed for consideration of receipt of the principal endorsement with less than four years of experience based on performance evaluations. At the time staff promulgated rules for the principal endorsement, however, they indicated that it would be premature to develop rules based on performance evaluations since the performance evaluation system had not yet been implemented. Starting in school year 2016-17, all school districts in the state are required to implement performance evaluation systems that will consider student growth as a “significant factor” in rating the performance of teachers and principals. As such, it is appropriate to proceed with rulemaking at this time.

As proposed, candidates with fewer than four years of teaching experience (or until June 30, 2019, school support personnel experience) may qualify for the principal endorsement based on the results of their most recent performance evaluations that include data and indicators of student growth. The rule is modeled on the requirements for obtaining tenure in less than four years that are set forth in Section 24-11 of the School Code. That is, a candidate with "proficient" performance evaluation ratings in each annual evaluation may qualify for the principal endorsement with three years of experience, while a person with two years of experience would qualify with "excellent" ratings in two annual evaluations. Using a standard for receipt of the principal endorsement that is similar to what is required for tenure provides a uniform and consistent measure of teaching quality that is not arbitrarily determined.

Short-term Authorization (New Section 25.430). As with the short-term emergency approval for special educators discussed above, the short-term authorization allowed school districts under certain circumstances to employ teachers who are licensed for a particular grade level but who lack the endorsement for a content area to which they have been assigned. Originally put in place to help with teacher shortage areas, staff believed the authorization was no longer needed due to few content areas experiencing a shortage of qualified staff, the State’s adoption of the rigorous common core standards, and requirements under the Elementary and Secondary Education Act relative to highly qualified teachers that help ensure that each classroom has a fully qualified teacher. For these reasons, the authorization was repealed effective June 2013.

It has come to staff's attention, however, that a number of districts continue to struggle with recruiting and employing fully qualified staff, particularly in content areas of math and sciences. Rather than having school districts limit coursework or assign unqualified staff to these positions, an approval to employ staff working to become fully qualified is the preferred option. New Section 25.430 reinstates approval for school districts to employ teachers who have the appropriate grade level endorsement in shortage areas for three years, during which time the individual is expected to take coursework and meet other requirements in order to qualify for the

endorsement of assignment. If the teacher fails to obtain the proper endorsement within those three years, then he or she will be unable to continue teaching in the shortage area for which approval was granted.

Teaching Excellence Program (Section 25.444). P.A. 98-646, effective July 1, 2014, modified Section 21B-70 of the School Code regarding stipends and other monetary support for teachers and school counselors seeking and/or holding certification from the National Board of Professional Teaching Standards. Specifically, the law changed the system of priority consideration of certain categories of activities, necessitating changes throughout Section 25.444. Annual payments and incentives will be provided on a first-come, first-serve basis, regardless of the type of payment being requested. Further, the new law provided for payments specific to "instructional leadership training for qualified educators interested in supporting implementation of the Illinois Learning Standards or teaching and learning priorities of the State Board". New subsection (g) establishes a process for making those payments, should money be available for this purpose and the State Superintendent chooses to do so.

Educator Testing (Section 25.720). Staff are recommending that the 10-year validity of results from the basic skills tests for educator licensure (i.e., Test of Academic Proficiency, or TAP; ACT; SAT) be removed (subsection (b)(6)). Staff report that most states do not limit the validity period of results from basic skills testing, which assesses proficiency in reading comprehension, language arts, mathematics and writing. Further, the change should be welcomed by educator preparation programs and candidates for licensure, who submitted public comment opposing the rule three years ago when the limit was last considered.

Other changes in Section 25.720 phase out the Assessment of Professional Teaching (APT). Starting September 1, 2015, the Teacher Performance Assessment (TPA) will be used to assess teaching proficiency, so the APT is no longer needed. As proposed, candidates completing student teaching by August 31, 2015, will be given up to five years to complete the APT before it is no longer offered. This allowance is necessary since the TPA is a performance-based assessment that is conducted as part of a student teaching experience. APT, on the other hand, is a computer-based test that must be successfully completed before qualifying for the professional educator license.

"Highly Qualified" Physical Education and Health Teachers (Appendix D). P.A. 98-860, effective January 1, 2015, added Section 21B-200 to the School Code to allow teachers holding endorsements for physical education or health to "meet" the criteria established under the No Child Left behind Act of 2001 (NCLB) for "highly qualified" teachers. School districts receiving funding under NCLB must employ "highly qualified" teachers in the core subject areas of science, the arts, reading or language arts, English, history, civics and government, economics, geography, foreign language and mathematics. Appendix D of the agency's rules governing Educator Licensure set forth the criteria for highly qualified educators. Since neither physical education nor health is considered a core subject area under NCLB, none of those teachers have been required to meet highly qualified criteria.

Section 21B-200 does not require physical education and health teachers to be highly qualified nor does it require school districts to employ highly qualified physical education and health teachers. "Highly qualified" status remains an option for these types of teachers to meet, as well as an option for a school district to require for employment. A modification to Appendix D under "Special Circumstances" will make the optional nature of "highly qualified" clear to physical education and health teachers, as well as the school districts that employ them, and let them know what they must do to be considered highly qualified on the same basis as any other

general education teacher. These criteria include holding a professional educator license endorsed for the grade level of instruction and passing the applicable grade level test, passing all applicable content-area tests, holding National Board certification, or earning 100 points under the High Objective Uniform State Standard of Evaluation system, also called HOUSSE.

Miscellaneous. Other changes being proposed in Part 25 include:

- Allowing out-of-state experience and preparation to qualify one for receipt of reading and gifted endorsements, as requested to do so by the field (Section 25.100);
- Increasing to two fiscal years the validity of an evaluation conducted by the agency to determine if an individual qualifies for an education license; this change aligns the evaluation to the two-year validity period of the educator license with stipulations endorsed for provisional educator, which is the credential an individual receives if he or she is lacking any of the required qualifications (Section 25.427); and
- Updating the incorporation to the "Standards for Educational and Psychological Testing" to the current 2014 edition (Sections 25.715 and 25.717) ; and
- Allowing for the use of an official transcript in place of a standard form to present evidence, for renewal purposes, of having completed coursework at a regionally accredited institution of higher education that does not offer approved educator preparation programs.

Budget Implications: None.
Legislative Action: None.
Communication: Please see “Next Steps” below.

Pros and Cons of Various Actions
The proposed changes will align the rules to current statute and practice, and make their provisions clearer.

Not proceeding with the amendments will result in the rules conflicting with statute and in the policy of the agency not being set forth in rules, as is required by the Illinois Administrative Procedure Act, thereby creating misunderstanding among those individuals regulated by the rules' provisions.

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:
>
> Educator Licensure (23 Illinois Administrative Code 25),
>
> 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.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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

PART 25
EDUCATOR LICENSURE

SUBPART A: DEFINITIONS

Section
25.10 Accredited Institution

SUBPART B: LICENSES

Section
25.11 New Certificates (February 15, 2000) (Repealed)
25.15 Types of Licenses; Exchange
25.20 Requirements for the Elementary Certificate (Repealed)
25.22 Requirements for the Elementary Certificate (2004) (Repealed)
25.25 Requirements for the Professional Educator License
25.30 Endorsement in Teacher Leadership (Through December 31, 2012) (Repealed)
25.32 Teacher Leader Endorsement (Beginning September 1, 2012)
25.35 Acquisition of Subsequent Certificates; Removal of Deficiencies (Repealed)
25.37 Acquisition of Subsequent Teaching Endorsements on a Professional Educator License
25.40 Requirements for the Special Certificate (Repealed)
25.42 Requirements for the Special Certificate (2004) (Repealed)
25.43 Standards for Licensure of Special Education Teachers
25.45 Standards for the Initial Special Preschool-Age 12 Certificate – Speech and Language Impaired (Repealed)
25.46 Special Provisions for the Learning Behavior Specialist I Endorsement
25.47 Special Provisions for the Learning Behavior Specialist I Approval
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AUTHORITY: Implementing Articles 21 and 21B ~~and Section 14C-8~~ and authorized by Section 2-3.6 of the School Code [105 ILCS 5/Art. 21, Art. 21B, ~~14C-8,~~ and 2-3.6].

SOURCE: Rules and Regulations to Govern the Certification of Teachers adopted September 15, 1977; amended at 4 Ill. Reg. 28, p. 336, effective July 16, 1982; amended at 7 Ill. Reg. 5429, effective April 11, 1983; codified at 8 Ill. Reg. 1441; amended at 9 Ill. Reg. 1046, effective January 16, 1985; amended at 10 Ill. Reg. 12578, effective July 8, 1986; amended at 10 Ill. Reg. 15044, effective August 28, 1986; amended at 11 Ill. Reg. 12670, effective July 15, 1987; amended at 12 Ill. Reg. 3709, effective February 1, 1988; amended at 12 Ill. Reg. 16022, effective September 23, 1988; amended at 14 Ill. Reg. 1243, effective January 8, 1990; amended at 14 Ill. Reg. 17936, effective October 18, 1990; amended at 15 Ill. Reg. 17048, effective November 13, 1991; amended at 16 Ill. Reg. 18789, effective November 23, 1992; amended at

19 Ill. Reg. 16826, effective December 11, 1995; amended at 21 Ill. Reg. 11536, effective August 1, 1997; emergency amendment at 22 Ill. Reg. 5097, effective February 27, 1998, for a maximum of 150 days; amended at 22 Ill. Reg. 11767, effective June 25, 1998; amended at 22 Ill. Reg. 19745, effective October 30, 1998; amended at 23 Ill. Reg. 2843, effective February 26, 1999; amended at 23 Ill. Reg. 7231, effective June 14, 1999; amended at 24 Ill. Reg. 7206, effective May 1, 2000; emergency amendments at 24 Ill. Reg. 9915, effective June 21, 2000, for a maximum of 150 days; amended at 24 Ill. Reg. 12930, effective August 14, 2000; peremptory amendment at 24 Ill. Reg. 16109, effective October 12, 2000; peremptory amendment suspended at 25 Ill. Reg. 3718, effective February 21, 2001; peremptory amendment repealed by joint resolution of the General Assembly, effective May 31, 2001; emergency amendments at 25 Ill. Reg. 9360, effective July 1, 2001, for a maximum of 150 days; emergency expired November 27, 2001; emergency amendments at 25 Ill. Reg. 11935, effective August 31, 2001, for a maximum of 150 days; amended at 25 Ill. Reg. 16031, effective November 28, 2001; amended at 26 Ill. Reg. 348, effective January 1, 2002; amended at 26 Ill. Reg. 11867, effective July 19, 2002; amended at 26 Ill. Reg. 16167, effective October 21, 2002; amended at 27 Ill. Reg. 5744, effective March 21, 2003; amended at 27 Ill. Reg. 8071, effective April 28, 2003; emergency amendments at 27 Ill. Reg. 10482, effective June 26, 2003, for a maximum of 150 days; amended at 27 Ill. Reg. 12523, effective July 21, 2003; amended at 27 Ill. Reg. 16412, effective October 20, 2003; emergency amendment at 28 Ill. Reg. 2451, effective January 23, 2004, for a maximum of 150 days; amended at 28 Ill. Reg. 8556, effective June 1, 2004; emergency amendments at 28 Ill. Reg. 12438, effective August 20, 2004, for a maximum of 150 days**;** amended at 29 Ill. Reg. 1212, effective January 4, 2005; amended at 29 Ill. Reg. 10068, effective June 30, 2005; amended at 29 Ill. Reg. 12374, effective July 28, 2005; emergency amendment at 29 Ill. Reg. 14547, effective September 16, 2005, for a maximum of 150 days; amended at 29 Ill. Reg. 15831, effective October 3, 2005; amended at 30 Ill. Reg. 1835, effective January 26, 2006; amended at 30 Ill. Reg. 2766, effective February 21, 2006; amended at 30 Ill. Reg. 8494, effective April 21, 2006; amended at 31 Ill. Reg. 10645, effective July 16, 2007; amended at 32 Ill. Reg. 3413, effective February 22, 2008; amended at 32 Ill. Reg. 13263, effective July 25, 2008; emergency amendment at 32 Ill. Reg. 18876, effective November 21, 2008, for a maximum of 150 days; amended at 33 Ill. Reg. 5462, effective March 24, 2009; amended at 34 Ill. Reg. 1582, effective January 12, 2010; amended at 34 Ill. Reg. 15357, effective September 21, 2010; amended at 35 Ill. Reg. 4315, effective February 23, 2011; peremptory amendment at 35 Ill. Reg. 14663, effective August 22, 2011; amended at 35 Ill. Reg. 16755, effective September 29, 2011; amended at 36 Ill. Reg. 2191, effective January 24, 2012; amended at 36 Ill. Reg. 12455, effective July 23, 2012; emergency amendment at 36 Ill. Reg. 12903, effective July 24, 2012, for a maximum of 150 days; amended at 37 Ill. Reg. 199, effective December 19, 2012; amended at 37 Ill. Reg. 8379, effective June 12, 2013; amended at 37 Ill. Reg. 16729, effective October 2, 2013; amended at 38 Ill. Reg. 11261, effective May 6, 2014; amended at 38 Ill. Reg. 18933, effective September 8, 2014; amended at 38 Ill. Reg. 21788, effective November

3, 2014; amended at 39 Ill. Reg. _____, effective April 27, 2015; amended at 39 Ill. Reg. _____, effective _____.

SUBPART B: LICENSES

Section 25.25 Requirements for the Professional Educator License

Beginning July 1, 2013, the requirements of this Section shall apply to the issuance of professional educator licenses. All professional education and content-area coursework that forms part of an application for licensure, endorsement or approval submitted under this Part that is received on or after February 1, 2012 must have been passed with a grade no lower than "C" or equivalent in order to be counted towards fulfillment of the applicable requirements.

a) Each applicant shall:

1) Hold a bachelor's degree;

2) have completed an approved Illinois educator preparation program for the type of endorsement (i.e., teaching, administrative or school support personnel) sought on the professional educator license (see Subpart C of this Part), including coursework addressing:

A) *the psychology of, the identification of, and the methods of instruction for the exceptional child, including without limitation the learning disabled* [105 ILCS 5/21B-20(1)], which shall focus on the characteristics and methods of instruction for cross-categorical special education students so that all teachers:

i) understand the impact that disabilities have on the cognitive, physical, emotional, social and communication development of an individual and provide opportunities that support the intellectual, social and personal development of all students;

ii) understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners; and

iii) understand instructional planning and design instruction based on knowledge of the discipline, students, community and curriculum goal;

B) *methods of reading and reading in the content area* [105 ILCS 5/21B-20(1)], which for teachers and administrators shall address each of the following standards:

i) varied instructional approaches used before, during, and after reading, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy used in the content areas;

ii) the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation;

iii) communication theory, language development, and the role of language in learning;

iv) the relationships among reading, writing and oral communication and understanding how to integrate these components to increase content learning;

v) the design, selection, modification and evaluation of a wide range of materials for the content areas and the reading needs of the student;

vi) variety of formal and informal assessments to recognize and address the reading, writing, and oral communication needs of each student; and

vii) varied instructional approaches that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas; and

C) *methods of reading and reading in the content area* [105 ILCS 5/21B-20(1)], which for school support personnel shall address each of the following standards:

i) understands how students acquire reading competency;

ii) understands reading deficits and reading levels, and how they contribute to a student's ability to succeed in kindergarten through grade 12;

iii) understands the correlation of behavior and classroom culture (discipline, management, control, influence on engagement) on reading development and reading acquisition; and

iv) uses the skills and strategies specific to their school support personnel specialty to support or enhance reading skill development, as applicable.

~~2)~~3) pursuant to Section 21B-35 of the School Code, have completed a comparable teaching or administrative preparation program in another state or country (see Section 25.425 of this Part), including:

A) *a minimum of one course* that is equivalent to at least three semester hours *in the methods of instruction of the exceptional child* in cross-categorical special education that meets the requirements of subsection (a)(1)(A);

B) *a minimum of six semester hours of coursework in methods of reading and reading in the content area* that meets the requirements of subsection (a)(1)(B) or (C), as applicable; and

C) *a minimum of one course* that is equivalent to at least three semester hours *in instructional strategies for English language learners*, which shall address bilingual education, English as a Second Language or English as a New Language methods.

~~3)~~4) pursuant to Section 21B-35 of the School Code, have completed a comparable school support personnel preparation program in another state or country (see Section 25.425), including college coursework in:

A) *the methods of instruction of the exceptional child* (Section 21B-35(a)(3) of the School Code) in cross-categorical special

education, which shall meet the requirements outlined in Section 25.25(a)(1)(A);

B) *the methods of reading and reading in the content area* (Section 21B-35(a)(4) of the School Code), which shall meet the requirements outlined in Section 25.25(a)(1)(C); and

C) *instructional strategies for English language learners* (Section 21B-35(a)(5) of the School Code), which shall align to standards for addressing second language acquisition and the diverse learner set forth in the Standards for the Speech-Language Pathologist (23 Ill. Adm. Code 28.230) or, for other school support personnel, the applicable standards in 23 Ill. Adm. Code 23 (Standards for School Support Personnel Endorsements).

b) Each applicant for a professional educator license endorsed in a teaching field shall have completed:

1) 32 semester hours, or a major as identified by the accredited institution on the individual's official transcript, in early childhood education, elementary education, or a field of specialization, as applicable to the type of endorsement sought on the professional educator license; and

2) student teaching in conformance with the requirements of Section 25.620, except in the following circumstances:

A) Applicants awarded credit in student teaching on a transcript issued by a regionally accredited institution of higher education and presenting evidence of teaching experience, as verified by the employer, need not complete another student teaching experience, except as may be required under Section 25.37.

B) One full year's teaching experience on a valid certificate or license in the public schools shall be accepted in lieu of student teaching.

c) For the purposes of this Part:

1) a "valid certificate or license" means a certificate or license endorsed in the specific teaching field and grade levels for which Illinois licensure is

sought that is equivalent to an educator license with stipulations endorsed for provisional educator or an Illinois professional educator license; and

2) "one full year's teaching experience" means the equivalent of two semesters of scheduled full-time teaching, which may, however, be accumulated in any combination of increments. That is, it need not be accumulated through full-time teaching.

d) Evidence of teaching experience, as may be required under this Part, may be satisfied in one of the following ways:

1) For teachers employed in Illinois public schools, verification of the teacher's experience obtained from the State Board of Education's ELIS may be used.

2) The chief administrator or other designated official of the employing school district or nonpublic school (or other employing entity, if applicable to the holder of a professional educator license endorsed for early childhood; also see subsection (d)(4)) may submit a letter documenting the nature and duration of the applicant's teaching.

3) A letter signed by an official of the state education agency in another state may be substituted for an employer's letter when the latter cannot be secured.

4) Early childhood teaching experience shall be understood as contributing to the fulfillment of this requirement if gained in a position for which a professional educator license endorsed for early childhood was required pursuant to the rules of the State Board of Education at 23 Ill. Adm. Code 235 (Early Childhood Block Grant).

5) Experience gained while teaching in a home school shall not be applicable to the fulfillment of this requirement.

e) Each applicant for a professional educator license endorsed in an administrative or school support personnel field shall meet the applicable requirements of Subpart D or E of this Part, respectively.

f) The professional educator license shall be endorsed in accordance with this Part.

g) Each applicant shall be required to pass the tests required for the professional educator license as specified in Section 21B-30 of the School Code [105 ILCS 5/21B-30] and Section 25.720 of this Part.

h) Nothing in this Section is intended to preclude an applicant from seeking the issuance of an educator license with stipulations endorsed for provisional educator in specific fields (i.e., teaching, administrative or school support personnel) and, as applicable, content areas and grade levels under Section 21B-20 of the School Code in the event that the individual has failed to meet one or more of the requirements for a professional educator license in his or her area of endorsement.

(Source: Amended at 39 Ill. Reg. _____, effective _____)

Section 25.37 Acquisition of Subsequent Teaching Endorsements on a Professional Educator License

The provisions of this Section shall apply when an individual who already holds a professional educator license with one or more teaching endorsements wishes to receive an additional endorsement in a teaching field or a grade level.

a) The candidate who wishes to add other content endorsements to teach in the grade levels currently authorized by the license shall meet the applicable requirements of Section 25.100 ~~of this Part~~ specific to the content area of the endorsement sought and provide evidence of having passed the applicable content-area test required under Section 25.720 ~~of this Part~~.

b) A candidate not meeting the criteria of subsection (a) ~~of this Section~~ who wishes to receive an additional subject area endorsement or one who is seeking an additional grade level endorsement (i.e., early childhood, elementary, middle, secondary, special K-12) shall submit his or her official transcripts and evidence of teaching experience to an Illinois institution of higher education operating a program approved pursuant to Subpart C of ~~this Part~~ that prepares candidates for the endorsement sought.

1) The institution may, at its discretion, compare the coursework and clinical experiences already completed by the applicant to the standards for the endorsement sought and, based on this comparison, may identify for the candidate a "focused program" consisting of coursework and experiences that he or she must complete in order to meet those standards.

A) In formulating this type of program, the institution shall ensure that the candidate has broad and deep knowledge of the subject matter, develops the knowledge and skills that are needed to work with students in the age and grade ranges encompassed by the endorsement sought, and is knowledgeable about pedagogical approaches that are suitable for that age group.

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

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

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

c) A candidate who holds a professional educator license and who wishes to obtain an endorsement for Learning Behavior Specialist II, reading specialist, a school support personnel area listed in Subpart D of this Part or any of the administrative positions outlined in Subpart E of this Part shall complete a "full" educator preparation program approved under Subpart C of this Part that consists of coursework and experiences that he or she must complete in order to meet the standards relative to the endorsement being sought and passage of the applicable

tests required pursuant to Section 21B-30 of the School Code and Section 25.720 of this Part.

~~d) Until May 1, 2013, the provisions of subsections (a) and (b) of this Section notwithstanding, an individual who holds a valid professional educator license endorsed for secondary education may receive a special K-12 endorsement by submitting an application, along with the required fee and evidence of having passed the test of basic skills and the applicable content-area test and the assessment of professional teaching relevant to the special certificate (see Section 25.720 of this Part). An endorsement valid for grades K-12 shall be affixed to the license, reflecting the area in which the individual has completed a major area of specialization as provided in Section 25.25(b) of this Part. Additional endorsements may be affixed pursuant to Sections 25.100 and 25.497 of this Part.~~

(Source: Amended at 39 Ill. Reg. _____, effective _____)

Section 25.48 Short-Term Emergency Approval in Special Education

Beginning September 1, ~~2015~~2018, the short-term emergency approval shall no longer be issued. The provisions of this Section shall apply to school districts, special education cooperatives and joint agreements, regional superintendents of schools, ~~and~~ nonpublic special education facilities approved by the State Board of Education pursuant to 23 Ill. Adm. Code 401 (Nonpublic Special Education Facilities) and certain other facilities pursuant to 23 Ill. Adm. Code 405 (Payments to Certain Facilities under Section 14-7.05 of the School Code).

a) An individual who wishes to receive a short-term emergency approval shall:

1) hold an Illinois professional educator license endorsed for a teaching field or an educator license with stipulations endorsed for transitional bilingual educator (which need not be valid for the grade levels to be taught under the temporary emergency approval as otherwise required by Appendix A to 23 Ill. Adm. Code 1 (Public Schools Evaluation, Recognition and Supervision));

2) present evidence of having completed college-level coursework encompassing a "survey of exceptional children" as well as any one of the three other areas required pursuant to 23 Ill. Adm. Code 226.810(b); and

3) submit the required fee along with an application to the State Board of Education, on a form supplied by the Board, that:

A) includes a plan for the individual's acquisition of an LBS I approval by completing a supervised clinical experience that qualifies for college credit, as well as coursework covering:

i) diagnosis of, and the characteristics of children with, all the disabilities encompassed by the LBS I credential,

ii) methods appropriate for teaching children with all the disabilities encompassed by the LBS I credential, and

iii) adaptations or modifications of the general curriculum to meet the needs of students with the disabilities encompassed by the LBS I credential; and

B) describes the supervision the individual will receive from an individual who holds a professional educator license endorsed for special education supervision pursuant to Section 25.497 ~~of this Part~~.

b) Each applicant's plan shall be validated by an authorized representative of the college or university that operates the approved teacher preparation program under whose auspices the applicant will complete necessary coursework.

c) Each applicant's plan shall be validated by an authorized representative of the employing entity. In addition to verifying that the required supervision will be provided, this representative shall verify that the employing entity has been unable to secure the services of an individual who is appropriately licensed for the teaching position in question and shall describe the entity's recruitment efforts in this regard.

d) Approval of an individual's application shall be specific to the teaching assignment and employer described in the application but shall be transferrable to a new employer, provided that the conditions of subsection (c) ~~of this Section~~ are met by the new employer.

e) Upon approval of an application by the State Superintendent of Education, the individual shall have three years, beginning with the next academic term, in which to complete the coursework described in subsection (a)(3)(A) ~~of this Section~~ and receive the LBS I endorsement under Section 25.43 ~~of this Part~~

following passage of the content-area test required for the endorsement. This three-year period shall not include intervals during which any of the following circumstances apply:

1) serious illness or the onset or exacerbation of a disability;

2) care of an immediate family member during serious illness or disability;

3) destruction of the licensee's dwelling; or

4) other circumstances that cause the time the individual could otherwise devote to acquiring additional credentials to be taken up with other responsibilities that cannot be avoided without serious financial hardship or other family disruption (e.g., death of a spouse that results in the need to take a second job or assume operation of a business).

f) An individual who experiences any of the circumstances discussed in subsection (e) ~~of this Section~~ may submit information to the State Superintendent of Education describing the situation. This information shall be accompanied by relevant evidence, such as a physician's statement, insurance claim~~,~~ or other applicable documentation of the facts. The State Superintendent shall issue a response indicating the period of time for which the three-year deadline shall toll, which shall take into account the relationship of the academic term to the individual's circumstances.

g) The short-term emergency approval shall not be renewed.

1) An individual who does not obtain the LBS I endorsement within the time allotted shall not be assigned to a special education teaching position.

2) An individual who does obtain the LBS I endorsement shall become subject to the provisions of Section 25.47 ~~of this Part~~.

(Source: Amended at 39 Ill. Reg. _____, effective _____)

Section 25.60 Alternative Educator Licensure Program for Teachers (Beginning January 1, 2013)

This Section establishes requirements in addition to those set forth in Section 21B-50 of the School Code [105 ILCS 5/21B-50] for an institution of higher education or a not-for-profit entity

recognized and approved to offer educator preparation programs under Subpart C to provide an alternative approach to obtaining a professional educator license.

a) General Requirements

Each alternative educator licensure program shall:

1) Include a program of study that addresses the content enumerated in Section 21B-50(b)(1) of the School Code. For purposes of this subsection (a)(1), instruction relative to special education and reading shall meet the criteria set forth in Section 25.25(a)(1) of this Part and, for English language learners, the criteria found in 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers).

2) Provide two years of residency pursuant to Section 21B-50(b)(2) and (3) of the School Code during which the candidate is assigned to teach full time for two school years as the teacher of record or a co-teacher.

A) During the first school year of the residency, the program shall assign a mentor to each candidate. The mentor shall:

i) hold a professional educator license and be employed by the school district where the candidate is serving his or her residency;

ii) have three years of full-time teaching experience in the 10 years immediately preceding his or her assignment as a mentor; and

iii) have achieved a performance evaluation rating of proficient or higher in his or her two most recent evaluations.

B) During the second year of residency, the program shall assign a teacher who meets the requirements of subsection (a)(2)(A) to serve as a coach for each candidate, providing consultation and support, as needed.

3) Involve a partnership of the institution or not-for-profit entity offering the alternative educator program with a public school district or nonpublic

school that meets the criteria set forth in Section 21B-50(d) of the School Code. Candidates also may serve:

A) in the case of early childhood endorsements, in a position for which a professional educator license endorsed for early childhood is required pursuant to the rules of the State Board of Education at 23 Ill. Adm. Code 235 (Early Childhood Block Grant); or

B) in a facility operated by a provider approved by the State Superintendent to contract with school districts for the provision of special education services pursuant to Section 14-7.02 of the School Code [105 ILCS 5/14-7.02] and 23 Ill. Adm. Code 401 (Special Education Facilities Under Section 14-7.02 of the School Code); or

C) in a charter school.

4) At the conclusion of the second year of residency, each program shall administer a comprehensive assessment to gauge the candidate's teaching effectiveness that is conducted by the principal of the school to which the candidate is assigned and the coordinator of the alternative educator program appointed by the institution or not-for-profit entity. (See Section 21B-50(b)(4) of the School Code.)

b) Candidate Qualifications

1) In order to enroll in the program, each candidate shall pass Illinois' test of basic skills and the content-area test for which licensure is sought, as required under Section 21B-30 of the School Code and Section 25.720. (See Section 21B-50(c)(5) of the School Code.)

2) In order to participate in the first year of residency, the candidate shall:

A) apply for an educator license with stipulations endorsed for provisional alternative educator, which shall be issued upon the presentation of evidence of having met the requirements set forth in Section 21B-50(c) of the School Code and payment of the fee required under Section 21B-40 of the School Code; and

B) complete the course of study required under subsection (a)(1).

3) In order to participate in the second year of residency, the candidate shall:

A) complete any additional coursework relative to the standards set forth in 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers) and the content-area standards for the teaching field of the endorsement, as required under Section 25.115(e);

B) pass the Teacher Performance Assessment (TPA), except that candidates beginning their second year of residency in the 2015-16 school year shall be required to pass the TPA during that year (also see subsection (c)(5)); and

C) ~~pass the Assessment of Professional Teaching (APT) (also see subsection (c)(5)); and~~

~~D)~~ be recommended for second year of residency in accordance with the program's process established pursuant to subsection (c)(7)(C).

c) Proposal Requirements

1) Each proposal shall describe the role and responsibilities of the institution or not-for-profit entity and of the school district or nonpublic school with which the institution or entity will partner. The proposal also shall identify the program coordinator to be assigned by the institution or entity to oversee the candidates in the alternative program.

A) The proposal shall include a plan to ensure that the program coordinator visits the classroom in which each candidate is placed for an average of one day a week during the school year.

B) Any program coordinator assigned to the candidates under this subsection (c)(1) shall have had three years of teaching experience in any of the grades of prekindergarten through grade 12 in the 10 years immediately preceding his or her assignment to the position and meet the requirement for training under subsection (c)(8).

2) Each proposal shall describe the need for individuals holding the type of endorsements to be awarded upon program completion, including, but not limited to, evidence of a shortage of these types of educators (e.g., special

education, math, science), either across the State or in certain geographical areas. If the shortage is specific to a certain area, describe the steps to be taken to attract candidates from that area of the State or to place candidates in positions in schools located there.

3) Each proposal shall demonstrate how the program will evaluate the congruence of a candidate's baccalaureate education, his or her employment experience in a field requiring application of that education, and the teaching area for which the candidate seeks preparation and licensure.

4) For candidates who have not completed a major in the particular content area of the endorsement sought, as required under Section 21B-50(c) of the School Code, the institution or not-for-profit entity shall describe the process and criteria it will use to determine whether the coursework the candidate completed aligns to the standards for the content area of the endorsement and represents at least 32 semester hours of credit in that content area.

A) Any transcript evaluation the program conducts pursuant to this subsection (c)(4) shall be provided to the State Superintendent for his or her approval.

B) For candidates seeking an endorsement in early childhood, elementary or special education, a *major in the content area of one of the sciences* (Section 21B-50(c)(3) of the School Code) shall be understood to mean any of the physical or social sciences.

5) Each proposal shall provide an assurance that all candidates will be required to~~:~~

~~A)~~ ~~Beginning September 1, 2015,~~ pass TPA prior to beginning the second year of residency, except as otherwise provided in Section 25.60(b)(3)~~; and~~

~~B)~~ ~~pass the APT before proceeding to the second year of residency~~.

6) Each proposal shall describe the proposed course of study.

A) Each proposal shall demonstrate how candidates will acquire knowledge of content and skills equivalent to the content and skills contained in a preparation program approved pursuant to Subpart C with regard to:

i) *instructional planning*;

ii) *instructional strategies, including* those meeting the criteria for instruction relative to *special education, reading and English language learning* set forth in Section 25.25(b) of this Part;

iii) *classroom management*; and

iv) *the assessment of students and use of data to drive instruction*. (Section 21B-50(b)(1) of the School Code)

B) Each proposal shall include provisions for determining the amount of time individual candidates will need in order to complete the proposed course of study, based upon factors, such as their experience and the type of program offered.

C) Each proposal shall describe the field experiences in which candidates will participate before beginning their first year of residency.

D) Each program shall include a preservice assessment of each candidate's performance, to be conducted by the institution or not-for-profit entity responsible for the program at the conclusion of the course of study in order to determine the candidate's readiness for the two-year teaching assignment. Each proposal shall state the criteria for the institution's or entity's determination of candidates' readiness.

7) Each proposal shall describe the proposed arrangements for candidates' teaching assignments under this Section and shall provide for these to be set forth in a formal, written agreement between the participating entity responsible for the program and the school districts, early childhood or nonpublic special education facility, or charter school where candidates will practice. Each agreement shall address:

A) the nature and intensity of the support to be provided to candidates by the mentor, as well as any experienced teachers and other staff members of the district, including:

i) the qualifications and experience of the mentor and any of the assisting teachers and staff;

ii) the estimated amount of time the mentor and any assisting teachers and staff will devote to advising and assisting candidates; and

iii) the specific roles of the mentor and any assisting teachers and staff;

B) provisions enabling candidates to compensate for teaching time lost due to emergencies; and

C) the process and criteria to be used by the principal of the school where the candidate is placed and the program coordinator to recommend the candidate's placement in a second year of residency. (Section 21B-50(b)(2) of the School Code)

8) Each proposal shall describe the proposed method of comprehensively assessing candidates' teaching performance at the conclusion of the second year of residency, which shall at a minimum meet the requirements set forth in 23 Ill. Adm. Code 50.120 (Professional Practice Components for Teachers) and be conducted by an individual who has successfully completed the prequalification process and passed the required assessment authorized by Section 24A-3 of the School Code [105 ILCS 5/24A-3]. The assessment methods shall be set forth in a formal, written agreement between the participating entity responsible for the program and the school districts where candidates will practice. Each agreement shall describe:

A) the roles of the principal and program coordinator who will participate in the evaluation of candidates;

B) assessment methods capable of demonstrating whether a candidate is:

i) knowledgeable about specific subject matter and strategies for teaching that subject matter to students with differing needs; and

ii) skilled in managing and monitoring students' learning; and

C) the professional development process to be used either for those candidates who receive a "needs improvement" rating at the conclusion of the assessment process or in instances when the principal and program coordinator cannot agree, which shall address the candidate's weaknesses and deficiencies identified during the assessment and assist the candidate in making improvement during the third year of residency relative to those weaknesses and deficiencies. The option for professional development and a third year of residency shall not be afforded to any candidate who receives "unsatisfactory" ratings from both the principal and program coordinator or for anyone who receives an "unsatisfactory" rating from either the principal or program coordinator and a "needs improvement" rating from either the principal or program coordinator.

9) Each proposal shall delineate any criteria, in addition to a candidate's receiving a rating of "proficient" or higher at the conclusion of the comprehensive assessment required under subsection (c)(8), by which candidates will be recommended for the professional educator license endorsed in the content area and grade level of the candidate's residency practice by the participating entity responsible for the program.

10) Proposals shall be submitted to the State Board of Education and addressed as follows:

Alternative Educator Licensure Program
100 North First Street
Springfield, Illinois 62777

d) Program Approval

1) Proposals for the establishment of alternative programs for teacher licensure meeting the specifications of this Section and Section 21B-50 of

the School Code shall be approved by the State Superintendent of Education pursuant to the requirements set forth in Section 25.145, in consultation with the State Educator Preparation and Licensure Board.

2) *Any program offered by a not-for-profit entity also shall be approved by the Board of Higher Education*. [105 ILCS 5/21B-50(b)]

e) *Successful completion of the program shall be deemed to satisfy any other practice or student teaching and content matter requirements established by law.* [105 ILCS 21B-50(b)] A candidate successfully completing the program shall receive a professional educator license endorsed in the content area and grade levels of his or her residency practice upon application and payment of the fee required under Section 21B-40 of the School Code.

f) Each alternative program established pursuant to this Section shall be subject to the review process and reporting requirements described in Subpart C.

(Source: Amended at 39 Ill. Reg. _____, effective _____)

Section 25.96 Endorsement for Early Childhood Education (Birth through Grade 2)

The requirements set forth in this Section apply to the receipt of an early childhood education endorsement issued for birth to grade 2.

a) The endorsement for self-contained general education for early childhood education shall be affixed to the professional educator license.

b) Each candidate for an early childhood education endorsement shall complete a 32 semester hour major in early childhood offered by an Illinois program approved for the preparation of early childhood education teachers pursuant to Subpart C. The program shall include:

1) coursework that addresses at least three areas of the sciences (i.e., physical, life, and earth and space); and

2) coursework that addresses at least four areas of the social sciences (i.e., (history, geography, civics and government, and economics of Illinois, the United States and the world).

c) Each candidate shall complete field experiences and student teaching, as required under Section 25.620, that includes opportunities to work in at least two of the three early childhood age groupings of birth through age 3, age 3 through 5 years, and age 5 through 8 years.

d) Any candidate completing an early childhood education program that meets the requirements of 23 Ill. Adm. Code 26.110(d) is eligible for a Gateways ECE Level 5 credential for two years after completing the program and may apply for the credential by using the process set forth at http://www.ilgateways.com/en/credentials. Candidates are not required to obtain the Gateways ECE Level 5 credential in order to receive the early childhood education endorsement under this Section.

e) Each candidate shall be required to pass the applicable tests, as required by Section 21B-30 of the School Code, subject to the provisions of Section 25.720 of this Part.

(Source: Added at 39 Ill. Reg. _____, effective _____)

Section 25.97 Endorsement for Elementary Education (Grades 1 through 6)

The requirements of 23 Ill. Adm. Code 1.710 (Requirements for Elementary Teachers) shall apply to the preparation of any candidate who completes a program approved in accordance with those provisions on or before September 1, 2017 and has the elementary education endorsement issued by September 1, 2018. For candidates prepared in a program approved using the standards set forth at 23 Ill. Adm. Code 20 (Standards for Endorsements in Elementary Education), as well as those completing programs on or after September 1, 2017, the requirements of this Section shall apply.

a) The endorsement for self-contained general elementary education in grades 1 through 6 shall be affixed to the professional educator license.

b) Each candidate for an endorsement in self-contained general elementary education shall complete a 32 semester hour major in elementary education offered by an Illinois program approved for the preparation of elementary education teachers pursuant to Subpart C ~~of this Part~~. The program shall include:

1) coursework that addresses at least three areas of the sciences (i.e., physical, life, and earth and space);

2) coursework that address at least four areas of the social sciences (i.e., (history, geography, civics and government, and economics of Illinois, the United States and the world); and

3) a student teaching experience that meets the requirements of Section 25.620 ~~of this Part~~ for those candidates who will be receiving the professional educator license for the first time.

c) Each candidate shall be required to pass the applicable tests, as required by Section 21B-30 of the School Code, subject to the provisions of Section 25.720 of this Part.

d) Additional elementary endorsements (e.g., elementary mathematics, elementary reading) may be added to the professional educator license endorsed for self-contained elementary education in accordance with the provisions of Section 25.37 of this Part.

(Source: Amended at 39 Ill. Reg. _____, effective _____)

Section 25.100 Teaching Endorsements on the Professional Educator License

Beginning July 1, 2013, the structure of teaching endorsements available on the Illinois professional educator license is changed. Appendix E provides a list of the available endorsements and shows for each endorsement the related endorsements that were previously issued. Any semester hours of credit presented toward fulfillment of the requirements of this Section shall be posted on the candidate's official transcript and may be taken in on-line or electronically-mediated courses, provided that college credit is provided for the coursework by a regionally accredited institution of higher education. All professional education and content-area coursework that forms part of an application for licensure, endorsement~~,~~ or approval that is received on or after February 1, 2012, must have been passed with a grade no lower than "C" or equivalent in order to be counted towards fulfillment of the applicable requirements.

a) Content-specific endorsements (e.g., science – biology, social science – economics) shall be required in conjunction with some endorsements, as shown in Appendix E. Except in the case of foreign language, a licensee shall be authorized to teach all the subjects encompassed by a particular endorsement, regardless of the content-specific endorsement or endorsements received in conjunction with that endorsement. However, a licensee may not teach honors courses, as these are defined by the employing district, or Advanced Placement courses in a subject for which he or she does not hold the content-specific

endorsement. For example, a secondary science teacher with a content-specific endorsement for science – biology may not teach honors physics or chemistry unless he or she holds a content-specific endorsement in science – physics or science – chemistry.

b) The provisions of subsection (a) do not apply to endorsements in a particular content area available prior to July 1, 2004 that were not exchanged for the endorsement currently available. Individuals holding these endorsements shall teach only the specific content encompassed by the endorsement issued. For instance, an individual who holds an endorsement in biology (rather than "sciences" with a content-area endorsement in science – biology) shall teach only biology and no other science content. An individual who wishes to teach other subjects in the same field or grade levels shall be required to apply for the relevant new endorsement in keeping with Section 21B-40 of the School Code and meet the applicable requirements of this Section.

c) Endorsements at Time of Issuance of the Professional Educator License

1) Pursuant to Section 21B-25 of the School Code [105 ILCS 5/21B-25], each professional educator license *shall be specifically endorsed by the State Board of Education for each content area* and grade-level range *for which the holder of the license is qualified* to teach and for which application has been made.

2) The professional educator license issued shall be endorsed in keeping with the program completed and the related content-area test passed by the candidate and for any other subject in which the individual:

A) meets the requirements of subsection (d), (f), (g), (h), (i), (j) or (k); or

B) has accumulated 24 semester hours of college credit demonstrably related to the subject area, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, with at least 12 semester hours at the upper-division or graduate level, as defined by the institution offering the coursework, and has passed the applicable content-area test.

d) Certain endorsements or content-specific endorsements listed in Appendix E have no corresponding content-area test (see Section 25.710). The provisions of this subsection (d) shall apply to the issuance of these endorsements and content-specific endorsements.

1) For an applicant who is receiving an Illinois professional educator license endorsed for a teaching field, the institution that offered the approved program completed by the applicant shall indicate that the applicant has met the standards applicable to the endorsement or the particular content-specific endorsement, except that the requirements of subsection (k) shall apply to the issuance of endorsements in safety and driver education beginning with applications received on or after February 1, 2012.

2) An applicant prepared out of state, or an applicant who is already licensed in Illinois and is seeking to add a new endorsement or a content-specific endorsement in one of these subjects, other than an endorsement in safety and driver education, shall:

A) present verification from an institution with an approved educator preparation program that he or she is prepared in the area covered by the endorsement or content-specific endorsement sought; or

B) present evidence of completion of 24 semester hours of coursework (subject to further limitations as set forth in this Section) in the area covered by the endorsement or content-specific endorsement sought.

3) An applicant prepared out of state or an applicant who is already licensed in Illinois and is seeking to add a new endorsement in safety and driver education shall be subject to the requirements set forth in subsection (k).

e) Addition of Endorsements to Currently Held Professional Educator Licenses

Individuals seeking to endorse currently held professional educator licenses shall apply for the endorsements, using ELIS, and pay the fee required under Section 21B-40 of the School Code [105 ILCS 5/21B-40].

1) When an applicant qualifies for an endorsement, its issuance shall be reflected on ELIS.

2) An endorsement will be issued for any subject in which the individual:

A) meets the requirements of subsection (d), (f), (g), (h), (i), (j) or (k); or

B) for other content areas not referenced in subsection (e)(2)(A), has accumulated 24 semester hours of college credit demonstrably related to the subject area, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education (with at least 12 semester hours at the upper-division or graduate level, as defined by the institution offering the coursework, for secondary endorsements) and has passed the applicable content-area test; any coursework to be considered (whether undergraduate or graduate level) shall be posted on the individual's official transcript.

f) Special provisions shall apply to the issuance of endorsements in the sciences and social sciences. The requirements of subsections (f)(1) through (4) relate to endorsements and content-specific endorsements in these fields based on the standards found at 23 Ill. Adm. Code 27.140 through 27.260. (See Appendix E.)

1) An individual seeking to add an endorsement and a content-specific endorsement in either of these fields who does not already hold that endorsement with one of its other available content-specific endorsements shall be required to pass the content-area test for the content-specific endorsement sought and either:

A) be recommended for the endorsement and the content-specific endorsement by an institution with an approved program in the subject area based on having completed coursework sufficient to address the applicable content-area standards; or

B) present evidence of having accumulated 32 semester hours of college coursework in the field, from one or more regionally accredited institutions, that meets the following requirements:

i) at least 12 semester hours of credit must have been earned in the subject area of the content-specific endorsement sought; and

ii) some portion of the coursework completed must have addressed at least two additional content-specific endorsements within the field; and

iii) in the case of the sciences, the coursework completed must have included both biological and physical science.

2) The requirement stated in subsection (f)(1) shall apply whenever an individual seeks to add his or her first endorsement in one of these fields.

3) An individual may receive a subsequent content-specific endorsement in the same field if he or she has:

A) passed the applicable content-area test and completed 12 semester hours of coursework in the subject area of the content-specific endorsement; or

B) completed a major in the content area of the content-specific endorsement.

4) An individual who holds an endorsement in the sciences or social sciences under the structure that was in effect prior to July 1, 2004 may receive an endorsement and a content-specific endorsement in that field under the new structure by passing the content-area test for the content-specific endorsement sought and, effective with applications received on or after February 1, 2012, completing 12 semester hours of coursework in the subject area of the content-specific endorsement. He or she may then qualify for additional content-specific endorsements in the field pursuant to subsection (f)(3).

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

1) Reading Teacher

This endorsement shall not be issued alone as an individual's first teaching credential. An individual who holds an Illinois professional educator

license and who receives an endorsement for some teaching field other than reading shall be eligible to receive this additional endorsement on that license when he or she presents evidence of:

A) having passed the applicable content-area test (i.e., reading teacher or reading specialist) and having been recommended for the endorsement by virtue of completing an approved reading teacher preparation program based on the standards set forth at 23 Ill. Adm. Code 27.110 that requires at least 24 semester hours of graduate or undergraduate coursework in reading (as posted on the individual's official transcript), including a practicum involving clinical experience with two or more students and at two or more grade levels, at an institution that is recognized to offer teacher preparation programs in Illinois; or

B) having passed the applicable content-area test and having completed 24 semester hours of graduate or undergraduate coursework in reading (as posted on the individual's official transcript), including a practicum, at one or more regionally accredited institutions of higher education, provided that all the following areas were addressed:

i) foundations of reading;

ii) content-area reading;

iii) assessment and diagnosis of reading problems;

iv) developmental and remedial reading instruction and support;

v) developmental and remedial materials and resources; and

vi) literature appropriate to students across all grade ranges.

2) Reading Specialist

A) Each candidate for the reading specialist endorsement shall hold an Illinois professional educator license. ~~and have~~The candidate also shall present evidence of ~~at least~~ two years of teaching experience

either on ~~that~~ the professional educator license in an Illinois school or on a comparable out-of-state certificate or license valid for teaching at any of the grade levels of early childhood, elementary, middle, secondary or special K-12. Each candidate shall be eligible to receive ~~this~~ the reading specialist endorsement on the professional educator license when he or she presents evidence of having completed the ~~required~~ teaching experience required under this subsection (g)(2)(A).

B) Each candidate shall hold a master's degree or higher awarded by a regionally accredited institution of higher education.

C) Each candidate shall have completed a K-12 reading specialist preparation program approved pursuant to Subpart C, or a comparable program, as defined in Section 25.425(a), offered out of state, that includes clinical experiences with five or more students at both the elementary (i.e., kindergarten through grade 8) and secondary levels and leads to the issuance of a master's or higher degree, provided that a person who holds one master's degree shall not be required to obtain a second one. For purposes of the clinical experiences, a candidate shall work with at least one student enrolled in elementary grades and at least one student enrolled in secondary grades and may work with students one on one or in a group. Each candidate shall have been recommended for the endorsement by the institution offering the program.

D) Each candidate shall be required to pass the content-area test for reading specialist.

h) Special provisions shall apply to endorsements and content-specific endorsements in foreign languages.

1) For individuals who are seeking a professional educator license for the first time, an endorsement for a specific foreign language may be placed on the license when an individual has completed a major area of concentration in the language, totaling 32 semester hours or as otherwise identified by a regionally accredited institution on the individual's official transcript and passed the applicable content-area test.

2) For individuals who currently hold professional educator licenses with at least one endorsement for a foreign language, an endorsement for a different foreign language may be added when an individual has passed the applicable content-area test.

3) For individuals who currently hold professional educator licenses endorsed in teaching fields other than foreign language, an endorsement for a foreign language may be added upon completion of 24 semester hours of college credit in the language, either as an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, and passage of the applicable content-area test. The endorsement issued shall be for only the grade levels for which the individual's professional educator license currently is endorsed. This subsection (h)(3) also is applicable to candidates seeking a professional educator license for the first time to be endorsed in a teaching field other than foreign language.

4) Section 25.95 sets forth additional provisions for licensure in foreign languages under specified circumstances.

i) Requirements for Elementary, Middle Grades and Bilingual Education

1) The requirements of Section 25.97, rather than the requirements of this Section, shall apply to credentials and assignments in the elementary grades.

2) The requirements of Section 25.99, rather than the requirements of this Section, shall apply to credentials and assignments in the middle grades, except that Section 25.99 shall be read in conjunction with this Section with respect to reading and library information specialist assignments in the middle grades.

3) The requirements of 23 Ill. Adm. Code 1.780, 1.781 and 1.782, rather than the requirements of this Section, shall apply to credentials and assignments in the areas of bilingual education and English as a Second (New) Language.

j) An additional endorsement for "technology specialist" shall be issued only upon presentation of evidence that the applicant has completed at least 24 semester hours of college coursework demonstrably related to the subject area at one or

more regionally accredited institutions of higher education that is aligned to 23 Ill. Adm. Code 27.470 (Technology Specialist), and has passed the relevant content-area test.

k) Beginning with applications received on or after February 1, 2012, an endorsement in safety and driver education shall be issued when the applicant provides evidence of having completed 24 semester hours of college credit in the field, with at least 12 semester hours at the upper-division or graduate level (as posted on the individual's official transcript), as defined by the institution offering the coursework, distributed as follows:

1) 3 semester hours in injury prevention or safety;

2) 12 semester hours in driver education that include:

A) driving task analysis (introduction to driver education);

B) teaching driver education in the classroom;

C) teaching the laboratory portion of the driver education course, including:

i) on-street teaching under the supervision of a qualified driver education teacher;

ii) the equivalent of at least one semester hour of preparation in and use of driving simulation; and

iii) the equivalent of at least one semester hour of preparation in and use of multiple-car programs; and

D) advanced driver education and emergency evasive driving;

3) 3 semester hours in first aid and cardiopulmonary resuscitation; and

4) 6 semester hours chosen in any combination from:

A) the use of technology in instruction;

B) safety issues related to alcohol and other drugs;

C) driver education for students with disabilities; and

D) any other safety-related area.

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

1) Gifted Education Teacher

This endorsement shall not be issued alone as an individual's first teaching credential. An individual who holds an~~a~~ Illinois professional educator license endorsed at any of the grade levels of early childhood, elementary, middle, or secondary, or for special K-12, or who receives an endorsement for some field other than gifted education, shall be eligible to receive this additional endorsement on that license when he or she presents evidence of:

A) having passed the applicable content-area test and having been entitled for the endorsement by virtue of completing an approved gifted education teacher preparation program that aligns to the standards set forth at 23 Ill. Adm. Code 27.490 (Gifted Education Teacher) that requires at least 24 semester hours of undergraduate or graduate coursework in gifted education at an institution that is ~~approved~~ recognized to offer teacher preparation programs in Illinois pursuant to Subpart C; or

B) having passed the applicable content-area test and having completed 24 semester hours of undergraduate or graduate coursework in gifted education (as posted on the individual's official transcript), including a practicum, at one or more regionally accredited institutions of higher education, provided that all the following areas were addressed:

i) characteristics of the field of gifted education as it pertains to gifted children, including their cognitive, creative and affective development;

ii) the wide range of ways in which a child is gifted; issues and practices in identifying and serving gifted children; and the manner in which assessment data shape decisions about identification, learning progress and outcomes; and

iii) theoretical and research-based data necessary for the development of programs, curriculum and instructional sequences for gifted children, especially those serving gifted students from diverse populations.~~documented completion of a gifted education seminar offered by the State Board of Education in conjunction with the Illinois Association for Gifted Children or received recognition as a State Board-approved gifted education seminar trainer, and has four years of teaching experience in a public or nonpublic school recognized pursuant to 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools). The requirements of this subsection (l)(1)(B) shall apply to applications received on or before February 1, 2015. Applications submitted on or after February 1, 2015, shall be subject to each of the requirements set forth in subsection (l)(1)(A).~~

2) Gifted Education Specialist

Each candidate for the gifted education specialist endorsement shall hold a professional educator license endorsed at any of the grade levels of early childhood, elementary, middle~~,~~ or secondary, or for special, and have at least two years of teaching experience on that license, or on a comparable out-of-state certificate or license, involving the education of gifted students. Each candidate shall be eligible to receive this endorsement on the professional educator license when he or she presents evidence of having completed the required teaching experience.

A) Each candidate shall hold a master's degree or higher degree awarded by a regionally accredited institution of higher education.

B) Each candidate shall have completed a gifted education specialist preparation program for prekindergarten through grade 12 approved pursuant to Subpart C ~~of this Part~~, or a comparable program, as defined in Section 25.425(a), offered out of state, that aligns to the standards set forth at 23 Ill. Adm. Code 27.495 (Gifted Education Specialist). The program shall include clinical experiences with five or more students in both prekindergarten through grade 8 and grades 9 through 12 and lead to the issuance of a master's or higher degree, provided that a person who holds one master's degree shall not be required to obtain a second one. For purposes of the clinical experiences, a candidate shall work with at least one student enrolled in prekindergarten through grade 8 and at least one student enrolled in grades 9 through 12 and may work with a student one on one or in a group. The clinical experience shall also include coaching or mentoring one or more teachers on the topic of gifted education. Each candidate shall have been entitled for the endorsement by the institution offering the program.

C) Each candidate shall be required to pass the content-area test for gifted education specialist.

D) An individual who qualifies for the gifted education specialist endorsement may receive the endorsement on his or her professional educator license for assignment in any of prekindergarten through grade 12.

~~E) An individual may receive the gifted education specialist endorsement without passing the test required under subsection (l)(2)(C) of the Section if he or she has met the requirements set forth in subsections (l)(2)(A), (B), and (D); has completed a gifted education seminar offered by the State Board of Education in conjunction with the Illinois Association for Gifted Children or received recognition as a State Board-approved gifted education seminar trainer, and has four years of teaching experience in a public or nonpublic school recognized pursuant to 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools), provided that he or she submits an application for the gifted specialist endorsement no later than February 1, 2015. Individuals otherwise meeting the requirements of this subsection~~

~~(l)(2)(E) whose applications are received on or after February 1, 2015, will be subject to each of the requirements of subsection (l)(2).~~

m) Each individual, who is first assigned to teach a particular subject on or after July 1, 2004 based on completion of the minimum requirements for college coursework in that subject that are set forth at 23 Ill. Adm. Code 1.737(b), 1.745(b)(3), or 1.755(c), as applicable, but who has not met the requirements of this Section for an endorsement in that subject area, shall have three years after the date of first assignment to meet those requirements and receive the relevant endorsement. An individual who does not do so shall become ineligible to teach the subject in question in any subsequent semester, unless he or she later receives the endorsement.

(Source: Amended at 39 Ill. Reg. _____, effective _____)

SUBPART D: SCHOOL SUPPORT PERSONNEL

Section 25.230 Nationally Certified School Psychologist ~~Requirements for the Certification of School Psychologists (Repealed)~~

An individual who is a Nationally Certified School Psychologist may qualify for a school support endorsement for school psychologist under the requirements of this Section rather than the requirements set forth in Section 25.235 (Endorsement for School Psychologists).

a) Each candidate shall hold valid national certification issued by the National Association of School Psychologists (http://www.nasponline.org/index.aspx).

b) Each candidate shall meet the requirements for the professional educator license issued pursuant to Section 21B-20(1) of the School Code and Section 25.25 of this Part.

c) Each candidate shall be required to pass the applicable content-area test (see Section 25.710 of this Part), as well as the test of basic skills, subject to the provisions of Section 25.720 of the School Code. (See also 23 Ill. Adm. Code 23.130.)

(Source: Old Section repealed at 29 Ill. Reg. 15831, effective October 3, 2005; new Section added at 39 Ill. Reg. _____, effective _____)

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

Section 25.337 Principal Endorsement (2013)

a) This endorsement is required for principals and assistant principals.

b) A principal endorsement shall be affixed to a professional educator license provided that the candidate successfully completes each of the requirements specified in 23 Ill. Adm. Code 30 (Programs for the Preparation of Principals in Illinois) or has completed a comparable approved program in another state or country or holds a comparable certificate or license issued by another state or country (see Section 25.425 of this Part). For the purposes of this subsection (b), "comparable" means:

1) The out-of-state program is offered by an institution that has received approval under Subpart C of this Part to offer a principal preparation program (see 23 Ill. Adm. Code 30); or

2) The individual seeking the endorsement has had his or her coursework and preparation program reviewed by an institution approved to offer a principal preparation program in Illinois; has successfully completed any deficiencies in that preparation that the institution has identified, as applicable; and has been recommended for entitlement by that institution.

c) Each candidate shall have:

1) *four years of ~~teaching~~* experience *in a public school or nonpublic school recognized by the State Board of Education* [105 ILCS 5/21B-25] in accordance with 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools), which must have been accrued while the individual held a valid ~~early childhood, elementary, secondary, special K-12, or special preschool-age 21 certificate or a~~ professional educator license endorsed in a teaching field or, until June 30, 2019, a school support personnel area (i.e., school counselor, school psychologist, speech language pathologist (non-teaching), school nurse, school social worker, school marriage and family counselor); or ~~.~~

2) four years of experience, which must have been accrued while the individual held a valid teaching or, until June 30, 2019, school support

personnel certificate or license issued by another state authorizing employment in an out-of-state public school or in an out-of-state nonpublic school meeting out-of-state recognition standards comparable to those set forth by the State Board of Education at 23 Ill. Adm. Code 425.

d) For the purposes of 21B-25(2)(B) of the School Code [105 ILCS 5/21B-25(2)(B)], a candidate may qualify for the principal endorsement with *fewer than 4 years of experience* upon presentation of certain performance evaluation ratings that incorporate data and indicators of student growth (see Article 24A of the School Code [105 ILCS 5/Art.24A] and 23 Ill. Adm. Code 50 (Evaluation of Educator Licensed Employees under Articles 24A and 34 of the School Code)).

1) A candidate may qualify with three years of experience if he or she has received at least a "proficient" performance evaluation rating his or her three annual performance evaluations conducted.

2) A candidate may qualify with two years of experience if he or she has received an "excellent" performance evaluation rating in his or her two annual performance evaluations conducted.

e) Each candidate shall be required to pass the applicable content-area test (see Section 25.710), as well as the test of basic skills, pursuant to Section 25.720.

f)~~d~~) An individual holding a general administrative endorsement issued pursuant to Section 25.335 of this Part may have that endorsement converted to a principal endorsement in accordance with the process set forth in Section 21B-25 of the School Code [105 ILCS 5/21B-25].

(Source: Amended at 39 Ill. Reg. _____, effective _____)

Section 25.360 Endorsement for Superintendent (Through August 31, 2019)

This endorsement, to be affixed to a professional educator license, is required of school district superintendents. (See also 23 Ill. Adm. Code 29.130.) No candidate shall be admitted to a superintendent endorsement program approved under this Section after August 31, 2016. Candidates who are enrolled shall complete the program and have the endorsement issued no later than September 1, 2019.

a) Each candidate for the superintendent's endorsement shall hold a master's degree or equivalent awarded by a regionally accredited institution of higher education. For the purposes of this subsection (a), "equivalent" shall mean the completion of a degree beyond the bachelor's degree level (e.g., juris doctor (J.D.), doctor of philosophy (Ph.D.), doctor of education (Ed.D.)).

b) Each candidate shall have completed an Illinois program approved for the preparation of superintendents pursuant to Subpart C or a comparable approved program in another state or country or hold a comparable certificate or license issued by another state or country (see Section 25.425).

c) In accordance with Section 21B-25(2)(D) of the School Code, each candidate shall hold an Illinois professional educator license and have two years of experience working full-time in a general administrative position or as a principal, director of special education or chief school business official either:

1) on the Illinois general administrative, principal, director of special education or chief school business officer endorsement in:

A) an Illinois public school; or

B) a nonpublic school recognized under 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools) whose chief administrator is required to hold a professional educator license endorsed for general administrative or principal and when a majority of the teachers employed in the school are required to hold a professional educator license endorsed in the teaching field specific to each teacher's assignment; or

2) while holding a credential required by the employing state in order to serve as principal, director of special education or chief school business official that is comparable *in validity and educational and experience requirements* (Section 21B-25(2)(D) of the School Code) to the applicable Illinois endorsement, if the candidate completed a comparable out-of-state program for the applicable credential held. (See also Section 25.425 of this Part.)

~~d) A candidate's experience serving in a position other than principal for which the general administrative endorsement is required shall be accepted as qualifying the~~

~~individual to receive the superintendent's endorsement, provided the application for the endorsement is submitted on or before August 31, 2014.~~

~~e)~~d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710), as well as the test of basic skills pursuant to Section 25.720.

~~f)~~e) Nothing in this Section is intended to preclude the candidate from seeking the issuance of an educator license with stipulations endorsed for provisional educator under Section 21B-20 of the School Code in the event that he or she has failed to meet one or more of the requirements for a professional educator license endorsed for superintendent.

(Source: Amended at 39 Ill. Reg. _____, effective _____)

SUBPART F: GENERAL PROVISIONS

Section 25.425 Individuals Prepared in Out-of-State Institutions

a) In accordance with Section 21B-35 of the School Code, an applicant who has completed *a comparable state-approved education program* of another state or country may be granted an Illinois professional educator license endorsed in the area (i.e., teaching, administrative or school support personnel) that corresponds to the completed program if he or she meets all the generally applicable requirements of Article 21B of the School Code (e.g., age and good character) and the requirements for the license and the endorsement sought, as specified in the applicable Sections of this Part. As used in each of those Sections, a "comparable program" is one that leads to eligibility for service in the same specific capacity in the public schools of the state where the program was completed and is aligned to the standards set forth in Section 25.115(e). A program completed in the United States shall be considered comparable only if it was offered by a regionally accredited institution of higher education or a not-for-profit entity recognized under Subpart C.

1) The individual shall hold a bachelor's *degree* or higher *from a regionally accredited institution of higher education and the degreed major or a constructed major must directly correspond to the license or endorsement sought* and meet the requirements for that endorsement as set forth in Section 25.100. (Section 21B-35(a)(2) of the School Code)

2) Each out-of-state applicant for an Illinois professional educator license endorsed in a teaching field must have completed a program that met the following requirements.

A) For those who have completed traditional preparation programs, these requirements include:

i) college coursework in professional education, including pre-student teaching clinical experiences or equivalent experience, and student teaching or equivalent experience;

ii) *a minimum of one* college *course* that is equivalent to at least 3 semester hours of credit *in the methods of instruction of the exceptional child* in cross-categorical special education (Section 21B-35(a)(3) of the School Code);

iii) *a minimum of* 6 *semester hours of* college *coursework in the methods of reading and reading in the content area* (Section 21B-35(a)(4) of the School Code); and

iv) *a minimum of one* college *course* that is equivalent to at least 3 semester hours of credit *in instructional strategies for English language learners*, which shall address bilingual education, English as a Second Language or English as a New Language methods (Section 21B-35(a)(5) of the School Code).

B) For those who have completed preparation programs in a school support personnel field listed in Subpart D, these requirements include college coursework in:

i) *the methods of instruction of the exceptional child* in cross-categorical special education (Section 21B-35(a)(3) of the School Code), which shall meet the requirements outlined in Section 25.25(a)(1)(A) of this Part;

ii) *the methods of reading and reading in the content area* (Section 21B-35(a)(4) of the School Code), which shall

meet the requirements outlined in Section 25.25(a)(1)(C); and

iii) *instructional strategies for English language learners* (Section 21B-35(a)(5) of the School Code), which shall align to standards for addressing second language acquisition and the diverse learner set forth in the Standards for the Speech-Language Pathologist (23 Ill. Adm. Code 28.230) or, for other school support personnel, the applicable standards in 23 Ill. Adm. Code 23 (Standards for School Support Personnel Endorsement).

C) For those who are seeking an endorsement for principal, the applicant's preparation shall be evaluated in accordance with the criteria specified in Section 25.337.

D) For those who have completed alternative certification or licensure programs, these requirements include graduation from a regionally accredited institution with a bachelor's degree that directly corresponds to the endorsement sought and meets the requirements for that endorsement as set forth in Section 25.100, an intensive course of study approved by that state for this purpose, and student teaching or another structured teaching experience that forms part of the approved alternative program, as well as the coursework specified in subsection (a)(2)(A).

3) Each out-of-state applicant shall have passed each of the Illinois tests required for the professional educator license and the endorsement sought, as set forth in Section 21B-30 of the School Code [105 ILCS 5/21B-30] and Section 25.720.

4) Beginning July 1, 2015, each out-of-state applicant for a professional educator license endorsed in a teaching field shall pass the TPA (see Section 25.720(e)). If the applicant has not met this requirement, he or she may:

A) apply for an educator license with stipulations endorsed for the grade levels and content area of the endorsement sought, provided he or she holds a valid, comparable certificate or license from another state and has passed the test of basic skills and applicable

content-area test required by Section 21B-30 of the School Code and Section 25.720, and complete the TPA while employed as a teacher in an Illinois school district; or

B) enroll in the student teaching portion of an educator preparation program offered by an Illinois institution of higher education approved to offer a program pursuant to Subpart C of this Part, during which time the TPA shall be completed; or

C) provide evidence with his or her application of having at least three years of full-time teaching experience and having achieved a "proficient" or higher rating, or the equivalent, on his or her most recent performance evaluation.

b) An individual may receive additional endorsements on a professional educator license endorsed for teaching by meeting the applicable requirements of Sections 25.37 and 25.100.

c) A candidate whose credentials were earned at an institution outside the United States shall submit the documents prepared by the foreign institution to a service whose evaluations are accepted by the State Board pursuant to subsection (d) to determine if the candidate has met the requirements of Section 21B-35(b) of the School Code, including the coursework required under subsection (a)(2)(A).

1) After reviewing the documents submitted, the service shall provide to the State Superintendent of Education a statement identifying the degree held by the individual and indicating whether or not the individual has been prepared as an educator. The service shall also provide a list of the courses completed, with the credits earned equated to semester hours.

2) The transcript provided by the service pursuant to subsection (c)(1) shall be reviewed to determine whether the individual qualifies for a professional educator license and the endorsements for which application was made; if so, he or she shall receive the license and the endorsements indicated by the coursework completed.

3) If the review of the individual's transcript indicates that he or she does not qualify for a professional educator license and the endorsements for which application was made, he or she shall receive a notification of the deficiencies for the license and the endorsement requested.

d) Evaluation services shall be approved to review foreign credentials for purposes of Illinois licensure if they demonstrate experience working on behalf of either the National Association of Foreign Student Affairs or the American Association of Collegiate Registrars and Admissions Officers. However, the State Board of Education may discontinue acceptance of evaluations from any service based on evidence of material inconsistencies in reviews. The State Board shall maintain an up-to-date list of all organizations whose reviews are being accepted and shall make this list readily available.

e) If either an out-of-state candidate or an applicant from another country has not met one or more of the criteria to receive a professional educator license and endorsements for which he or she has applied, the candidate may apply and qualify for an educator license with stipulations endorsed for provisional educator if he or she meets the requirements of Section 21B-20(2)(A) of the School Code, including passage of the Illinois test of basic skills and any Illinois content-area test required for each endorsement sought, as required by Section 21B-30 of the School Code and Section 25.720.

1) *Out-of-state applicants shall not receive a provisional educator endorsement* on the educator license with stipulations *if the person completed an alternative licensure program in another state, unless the program has been determined to be equivalent to Illinois program requirements*. (Section 21B-20(2)(A) of the School Code)

2) An individual with an educator license with stipulations endorsed for provisional educator shall not serve either as a principal or an assistant principal. (See Section 21B-35 of the School Code.)

3) The educator license with stipulations endorsed for provisional educator shall be issued only once, valid until June 30 immediately following two years after the license being issued. (See Section 21B-20(2)(A) of the School Code.)

4) An applicant may request one or more endorsements when he or she initially applies for the educator license with stipulations endorsed for provisional educator and pay only one fee required under Section 21B-40 of the School Code. Additional endorsements may be requested following issuance of the educator license with stipulations upon application and payment of the fee required under Section 21B-40; however, the date of

approval of any additional endorsements shall not extend the validity period of the educator license with stipulations.

(Source: Amended at 39 Ill. Reg. _____, effective _____)

Section 25.427 ~~One Year~~ Limitation on Evaluation or Entitlement

a) An evaluation for purposes of issuing any educator license or an additional endorsement on a currently held license will be binding on the State Board of Education for only ~~one calendar year~~ two full fiscal years after it is given.

b) A recommendation for licensure or endorsement of a candidate by entitlement shall be valid for only one calendar year after its issuance by the institution.

(Source: Amended at 39 Ill. Reg. _____, effective _____)

Section 25.430 Short-Term Authorization for Positions Otherwise Unfilled~~Institutional Approval (Repealed)~~

Subject to the provisions of this Section, an entity that is required to employ educator licensed teachers may receive short-term authorization to employ an individual who does not hold the qualifications required for certain vacant teaching positions when the employing entity has been unable to recruit a fully qualified candidate for that position.

a) Applicability

1) The short-term authorization described in this Section shall be available with respect to:

A) individuals who lack full qualifications in a content area; or

B) until January 31, 2018, individuals who have not completed the six semester hours of coursework specified at 23 Ill. Adm. Code 1.720 for teachers of middle grades (see Section 1.720(a)(2)(A) and (B)).

2) The short-term authorization described in this Section shall not be available with respect to:

A) special education teaching positions;

B) individuals who lack the required grade level endorsements for the assignment in question; or

C) situations in which the employing entity's need for short-term authorization has arisen due to the unforeseen departure of a teacher who was fully qualified for the assignment in question.

b) The employing entity shall apply for short-term authorization by filing with the regional superintendent:

1) a description of the vacant position, including the subject area and the grade level;

2) evidence of the entity's inability to fill the position with a fully qualified individual, except as limited by subsection (a)(2)(C);

3) a statement that the employing entity has not honorably discharged anyone in the past year who was fully qualified for the position;

4) the name and Illinois Educator Identification Number (IEIN) of the individual the entity wishes to employ for the position, as well as a list of the license numbers and content-area and grade level endorsements held by that individual;

5) a written assurance that the district will provide the teacher to be employed with mentoring and high-quality professional development each year in the subject area to be taught;

6) one of the following:

A) a written assurance from an institution of higher education that operates a program approved pursuant to Subpart C that leads to educator licensure in the content area to be taught that the individual who will be employed is enrolled in coursework that is designed to meet the standards applicable to that subject area, or

B) a written assurance from the licensure officer of another institution of higher education that offers one or more approved educator preparation programs that the individual is enrolled in courses that will enable him or her to qualify for the endorsement, or

C) other evidence of enrollment in relevant coursework supplied by the individual who will be employed, or

D) a written assurance signed by the individual who will be employed, indicating his or her intention to enroll in one or more identified courses at a specified institution of higher education in the next semester; and

7) a statement of intent, signed and dated by the individual who will be employed, stipulating that he or she will complete all requirements for an endorsement in the subject to be taught (see Section 25.100) within three school years after the issuance of authorization under this Section.

c) Short-term authorization pursuant to this Section shall be issued only when the individual identified by the employing entity:

1) holds a professional educator license that is valid for the grade level of the proposed assignment;

2) has successfully completed at least nine semester hours of college coursework in the subject area to be taught; and

3) has filed the statement of intent required under subsection (b)(7).

d) When the requirements of this Section have been met, the State Superintendent of Education shall issue to the employing entity a letter granting short-term authorization for the named individual to teach in the specific position for which the application was made.

1) The letter shall constitute an authorization to the employing entity and not a credential issued to the individual. As such, it shall not be transferable to any other individual, employing entity or teaching assignment.

2) Each employing entity that receives an authorization pursuant to this Section shall maintain the State Superintendent's letter on file and make it available for inspection by representatives of the State Board of Education upon request.

e) Short-term teaching authorization issued pursuant to this Section shall be issued with respect to a specific school year and shall expire on June 30 immediately following the third full year after the authorization was issued.

f) After the end of the validity of authorization received under this Section, the individual shall not be eligible to teach in the content area for which approval was granted unless he or she has received an endorsement for that content area.

(Source: Old Section repealed at 28 Ill. Reg. 8556, effective June 1, 2004; new Section added at 39 Ill. Reg. _____, effective _____)

Section 25.444 Illinois Teaching Excellence Program

The annual payments and incentives established under Section 21B-70 of the School Code [105 ILCS 5/21B-70] shall be subject to the requirements of this Section and shall be contingent upon the appropriation of sufficient funds (see subsection (a) of this Section). For purposes of this Section, "State Superintendent of Education" means the State Superintendent or a designee. When permitted or required by the State Superintendent, documentation called for in this Section may be submitted via electronic means.

a) When the funding available in any fiscal year is inadequate to cover all the payments requested by "qualified educators", as defined in Section 21B-70(a) of the School Code, payments shall be paid ~~in accordance with the priorities~~on a first-come, first-serve basis, regardless of the type of payment being requested, but shall be subject to any limitations established for a particular payment type ~~established~~ under Section 21B-70 of the School Code. Therefore, although a qualified educator, as defined in Section 21B-70(a) of the School Code, is someone who meets the requirements for a particular payment, not all qualifying educators in any given year will be assured of receiving the applicable payments.

b) A qualified educator shall qualify for a payment as called for in Section 21B-70(c)(1), (c)(2) or (c)(3) of the School Code when he or she is employed by a school district or other public entity providing early childhood, elementary, or secondary education, including special education, as the individual originally assigned to a full-year, full-time position whose functions:

1) are specifically authorized by ~~a teaching certificate~~the grade levels and content-area endorsements on his or her professional educator license and include the provision of instruction to students; or

2) are specifically authorized by a school ~~service~~ support personnel ~~certificate endorsed~~endorsement for school ~~counseling~~ counselor on a professional educator license and include the provision of counseling services to students.

c) A qualified educator shall qualify for one or more incentive payments under Section 21B-70~~(c)(4) or~~ (c)(5) of the School Code for each year during which:

1) he or she is either:

A) employed by a school district or other public entity providing early childhood, elementary, or secondary education, including special education, in a full-year, full-time position whose functions meet the requirements of subsection ~~(b)(1)(A)~~(b), as verified by the employer using a format specified by the State Superintendent of Education~~:~~; or

~~i) the functions are specifically authorized by a teaching certificate and include the provision of instruction to students; or~~

~~ii) the functions are specifically authorized by a school service personnel certificate endorsed for school counseling and include the provision of counseling services to students; or~~

B) retired (i.e., drawing an annuity from either the Teachers' Retirement System of the State of Illinois pursuant to Article 16 of the Illinois Pension Code [40 ILCS 5/Art. 16] or the Public School Teachers' Pension and Retirement Fund - Cities Over 500,000 Inhabitants pursuant to Article 17 of the Illinois Pension Code [40 ILCS 5/Art. 17]); and

2) he or she *agrees*, *in writing*, using a format prescribed by the State Superintendent of Education, *to provide at least 30 hours of mentoring or National Board for Professional Teaching Standards* (NBPTS) *professional development or both during the school year to classroom teachers or school counselors* as described in Section 21B-70~~(c)(4) or~~ (c)(5) of the School Code. ~~(Section 21B-70(c)(4) or (c)(5) of the School Code)~~

d) Requirements for Professional Development and Assistance to NBPTS Candidates

1) As verification that he or she qualifies for the applicable incentive payment, a qualified educator who provides professional development to new or experienced teachers or school counselors under subsection (c) ~~of this Section~~ shall submit to the State Superintendent of Education a written log of the assistance provided, using a format specified by the State Superintendent, demonstrating that he or she addressed one or more of the standards set forth in 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers) as relevant to the classroom-based needs of the recipient teachers, or one or more of the standards set forth in 23 Ill. Adm. Code 23.110 (Standards for the School Counselor), as applicable. Each recipient of professional development shall be identified by name, shall be working in an Illinois public educational setting, and shall sign the log as verification of the dates and hours of service indicated.

2) As verification that he or she qualifies for the applicable incentive payment, a qualified educator who assists other Illinois educators in preparing for certification by the National Board for Professional Teaching Standards under subsection (c) ~~of this Section~~ shall submit to the State Superintendent of Education a written log of the assistance provided, using a format specified by the State Superintendent. This record shall identify the activities performed and verify that these activities addressed specific requirements candidates must meet for NBPTS certification.

e) Requirements for Mentoring or NBPTS Professional Development

1) Mentoring or professional development provided in accordance with subsection (c) ~~of this Section~~ shall be conducted either:

A) as part of and in conformance with a mentoring or professional development program formally established by a school district; or

B) under the terms of a written agreement among the mentor, the building administrator, mentor coordinator, or other responsible official of the school district employing one or more recipients, and those recipients, that describes the goals of the mentoring or professional development, the duration of the mentor's

involvement, and the amount of time expected to be devoted to each recipient.

2) Mentoring or professional development may be provided to recipients either individually or in groups, provided that the mentor must address areas of practice relevant to the needs of each recipient.

3) An individual who provides mentoring or professional development under this Section shall notify his or her employing district (if different from that of the recipients) to this effect and, as verification that he or she qualifies for the applicable incentive payment, shall submit to the State Superintendent of Education a written log that:

A) meets the requirements of subsection (d)(1) ~~of this Section~~; and

B) discusses how the mentoring or professional development was related to the academic needs of the recipient teachers' students or the needs of the students served by the recipient counselors, as applicable.

f) ~~Certified~~ Educator licensed teachers shall receive incentive payments only for providing mentoring and professional development to other teachers, and ~~certified~~ educator licensed school counselors shall receive incentive payments only for providing mentoring and professional development to other school counselors. ~~A qualified educator may qualify for any combination of the payments discussed in Section 21B-70(c)(4) or (c)(5) of the School Code, as applicable, provided that the logs submitted by the individual demonstrate that no portion of the individual's service to other teachers or school counselors is counted toward more than one incentive payment.~~

g) Instructional Leadership Training

In any fiscal year in which money remains after funding the categories in subsections (a) through (c), the State Superintendent of Education shall announce no later than June 1 the amount of funding that will be devoted to training for qualified educators. The announcement shall indicate the:

1) specific purposes from among those specified in Section 21B-70 of the training to be conducted;

2) amount of any stipend awarded for participating in the training;

3) limitations on the qualified educators who may participate (e.g., school demographics, including student characteristics and achievement levels; school district location); and

4) process a qualified educator would use to apply for a stipend under this subsection (g).

(Source: Amended at 39 Ill. Reg. _____, effective _____)

Section 25.450 Lapsed Licenses

a) A lapsed license is a professional educator license or an educator license with stipulations endorsed for career and technical educator for which renewal requirements have not been completed by September 1 of the year in which it expired, or a professional educator license or an educator license with stipulations endorsed for paraprofessional educator that has not been registered for a period of six or more months since the expiration of its last registration. For purposes of this Section, the licenses listed in subsections (a)(1) through (3) do not lapse.

1) A professional educator license exchanged for a certificate that was issued between July 1, 1929 and July 1, 1951.

2) A substitute teaching license issued under Section 21B-20(3) of the School Code.

3) An educator license with stipulations issued under Section 21B-20(2) of the School Code endorsed in an area other than career and technical educator or paraprofessional educator.

b) In accordance with Section 21B-45(a) of the School Code, a lapsed license shall be immediately (i.e., within six months) reinstated if the individual pays any back fees, including all registration fees, that he or she owes and either:

1) pays a $500 penalty or, if the individual holds only an educator license with stipulations endorsed for paraprofessional educator, a $150 penalty; or

2) provides evidence of *completing nine semester hours of coursework from a regionally accredited institution of higher education in the content area that most aligns with one or more of the educator's endorsement areas* [105 ILCS 5/21B-45(b)]~~, which shall not be counted as both satisfying the penalty and meeting any professional development owed under subsection (b)(3) of this Section~~. For the purposes of this subsection (b)(2) ~~(a)(2),~~:

i) coursework shall not be counted as both satisfying the penalty and meeting any professional development owed under subsection (b)(3);

ii) coursework may include content or methods classes for cross-categorical special education, reading, English language learners (i.e., bilingual education, English as a Second Language or English as a New Language); and

iii) the validity period for any coursework used for license reinstatement shall expire on September 1 immediately following the fifth full year after the date of the coursework's completion.

3) for those licensees whose licenses lapsed on September 1 due to failure to complete renewal requirements, completes all outstanding professional development activities required for renewal.

c) The penalty referenced in subsection (b)(1) ~~of this Section~~ cannot be paid in advance of the individual's license lapsing. In other words, once the license expires due to failure to pay registration fees or complete license renewal requirements, the individual has the option of:

1) if the license expired due to failure to pay registration fees and the license has not yet lapsed;

A) waiting six months before paying the penalty or presenting evidence of completing the coursework required under subsection (b)(2); or

B) paying all registration fees owed; or

2) if the license expired due to failure to complete renewal requirements and the license has not yet lapsed, completing the applicable renewal requirements and/or paying all registration fees owed.

~~d) Any coursework completed within five years prior to the date in which an applicant submits a renewal request may be counted toward meeting the requirements of subsection (b)(2).~~

(Source: Amended at 39 Ill. Reg. _____, effective _____)

SUBPART G: PARAPROFESSIONALS;
OTHER PERSONNEL

Section 25.510 Endorsement for Paraprofessional Educators

a) The term "paraprofessional" educator shall be used to refer to the noncertificated personnel authorized by Sections 10-22.34 and 34-18 of the School Code [105 ILCS 5/10-22.34 and 34-18] to be employed to assist in instruction and who are required under Section 21B-20(2)(J) of the School Code to hold an educator license with stipulations endorsed for paraprofessional educator, except that the following individuals are not subject to this Section:

1) Any individual whose paraprofessional approval was continued after June 30, 2013, in accordance with the provisions of Section 25.15 (Types of Licenses; Exchange), subject to any limitations of his or her approval;

2) Any individual who holds an educator license indicative of completion of at least a bachelor's degree; and

3) Any individual who holds an educator license with stipulations endorsed for career and technical educator (see Section 25.70).

b) Beginning July 1, 2013, each paraprofessional educator shall be of good character, as defined in Section 21B-15 of the School Code. Each paraprofessional educator shall be subject to that portion of Section 24-5 of the School Code [105 ILCS 5/24-5] that requires physical fitness and freedom from communicable disease, including evidence of freedom from tuberculosis as may be required under rules of the Illinois Department of Public Health at 77 Ill. Adm. Code 696 (Control of Tuberculosis Code). ~~Each paraprofessional educator shall hold a high school diploma or its recognized equivalent.~~ To receive an educator

license with stipulations endorsed for paraprofessional educator, an individual shall:

1) present evidence of having completed a minimum of 60 semester hours of college credit at a regionally accredited institution of higher education, which shall not include any remedial or developmental coursework that the applicant has taken; or

2) hold an associate degree from a regionally accredited institution of higher education; or

3) hold a high school diploma or its recognized equivalent and pass the ParaPro test offered by the Educational Testing Service (ETS) with at least the score identified by the State Board of Education in consultation with the SEPLB; or

4) hold a high school diploma or its recognized equivalent and pass the WorkKeys® assessment offered by ACT with at least the score identified by the State Board of Education in consultation with the SEPLB.

c) Revocation or Suspension of Approval or Licensure or other Permissible Sanction

1) Revocation, suspension or other permissible sanction may be initiated by the State Superintendent with respect to a paraprofessional approval or an educator license with stipulations endorsed for paraprofessional educator for any of the bases set forth in Section 21B-75(b) of the School Code [105 ILCS 5/21B-75(b)] and any of these actions shall be governed by, and conducted in accordance with, 23 Ill. Adm. Code 475 (Contested Cases and Other Formal Hearings). The State Superintendent's decision shall be considered an "administrative decision" for purposes of the Administrative Review Law [735 ILCS 5/Art. III].

2) When the State Superintendent of Education receives information indicating that an individual who holds approval as a paraprofessional or an educator license with stipulations endorsed for paraprofessional educator has been convicted of any offense as defined in Section 21B-80 of the School Code [105 ILCS 5/21B-80], the State Superintendent shall forthwith revoke the individual's approval or license. The State Superintendent's decision shall be considered an "administrative decision" for purposes of the Administrative Review Law.

(Source: Amended at 39 Ill. Reg. _____, effective _____)

Section 25.550 Approval of Educational Interpreters

Each educational interpreter who serves students with hearing loss in the public schools shall be of good character, as defined in Section 21B-15 of the School Code. Each educational interpreter shall be subject to that portion of Section 24-5 of the School Code that requires physical fitness and freedom from tuberculosis as may be required under rules of the Illinois Department of Public Health at 77 Ill. Adm. Code 696 (Control of Tuberculosis Code). Each educational interpreter shall hold a statement of approval from the State Superintendent of Education, which shall be identified as valid either for sign language interpreting or ~~for cued speech interpreting~~oral transliteration. Each individual who is required to hold a statement of approval shall submit an application to the State Superintendent, along with the fee required under Section 21B-40 of the School Code for those applicants who hold a professional educator license and evidence that he or she meets the requirements applicable to the type of approval sought.

a) Approval Criteria

1) Each applicant for approval as an educational interpreter either for sign language interpreter or ~~cued speech interpreter~~oral transliteration shall:

A) have completed 60 semester hours of college credit from one or more regionally accredited institutions of higher education; or

B) hold an associate's degree issued by a regionally accredited institution of higher education; or

C) hold a high school diploma or its recognized equivalent and have achieved the score identified as passing by the Illinois State Board of Education on one of the examinations for paraprofessionals discussed in Section 25.510(b); or

D) hold a high school diploma or its recognized equivalent and have passed the written examination administered by the Registry of Interpreters for the Deaf (RID).

2) Each applicant for approval as a sign language interpreter also shall have:

A) attained a rating of Level 3.5 or above on the Educational Interpreter Performance Assessment (EIPA); or

B) maintained a valid certification from the RID; or

C) maintained a valid Illinois Board for Evaluation of Interpreters (IL BEI) Basic Certification or higher issued by the Illinois Deaf and Hard of Hearing Commission.

3) Each applicant for approval ~~as a cued speech interpreter~~for oral transliteration also shall have attained Transliteration Skills Certification at Level 3 or above.

4) If the applicant is unable to provide evidence of meeting one of the criteria set forth in subsection (a)(2), a one-time, interim approval shall be granted if each of the following conditions are met. The interim approval is valid until June 30 following two years of the approval being issued. The provisions of this subsection (a)(4) shall not apply to individuals who held initial approval issued prior to June 30, 2013.

A) The applicant shall provide evidence of meeting one of the criteria listed in subsection (a)(1).

B) The applicant shall have attained a rating of at least Level 3.0 on the EIPA.

b) Validity; Renewal

Approval shall be valid for five years, subject to the provisions of Section 21B-20 of the School Code, and shall be renewable upon presentation of evidence that, during the five-year period of the approval's validity, the individual has completed 50 clock hours of professional development activities.

c) Continuing Professional Development

1) An individual may accrue clock hours of professional development by participating in conferences, workshops, institutes, seminars, symposia, or other, similar training events that:

A) are designed to improve the skills and knowledge of interpreters for the deaf; or

B) are organized by an entity that is approved pursuant to Section 25.855 and address educational concerns.

2) An individual may accrue the required clock hours for continuing professional development by completing college coursework that is part of an interpreter training program offered by a regionally accredited institution of higher education or an Illinois community college. Clock hours will be credited based on 1 semester hour of college coursework being equivalent to 15 clock hours of professional development activities.

3) Evidence of Completion

A) Each individual who will be required to complete professional development as a condition of renewal shall electronically sign a statement of assurance in ELIS attesting to completion of the required activities. For any activity completed under subsection (c)(1), the individual shall retain the evidence of completion form provided by the entity organizing the event.

B) As evidence of completion of college coursework, the individual shall retain a grade report or official transcript issued by the institution indicating that he or she has passed the course or courses.

C) An educational interpreter who earned continued professional development units (CPDUs) on or before June 30, 2014 shall have those CPDUs converted to clock hours in accordance with Section 25.800(d).

d) Revocation or Suspension of Approval or other Permissible Sanction

The provisions of Section 25.510(e) shall apply to the revocation or suspension of approval or other permissible sanction for educational interpreters.

(Source: Amended at 39 Ill. Reg. _____, effective _____)

SUBPART I: ILLINOIS LICENSURE TESTING SYSTEM

Section 25.710 Definitions

For the purposes of this Subpart, the following definitions apply:

"Passing raw score" is the minimum number of multiple choice items that must be answered correctly on a given test or the combination of required correct responses to multiple choice items and required numerical value of constructed responses.

"Passing score" is the minimum scaled score a person must obtain in order to pass a test.

"Re-scoring" means the process of reviewing an examinee's answers and the scores assigned to them to confirm that a test score reported to an examinee is the score earned by him or her.

"Retake" is the opportunity for a person who has taken a test of the Illinois Licensure Testing System at one test administration to take the test in the same area as given at subsequent administrations.

"Scaled score" is the person's test score after the mathematical transformation of the number of test items the person answered correctly to a scale of numbers on which the minimum score, the maximum score, and the passing score are set. For the content-area tests and tests of language proficiency, the minimum scaled score is 100, the maximum score 300, and the passing score 240. For the assessment of professional teaching, the basic skills test~~,~~ and any new content-area test first administered after December 31, 2002, the minimum scaled score is 100, the maximum score 300, and the passing score 240.

"Subarea score" is the scaled score for the subset of test items on a content-area test that measures specific content, and, for any test administration for which scores are reported before September 30, 2010, the "subarea score" is the scaled score for each subset of test items on the basic skills test that measures specific content in reading comprehension, writing, language arts and mathematics.

"Test" or "Tests" refers to the test of basic skills, the assessment of professional teaching, the language proficiency tests, the content-area tests and the teacher performance assessment for the Illinois Licensure Testing System (ILTS).

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

The Illinois Licensure Testing System shall consist of the following tests. Beginning with score reports issued after September 30, 2010, "test" or "tests" will also refer to subtests (reading comprehension, writing, language arts and mathematics) of the basic skills test.

Agricultural Education
~~Assessment of Professional Teaching (through August 2014)~~
~~Early Childhood~~
~~Elementary~~
~~Secondary~~
~~Special~~
Assessment of Professional Teaching (prekindergarten through grade 12) (through August 31, 2020~~required beginning September 1, 2014~~)
Basic Skills (through April 2012)
Reading Comprehension
Language Arts
Mathematics
Writing
Business, Marketing, and Computer Education
Chief School Business Official
Computer Science
Dance
Director of Special Education (required beginning July 1, 2005)
Drama/Theatre Arts
Early Childhood Education
Early Childhood Special Education
Elementary/Middle Grades (K-9) (through August 31, 2017)
Elementary Education (1-6) (February 2016)
Language and Literacy
Mathematics
Science and Social Science
Fine Arts, Physical Development and Health
English Language Arts
English Language Proficiency
English as a New Language
Family and Consumer Sciences
Foreign Languages
Arabic (available in September 2008)
Chinese (Cantonese or Mandarin)
French

German
Hebrew
Italian
Japanese
Korean
Latin
Russian
Spanish
General Administrative (Principal) (through June 30, 2014)
Gifted Education Teacher (beginning September 2014)
Gifted Education Specialist (beginning September 2014)
Guidance (through June 30, 2005)
Health Education
Health Careers
Learning Behavior Specialist I
Learning Behavior Specialist II/Behavior Intervention Specialist
Learning Behavior Specialist II/Bilingual Special Education Specialist
Learning Behavior Specialist II/Curriculum Adaptation Specialist
Learning Behavior Specialist II/Deaf/Blind Specialist
Learning Behavior Specialist II/Multiple Disabilities Specialist
Learning Behavior Specialist II/Technology Specialist
Learning Behavior Specialist II/Transition Specialist
Library Information Specialist
Mathematics
Middle Grades (5-8) (February 2017)
Middle Grades (5-8) Language Arts (February 2017)
Middle Grades (5-8) Mathematics (February 2017)
Middle Grades (5-8) Social Science (February 2017)
Middle Grades (5-8) Science (February 2017)
Music
Physical Education
Principal (beginning May 1, 2013)
Reading Teacher
Reading Specialist
School Counselor (beginning July 1, 2005)
School Nurse
School Psychologist
School Social Worker
Sciences
Biology

Chemistry
Earth and Space Science
Environmental Science
Physics
Social Sciences
Economics
Geography
History
Political Science
Psychology
Sociology and Anthropology
Special Education General Curriculum (available May 1, 2005)
Speech-Language Pathologist: Nonteaching
Speech-Language Pathologist: Teaching
Superintendent
Teacher of Students who are Blind or Visually Impaired
Teachers of Students who are Deaf or Hard of Hearing
Technology Education
Technology Specialist
Test of Academic Proficiency (i.e., Illinois' test of basic skills) (February 2012)
Reading Comprehension
Language Arts
Mathematics
Writing
TPA (required beginning September 1, 2015)
Transitional Bilingual Education – Language Proficiency
Arabic
Assyrian
Bosnian
Bulgarian
Burmese
Cantonese
Filipino
Greek
Gujarati
Hindi
Japanese
Korean
Lao

Lithuanian
Malayalam
Mandarin
Nepali
Polish
Russian
Serbian
Spanish
Telegu (Telugu)
Ukrainian
Urdu
Vietnamese
Visual Arts

"Test items" are specific questions asked on a test that require a person either to select the correct response from those alternative responses provided or to produce a written or oral response.

"Test objective" is a statement of the behavior or performance measured by test items.

"Unauthorized aids" are materials and devices that candidates are prohibited from bringing to a test administration. These include notes, calculators, calculator watches, calculator manuals, cellular phones, electronic communication devices, visual or audio recording or listening devices, and any other items whose use may compromise the security or validity of a test. However, any material or device that is permitted as part of an accommodation arranged pursuant to Section 25.740 shall not be considered an unauthorized aid. Furthermore, a calculator shall not be considered an unauthorized aid when its use is authorized pursuant to the current ILTS registration bulletin and the contractor's web site.

(Source: Amended at 39 Ill. Reg. _____, effective _____)

Section 25.715 Test Validation

The State Board of Education will validate all tests as part of the Illinois Licensure ~~Certification~~ Testing System, using reviews of test objectives and test items by committees of Illinois educators and a survey of Illinois educators to determine the relationships of these objectives to the knowledge required by entry-level Illinois educators in order to perform their jobs. All validation procedures will conform to the accepted professional standards promulgated by the

National Council on Measurement in Education, the American Educational Research Association, and the American Psychological Association, as presented in the "Standards for Educational and Psychological Testing" (2014 ~~1999~~) published by the American Educational Research Association, 1430 K ~~1230 17th~~ Street, N.W., Suite 1200, Washington, D.C. 20005 ~~20036~~. No later amendments to or editions of these standards are incorporated ~~by this rule~~.

(Source: Amended at 39 Ill. Reg. _____, effective _____)

Section 25.717 Test Equivalence

a) The State Board of Education will implement the following procedures to maintain uniformity in the difficulty level of each form of the basic skills test, each ~~form of the assessment of professional teaching, each~~ language proficiency test~~,~~ and each content-area test ~~subject matter knowledge test~~ from test-to-test and from year-to-year. These procedures will conform to the accepted professional standards for test score comparability and equating promulgated by the National Council on Measurement in Education, the American Educational Research Association, and the American Psychological Association as presented in the "Standards for Educational and Psychological Testing" (2014 ~~1999~~) published by the American Educational Research Association, 1430 K ~~1230 17th~~ Street, N.W., Suite 1200, Washington, D.C. 20005 ~~20036~~. No later amendments to these standards are incorporated by this subsection.

b) To achieve uniformity of test form difficulty, all test content advisory committees (see Section 25.715) shall be given identical orientation and training sessions throughout each step in test development and in standard setting. As a further measure to maintain test equivalence, when a new test form is produced, new items shall be matched to the items they are replacing in terms of average item difficulty statistics. Following the administration of a new test form, test scores for new test forms shall be made comparable in difficulty with the test scores on the previous test form by statistical test equating. The method to be used is set forth in Appendix A.

(Source: Amended at 39 Ill. Reg. _____, effective _____)

Section 25.720 Applicability of Testing Requirement and Scores

a) It is the individual's responsibility to take the appropriate tests. Upon request, the State Board of Education shall assist individuals in identifying appropriate tests.

b) Basic Skills Test

Except as provided in subsections (b)(1) and (2), each candidate seeking an Illinois license (professional educator license or certain educator ~~license~~ licenses with stipulations), whether it is his or her first license or a subsequent license, shall be required to pass a test of basic skills authorized under Section 21B-30 of the School Code [105 ILCS 5/21B-30]. Further, Section 21B-30(c) of the School Code requires candidates in teacher preparation or school support personnel preparation programs to pass this test prior *to starting their student teaching or starting the final semester of their internship*.

1) A person who has passed the Illinois test of basic skills as a condition of admittance to an Illinois preparation program approved pursuant to Subpart C or as a condition of participation in student teaching or an internship shall not be required to retake that test when seeking any subsequent endorsements or other educator licenses.

2) A person who has passed the Illinois test of basic skills and has been issued an Illinois educator license or any subsequent endorsement on the basis of the test shall not be required to retake the basic skills test when seeking any subsequent endorsements or other educator licenses.

3) A person who has passed another state's test of basic skills as a condition of licensure or admission to a teacher preparation program shall be required to take the Illinois basic skills test before receiving a license. (See Section 21B-35 of the School Code.)

4) The Illinois test of basic skills will be administered as four separate subtests: reading comprehension, language arts, mathematics and writing.

A) Individuals may take all four subtests or any combination of the individual subtests during a single test administration.

B) Scores on basic skills subtests can be "banked," and an individual will not be required to take a subtest again once he or she has achieved a passing score on that subtest.

5) In lieu of passing the Illinois test of basic skills, a candidate in an Illinois educator preparation program or applicant for an educator license may submit for consideration his or her composite score ~~from~~ either from the

ACT® or the SAT®, provided that either test must include a writing component.

A) The State Superintendent shall announce and post on the State Board's website ~~no later than August 1, 2012~~ the minimum composite score on each test that will be accepted under this subsection (b)(5). Should any of the minimum scores be modified, the State Superintendent shall inform licensure officers no later than January 1 of the score to be used and shall modify the State Board's website accordingly.

i) The minimum composite score to be used for the ACT® shall be the average of the college-readiness benchmarks established by ACT® and posted at http://www.act.org/solutions/college-career-readiness/college-readiness-benchmarks/, rounded up to the next whole number.

ii) The minimum writing score for the ACT® shall be the combined English/Writing score found at http://www.actstudent.org/writing/combined.html, which will be identified by using the ACT® English score identified as the college-readiness benchmark and posted at http://www.act.org/solutions/college-career-readiness/college-readiness-benchmarks/ and the ACT® writing score that is the same as the passing score for the writing subtest of the Illinois test of basic skills determined in accordance with Section 25.760.

iii) The minimum composite score for the SAT® shall be the single score identified by ACT® as comparable to the ACT® score identified pursuant to subsection (b)(5)(A)(i) and posted at http://www.act.org/solutions/college-career-readiness/compare-act-sat/.

iv) The minimum writing score for the SAT® shall be the single writing score identified by ACT® as comparable to the ACT® English/Writing score identified pursuant to subsection (b)(5)(A)(ii) and posted at

http://www.act.org/solutions/college-career-readiness/compare-act-sat/.

B) The candidate or applicant may apply to the State Board of Education for consideration of his or her ACT® or SAT® results, using a form provided by the State Superintendent of Education for this purpose. The candidate or applicant shall direct ACT® or the College Board to send an official score report of his or her composite score and English/Writing or single writing score, as applicable, to the address provided on the application form.

~~6) Except as provided in subsections (b)(1) and (b)(2), no score on the Illinois test of basic skills, including any scores from the ACT® or SAT® permitted to be used under subsection (b)(5), shall be more than 10 years old at the time a candidate begins student teaching or the second semester of the internship component of an educator preparation program or applies for any license issued, as may be required under Section 21B-20 of the School Code.~~

c) Content-Area Tests

1) Each candidate seeking an Illinois professional educator license or endorsement on that license, whether his or her first license or endorsement or a subsequent license or endorsement, shall be required to pass a content-area test for each endorsement area for which there is an applicable test (see Section 21B-30(d) of the School Code; also see Section 25.710). Further, Section 21B-30(d) of the School Code requires passage of this test before a candidate begins student teaching or begins serving as a teacher of record. No waivers or exemptions are available.

2) A person who has passed a test of language proficiency, authorized under Section 21B-30 of the School Code, in order to qualify for an educator license with stipulations endorsed for transitional bilingual educator, and received that license shall not be required to retake that test in order to qualify for a bilingual education credential on another professional educator license received later. A person who has passed a test of language proficiency as a condition of admission to an Illinois preparation program also shall ~~also~~ not be required to retake that test.

d) Assessment of Professional Teaching (APT) (Through August 31, 2020)

In order to complete an educator preparation program, each candidate who has completed his or her student teaching by August 31, 2015 and is seeking his or her first Illinois professional educator license endorsed in a teaching field shall be required to pass the APT relevant to the endorsement sought (see Section 25.710). ~~A candidate seeking a subsequent endorsement on a professional educator license must also pass the APT relevant to the endorsement sought, unless he or she either:~~

~~1)~~ ~~has already passed an APT that encompasses the grade levels of the subsequent endorsement sought; or~~

~~2)~~ ~~already holds another Illinois professional educator license endorsed in a teaching field that encompasses the grade levels of the endorsement sought.~~

e) Teacher Performance Assessment (TPA)

Beginning September 1, 2015, each candidate completing an educator preparation program in a teaching field shall be required to pass the TPA (see Section 21B-30(f) of the School Code).

~~1)~~ Each recognized institution offering approved teacher preparation programs shall administer the TPA during a candidate's student teaching experience.

~~2)~~ ~~No later than July 1, 2013, each recognized institution offering an approved teacher preparation program shall begin using the TPA with at least some of its students; however, before September 1, 2015, an institution shall not require passage of the TPA as a condition for program completion for students participating in any limited implementation required under this subsection (e)(2) unless the institution requires that all candidates pass the assessment.~~

f) Except as provided in ~~subsections~~ subsection (c)(2)~~ and (d)(1)~~, for each person seeking an Illinois license, no passing score on a content area test or the APT may be more than five years old at the time application is made. (See Section 21B-30 of the School Code.) The five-year period shall be calculated from the date the test was taken to the date of receipt of the application by the State Board of

Education. Scores more than five years old will not be accepted as part of an application.

~~1)~~ The five-year period discussed in this subsection (f) shall apply to each score that forms part of an application received on or after July 1, 2012.

~~2) The five-year period discussed in this subsection (f) shall also apply to each score that forms part of an application that is pending as of June 30, 2012, and to each score that forms part of an application for which an evaluation is still valid as of that date pursuant to Section 25.427.~~

g) Subject to registration in accordance with the provisions of this Subpart I and the provisions of Section 25.755(g)(1), an individual who has taken a paper-and-pencil test may retake that test during any subsequent, regularly scheduled administration of that test in paper-and-pencil format and may retake that test by computer during any subsequent computer-based test administration.

h) Subject to registration in accordance with the provisions of this Subpart I and the provisions of Section 25.755(g)(1), an individual who has taken a computer-based test or subtest of the Illinois test of basic skills may retake that test or specific subtest by computer after no fewer than 30~~60~~ days but also may retake that test or specific subtest during any subsequent, regularly scheduled administration of the test or subtest in paper-and-pencil format.

(Source: Amended at 39 Ill. Reg. _____, effective _____)

Section 25.728 Use of Test Results by Institutions of Higher Education

a) Each institution shall use the content-area tests in the disciplines relevant to individuals' program completion as provided in Section 21B-30(d) of the School Code.

b) An institution shall have the option of ~~using the Illinois Licensure Testing System's assessment of professional teaching (APT) as a requirement for candidates' progression among the components of a program or~~ requiring passage of the TPA before awarding credit for student teaching. (Also see Section 25.720 for the requirements that apply.) An institution may also require passage of the Illinois test of basic skills earlier in a preparation program than is required under Section 21B-30(c) of the School Code.

c) In using any test that forms part of the Illinois Licensure Testing System, institutions shall abide by all the rules governing the Testing System set forth in this Subpart, including, but not limited to, passing score, registration~~,~~ and fees; and shall make no requirement for the use or administration of this test beyond those set forth in this Subpart.

d) Institutions shall be responsible for informing their students of all requirements related to taking the tests and for providing students with any pertinent testing information in a timely manner. Neither the State Board of Education nor its testing contractor shall assume responsibility for any candidate's inability to progress through or complete an approved program because of failure to take one or more licensure tests in a timely manner.

(Source: Amended at 39 Ill. Reg. _____, effective _____)

Section 25.760 Passing Score

a) The passing raw score will be established for each test by the State Board of Education, in consultation with the SEPLB, based upon the professional judgments and recommendations of committees of Illinois educators about the acceptable, minimal level of performance for entry-level educators in Illinois classrooms.

b) ~~The raw score for the basic skills test and the assessment of professional teaching, and for new content-area tests first administered after December 31, 2002, shall be transformed to a scaled score ranging from 100 to 300, with 240 established as the passing score.~~ Beginning June 1, 2006, the raw score for each test that forms part of the Illinois Licensure Testing System shall be transferred to a scaled score ranging from 100 to 300, with 240 established as the passing score. The passing raw score shall always be equal to a scaled score of 240. The following formula shall be used to transform raw scores to scaled scores, where MAX means the maximum raw score, CUT means the passing raw score and X means the number of multiple choice items correctly answered or the number of holistic score points assigned to a constructed-response item or section, as applicable:

1) If X is greater than or equal to CUT, then the scaled score is 240 + 60[(X - CUT)/(MAX - CUT)].

2) If X is less than CUT, then the scaled score is 100 + 140X/CUT.

c) Scaled scores are rounded to the nearest integer except between 69 and 70 and between 239 and 240. To ensure that a score just below passing is not equated with a scaled score of 70 or 240, scaled scores between 69 and 70 will be considered 69, and scaled scores between 239 and 240 will be considered 239.

d) In order to pass the basic skills test, a person must receive a passing score on each of the subtests of reading comprehension, language arts, mathematics and writing.

e) The requirements of this Section do not apply to scores achieved on the ACT® or SAT® when results from those assessments are used in lieu of results from Illinois' test of basic skills pursuant to the requirements of Section 25.720 of this Part nor to scores used for determining passage of the TPA.

(Source: Amended at 39 Ill. Reg. _____, effective _____)

Section 25.770 Re-scoring

a) A person shall have the right to request re-scoring of the basic skills test, the APT, or a content-area test ~~test of subject matter knowledge~~, provided the ~~such a~~ request is submitted in writing and received by the State Board of Education within three months after the test administration date and is accompanied by payment of the applicable fee. A person shall also have the right to request re-scoring of a language proficiency test. However, no re-scoring service shall be available for the constructed-response portions of a language proficiency test; re-scoring on this ~~such a~~ test shall be limited to the multiple-choice items only.

b) In the case of any discrepancy discerned as a result of re-scoring, the State Board of Education will correct its records and inform all parties to whom the test score was reported as to the person's score.

(Source: Amended at 39 Ill. Reg. _____, effective _____)

SUBPART J: RENEWAL OF PROFESSIONAL EDUCATOR LICENSES

Section 25.865 Awarding of Credit for Activities with Providers

The State Board of Education shall develop the requirements for standard forms that shall be used by approved providers. These forms shall serve two purposes: evaluation of the activity by the licensee and evidence of completion for the licensee with respect to the activity. The State

Board of Education shall make available information about the required format and contents of these forms so that providers may generate them for their own use.

a) This form shall be provided to each participant who completes the activity, who shall maintain it as evidence of completion of the professional development activity. In the case of a conference, workshop or other event having more than one session, each session shall be considered an "activity" for purposes of this Section.

b) The provider shall complete the standard form to indicate the title, time, date, location, nature of the event and clock hours of credit earned (i.e., in increments of a quarter hour). Alternately, a provider may accept an official transcript in place of the standard form as evidence of completion of coursework at a regionally accredited institution of higher education that is not approved under Section 25.855.

c) If the licensee's records are audited pursuant to Section 21B-45(j) of the School Code and Section 25.860 of this Part, credit for professional development activities claimed shall be affirmed only when the standard form is presented.

(Source: Amended at 39 Ill. Reg. _____, effective _____)

Section 25.APPENDIX C Exchange of Certificates for Licenses (July 1, 2013)

Existing Certificate	Description	Exchanged for:
Early Childhood Certificates:		
02 Standard Early Childhood (0 to 6, excluding kindergarten)	To Age 6 excluding K	Professional Educator License endorsed for prekindergarten (0 to 6, excluding kindergarten)
04 Initial or Standard Early Childhood (0 to grade 3)	Age 0-Grade 3	Professional Educator License endorsed for early childhood and self-contained general education endorsements (age 0 to grade 3)
04 Master Early Childhood Certificate	Age 0-Grade 3	Professional Educator License, with an NBPTS master teacher designation, endorsed for

Existing Certificate	Description	Exchanged for:
		prekindergarten, if applicable, and/or the NBPTS area of endorsement
05 Provisional Early Childhood	Age 0-Grade 3	Educator License with Stipulations endorsed for provisional educator with early childhood and self-contained general education endorsements (age 0 to grade 3)
Elementary Certificates:		
03 Initial or Standard Elementary	K-9	Professional Educator License endorsed for self-contained general education (kindergarten to grade 9)
03 Master Elementary Certificate	K-9	Professional Educator License with an NBPTS master teacher designation, endorsed for self-contained general education, if applicable, and/or the NBPTS area of endorsement
High School Certificates:		
09 Initial or Standard Secondary	6-12	Professional Educator License with any applicable grade-level and content-area endorsements
09 Master Secondary Certificate	6-12	Professional Educator License, with an NBPTS master teacher designation and any grade-level and content-area endorsements, if

Existing Certificate	Description	Exchanged for:
		applicable, and/or the NBPTS area of endorsement
12 Short-Term Emergency	Preschool-Age 21	Professional Educator License endorsed in a teaching field with short-term emergency approval in special education
Special Certificates:		
10 Initial or Standard Special	K-12 Field Endorsed or Preschool-Age 21	Professional Educator License with any applicable grade-level and content-area endorsements
Provisional and Alternative:		
22 Initial Alternative Elementary	K-9	Professional Educator License endorsed for self-contained general education (kindergarten to grade 9)
23 Provisional Alternative Elementary	K-9	Educator License with Stipulations endorsed for alternative provisional educator with self-contained general education (kindergarten to grade 9)
24 Initial Alternative Secondary	6-12	Professional Educator License with any applicable grade-level and content-area endorsements
25 Provisional Alternative Secondary	6-12	Educator License with Stipulations endorsed for alternative provisional educator with any applicable grade-level and content-area endorsements

Existing Certificate	Description	Exchanged for:
26 Provisional Alternative Administrative	K-12	Educator License with Stipulations endorsed for alternative provisional superintendent
27 Provisional Alternative Special	K-12 Field Endorsed or Preschool-Age 21	Educator License with Stipulations endorsed for alternative provisional educator with any applicable grade-level and content-area endorsements or applicable administrative area (e.g., general administrative)
28 Initial Alternative Special	K-12 Field Endorsed or Preschool-Age 21	Professional Educator License with any applicable grade-level and content-area endorsements
Other Teaching:		
29 Transitional Bilingual	K-12 Language Endorsed	Educator License with Stipulations endorsed for transitional bilingual educator with bilingual language and applicable grade-level endorsements
30 Provisional Elementary	K-9	Educator License with Stipulations endorsed for provisional educator with self-contained general education endorsement (kindergarten to grade 9)
31 Provisional Secondary	6-12	Educator License with Stipulations endorsed for provisional educator with any applicable grade-level and content-area endorsements
33 Provisional Special	K-12 Field Endorsed	Educator License with Stipulations

Existing Certificate	Description	Exchanged for:
	or Preschool-Age 21	endorsed for provisional educator with any applicable grade-level and content-area endorsements
35 Provisional Vocational	7-12 Field Endorsed	Educator License with Stipulations endorsed for career and technical educator with any applicable grade-level and field endorsements
36 Temporary Provisional Vocational	11-12 Field Endorsed	Educator License with Stipulations endorsed for provisional career and technical educator with grade 11-12 and any applicable field endorsements
40 Part-Time Provisional	6-12	Beginning July 1, 2013, Educator License with Stipulations endorsed for part-time career and technical educator with any applicable grade-level and field endorsements ~~None; the credential will no longer be issued and individuals holding this certificate shall not teach on that certificate after June 30, 2013.~~
43 Provisional Alternative Early Childhood	Age 0-Grade 3	Educator License with Stipulations endorsed for alternative provisional educator with early childhood and self-contained general education (age 0 to grade 3)
44 Initial Alternative Early Childhood	Age 0-Grade 3	Professional Educator License endorsed for early childhood and self-contained general education (age 0 to grade 3)
50 Visiting International	K-12	Educator License with Stipulations

Existing Certificate	Description	Exchanged for:
Teacher – Special		endorsed for visiting international educator with any applicable foreign language, transitional bilingual language and content-area endorsements (kindergarten to grade 12)
53 Visiting International Teacher – Elementary	K-9	Educator License with Stipulations endorsed for visiting international educator with self-contained general education and any applicable foreign language and transitional bilingual language endorsements (kindergarten to grade 9)
54 Visiting International Teacher – Early Childhood	Age 0-Grade 3	Educator License with Stipulations endorsed for visiting international educator with self-contained general education and any applicable foreign language and transitional bilingual language endorsements (age 0 to grade 3)
59 Visiting International Teacher – Secondary	6-12	Educator License with Stipulations endorsed for visiting international educator with any applicable foreign language, transitional bilingual language and content-area endorsements (grades 6 to 12)
80 Resident Teacher – Special	K-12	Educator License with Stipulations endorsed for resident teacher with any content-area endorsements (kindergarten to grade 12)
83 Resident Teacher – Elementary	K-9	Educator License with Stipulations endorsed for resident teacher with

Existing Certificate	Description	Exchanged for:
		self-contained general education endorsement (kindergarten to grade 9)
84 Resident Teacher – Early Childhood	Age 0-Grade 3	Educator License with Stipulations endorsed for resident teacher with early childhood and self-contained general education (age 0 to grade 3) endorsements
89 Resident Teacher – Secondary	6-12	Educator License with Stipulations endorsed for resident teacher with any applicable grade-level and content-area endorsements
School Support Personnel:		
73 School Service Personnel	K-12	Professional Educator License endorsed for school support personnel with any applicable service area endorsement
74 Provisional School Service Personnel	K-12	Educator License with Stipulations endorsed for provisional educator and school support personnel with any applicable service area endorsement
Administrative:		
75 Administrative	K-12	Professional Educator License endorsed for general administrative, chief school business official, superintendent or special educator director, as applicable

Existing Certificate	Description	Exchanged for:
76 Provisional Administrative	K-12	Educator License with Stipulations endorsed for provisional educator and any of general administrative, chief school business official, superintendent or special education director, as applicable
77 Administrative K-12	K-12	Professional Educator License endorsed for Superintendent
78 Interim School Counselor Intern	K-12	Approval issued by the State Superintendent
79 Interim Speech-Language Pathologist Intern	K-12	Approval issued by the State Superintendent

Individuals who receive a professional educator license will receive on that license the endorsements that are comparable to what they currently hold, as well as any applicable endorsements comparable to any other certificates they currently hold.

(Source: Amended at 39 Ill. Reg. _____, effective _____)

Section 25.APPENDIX D Criteria for Identification of Teachers as "Highly Qualified" in Various Circumstances

Introduction and General Principles

Pursuant to the federal Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (ESEA) (20 USC 6301 et seq.), teachers with primary responsibility for instructing students in the core academic subject areas (science, the arts, reading or language arts, English, history, civics and government, economics, geography, foreign language, and mathematics) are required to be "highly qualified" for those assignments. The criteria set forth in this Appendix D are those that will be used in Illinois to make this determination.

~~Further, fulfillment of the applicable requirements set forth in this Appendix D may serve as the basis for renewal of the professional educator license endorsed in a teaching field (see Section 25.805(f) of this Part).~~

A teacher's qualifications do not make him or her "highly qualified" in the absolute sense. Rather, the question is whether a teacher is "highly qualified" with respect to his or her areas of assignment. A teacher who collaborates or consults with another teacher does not have "primary responsibility" and is not required to be "highly qualified" in the core academic subject area; each teacher who does have "primary responsibility" for a core academic subject area must be.

There are differences between the criteria for being considered "highly qualified" and some of the Illinois requirements for various assignments (see Subpart G of 23 Ill. Adm. Code 1, Public Schools Evaluation, Recognition and Supervision). The "highly qualified" status of a given individual with respect to an assignment shall not relieve any entity that is required to employ licensed staff of the obligation to observe the applicable Illinois requirements for that assignment.

In establishing requirements for being considered “highly qualified”, ESEA and the Individuals with Disabilities Education Improvement Act (also referred to as "IDEA 2004") (20 USC 1400, as amended by P.L. 108-446) distinguish between "veteran teachers" and those who are new to the profession. In addition to the specific requirements set forth for being considered "highly qualified" for particular assignments, veteran teachers can be considered "highly qualified" based on an additional set of criteria, the High Objective Uniform State Standard of Evaluation (HOUSSE). For the purposes of this Appendix D, each individual shall become a "veteran teacher" when he or she has accrued at least one full year's teaching experience. The HOUSSE criteria may then be applied in determining whether the individual can be considered "highly qualified" for assignments in core subjects.

A degree of flexibility has been afforded for teachers in programs supported by Title I funds who are employed in "rural" schools, which are defined as schools in districts that are eligible to participate in the Small Rural School Achievement (SRSA) program (for a list, see the website of the U.S. Department of Education at http://www.ed.gov/programs/reapsrsa/eligible04/index.html). A district may take advantage of this flexibility if it provides high-quality professional development that increases the teachers' content knowledge in the additional subjects they teach and provides mentoring or a program of intensive supervision that consists of structured guidance and regular, ongoing support so that teachers become highly qualified in the additional core academic subjects they teach.

A teacher in this situation who was first employed on or before August 1, 2005, who teaches multiple core academic subjects, and who is "highly qualified" in one of those

subjects will be considered "highly qualified" in the other subjects taught through the end of the 2006-07 school year, after which time he or she will be subject to the requirements for the additional core academic subjects taught and may use the HOUSSE criteria as applicable.

A teacher in this situation who was first employed after August 1, 2005, who teaches multiple core academic subjects, and who is "highly qualified" in one of those subjects will be considered "highly qualified" in the other subjects taught for a period of three years after the date of first employment, after which time he or she will be subject to the requirements for the additional core academic subjects taught and may use the HOUSSE criteria as applicable.

~~Point values for many of the activities described as part of the HOUSSE criteria are consistent with Section 25.875 of this Part, which defines continuing professional development activities, available amounts of credit, and required evidence of completion in the context of license renewal.~~

In the material that follows, the term "primary grades" or "primary level" refers to kindergarten and grades 1 through 5. The "middle grades" are grades 6 through 8. The "secondary level" consists of grades 9 through 12.

Further, references to a particular type of license and the endorsements on that license (e.g., professional educator license endorsed for elementary self-contained general education) should be understood to mean a license that is also valid for the subjects taught by virtue of the licensee's subject-specific qualifications. These references include professional educator licenses and educator licenses with stipulations when applicable. However, a professional educator license with a National Board of Professional Teaching Standards designation that is endorsed for the subject area of assignment is, in and of itself, a basis for the holder's being considered "highly qualified" for that assignment, other than at the primary level, where passage of a test is required of teachers who are new to the profession. That is (except in the case of assignments at the elementary level), an individual who holds a relevant professional educator license shall be considered "highly qualified" without reference to any additional requirements stated for the assignment to which the professional educator license with a National Board of Professional Teaching Standards designation applies.

A professional educator license endorsed for "elementary" grade levels is the previously issued "Type 03" certificate established under Section 21-3 of the School Code [105 ILCS 5/21-3]. A professional educator license endorsed for "early childhood" is the previously issued "Type 04" certificate established under Section 21-2.1 of the School Code [105 ILCS 5/21-2.1]. A professional educator license endorsed for "secondary" grade levels is the previously issued

"Type 09" certificate established under Section 21-5 of the School Code [105 ILCS 5/21-5]. Either a "special K-12" (subject-specific) endorsement or a "special preschool-age 21" endorsement is a "Type 10" certificate established under Section 21-4 of the School Code [105 ILCS 5/21-4]. An educator license with stipulations endorsed for "transitional bilingual educator" is the previously issued "Type 29" certificate established under Section 14C-8 of the School Code [105 ILCS 5/14C-8]. A "short-term emergency" approval in special education on a professional educator license is a "Type 12" certificate established under Section 25.48 of this Part.

General Education

Kindergarten and Grades 1-5

A teacher who has primary responsibility for teaching content in core academic subjects will be considered "highly qualified" if he or she:

a) holds a professional educator license endorsed for either the elementary grades or special K-12 with an endorsement for self-contained general elementary education and has passed the Elementary/Middle Grades test, Elementary Education test or Middle Grades test, as applicable to the endorsement held; or

b) holds a professional educator license endorsed for either the elementary grades or special K-12 valid for the subjects taught and has passed the content-area test applicable to that endorsement; or

c) holds a professional educator license endorsed for early childhood that is valid for the primary grades and has passed the Early Childhood test (applicable only through grade 3); or

d) holds a professional educator license endorsed for the elementary grades, early childhood, or special K-12 valid for the subjects taught and qualifies with 100 points under the Illinois HOUSSE, if applicable.

Middle Grades (6-8)

A teacher who has primary responsibility for teaching content in core academic subjects, whether in a self-contained or a departmentalized setting, will be considered "highly qualified" if he or she holds a professional educator license endorsed for the elementary grades, special K-12 or secondary grades valid for the subjects taught and:

a) has passed the Elementary/Middle Grades test, Elementary Education test or Middle Grades test, as applicable to the endorsement held; or

b) for each core subject area of teaching responsibility:

1) has passed the content-area test specific to the subject taught, or

2) has completed a major or coursework equivalent to a major, or

3) holds a master's or higher degree in a field directly related to the area of assignment, or

4) holds ~~certification from the National Board for Professional Teaching Standards (NBPTS) or~~ an NBPTS master teacher designation on a professional educator license, or

5) qualifies with 100 points under the Illinois HOUSSE, if applicable.

Secondary Grades (9-12)

A teacher who has primary responsibility for teaching content in core academic subjects will be considered "highly qualified" if he or she holds a professional educator license endorsed for the secondary grades or special K-12, or, for grade 9 only, endorsed for the elementary grades valid for the subjects taught and for each core subject area of teaching responsibility:

a) has passed the relevant content-area test; or

b) has completed a major or coursework equivalent to a major; or

c) holds a master's or higher degree in a field directly related to the area of assignment; or

d) holds ~~NBPTS certification or an~~ NBPTS master teacher designation on a professional educator license; or

e) qualifies with 100 points under the Illinois HOUSSE, if applicable.

Bilingual Education

Requirements specific to English as a Second Language (ESL) (or English as a New Language (ENL)) are stated separately (see below).

Kindergarten and Grades 1-5

A teacher who has primary responsibility for teaching content in core academic subjects, other than ESL or ENL, in a program of bilingual education will be considered "highly qualified" if he or she:

a) holds an endorsement for bilingual education on a professional educator license or an educator license with stipulations endorsed for transitional bilingual educator and:

1) holds an elementary or a special K-12 endorsement for self-contained general elementary education on a professional educator license and has passed the Elementary/Middle Grades test, Elementary Education test or Middle Grades test, as applicable to the endorsement held, or

2) holds an elementary or a special K-12 endorsement valid for the subject taught and has passed the content-area test applicable to that subject, or

3) through grade 3 only, holds an early childhood endorsement that is valid for the primary grades and has passed the Early Childhood test, or

4) holds an elementary or special K-12 endorsement for self-contained general elementary education, or an elementary or a special K-12 endorsement valid for the subjects taught, or, through grade 3 only, an early childhood endorsement valid for the primary grades and qualifies with 100 points under the Illinois HOUSSE, if applicable; or

b) holds an educator license with stipulations endorsed for transitional bilingual educator and:

1) has passed the content-area test applicable to the subject taught, and

2) is continuously enrolled in an approved teacher preparation program applicable to the grade levels served, and

3) is participating in an induction/mentoring program that conforms to the definition found in the regulations implementing the federal ESEA at 34 CFR 200.56(a)(2)(ii)(A) (2008), and

4) has not exhausted the three-year period permitted under ESEA for attaining full licensure.

Middle Grades (6-8)

A teacher who has primary responsibility for teaching content in core academic subjects, other than ESL or ENL, whether in a self-contained or a departmentalized setting, will be considered "highly qualified" if he or she:

a) holds a professional educator license with an endorsement for bilingual education or an educator license with stipulations endorsed for transitional bilingual educator and:

1) holds an elementary or a special K-12, or a secondary endorsement valid for the subjects taught; and

2) for each core subject area of teaching responsibility:

A) has passed either the Elementary/Middle Grades test, Elementary Education test or Middle Grades test, as applicable to the endorsement held, or the content-area test specific to the subject taught, or

B) has completed a major or coursework equivalent to a major, or

C) holds a master's or higher degree in a field directly related to the area of assignment, or

D) holds ~~NBPTS certification or~~ an NBPTS master teacher designation on a professional educator license, or

E) qualifies with 100 points under the Illinois HOUSSE, if applicable; or

b) holds an educator license with stipulations endorsed for transitional bilingual educator and:

1) has passed the content-area test applicable to the subject taught, and

2) is continuously enrolled in an approved teacher preparation program applicable to the grade levels served, and

3) is participating in an induction/mentoring program that conforms to the definition found in the regulations implementing the federal ESEA at 34 CFR 200.56(a)(2)(ii)(A) (2008), and

4) has not exhausted the three-year period permitted under ESEA for attaining full licensure.

Secondary Grades (9-12)

A teacher who has primary responsibility for teaching content in core academic subjects, other than ESL or ENL, will be considered "highly qualified" if he or she:

a) holds a professional educator license with an endorsement for bilingual education or an educator license with stipulations endorsed for transitional bilingual educator and:

1) holds a secondary, special K-12, or, for grade 9 only, elementary endorsement valid for the subjects taught, and

2) for each core subject area of teaching assignment:

A) has passed the relevant content-area test, or

B) has completed a major or coursework equivalent to a major, or

C) holds a master's or higher degree in a field directly related to the area of assignment, or

D) holds ~~NBPTS certification or~~ an NBPTS master teacher designation on a professional educator license, or

E) qualifies with 100 points under the Illinois HOUSSE, if applicable; or

b) holds an educator license with stipulations endorsed for transitional bilingual educator and:

1) has passed the content-area test applicable to the subject taught, and

2) is continuously enrolled in an approved teacher preparation program applicable to the grade levels served, and

3) is participating in an induction/mentoring program that conforms to the definition found in the regulations implementing the federal ESEA at 34 CFR 200.56(a)(2)(ii)(A) (2008), and

4) has not exhausted the three-year period permitted under ESEA for attaining full licensure.

English as a Second Language (ESL) or English as a New Language (ENL)

A course with either of these titles is, by definition, a course in English (see 23 Ill. Adm. Code 228).

Kindergarten and Grades 1-5

A teacher who has primary responsibility for teaching ESL or ENL will be considered "highly qualified" if he or she:

a) holds a professional educator license with an elementary or a special K-12 endorsement and an endorsement for bilingual education, ESL, or ENL and:

1) has passed the Elementary/Middle Grades test, Elementary Education test or Middle Grades test, as applicable to the endorsement held, or the content-area test for ENL or English Language Arts, or

2) qualifies with 100 points under the Illinois HOUSSE, if applicable; or

b) through grade 3 only, holds an early childhood endorsement valid for the primary grades and an endorsement for bilingual education, ESL, or ENL, and:

1) has passed the Early Childhood test, or

2) qualifies with 100 points under the Illinois HOUSSE, if applicable; or

c) holds an educator license with stipulations endorsed for transitional bilingual educator and:

1) has passed the content-area test applicable to the subject taught, and

2) is continuously enrolled in an approved teacher preparation program applicable to the grade levels served, and

3) is participating in an induction/mentoring program that conforms to the definition found in the regulations implementing the federal ESEA at 34 CFR 200.56(a)(2)(ii)(A) (2008), and

4) has not exhausted the three-year period permitted under ESEA for attaining full licensure.

Middle Grades (6-8)

A teacher who has primary responsibility for teaching ESL or ENL will be considered "highly qualified" if he or she:

a) holds an elementary, a special K-12, or a secondary endorsement and an endorsement for ESL or ENL (or, for grades 5 and 6 only, an endorsement for bilingual education) and:

1) has passed the Elementary/Middle Grades test, Elementary Education test or Middle Grades test, as applicable to the endorsement held, or the content-area test for either ENL or English Language Arts, or

2) has completed a major or coursework equivalent to a major in English language arts or the teaching of English as a new language, or

3) holds a master's or higher degree in English language arts or the teaching of English as a new language, or

4) holds ~~NBPTS certification or~~ an NBPTS master teacher designation on a professional educator license in English language arts or the teaching of English as a new language, or

5) qualifies with 100 points under the Illinois HOUSSE, if applicable; or

b) for grade 6 only, holds an educator license with stipulations endorsed for transitional bilingual educator and:

1) has passed the content-area test applicable to the subject taught, and

2) is continuously enrolled in an approved teacher preparation program applicable to the grade levels served, and

3) is participating in an induction/mentoring program that conforms to the definition found in the regulations implementing the federal ESEA at 34 CFR 200.56(a)(2)(ii)(A) (2008), and

4) has not exhausted the three-year period permitted under NCLB for attaining full licensure.

Secondary Grades (9-12)

A teacher who has primary responsibility for teaching ESL or ENL will be considered "highly qualified" if he or she holds a secondary, a special K-12, or, for Grade 9 only, an elementary endorsement and an endorsement for ESL or ENL and:

a) has passed the content-area test for either ENL or English Language Arts, or

b) has completed a major or coursework equivalent to a major in English language arts or the teaching of English as a new language, or

c) holds a master's or higher degree in English language arts or the teaching of English as a new language, or

d) holds ~~NBPTS certification or~~ an NBPTS master teacher designation on a professional educator license in English language arts or the teaching of English as a New Language, or

e) qualifies with 100 points under the Illinois HOUSSE, if applicable.

Special Education

A special education teacher who is new to the profession, who is considered "highly qualified" in language arts, mathematics, or science, and who teaches two or more subjects shall be considered "highly qualified" in all subjects taught for two years after the date of first employment. Once this two-year period has elapsed, the teacher shall be required to meet the criteria for being considered "highly qualified" in the core subject area of assignment. However, it should be noted that a teacher in this situation will be treated as a veteran teacher after attaining one year's teaching experience, as is the case for any other teacher. That is, the teacher has two years before he or she will be required to meet the criteria in every subject taught but will have access to points under the Illinois HOUSSE after one year's experience.

A special education teacher who has completed an Illinois approved preparation program in special education after June 30, 2002, and has also passed the assessment of professional teaching or TPA, as applicable, shall be considered "highly qualified" in language arts, by virtue of the subject-area competence cumulatively evidenced by the individual's:

- completion of coursework addressing the General Curricular Standards for Special Education teachers set forth at 23 Ill. Adm. Code 27.350, as well as the Common Core of Standards for All Special Educators (23 Ill. Adm. Code 28, Standards for Certification in Special Education), which encompass numerous relevant knowledge and performance indicators;

- passage of the test of basic skills covering reading comprehension, language arts, mathematics and writing; and

- passage of the assessment of professional teaching, one of whose major components is ~~the Language Arts Standards for All Illinois Teachers~~ language arts (see 23 Ill. Adm. Code ~~24~~24.130).

Kindergarten and Grades 1-5

A teacher who has primary responsibility for teaching content in core academic subjects will be considered "highly qualified" if he or she:

a) holds either an elementary or a special preschool-age 21 endorsement for the student population served and has passed the Elementary/Middle Grades test, Elementary Education test or Middle Grades test, as applicable to the endorsement held; or

b) holds either an elementary or a special K-12 endorsement valid for the subject taught and for the student population served, and has passed the content-area test applicable to the subject taught; or

c) through grade 3 only, holds an early childhood endorsement that is valid for the primary grades and for early childhood special education, or holds a special preschool-age 21 endorsement for the student population served, and has passed the Early Childhood test or the Early Childhood Special Education test; or

d) holds an elementary or a special preschool-age 21 endorsement for the student population served, or an early childhood endorsement that is valid for the primary grades, and qualifies with 100 points under the Illinois HOUSSE, if applicable.

Middle Grades (6-8)

A teacher who has primary responsibility for teaching content in core academic subjects will be considered "highly qualified" if he or she holds a professional educator license endorsed for special preschool-age 21 for the student population served, or an elementary, secondary, or special K-12 endorsement that is valid for the grade levels of the assignment and the subjects taught and for the student population served; and, for each core subject area taught:

a) has passed either the Elementary/Middle Grades test, Elementary Education test or Middle Grades test, as applicable to the endorsement held, or the content-area test specific to the subject taught; or

b) has completed a major or coursework equivalent to a major; or

c) holds a master's or higher degree in a field directly related to the area of assignment; or

d) holds ~~NBPTS certification or~~ NBPTS master teacher designation on a professional educator license; or

e) qualifies with 100 points under the Illinois HOUSSE, if applicable.

Middle-Grades Teachers Providing Instruction at the Primary Level

A teacher who provides instruction at the primary level to students of middle-grade age whose performance is assessed against alternate achievement standards will be considered "highly qualified" if he or she meets the criteria for either new or veteran special education teachers at

either the primary or the middle-grade level, whether the teacher is a veteran or new to the profession.

Secondary Grades (9-12)

A teacher who has primary responsibility for teaching content in core academic subjects will be considered "highly qualified" if he or she holds a special preschool-age 21 endorsement for the student population served or an elementary, secondary, or special K-12 endorsement, as applicable to the grade levels of the assignment and for the student population served; and, for each core subject area taught:

a) has passed the content-area test specific to the subject taught; or

b) has completed a major or coursework equivalent to a major; or

c) holds a master's or higher degree in a field directly related to the area of assignment; or

d) holds ~~NBPTS certification or~~ an NBPTS master teacher designation on a professional educator license; or

e) qualifies with 100 points under the Illinois HOUSSE, if applicable.

Secondary Teachers Providing Instruction at the Primary or Middle-Grades Level

A teacher who provides instruction at the primary level or the middle-grades level to students of secondary school age whose performance is assessed against alternate achievement standards will be considered "highly qualified" if he or she meets the criteria for either new or veteran special education teachers at either the secondary level or the level at which instruction is provided, whether the teacher is a veteran or new to the profession.

Points Available Under the Illinois HOUSSE

The activities listed in this Appendix D shall be eligible for counting by teachers in general education, bilingual education, and special education. In the case of special education, a given activity, other than teaching experience, may be counted only if it relates to the core academic subject taught rather than special education as the "area of assignment".

a) Teaching experience in the subject area of assignment: 12.5 points per semester, up to a maximum of 50 points. (Special education teachers may count teaching experience in special education as experience in each core academic subject taught.)

b) Completion of college coursework in the core academic subject area of assignment: 5 points per semester hour.

c) Possession of ~~NBPTS certification or~~ an NBPTS master teacher designation on a professional educator license applicable to the area of assignment: 100 points for a general education teacher in grades below 6 or a special education teacher.

d) Completion of the required content-area coursework within the context of completing an Illinois approved educator preparation program in elementary education or an approved out-of-state elementary education preparation program offered by an institution that was accredited by NCATE at the time: 75 points for a teacher in a self-contained general education classroom through grade 8. Completion of the required content-area coursework within the context of completing an Illinois approved early childhood education preparation program or an approved out-of-state early childhood preparation program offered by an institution that was accredited by NCATE at the time: 75 points for a teacher in a self-contained general education classroom through grade 3. (This coursework may not also be counted for points under subsection (b).)

e) Participation in conference sessions, workshops, institutes, seminars, symposia, or other similar training events that are directly related to the area of teaching assignment: 1 point per full hour of participation.

f) Presenting at conference sessions, workshops, institutes, seminars, symposia, or other similar training events: 8 or 3 points, in accordance with Section 25.875(k) ~~of this Part~~.

g) Work experience (non-teaching) directly related to the area of teaching assignment (e.g., experience in a chemical laboratory on the part of an individual teaching chemistry): 10 points per year of experience, up to a maximum of 50 points.

h) Supervising a student teacher in the subject area of assignment: 10 points per student teacher, applicable to all subjects.

i) Peer review or peer coaching that meets the requirements of Section 25.875(b) ~~of this Part~~: 5, 8, 9, or 11 points per semester, in accordance with Section 25.875(b)(2) ~~of this Part~~.

j) Mentoring a new teacher in the subject area of assignment, provided that the mentoring arrangement conforms to the requirements of Section 25.875(c)(1)(A) ~~of this Part~~: 9 or 11 points per semester, in accordance with Section 25.875(c)(2)(A) ~~of this Part~~.

k) Participation in site-based management or decision-making teams, relevant committees, boards, or task forces directly related to school improvement plans and focused on the core academic subject of assignment: 8 or 11 points per semester, in accordance with Section 25.875(d) ~~of this Part~~. (May be counted only once per subject area.)

l) Teaching a college course in accordance with Section 25.875(j) ~~of this Part~~ that is directly related to the subject area of assignment: 20 points.

m) Participating in action research and inquiry projects that meet the requirements of Section 25.875(n) ~~of this Part~~ and are directly related to the subject area of assignment: 8 or 11 points per semester, in accordance with Section 25.875(n)(2) ~~of this Part~~.

n) Approved travel related to the area of teaching assignment and meeting the requirements of Section 25.875(p) ~~of this Part~~: 12 or 15 points per year, in accordance with Section 25.875(p)(2) ~~of this Part~~.

o) Participation in a study group directly related to the area of teaching assignment: 6 or 8 points per semester, in accordance with Section 25.875(q) ~~of this Part~~.

p) Participation in an internship directly related to the area of teaching assignment that meets the requirements of Section 25.875(s) ~~of this Part~~: points in relation to contact hours per semester, as set forth in Section 25.875(s)(2) ~~of this Part~~.

q) Participation in curriculum development or assessment activities that meet the requirements of Section 25.875(u) ~~of this Part~~ and are directly related to the subject area of assignment: 8 or 11 points per semester, in accordance with Section 25.875(u)(2) ~~of this Part~~.

r) Publication of educational articles, columns, or books that are directly related to the subject area of assignment: points in accordance with Section 25.875(x)(2) ~~of this Part~~.

s) Teacher-to-teacher consultation that includes activities such as observation, meetings, and exchange of information (whether face to face or via communications technology) and that relates to topics such as materials, curriculum, evidence-based practices, and techniques and strategies aligned to the State Goals for Learning (see 23 Ill. Adm. Code 1, Appendix D): 1 point per hour of interaction with a teacher who is "highly qualified" in the relevant core academic subject area, up to a maximum of 50 points.

t) Possession of ~~NBPTS certification or~~ an NBPTS master teacher designation on a professional educator license in an area other than in the area of assignment: 15 points.

u) Possession of an Illinois professional educator license endorsed in a teaching field in an area other than in the area of assignment: 10 points.

v) Completion of a major or an approved program in special education with at least 15 points in each core academic subject taught: 75 points for a special education teacher who teaches two or more academic subjects exclusively to children with disabilities in the primary or middle grades.

Special Circumstances

Teachers in Charter Schools

A teacher who is employed in a charter school and who has primary responsibility for teaching content in any of the core academic subjects will be considered highly qualified if he or she either:

a) holds a professional educator license applicable to the assignment and meets the other criteria applicable to the assignment, as outlined elsewhere in this Appendix D; or

b) holds a bachelor's degree, has passed the relevant content-area test in each core subject area of teaching responsibility, and meets the other requirements of Section 27A-10(c) of the School Code [105 ILCS 5/27A-10(c)].

Teachers Who Hold an Educator License with Stipulations Endorsed for Alternative Provisional Educator

A teacher who holds an educator license with stipulations endorsed for alternative provisional educator (see Sections 21B-20(2)(B) and 21B-50 of the School Code [105 ILCS 5/21B-20(2)(B) and 21B-50]) that was attained through enrollment in an approved Illinois program and who has primary responsibility for teaching content in the core academic subject for which the license was issued will be considered highly qualified because he or she has passed the applicable content-area test. For an assignment in any additional core subject area (in the secondary or middle grades), a teacher with an educator license with stipulations endorsed for alternative provisional educator and for the secondary grades will be considered highly qualified if he or she has passed the relevant content-area test, has completed a major or coursework equivalent to a major in that subject, holds a master's or higher degree in a field directly related to the subject, or holds an NBPTS designation on a professional educator license in the subject.

Resident Teachers

A teacher who holds an educator license with stipulations endorsed for resident teacher (see Section 21B-20(2)(D) of the School Code [105 ILCS 5/21B-20(2)(D)]) and who has primary responsibility for teaching content in any of the core academic subjects will be considered highly qualified if he or she has passed the relevant content-area test for each core subject area of teaching assignment, which may include the Elementary/Middle Grades test if applicable to the grade level of the assignment, or, for assignments other than in the elementary grades, has completed a major or coursework equivalent to a major in that subject, holds a master's or higher degree in a field directly related to the subject, or holds an NBPTS master teacher designation on a professional educator license in the subject.

Visiting International Teachers

A teacher who holds an educator license with stipulations endorsed for visiting international ~~teacher~~ educator (see Section 21B-20(2)(I) of the School Code [105 ILCS 5/21B-20(2)(I)] and Section 25.92 of this Part) will be considered highly qualified based upon having passed a content-area test relevant to the subject taught as required under subsection (d)(3) of that Section, provided that the endorsement held is valid for the grade level or levels of his or her teaching assignment.

Career and Technical Educator

A teacher in a career and technical education program who has primary responsibility for teaching content for which students receive credit in a core academic subject (e.g., a teacher of an agricultural education course whose students receive credit in science) will be considered highly qualified only if he or she meets the requirements stated in this Appendix D as relevant to general education assignments at the grade level in question.

Physical Education and Health Teachers

In accordance with Section 21B-200 of the School Code [105 ILCS 5/21B-200], teachers who hold an endorsement either in physical education or health shall be considered highly qualified if he or she meets the requirements stated in this Appendix D as relevant to general education assignments at the grade level of instruction and shall present evidence of meeting those requirements if requested to do so by his or her school district of employment.

(Source: Amended at 39 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 14, 2015

TO: **Illinois State Board of Education**

FROM: **Tony Smith, Ph.D., State Superintendent of Education**
Susie Morrison, Deputy Superintendent/Chief Education Officer
Marcy Dutton, Acting General Counsel

***Agenda Topic*:** **Part 26 (Standards for Endorsements in Early Childhood Education and in Elementary Education) Proposed Amendment for Initial Review**

***Materials*:** **Recommended Rules**

***Staff Contacts*:** Jason Helfer, Assistant Superintendent, Educator Effectiveness

Purpose of Agenda Item
The purpose of the agenda item is to present the proposed amendment for the Board's initial review.

Relationship to/Implications for the State Board's Strategic Plan
This proposed amendment relates to the Board's Strategic Goals 1 and 2 (student achievement, and highly prepared and effective teachers) as the rulemaking incorporates a recommendation of the Early Childhood Advisory Group regarding requirements for approval of educator preparation programs for the early childhood education endorsement.

Expected Outcome of Agenda Item
The Board will be asked to adopt a motion authorizing solicitation of public comment on the proposed amendment.

Background Information
Part 26, Standards for Endorsements in Early Childhood Education and in Elementary Education, is one of eight sets of the agency's administrative rules that establish the framework for the following:

- improvement of teaching and learning;
- foundation for the design of educator preparation programs at colleges and universities;
- criteria for the approval of preparation programs at colleges and universities;
- basis for state licensure tests;
- guidelines for the induction of novice teachers; and
- foundation for ongoing professional development.

Further, the rules define the overall knowledge and skills that teachers must have in their professional roles to ensure that Illinois students meet or exceed the expectations defined by the Illinois Learning Standards (ILS).

In November 2011, the Early Childhood Advisory Group (ECAG) began reviewing the standards for the early childhood education endorsement. Its review resulted in a group of recommendations for revisions to the standards, which the Board adopted in December 2014 and became effective in February 2015. All new programs and each existing program offering

the early childhood endorsement will be required to show alignment to the revised standards by September 1, 2019.

As part of its report, ECAG also recommended that early childhood education preparation programs become entitled by the Gateways to Opportunity Illinois Professional Development System by aligning its coursework to the benchmarks of Gateways' ECE Credential Level 5. Existing early childhood education preparation programs have until September 1, 2019, to show alignment with the Gateways' benchmarks. Programs seeking approval for the first time should be expected to show alignment when they submit their applications for consideration. The benchmarks address three components: Component 1: General Education; Component 2: Education and Training; and Component 3: Work and Practical Experience.

The proposed amendments were discussed with the State Educator Preparation and Licensure Board (SEPLB) at its meeting on May 1, 2015. The SEPLB recommended that the rulemaking be presented, as proposed, for consideration by the State Board of Education.

Analysis and Implications for Policy, Budget, Legislative Action and Communications
Policy Implications: Please see "Background" above.
Budget Implications: None.
Legislative Action: None.
Communication: Please see “Next Steps” below.

Pros and Cons of Various Actions
The proposed amendment incorporates the recommendation of ECAG regarding alignment to the Gateways credential, enabling teacher preparation programs to design coursework and instruction that will assist teachers to better meet the needs of Illinois’ diverse student population.

Not proceeding with the standards will result with the agency being out of compliance with the Illinois Administrative Procedure Act, which requires that State agencies set forth their polices in administrative rules.

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:
>
> > Standards for Endorsements in Early Childhood Education and in Elementary Education (23 Illinois Administrative Code 26),
>
> including publication of the proposed amendment in the Illinois Register.

Next Steps
With the Board’s authorization, staff will submit the proposed amendment 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.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENT

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

PART 26
STANDARDS FOR ENDORSEMENTS IN EARLY CHILDHOOD EDUCATION AND IN ELEMENTARY EDUCATION

SUBPART A: STANDARDS FOR ENDORSEMENTS IN EARLY CHILDHOOD EDUCATION

Section

26.100 Purpose and Effective Dates of Standards in Subpart A
26.110 Curriculum: General
26.120 Curriculum: English Language Arts Standards Through August 31, 2019
26.125 Curriculum: English Language Arts Standards Beginning September 1, 2019
26.130 Curriculum: Mathematics Standards Through August 31, 2019
26.135 Curriculum: Mathematics Standards Beginning September 1, 2019
26.140 Curriculum: Science
26.150 Curriculum: Social Science
26.160 Curriculum: Physical Development and Health
26.170 Curriculum: Fine Arts
26.180 Human Development and Learning
26.190 Diversity
26.200 Planning for Instruction
26.210 Learning Environment
26.220 Instructional Delivery
26.230 Communication
26.240 Assessment Standards Through August 31, 2019
26.245 Assessment Standards Beginning September 1, 2019
26.250 Collaborative Relationships
26.260 Reflection and Professional Growth
26.270 Professional Conduct and Leadership

SUBPART B: STANDARDS FOR ENDORSEMENTS IN ELEMENTARY EDUCATION

Section

26.300 Purpose and Effective Dates of Standards in Subpart B
26.310 Curriculum
26.320 Curriculum: English Language Arts

26.330 Curriculum: Mathematics
26.340 Curriculum: Science
26.350 Curriculum: Social Science
26.360 Curriculum: Physical Development and Health
26.370 Curriculum: Fine Arts
26.380 Human Development and Learning
26.390 Diversity
26.400 Planning for Instruction
26.410 Learning Environment
26.420 Instructional Delivery
26.430 Communication
26.440 Assessment
26.450 Collaborative Relationships
26.460 Reflection and Professional Growth
26.470 Professional Conduct and Leadership

AUTHORITY: Implementing Article 21B and authorized by Section 2-3.6 of the School Code [105 ILCS 5/Art. 21B and 2-3.6].

SOURCE: Adopted at 26 Ill. Reg. 6263, effective April 22, 2002; amended at 37 Ill. Reg. 16759, effective October 2, 2013; amended at 39 Ill. Reg. 2413, effective February 2, 2015; amended at 39 Ill. Reg. _____, effective _____.

SUBPART A: STANDARDS FOR ENDORSEMENTS IN EARLY CHILDHOOD EDUCATION

Section 26.110 Curriculum: General

The competent early childhood teacher understands and demonstrates the central concepts, tools of inquiry, and structures of the content areas and creates and integrates meaningful learning experiences that develop children's competence across all developmental areas and content areas.

a) Knowledge Indicators – The competent early childhood teacher:

1) demonstrates current knowledge of integrated learning experiences for children from birth through grade ~~three~~ 2 and understands the central concepts and tools of inquiry in each of the following content areas: language and literacy (English language arts); mathematics; science; health, safety, nutrition and movement (physical development and health); art, music and drama (fine arts); and social science;

2) understands conceptually sound and meaningful curriculum for children from birth through grade 2; and

3) demonstrates an understanding of current research, best practice and professional standards.

b) Performance Indicators – The competent early childhood teacher:

1) plans, implements and evaluates integrated, conceptually sound, meaningful learning experiences for children from birth through grade 2; and

2) structures a variety of learning experiences that reflect the standards set forth in this Subpart A.

c) National Standards

Each early childhood preparation program shall align to "2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs" (2010) published by the National Association for the Education of Young Children, 1313 L Street, Suite 500, Washington DC 20005 and posted at http://www.naeyc.org/ncate/standards. (No later amendments to or editions of these standards are incorporated.)

1) Recognized institutions seeking initial approval for early childhood education preparation programs on or after January 1, 2015 shall align to the standards set forth in this subsection (c).

2) Early childhood education preparation programs approved prior to January 1, 2015 shall meet the standards set forth in this subsection (c) no later than September 1, 2019.

d) Gateways to Opportunity Credential Entitlement

By no later than September 1, 2019, each early childhood education program shall become entitled by the Gateways to Opportunity Illinois Professional Development System by aligning its coursework to the benchmarks for the ECE Credential Level 5 (see http://www.ilgateways.com/en/gateways-credential-entitlement-information).

1) Satisfactory evidence of entitlement status either shall be the name of the program's recognized institution listed at http://www.ilgateways.com/en/entitled-institutions or a letter communicating the name and level of the credential of entitlement and the date upon which the entitlement was granted.

2) The program shall resubmit the evidence required under subsection (d)(1) to the State Superintendent of Education each time a renewal of entitlement is granted.

(Source: Amended at 39 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 14, 2015

TO: **Illinois State Board of Education**

FROM: **Tony Smith, Ph.D., State Superintendent of Education**
Susie Morrison, Deputy Superintendent/Chief Education Officer
Marcy Dutton, Acting General Counsel

***Agenda Topic*:** **Part 405 (Payments to Certain Facilities under Section 14-7.05 of the School Code) Proposed Amendment for Initial Review**

***Materials*:** **Recommended Rules**

***Staff Contacts*:** David Andel, Division Administrator

Purpose of Agenda Item
The purpose of the agenda item is to present the proposed amendment for the Board's initial review.

Relationship to/Implications for the State Board's Strategic Plan
The proposed amendment does not directly relate to the Board's Strategic Goals, as it is a technical change to align Part 405 to a change in licensure requirements proposed in Part 25 (Educator Licensure), materials for which are included in this Board packet.

Expected Outcome of Agenda Item
The Board will be asked to adopt a motion authorizing solicitation of public comment on the proposed amendment.

Background Information
Part 405 sets forth procedures for school districts to pay the cost of educating students who are served, pursuant to Section 14-7.05 of the School Code [105 ILCS 5/14-7.05], in residential facilities providing educational programs that are not approved by the State Board of Education. Section 405.40(a), which is the section affected by the rulemaking, reiterates that teaching staff employed by these facilities are required to hold licensure in accordance with criteria set forth in Part 25 (Educator Licensure). These criteria include teachers who are not yet fully qualified for their special education assignments but who have received "short-term emergency approval" under Section 25.48 of rules governing Educator licensure to serve in those capacities.

Two years ago as part of the agency's rulemaking in response to the educator licensure legislation, staff determined that a need for short-term emergency approval no longer existed. Therefore, the approval was to be phased out by September 1, 2015. The approval was put in place to ensure an adequate supply of qualified staff while the agency made the transition from categorical credentialing based on disability category to a cross-categorical system. The approval is valid for three years, during which time the individual must complete the requirements for the LBS I endorsement. While special education teachers have been required since 2001 to have an LBS I endorsement, shortages of special educators still exist in many areas of the state. In 2014 and 2015, for instance, the agency issued 26 approvals for educators to serve in special education positions under this rule. For this reason, the

opportunity to receive the approval should be extended until September 1, 2018, as an incentive for individuals who are not yet fully qualified to pursue opportunities as special educators.

Analysis and Implications for Policy, Budget, Legislative Action and Communications
Policy Implications: Please see "Background" above.
Budget Implications: None.
Legislative Action: None.
Communication: Please see “Next Steps” below.

Pros and Cons of Various Actions
The proposed change will align Part 405 to changes being proposed in rules governing Educator Licensure (Part 25). Not proceeding with the amendment will cause conflicting requirements to appear in two sets of agency rules.

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:
>
> > Payments to Certain Facilities under Section 14-7.05 of the School Code (23 Illinois Administrative Code 405),
>
> including publication of the proposed amendment in the Illinois Register.

Next Steps
With the Board’s authorization, staff will submit the proposed amendment 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.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENT

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER l: NONPUBLIC ELEMENTARY AND SECONDARY SCHOOLS

PART 405
PAYMENTS TO CERTAIN FACILITIES UNDER SECTION 14-7.05 OF THE SCHOOL CODE

Section
405.10 Purpose and Applicability
405.20 Definitions
405.30 Procedural Requirements
405.40 Satisfactory Proof
405.50 Quarterly Attendance Reports
405.60 Calculation of Costs
405.70 Termination of Placement

AUTHORITY: Implementing Section 14-7.05 of the School Code [105 ILCS 5/14-7.05] and authorized by Section 2-3.6 of the School Code [105 ILCS 5/2-3.6].

SOURCE: Adopted at 33 Ill. Reg. 11627, effective July 22, 2009; amended at 37 Ill. Reg. 8134, effective June 6, 2013; amended at 39 Ill. Reg. _____, effective _____.

Section 405.40 Satisfactory Proof

All information called for in this Section, except the quarterly attendance reports called for in Section 405.50 ~~of this Part~~, shall be submitted no later than 15 days after an affected student's placement, using the method and format prescribed by the State Superintendent of Education.

a) As satisfactory proof of *appropriate* licensure *of teachers for the student population* (Section 14-7.05 of the School Code) in a given program, the provider of the program shall submit:

1) a description of the program, including the characteristics of the students for whom it is intended and the number of students served;

2) a listing of the names and license numbers of all licensed teachers assigned to the program, demonstrating that each general education

teacher who serves the affected student holds the qualifications required pursuant to Subpart G of the rules of the State Board of Education for Public Schools Evaluation, Recognition and Supervision (23 Ill. Adm. Code 1) and that each individual who provides special education to the affected student holds:

A) a professional educator license endorsed in accordance with 23 Ill. Adm. Code 25 (Educator Licensure) appropriate for the population to be served; or

B) a professional educator license endorsed in another teaching field that is valid for the grade range of the students served and bears an endorsement or approval for the population served, in accordance with 23 Ill. Adm. Code 25; or

C) until September 1, ~~2015~~2018, a short-term emergency approval in special education issued in accordance with 23 Ill. Adm. Code 25.48 (Short-term Emergency Approval in Special Education); or

D) the specific qualifications comparable to those issued in Illinois in connection with the position in question, if the facility is located outside Illinois.

b) As satisfactory proof that a program offers *an age-appropriate curriculum* (Section 14-7.05 of the School Code), the provider shall submit information demonstrating that:

1) the program is based upon evaluation of the participating students' current levels of academic achievement and performance and is designed to afford the students access to the general curriculum in the fundamental areas of learning identified in Section 27-1 of the School Code [105 ILCS 5/27-1] at levels that will promote their attainment of the Illinois Learning Standards (see 23 Ill. Adm. Code 1, Appendix D);

2) academic assessments administered to affected students are the same as those administered to other individuals served in the program who are of approximately the same age;

3) the age range of the pupils grouped in any class does not exceed four years (if at the elementary level) or six years (if at the secondary level); and

4) the program is delivered in an age-appropriate setting.

c) The provider shall submit a description of the method used for recording attendance on a daily basis, as well as information on enrollment in the program for which payment is being sought and information on the attendance of each affected student.

1) Enrollment information shall include:

A) the total number of individuals receiving educational services in or through the facility;

B) a description of how individuals are grouped (e.g., by grade level or age);

C) identification of the grouping or "program" in which the affected student is being served; and

D) the number of individuals served in each grouping described.

2) Attendance information shall include:

A) a signed assurance indicating that the provider will keep daily attendance records with respect to the affected student and will submit those records to the State Superintendent using the format prescribed by the State Superintendent; and

B) a record reflecting the student's attendance during the first 10 days of service.

d) As satisfactory proof of the provider's ability to implement a particular student's IEP, the provider shall submit:

1) a copy of the student's current or most recent available IEP;

2) a list of all teachers and other professional service providers that also:

A) indicates the specific portions of the IEP that each will be responsible for fulfilling; and

B) identifies the certificate, license, or other credential held by each professional other than a teacher that qualifies the individual to provide the professional services in question;

3) if a paraprofessional educator will be assigned to assist in any class attended by the student, an assurance that the assignment of the individual will conform to the requirements of 23 Ill. Adm. Code 1.630(b); and

4) for any teacher or professional not directly employed by the provider, information regarding the individual's contractual status that will clarify the amount of time for which the individual is available for the program, and the number of students whom the individual is responsible for serving during that time, and the total amount of service time required with respect to those students.

(Source: Amended at 39 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 14, 2015

TO: **Illinois State Board of Education**

FROM: **Tony Smith, Ph.D., State Superintendent of Education**
Robert Wolfe, Chief Financial Officer
Marcy Dutton, Interim General Counsel

Agenda Topic: **Part 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing) Rules for Adoption**

***Materials*:** **Recommended Rules**

***Staff Contacts*:** Deb Vespa, Division Administrators

Purpose of Agenda Item
The purpose of this agenda item is to present the proposed amendments for adoption.

Relationship to/Implications for the State Board's Strategic Plan
This rulemaking is not directly related to the Strategic Plan. It is technical in nature and has been necessitated primarily by Illinois' receipt of federal funds under the Race to the Top Preschool Development Grant – Expansion Grant Program.

Expected Outcome of Agenda Item
The Board will be asked to adopt amendments to Part 100.

Background Information
Illinois has received a four-year grant under the federal Race to the Top Preschool Development Grant – Expansion Grant Program for purposes of expanding preschool opportunities for certain 4-year-olds in full-day, comprehensive settings. Starting in January 2015, the agency will receive $20 million each calendar year for the program, with 95 percent of the grant funding the expansion of local preschool programs. For FY 2015, 18 communities have been chosen to participate in the program, with 25 grants being awarded primarily to preschool programs already receiving funding under the State's Early Childhood Block Grant.

The receipt of the federal preschool grant has necessitated a change in the State Board's rules for accounting, budgeting, financial reporting and auditing (Part 100). School districts that are participating in the preschool program will be held to the certain transparency and accountability measures required under the provisions of the program. Districts also must track their expenditures carefully so that the reporting that is eventually required can be accomplished. This includes accounting for these funds separately from funds from other sources.

The range of revenue accounts found in Table C of Part 100 does not currently offer a means of segregating these federal funds from any other funds that may be used for similar purposes. The agency must ensure that districts will use a uniform system of capturing this information. For this reason, a new code will be assigned for use by districts participating in Race to the Top Phase 3 Preschool Development Grant – Expansion Grant Program, ensuring comparability in the eventual reporting and data collection. Additionally, the code will be part of materials included in the 2016 grant application, which is expected to be released in a month or so.

Section 100.130 also is being amended to address the Preschool Development Grant – Expansion Grant Program. Section 100.130 provides districts with information about what to expect as a result of their receipt of this federal funding. This rule identifies basic information related to the topics already covered by Part 100: accounting, budgeting, financial reporting and auditing.

Those portions of the rulemaking described above are being treated as an emergency rulemaking. Budget forms and other fiscal information included in the 2016 application package will include the new revenue account code. The urgency to release the funds, coupled with the need for accountability, means that rules need to be put in place as soon as possible.

Concurrent ordinary rulemaking is being proposed so that the emergency provisions will be in place when the 150-day effectiveness of the emergency amendments comes to an end. The ordinary rulemaking will include the changes described above, as well as contain two other changes that are not emergency in nature.

- An account code in Table D, Expenditures, is being proposed to help the agency identify the costs to school districts that have authorized charter schools. As charter schools become increasingly prevalent, the agency needs an account code to more readily identify the financial impact on school districts that have authorized charter schools. This new expenditure account code will allow the agency to more accurately identify the payments that school districts provide to their charter schools, creating improved financial transparency, and accurate financial information and assist in the review of the financial schedules of charter schools.
- An incorporation in Section 100.20, Definitions, is being updated to reference the 2011 edition of the "Standards for Audit of Government Organizations, Programs, Activities and Functions" published by the U.S. Comptroller General. School district audits are subject to these standards, so it is important that their auditors use the most current standards available.

The proposed amendments were published February 27, 2015, in the Illinois Register to elicit public comment. None was received, and the version of the amendments being presented for adoption is identical to the proposal the Board considered in February. Once the rulemaking is final it will replace emergency rules addressing Sections 100.130 and 100.Table C that took effect February 11, 2015, for 150 days.

Analysis and Implications for Policy, Budget, Legislative Action and Communications
Policy Implications: Please see "Background" above.
Budget Implications: None.
Legislative Action: None needed.
Communication: Please see "Next Steps" below.

Pros and Cons of Various Actions
As noted above, promulgation of these amendments will provide the necessary uniform basis for districts' accounting, as well as contribute to the longer-range purposes of reporting and auditing. Failure to adopt this rulemaking would provide each district a choice of whether to make accounting decisions regarding Race to the Top Preschool Development Grant – Expansion Grant Program as it has done under the emergency rules currently in effect or to use another system it identifies, which could result in difficulty for the agency to track how these funds were used among all recipient districts in the state.

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:
>
> > Requirements for Accounting, Budgeting, Financial Reporting, and Auditing (23 Illinois Administrative Code 100),
>
> 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.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER c: FINANCE

PART 100
REQUIREMENTS FOR ACCOUNTING, BUDGETING, FINANCIAL REPORTING, AND AUDITING

Section

100.10 Purpose and Applicability
100.20 Definitions
100.30 General Requirements
100.40 Types of Funds, Basis of Accounting, and Recognition of Transactions
100.50 Intra-Fund and Inter-Fund Transactions
100.60 Capital Assets and Depreciation
100.70 Revolving Funds
100.80 Student Activity Funds
100.90 Submission of Budgets and Deficit Reduction Plans
100.100 Annual Financial Reports
100.110 Annual Audit Requirements
100.120 Provisions Related to Debt
100.130 Requirements Specific to Funds Received Pursuant to the American Recovery and Reinvestment Act of 2009 (ARRA), the Education Jobs Fund Program (Ed Jobs), ~~and~~ the Race to the Top Program, and the Preschool Expansion Grant Program
100.TABLE A Classification of Funds
100.TABLE B Balance Sheet Accounts
100.TABLE C Revenue Accounts
100.TABLE D Expenditure Accounts
100.TABLE E "Sources and Uses" Accounts; Miscellaneous
100.TABLE F Expenditure Object Accounts

AUTHORITY: Implementing and authorized by Sections 2-3.17a, 2-3.27, 2-3.28, 3-7, 17-1, and 34-43.1 of the School Code [105 ILCS 5/2-3.17a, 2-3.27, 2-3.28, 3-7, 17-1, and 34-43.1].

SOURCE: Old Part repealed at 10 Ill. Reg. 20507, effective December 2, 1986; new Part adopted at 31 Ill. Reg. 14874, effective October 19, 2007; amended at 32 Ill. Reg. 16439, effective September 24, 2008; emergency amendment at 33 Ill. Reg. 6313, effective April 17, 2009, for a maximum of 150 days; emergency expired September 13, 2009; emergency amendment at 33 Ill. Reg. 12589, effective August 26, 2009, for a maximum of 150 days; amended at 33 Ill. Reg. 16728, effective November 23, 2009; emergency amendment at 34 Ill. Reg. 15489, effective September 22, 2010, for a maximum of 150 days; amended at 35 Ill. Reg.

2259, effective January 20, 2011; emergency amendment at 36 Ill. Reg. 5624, effective March 21, 2012, for a maximum of 150 days; amended at 36 Ill. Reg. 12623, effective July 18, 2012; emergency amendment at 39 Ill. Reg. 3146, effective February 11, 2015 for a maximum of 150 days; amended at 39 Ill. Reg. _____, effective _____.

Section 100.20 Definitions

"Basis of accounting" means either a cash basis or an accrual basis. For purposes of this Part, "cash basis" includes a modified cash basis, and "accrual basis" includes a modified accrual basis.

"Capital asset" means any parcel of land, building, improvement to land other than buildings, instrument, machine, apparatus, or set of articles that:

under normal conditions of use, including reasonable care and maintenance, can be expected to serve its principal purpose for longer than 12 months;

does not lose its identity through fabrication or incorporation into a different or more complex unit or substance;

is nonexpendable; that is, if it is damaged or some of its parts are worn out, it is more feasible to repair than replace;

retains its appearance and character through use; and

has a cost equal to or in excess of the capitalization threshold adopted by the school board.

"Capitalization threshold" means a dollar figure above which the cost of an item will be depreciated.

"CFDA" means the Catalog of Federal Domestic Assistance available on the U.S. General Services Administration's website at https://www.cfda.gov/ ~~http://12.46.245.173/cfda/cfda.html~~.

"Class I county school unit" means a county with fewer than 2,000,000 inhabitants.

"Class I school district" means any school district located within a Class I county school unit.

"Class II county school unit" means a county with 2,000,000 or more inhabitants.

"Class IIA school district" means any school district that is located within a Class II county school unit but is not subject to the jurisdiction of the trustees of schools of any township in which the district is located.

"Class IIB school district" means any school district that is located within a Class II county school unit and is subject to the jurisdiction of the trustees of schools of any township in which the district is located.

"Construction in progress" means construction work undertaken but not yet completed.

"Depreciable land" means land that is owned by a school board and used for school bus storage or maintenance and on which depreciation is claimed in accordance with the provisions of 23 Ill. Adm. Code 120 (Pupil Transportation Reimbursement).

"Depreciation allowance" means an estimate of the annual cost of using an item that is based on its acquisition cost divided by its assumed or estimated useful life.

"Dimension" means a classification that is used to describe various characteristics of accounts (e.g., expenditures, revenues, and sources and uses of funds).

"Equipment (3-year schedule)" means repairs or modifications to a pupil transportation vehicle, pupil monitoring equipment installed on school buses, including video cameras, and computer equipment used exclusively in the food service program.

"Equipment (5-year schedule)" means vehicles used to transport students, driver education cars, vehicles or transportation equipment used exclusively in the food service program, and equipment necessary for the operation of a special educational facility.

"Equipment (10-year schedule)" means any capitalized equipment not included on the 3-year or 5-year schedule, including, but not limited to, other equipment used in the food service program, other equipment used in the driver education program, two-way transportation vehicle communication systems, pupil transportation equipment not installed in a vehicle, and service vehicles (such as tow trucks) used to service pupil transportation vehicles.

"Expenditures" means transactions involving the disbursement of cash or the establishment of an obligation without creating an asset or canceling a liability.

"Generally accepted governmental auditing standards" means the "Standards for Audit of Government Organizations, Programs, Activities and Functions" (2011) ~~(2007)~~ published by the Comptroller General of the United States and accessible at http://www.gao.gov/yellowbook. No later amendments to or editions of these standards are incorporated by this Section.

"Non-capitalized equipment" means any item that would be a capital asset except for the fact that its cost is less than the capitalization threshold adopted by the school board.

"Non-depreciable land" means any land owned by a school board that does not qualify as depreciable under this Section.

"Operating Funds" means the Educational, Operations and Maintenance, Transportation, and Working Cash funds.

"Permanent buildings and building improvements" means buildings and additions, either existing or to be constructed, that are properly classified as real estate. Included are expenditures for installment or lease payments (exclusive of interest) under capitalized leases.

"Petty cash fund" means a fund in which a sum of cash is set aside for the purpose of making change or making immediate payments when the amounts involved are so small that processing through the school board's regular procedure would be uneconomical.

"Revenues" means transactions involving the receipt of cash without creating a liability or canceling an asset.

"Revolving fund" means a fund out of which disbursements can be made quickly, to address emergencies and other timing issues that prevent a district from following its regular procedures for disbursement.

"School board" means the board of education or board of directors of a school district or the governing board or board of control of a cooperative or joint agreement.

"Student activity funds" means funds owned, operated, and managed by organizations, clubs, or associations within the student body under the guidance and direction of one or more staff members for educational, recreational, or cultural purposes. (Examples: homeroom, yearbook, class year, choral or band group, class projects, student clubs, student council, student-sponsored bookstore)

"Supplies" means items of a consumable nature not classified as capital assets or non-capitalized equipment.

"Temporary buildings and building improvements" means buildings and additions, either existing or to be constructed, that are properly classified as personal property and are primarily characterized by the absence of a permanent foundation. Included are expenditures for installment or lease payments (exclusive of interest) under capitalized leases.

"Unbalanced budget" means a budget in which the direct revenues of the operating funds are less than the direct expenditures from those funds by an amount that is greater than one-third of the funds' ending fund balances.

(Source: Amended at 39 Ill. Reg. _____, effective _____)

Section 100.130 Requirements Specific to Funds Received Pursuant to the American Recovery and Reinvestment Act of 2009 (ARRA), the Education Jobs Fund Program (Ed Jobs), ~~and~~ the Race to the Top Program, and the Preschool Expansion Grant Program

This Section applies only to funds received pursuant to P.L. 111-5, the American Recovery and Reinvestment Act of 2009, ~~and~~ the Race to the Top Program, ~~and~~ P.L. 111-226, which authorizes the Education Jobs Fund Program, and P.L. 113-76, which authorizes the Preschool Development Grant – Preschool Expansion Grant Program (i.e., "Preschool Expansion").

a) Accounting; Treatment of Funds

1) Records of expenditures shall identify the source of the ARRA, Ed Jobs, ~~or~~ Race to the Top, or Preschool Expansion funds by using the account numbers set forth in Table C of ~~this Part~~, as well as the applicable funds, functions, and object classes, using the account numbers set forth in Tables A, D, and F ~~of this Part~~, respectively.

2) ARRA General State Aid funds received in account number 4850 or 4870 (see Table C ~~of this Part~~) may be deposited into any fund other than the Working Cash Fund and may be spent for any lawful purpose, except as

limited by Section 14003 of the ARRA. That Section prohibits a local education agency from using Education Stabilization funds for:

A) payment of maintenance costs;

B) stadiums or other facilities used primarily for athletic contests, exhibitions, or other events for which admission is charged to the general public;

C) purchasing or upgrading vehicles;

D) improvements to stand-alone facilities whose purpose is not the education of children, including facilities housing central office administration, operations, or logistical support functions; or

E) school modernization, renovation, or repair that is inconsistent with State law.

3) No Education Stabilization funds or Government Services funds may be used to provide financial assistance to students to attend private elementary or secondary schools, unless the funds are used to provide special education and related services to children with disabilities as authorized by the Individuals with Disabilities Education Improvement Act. (Section 14011 of the ARRA)

4) Funds received under any other account number in the range from 4851 through 4880, ~~and~~ 4901 and 4902 shall be expended only for the purposes authorized by the relevant federal law, regulations, and guidance.

5) No Race to the Top funds may be used for the costs associated with the administration of any statewide summative assessment that may be incurred by a school district (e.g., substitutes, monitoring, preparation) nor for any of the items listed in subsections (a)(2)(B) through (E) ~~of this Section~~.

b) Budgeting

Each local education agency intending to spend ARRA funds during Fiscal Year 2009, or Ed Jobs funds in Fiscal Year 2011, ~~or~~ Race to the Top funds in Fiscal Year 2012, or Preschool Expansion Funds in Fiscal Year 2015 and thereafter shall amend its budget as necessary, pursuant to the provisions of Section 17-1 of the

School Code [105 ILCS 5/17-1] and shall submit the amended budget to the State Superintendent of Education pursuant to Section 100.90~~ of this Part~~. Subsequent annual budgets shall address the receipt and disbursement of ARRA or Ed Jobs funds as provided in Section 17-1 and applicable federal regulations and guidance.

c) Financial Reporting

In order to comply with federal reporting requirements, each local education agency receiving funds under the ARRA, Ed Jobs, ~~or~~ Race to the Top, or Preschool Expansion shall include in its annual financial report, in addition to all other requirements set forth in Section 100.100~~ of this Part~~, a detailed schedule of its receipts and disbursements of those funds, as distinct from any other receipts and expenditures for the same purposes made from other sources of funds.

d) Auditing

1) The receipt and disbursement of ARRA, Ed Jobs, ~~or~~ Race to the Top, or Preschool Expansion funds shall be subject to the audit requirements of Section 100.110~~ of this Part~~. In addition to the other applicable requirements of Section 100.110~~ of this Part~~, the scope of each audit shall include the schedule of receipts and disbursements required under subsection (c)~~ of this Section~~.

2) Each local education agency receiving ARRA, Ed Jobs, ~~or~~ Race to the Top, or Preschool Expansion funds shall review its amended budget to determine whether its increased expenditure of federal funds will make the agency subject to the audit requirements of OMB Circular A-133 (available at www.whitehouse.gov/omb/circulars/index.html) and, if so, shall maintain records accordingly.

(Source: Amended at 39 Ill. Reg. _____, effective _____)

Section 100.TABLE C Revenue Accounts

Label	Account Number	Source; Notes
RECEIPTS/REVENUE FROM LOCAL SOURCES	**1000**	

Label	Account Number	Source; Notes
AD VALOREM TAXES	**1100**	
Educational Purposes Levy	1110	105 ILCS 5/17-2 and 17-3.
Operations and Maintenance Purposes Levy	1111	105 ILCS 5/17-5.
Bond and Interest Purposes Levy	1112	105 ILCS 5/17-9.
Transportation Purposes Levy	1113	105 ILCS 5/17-4.
Municipal Retirement Purposes Levy	1114	40 ILCS 5/7-171.
Working Cash Purposes Levy	1115	105 ILCS 5/20-3.
Public Building Commission Rent Levy	1116	50 ILCS 20/18.
Capital Improvement Purposes Levy	1117	105 ILCS 5/17-2 and 17-2.3.
Fire Prevention & Safety Purposes Levy	1118	105 ILCS 5/17-2.11.
Emergency Financial Assistance Levy	1119	105 ILCS 5/1B-8 and 1F-62.
Tort Immunity/ Judgment Purposes Levy	1120	745 ILCS 10/9-109.
Leasing Purposes Levy	1130	105 ILCS 5/17-2.2c.
Special Education Purposes levy	1140	105 ILCS 5/ 17-2.2a.
FICA and Medicare Only Levies	1150	Social Security taxes and the employer's share of Medicare Only payments; 40 ILCS 5/21-110, 110.1.
Area Vocational Construction Purposes Levy	1160	105 ILCS 5/17-2.4.
Summer School Purposes Levy	1170	105 ILCS 5/17-2 and 17-2.1.
Other Tax Levies	1190	Taxes received from other tax levies not specifically identified (describe and itemize).
PAYMENTS IN LIEU OF TAXES	**1200**	
Mobile Home Privilege Tax	1210	

Label	Account Number	Source; Notes
Payments from Local Housing Authorities	1220	
Corporate Personal Property Replacement Taxes	1230	Amounts received to replace personal property tax revenues lost.
Other Payments in Lieu of Taxes	1290	
TUITION	**1300**	
Total Regular Tuition	1310	Amounts received for pupils attending the district's regular schools; 105 ILCS 5/10-20.12a.
Regular Tuition from Pupils or Parents (In-State)	1311	
Regular Tuition from Other Districts (In-State)	1312	
Regular Tuition from Other Sources (In-State)	1313	
Regular Tuition from Other Sources (Out-of-State)	1314	
Total Summer School Tuition	1320	Amounts received for pupils attending summer school.
Summer School Tuition from Pupils or Parents (In-State)	1321	
Summer School Tuition from Other Districts (In-State)	1322	
Summer School Tuition from Other Sources (In-State)	1323	
Summer School Tuition from Other Sources (Out-of-State)	1324	
Total CTE Tuition	1330	Amounts received for pupils attending career and technical education programs.
CTE Tuition from Pupils or Parents (In-State)	1331	
CTE Tuition from Other Districts (In-State)	1332	

Label	Account Number	Source; Notes
CTE Tuition from Other Sources (In-State)	1333	
CTE Tuition from Other Sources (Out-of-State)	1334	
Total Special Education Tuition	1340	Amounts received for pupils attending special education programs.
Special Education Tuition from Pupils or Parents (In-State)	1341	
Special Education Tuition from Other Districts (In-State)	1342	
Special Education Tuition from Other Sources (In-State)	1343	
Special Education Tuition from Other Sources (Out-of-State)	1344	
Total Adult Tuition	1350	Amounts received for pupils attending adult/continuing education programs.
Adult Tuition from Pupils or Parents (In-State)	1351	
Adult Tuition from Other Districts (In-State)	1352	
Adult Tuition from Other Sources (In-State)	1353	
Adult Tuition from Other Sources (In-State)	1354	
TRANSPORTATION FEES	**1400**	
Total Regular Transportation Fees	1410	Amounts received for transporting pupils to and from school and school activities (regular school day).
Regular Transportation Fees from Pupils or Parents (In-State)	1411	
Regular Transportation Fees from Other Districts (In-State)	1412	

Label	Account Number	Source; Notes
Regular Transportation Fees from Other Sources (In-State)	1413	
Regular Transportation Fees from Co-curricular Activities (In-State)	1415	
Regular Transportation Fees from Other Sources (Out-of-State)	1416	
Total Summer School Transportation Fees	1420	Amounts received for transporting pupils to and from summer school.
Summer School Transportation Fees from Pupils or Parents (In-State)	1421	
Summer School Transportation Fees from Other LEAs (In-State)	1422	
Summer School Transportation Fees from Other Sources (In-State)	1423	
Summer School Transportation Fees from Other Sources (Out-of-State)	1424	
Total CTE Transportation Fees	1430	Amounts received for transporting pupils to and from career and technical education classes.
CTE Transportation Fees from Pupils or Parents (In-State)	1431	
CTE Transportation Fees from Other Districts (In-State)	1432	
CTE Transportation Fees from Other Sources (In-State)	1433	
CTE Transportation Fees from Other Sources (Out-of-State)	1434	
Total Special Education Transportation Fees	1440	Amounts received for transporting pupils to and from special education programs.

Label	Account Number	Source; Notes
Special Education Transportation Fees from Pupils or Parents (In-State)	1441	
Special Education Transportation Fees from Other Districts (In-State)	1442	
Special Education Transportation Fees from Other Sources (In-State)	1443	
Special Education Transportation Fees from Other Sources (Out-of-State)	1444	
Total Adult Transportation Fees	1450	Amounts received for transporting pupils to and from adult/continuing education programs.
Adult Transportation Fees from Pupils or Parents (In-State)	1451	
Adult Transportation Fees from Other Districts (In-State)	1452	
Adult Transportation Fees from Other Sources (In-State)	1453	
Adult Transportation Fees from Other Sources (Out-of-State)	1454	
EARNINGS ON INVESTMENTS	**1500**	
Interest on Investments	1510	
Gain or Loss on Sale of Investments	1520	Gains or losses realized from the sale of bonds.
FOOD SERVICE	**1600**	
Sales to Pupils – Lunch	1611	
Sales to Pupils – Breakfast	1612	
Sales to Pupils – A la Carte	1613	
Sales to Pupils – Other	1614	
Sales to Adults	1620	Amounts received from adults for sale of food products and services.

Label	Account Number	Source; Notes
Other Food Service	1690	Amounts received from local sources for other food service activities.
DISTRICT/SCHOOL ACTIVITY INCOME	**1700**	
Admissions – Athletic	1711	Amounts received from school-sponsored athletic events.
Admissions – Other	1719	Amounts received from admissions to all other school-sponsored events except athletics (describe and itemize).
Fees	1720	Amounts received from pupils for fees such as towel fees, locker fees, and equipment fees (excludes transportation).
Book Store Sales	1730	
Other District/School Activity Revenue	1790	All other revenue from district or school activities not otherwise specified.
TEXTBOOK INCOME	**1800**	
Rentals – Regular Textbooks	1811	
Rentals – Summer School Textbooks	1812	
Rentals – Adult/Continuing Education Textbooks	1813	
Rentals – Other	1819	Describe and itemize.
Total Textbook Rentals	1810	105 ILCS 5/10-22.25.
Sales – Regular Textbooks	1821	
Sales – Summer School Textbooks	1822	
Sales – Adult/Continuing Education Textbooks	1823	
Sales – Other	1829	
Total Textbook Sales	1820	105 ILCS 5/28-8.
Textbooks Other	1890	Textbook revenues not provided for elsewhere in the 1800 series of accounts.
OTHER LOCAL REVENUES	**1900**	
Rentals	1910	Amounts received for rental of school property, real or personal.
Contributions and Donations from Private Sources	1920	Amounts received from a philanthropic foundation, private individual, or private organization for which no repayment or special service to the contributor is expected.
Impact Fees from Municipal or County Governments	1930	Amounts received from a city, town, village, or county government from impact fees assessed in accordance with local ordinances.

Label	Account Number	Source; Notes
Services Provided to Other Districts	1940	Amounts received for services other than tuition and transportation services (e.g., data processing, purchasing, maintenance, accounting, cleaning, consulting, guidance).
Refund of Prior Years' Expenditures	1950	A refund of an expenditure charged to a prior fiscal year's budget.
Payments of Surplus Moneys from TIF Districts	1960	Amounts received from distributions from Tax Increment Financing districts.
Drivers' Education Fees	1970	105 ILCS 5/~~27-23~~27-24.2.
Proceeds from Vendors' Contracts	1980	Proceeds received pursuant to contracts between the district and various vendors.
School Facility Occu-pation Tax Proceeds	1983	Amounts received from distributions of School Facility Occupation Tax proceeds.
Payment from Other Districts	1991	Amounts representing a district's share of special education or career and technical education building costs.
Sale of Vocational Projects	1992	Amounts representing gain from the sale of vocational projects.
Other Local Fees	1993	Amounts assessed or received from local sources for district programs not classified elsewhere (describe and itemize).
Other Local Revenues	1999	Amounts received from local sources not provided for elsewhere in the 1000 series of accounts.
FLOW-THROUGH RECEIPTS/REVENUE FROM ONE DISTRICT TO ANOTHER DISTRICT	**2000**	
FLOW-THROUGH REVENUE FROM STATE SOURCES	2100	State revenues that can be further subdivided to account for individual grants.
FLOW-THROUGH REVENUE FROM FEDERAL SOURCES	2200	Federal revenues that can be further subdivided to account for individual grants.
OTHER FLOW-THROUGH REVENUE	2300	Other revenues that can be further subdivided to account for individual grants (describe and itemize).
RECEIPTS/REVENUE FROM STATE SOURCES	**3000**	
General State Aid Section 18-8.05 (GSA)	3001	105 ILCS 5/18-8.05.
~~General State Aid Hold Harmless/Supplemental~~	~~3002~~	~~105 ILCS 5/18-8.05j.~~

Label	Account Number	Source; Notes
Reorganization Incentives – Deficit Fund Balance	3005	105 ILCS 5/~~18-8.3~~11E-135(c).
Reorganization Incentives – Attendance	3010	105 ILCS 5/~~18-8.05i~~11E-135(a).
Reorganization Incentives – Salary Difference	3015	105 ILCS 5/~~18-8.2~~11E-135(b).
Reorganization Incentives – Certified Salary	3020	105 ILCS 5/~~18-8.5~~11E-135(d).
Reorganization Incentives – Feasibility Studies	3021	Amounts received pursuant to appropriations for this purpose.
GSA Fast Growth District Grants	3030	105 ILCS 5/18-8.10.
Emergency Financial Assistance Grants	3050	105 ILCS 5/1B-8 and 1F-62.
Tax Equivalent Grants	3055	105 ILCS 5/18-4.4.
GSA Transition Assistance	3095	Amounts received pursuant to appropriations for this purpose.
Other Unrestricted Grants-In-Aid from State Sources	3099	Amounts received pursuant to other appropriations (describe and itemize).
Special Education – Private Facility Tuition	3100	105 ILCS 5/14-7.02.
Special Education – Extraordinary	3105	105 ILCS 5/14-7.02a.
Special Education – Personnel	3110	105 ILCS 5/14-13.01.
Special Education – Orphanage – Individual	3120	105 ILCS 5/14-7.03.
Special Education – Orphanage – Summer	3130	105 ILCS 5/14-7.03.
Special Education – Summer School	3145	105 ILCS 5/18-4.3.
Philip J. Rock Center and School	3155	105 ILCS 5/14-11.02.
Educational Materials Center	3156	105 ILCS 5/14-11.01.

Label	Account Number	Source; Notes
Special Education – Other	3199	Amounts received pursuant to other appropriations (describe and itemize).
CTE Improvement (CTEI)	3220	105 ILCS 435.
CTE – WECEP	3225	105 ILCS 5/2-3.66a.
Agriculture Education	3235	105 ILCS 5/2-3.80.
CTE – Student Organizations	3270	105 ILCS 435.
CTE – Other	3299	Amounts received pursuant to other appropriations (describe and itemize).
Bilingual Education – Downstate – TPI and TBE	3305	105 ILCS 5/14C-12.
Bilingual Education – Downstate – Transitional Bilingual Education	3310	105 ILCS 5/14C-12.
Gifted Education	3350	105 ILCS 5/Art. 14A.
State Free Lunch and Breakfast	3360	105 ILCS 125/2.
School Breakfast Initiative	3365	105 ILCS 125/2.5.
Driver Education	3370	105 ILCS 5/27-24.2.
Adult Education (from ICCB)	3410	Amounts received from the Community College Board; 105 ILCS 405.
Adult Education – Other	3499	Amounts received pursuant to other appropriations (describe and itemize).
Transportation – Regular/Vocational	3500	105 ILCS 5/29-5.
Transportation – Special Education	3510	105 ILCS 5/~~14-13.01b~~14-13.01(b).
Transportation – ROE Bus Driver Training	3520	105 ILCS 5/3-14.23.
Transportation – Other	3599	Amounts received pursuant to other appropriations (describe and itemize).
Learning Improvement – Change Grants	3610	105 ILCS 5/2-3.25, 2-3.63, and ~~2-3.64~~2-3.64a-5.
National Board Certification	3651	105 ILCS 5/~~21-27~~21B-65.
Administrators Academy	3655	105 ILCS 5/2-3.53.
~~Scientific Literacy~~	~~3660~~	~~105 ILCS 5/2-3.94.~~

Label	Account Number	Source; Notes
Truants' Alternative and Optional Education	3695	105 ILCS 5/2-3.66.
Regional Safe Schools	3696	105 ILCS 5/13A-8.
Early Childhood – Block Grant	3705	105 ILCS 5/1C-2 and 2-3.71.
Reading Improvement Block Grant	3715	105 ILCS 5/2-3.51.
Reading Improvement Block Grant – Reading Recovery	3720	Amounts received from the 2% set-aside under 105 ILCS 5/2-3.51.
Continued Reading Improvement Block Grant	3725	105 ILCS 5/2-3.51a.
Continued Reading Improvement Block Grant	3726	Amounts received from the 2% set aside under 105 ILCS 5/2-3.51a.
ROE/ISC Operations	3730	Amounts received pursuant to 105 ILCS 5/~~2-3.63~~2-3.62, 3-14.23, and 18-6.
ROE Supervisory Expense	3745	Amounts received pursuant to 105 ILCS 5/18-6.
Chicago Teachers Academy for Math & Science (TAMS)	3765	Amounts received pursuant to an appropriation for TAMS.
Chicago General Education Block Grant	3766	105 ILCS 5/1D-1.
Chicago Educational Services Block Grant	3767	105 ILCS 5/1D-1.
School Safety and Educational Improvement Block Grant	3775	105 ILCS 5/2-3.51.5.
Technology – Learning Technology Centers	3780	105 ILCS 5/2-3.117.
Illinois Government Intern Program	3804	Funds distributed as a grant to Springfield School District 186 to support administration of this program.
State Charter Schools	3815	105 ILCS 5/Art. 27A.
Extended Learning Opportunities (Summer Bridges)	3825	105 ILCS 5/10-20.9a.

Label	Account Number	Source; Notes
Infrastructure Improvements – Planning/Construction	3920	105 ILCS 230/5-35.
School Infrastructure – Maintenance Projects	3925	105 ILCS 230/5-100.
Regular Orphanage Tuition (18-3)	3950	105 ILCS 5/18-3.
Tax Equivalent Grants	3955	105 ILCS 5/18-4.4.
After-School Programs – Mentoring & Student Support	3960	Amounts received pursuant to appropriation.
Advanced Placement Classes	3961	105 ILCS 302~~Amounts received pursuant to appropriations~~.
Arts Education	3962	105 ILCS 5/2-3.65a~~Amounts received pursuant to appropriations~~.
Grants to Local Governments, Community Organizations, Not-for-Profit Organizations, and Educational Facilities	3963	Amounts received pursuant to appropriations.
ISBE Special Purpose Trust Fund	3970	105 ILCS 5/2-3.127a.
Class Size Reduction Pilot Project	3981	105 ILCS 5/2-3.136.
Teacher Mentoring Pilot Project	3982	105 ILCS 5/21A-25.
The "Grow Your Own" Teacher Education Initiative	3983	110 ILCS 48.
Education of Homeless Children and Youth State Grant Program	3984	105 ILCS 45.
Children's Mental Health Partnership	3990	~~105 ILCS 405/49-15~~405 ILCS 49/15.
State "On-behalf" Payments	3998	Reserved for on-behalf payments by the State.
Emergency Financial Assistance Grant	3999	105 ILCS 5/1B-8.
Temporary Relocation Expense Grant	3999	105 ILCS 5/2-3.77.

Label	Account Number	Source; Notes
Other Restricted Revenue from State Sources	3999	Amounts received pursuant to other appropriations (describe and itemize).
RECEIPTS/REVENUE FROM FEDERAL SOURCES	**4000**	
Federal Impact Aid	4001	ESEA Title VIII – Impact Aid (CFDA 84.041).
Other Unrestricted Grants-In-Aid Received Directly from the Federal Government	4009	Amounts received pursuant to other unrestricted appropriations; describe and itemize.
Total Unrestricted Grants Received Directly from the Federal Government	4010	
Head Start	4045	Community Opportunities, Accountability, Training, and Educational Services Act of 1998, Title I (CFDA 93.600).
Construction (Impact Aid)	4050	ESEA, Title VIII (Impact Aid – Facilities Maintenance) (CFDA 84.040).
Magnet	4060	ESEA, Title V, Part C (Magnet Schools Assistance) (CFDA 84.165).
Other Restricted Grants-In-Aid Received Directly from the Federal Government	4090	Amounts received pursuant to other restricted appropriations; describe and itemize.
Total Restricted Grants Received Directly from the Federal Government	4095	
TOTAL GRANTS RECEIVED DIRECTLY FROM THE FEDERAL GOVERNMENT	4099	Amounts received pursuant to other appropriations.
Title V – Innovation and Flexibility Formula	4100	NCLB, Title V, Part A – State Grants For Innovative Programs (CFDA 84.298).
Title V – SEA Projects	4105	NCLB, Title V, Part A – State Grants For Innovative Programs (CFDA 84.298).
Title V – Rural and Low-Income Schools (REI)	4107	NCLB, Title VI, Part B – Rural Education (CFDA 84.358).
Title V – Other	4199	Amounts received pursuant to other appropriations (describe and itemize).

Label	Account Number	Source; Notes
Breakfast Start-up	4200	Child Nutrition Act – School Breakfast Program for Start-Up (CFDA 10.553).
National School Lunch Program	4210	Child Nutrition Act – National School Lunch Program (CFDA 10.555).
Special Milk Program	4215	Child Nutrition Act – Special Milk Program for Children (CFDA 10.556).
School Breakfast Program	4220	Child Nutrition Act – School Breakfast Program (CFDA 10.553).
Summer Food Service Admin/Program	4225	Child Nutrition Act – Summer Food Service Program for Children (CFDA 10.559).
Child Care Commodity/SFS 13-Adult Day Care	4226	Child Nutrition Act – Child Care and Adult Food Service Program (CFDA 10.558).
SAE Nutrition Ed. Loan/TNT	4227	Child Nutrition Act of 1966 (42 USC 1771 et seq.) – (CFDA 10.574).
Fresh Fruit and Vegetables	4240	Child Nutrition – Cash Payments.
Child Nutrition Commodity/Salvage	4250	Child Nutrition Act of 1966 (CFDA 10.550).
Cash in Lieu of Commodities	4255	Amounts received in lieu of commodities in the food service program.
Food Service – Other	4299	Amounts received pursuant to other appropriations from the U.S. Department of Agriculture for nutrition programs (describe and itemize).
Title I – Low Income	4300	No Child Left Behind Act of 2001 (NCLB; 20 USC 6301 et seq.), Title I, Part A – Improving Academic Achievement of the Disadvantaged (CFDA 84.010).
Title I – Low Income – Neglected, Private	4305	NCLB, Title I, Part D – Neglected and Delinquent (CFDA 84.013).
Title I – Low Income – Delinquent, Private	4306	NCLB, Title I, Part D – Neglected and Delinquent (CFDA 84.013).
Title I – Neglected and Delinquent Juvenile and Adult Corrections (formerly only juvenile)	4315	NCLB, Title I, Part D – Neglected and Delinquent (CFDA 84.013).
Title I – School Improvement and Accountability	4331	NCLB, Title I, Part A.
Title I – Comprehensive School Reform	4332	NCLB, Title I, Part F – Comprehensive School Reform (CFDA 84.332).
Title I – Reading First	4334	NCLB, Title I, Part B-1 – Reading First (CFDA 84.357).

Label	Account Number	Source; Notes
Title I – Even Start	4335	NCLB, Title I, Part B-3 – Even Start (CFDA 84.213).
Title I – Reading First SEA Funds	4337	NCLB, Title I, Part B-1 – Reading First SEA Funds (CFDA 84.357).
Title I – School Improvement Grant	4339	NCLB, Title I, Part A, section 1003g (CFDA 84.357).
Title I – Migrant Education	4340	NCLB, Title I, Part C – Education of Migrant Children (CFDA 84.011).
Title I – Other	4399	Amounts received pursuant to other appropriations under Title I of NCLB (describe and itemize).
Title IV – Safe and Drug-Free Schools – Formula	4400	NCLB, Title IV, Part A – Safe and Drug Free Schools (CFDA 84.186).
Title IV – Safe & Drug-Free Schools – State-Level Program	4415	NCLB, Title IV, Part A – Safe and Drug Free Schools (CFDA 84.186).
Title IV – 21st Century	4421	NCLB, Title IV, Part B – 21st Century Community Learning Centers (CFDA 84.287).
Title IV – Other (Describe & Itemize)	4499	Amounts received pursuant to other appropriations under Title IV of NCLB (describe and itemize).
Federal Special Education Preschool Flow-Through	4600	IDEA, Part B – Preschool (CFDA 84.173).
Federal Special Education Preschool Discretionary	4605	IDEA, Part B – Preschool (CFDA 84.173).
Federal Special Education – IDEA Flow-Through/Low Incident	4620	IDEA, Part B (CFDA 84.027).
Federal Special Education – IDEA Room and Board	4625	IDEA, Part B (CFDA 84.027).
Federal Special Education – IDEA Discretionary	4630	IDEA, Part B (CFDA 84.027).
Federal Special Education – IDEA – Part D – Improvement	4631	IDEA, Part D – State Program Improvement Grants for Children with Disabilities (CFDA 84.323).
Federal Special Education – IDEA Title VI C – Deaf/Blind	4635	IDEA, Part D – Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities (CFDA 84.326).

Label	Account Number	Source; Notes
Federal Special Education – IDEA – Other	4699	Amounts received pursuant to other appropriations under IDEA (describe and itemize).
CTE – Perkins – State Leadership	4720	Carl D. Perkins Career and Technical Education Act of 2006 – State Leadership (CFDA 84.048A)
CTE – Perkins – DHS Ed	4740	Carl D. Perkins Career and Technical Education Act of 2006 – Corrections or Institutions (CFDA 84.048A)
CTE – Perkins – Secondary	4745	Carl D. Perkins Career and Technical Education Act of 2006 – Secondary (CFDA 84.048A)
CTE – Perkins Title II – Tech Prep	4770	Carl D. Perkins Career and Technical Education Act of 2006 – Title II-Tech Prep (CFDA 84.243A)
CTE – Other	4799	Amounts received pursuant to other appropriations from federal sources (describe and itemize).
Federal – Adult Education	4810	Adult Education State Grant Program (CFDA 84.002).
ARRA General State Aid – Education Stabilization	4850	Amounts received pursuant to the American Recovery and Reinvestment Act of 2009 (ARRA); see Section 100.130 of this Part.
ARRA Title I – Low Income	4851	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
ARRA Title I – Neglected, Private	4852	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
ARRA Title I – Delinquent, Private	4853	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
ARRA Title I – School Improvement (Part A)	4854	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
ARRA Title I – School Improvement (section 1003g)	4855	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
ARRA IDEA – Part B – Preschool	4856	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
ARRA IDEA – Part B – Flow-Through	4857	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
Other ARRA Fund – XII	4860	Available for recording sources of federal funds received pursuant to the ARRA from a source other than those to be recorded with account numbers 4850 through 4857, 4861 through 4872, and 4875 through 4876; describe and itemize; see Section 100.130 of this Part.
ARRA Title IID – Technology – Competitive	4861	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.

Label	Account Number	Source; Notes
ARRA McKinney-Vento Homeless Education	4862	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
ARRA Child Nutrition Equipment Assistance	4863	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
Impact Aid Formula Grants	4864	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
Impact Aid Competitive Grants	4865	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
Qualified Zone Academy Bond Tax Credits	4866	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
Qualified School Construction Bond Credits	4867	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
Build America Bond Tax Credits	4868	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
Build America Bond Interest Reimbursement	4869	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
ARRA General State Aid – Other Government Services Stabilization	4870	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
Other ARRA Funds – II	4871	Available for recording sources of federal funds received pursuant to the ARRA directly from a federal agency or from a State agency other than ISBE; describe and itemize; see Section 100.130 of this Part.
Other ARRA Funds – III	4872	Available for recording sources of federal funds received pursuant to the ARRA directly from a federal agency or from a State agency other than ISBE; describe and itemize; see Section 100.130 of this Part.
Other ARRA Funds – IV	4873	Available for recording sources of federal funds received pursuant to the ARRA from a source other than those to be recorded with account numbers 4850 through 4857, 4861 through 4872, and 4875 through 4876; describe and itemize; see Section 100.130 of this Part.
Other ARRA Funds – V	4874	Available for recording sources of federal funds received pursuant to the ARRA from a source other than those to be recorded with account numbers 4850 through 4857, 4861 through 4872, and 4875 through 4876; describe and itemize; see Section 100.130 of this Part.
ARRA Early Childhood	4875	Paid with Government Services State Fiscal Stabilization Fund ARRA funds; see Section 100.130 of this Part.

Label	Account Number	Source; Notes
Other ARRA Funds – VII	4876	Available for recording sources of federal funds received pursuant to the ARRA directly from a federal agency or from a State agency other than ISBE; describe and itemize; see Section 100.130 of this Part.
Other ARRA Funds – VIII	4877	Available for recording sources of federal funds received pursuant to the ARRA from a source other than those to be recorded with account numbers 4850 through 4857, 4861 through 4872, and 4875 through 4876; describe and itemize; see Section 100.130 of this Part.
Other ARRA Funds – IX	4878	Available for recording sources of federal funds received pursuant to the ARRA from a source other than those to be recorded with account numbers 4850 through 4857, 4861 through 4872, and 4875 through 4876; describe and itemize; see Section 100.130 of this Part.
Other ARRA Funds – X	4879	Available for recording sources of federal funds received pursuant to the ARRA from a source other than those to be recorded with account numbers 4850 through 4857, 4861 through 4872, and 4875 through 4876; describe and itemize; see Section 100.130 of this Part.
Education Jobs Fund Program	4880	Available for recording sources of federal funds received pursuant to the Education Jobs Fund Program; see Section 100.130 of this Part.
Race to the Top Program	4901	Available for recording sources of federal funds received pursuant to the Race to the Top Program; see Section 100.130 of this Part.
Race to the Top – Preschool Expansion Grant	4902	Available for recording sources of federal funds received pursuant to the Race to the Top Preschool Expansion Grant Program; see Section 100.130 of this Part.
Advanced Placement Fee/International Baccalaureate	4904	ESEA, Title I, Part G – Advanced Placement Program (CFDA 84.330).
Emergency Immigrant Assistance	4905	NCLB, Title III – English Language Acquisition Grants – Immigrant Assistance Grants (CFDA 84.365).
Title III – English Language Acquisition	4909	NCLB, Title III – English Language Acquisition Grants (CFDA 84.365).
Learn & Serve America	4910	National and Community Service Act of 1990 – Learn & Serve America (CFDA 94.004).
Refugee Children School Impact Grants	4915	Refugee Education Assistance Act of 1980, Refugee and Entrant Assistance Discretionary Grants (CFDA 93.576).
McKinney Education for Homeless Children	4920	NCLB, Title X – Education for Homeless Children (CFDA 84.196).
Title II – Teacher Quality	4932	NCLB, Title II, Part A, and ESEA, Title II, Part C, Subpart 1, Chapter B (CFDA 84.350).
Title II – Teacher Quality	4935	ESEA, Title II, Part A – Improving Teacher Quality State Grants (CFDA 84.367).

Label	Account Number	Source; Notes
Title II – Math and Science Initiative	4936	ESEA, Title II, Part B – Math and Science Partnerships (CFDA 84.366).
Federal Charter Schools	4960	NCLB, Title V, Part B – Public Charter Schools.
Title II – Technology – Enhancing Education Formula Grants	4971	ESEA, Title II, Part D, Subparts 1 and 2, as amended – Education Technology State Grants (CFDA 84.318).
Title II – Technology – Enhancing Education Competitive Grants	4972	ESEA, Title II, Part D, Subparts 1 and 2 – Education Technology State Grants (CFDA 84.318).
Safe Routes to School	4980	Section 1404 of the Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users Act (P.L. 109-59)
Medicaid Matching Funds – Administrative Outreach	4991	Social Security Act, Title XIX – Medicaid Matching – Administrative Outreach (CFDA 93.778).
Medicaid Matching Funds – Fee-for-Service Program	4992	Social Security Act, Title XIX – Medicaid Matching – Fee for Service Programs (CFDA 93.778).
Hurricane Emergency Relief	4995	Hurricane Emergency Relief Act.
Other Restricted Grants Received from Federal Government through State	4998	Amounts received pursuant to other federal appropriations (describe and itemize).

(Source: Amended at 39 Ill. Reg. _____, effective _____)

Section 100.TABLE D Expenditure Accounts

Label	Account Number	Source; Notes
INSTRUCTION	**1000**	
Regular K-12 Programs	1100	Instructional activities designed primarily for K-12 pupils who do not require special programs such as gifted, vocational, bilingual, or special education.
Charter Schools – Tuition	1115	Payments to Charter Schools for tuition.
Pre-K Programs	1125	Instructional activities designed primarily for pupils in pre-kindergarten programs who do not require special programs such as gifted, vocational, bilingual, or special education.

Label	Account Number	Source; Notes
Special Education Programs K-12	1200	Instruction and resource programs required by a student due to his or her disability; includes special services, special materials, and special equipment required by K-12 students as authorized in Article 14 of the School Code [105 ILCS 5/Art. 14].
Special Education Programs Pre-K	1225	Instruction and resource programs required by a student due to his or her disability; includes special services, special materials, and special equipment required by pre-kindergarten students as authorized in Article 14 of the School Code.
Remedial and Supplemental Programs K-12	1250	Supplemental programs to increase the educational opportunities of eligible children in kindergarten and Grades 1-12.
Remedial and Supplemental Programs Pre-K	1275	Supplemental programs to increase the educational opportunities of eligible children in pre-kindergarten.
Adult/Continuing Education Programs	1300	Learning experiences designed to develop knowledge and skills to meet immediate and long-range educational objectives for adults who have not completed or have interrupted their formal schooling. Programs include activities to foster the development of fundamental tools of learning, to prepare for a postsecondary career, to prepare for postsecondary education programs, to upgrade occupational competencies, to prepare for a new or different career, to develop skills and appreciation for special interests, or to enrich the aesthetic qualities of a student's life.
Career and Technical Education (CTE) Programs	1400	Instruction provided to develop the knowledge, skills, and attitudes needed for employment in an occupational area, including all programs approved in the district's plan for career and technical education; see the Vocational Education Act [105 ILCS 435] and 23 Ill. Adm. Code 254 (Vocational Education).
Interscholastic Programs	1500	Cocurricular activities that supplement the regular instructional program, such as athletics, band, chorus, and speech.
Summer School Programs	1600	Instructional activities that are not embraced within the regular school term.
Gifted Programs	1650	Special learning experiences for pupils identified as gifted or talented; see Article 14A of the School Code [105 ILCS 5/Art. 14A] and 23 Ill. Adm. Code 227 (Gifted Education).
Driver's Education Programs	1700	Driver's education instruction provided pursuant to the Driver Education Act [105 ILCS 5/27-24 through 27-24.8] and 23 Ill. Adm. Code 252 (Driver Education).

Label	Account Number	Source; Notes
Bilingual Programs	1800	Special learning experiences for pupils receiving services pursuant to Article 14C of the School Code [105 ILCS 5/Art. 14C] and 23 Ill. Adm. Code 228 (Transitional Bilingual Education).
Truant Alternative & Optional Programs	1900	Instructional programs provided to students pursuant to Section 2-3.66 of the School Code and 23 Ill. Adm. Code 205 (Truants' Alternative and Optional Education Programs).
Pre-K Programs – Private Tuition	1910	Payments to private educational facilities.
Regular K-12 Programs – Private Tuition	1911	Payments to private educational facilities.
Special Education Programs K-12 – Private Tuition	1912	Payments to private educational facilities.
Special Education Programs Pre-K – Private Tuition	1913	Payments to private educational facilities.
Remedial and Supplemental Programs K-12 – Private Tuition	1914	Payments to private educational facilities.
Remedial and Supplemental Programs Pre-K – Private Tuition	1915	Payments to private educational facilities.
Adult/Continuing Education Programs – Private Tuition	1916	Payments to private educational facilities.
CTE Programs – Private Tuition	1917	Payments to private educational facilities.
Interscholastic Programs – Private Tuition	1918	Payments to private educational facilities.
Summer School Programs – Private Tuition	1919	Payments to private educational facilities.
Gifted Programs – Private Tuition	1920	Payments to private educational facilities.
Bilingual Programs – Private Tuition	1921	Payments to private educational facilities.
Truants' Alternative and Optional Education Programs	1922	Payments to private educational facilities.

Label	Account Number	Source; Notes
TOTAL INSTRUCTION	**1000**	The teaching of pupils or the interaction between teacher and pupils. Included are activities of aides or assistants who assist in the instructional process. Teaching may occur in classrooms or other learning situations such as those involving cocurricular activities, and may be conducted through a medium such as television, radio, telephone, or correspondence.
SUPPORT SERVICES	**2000**	Services that provide administrative, technical (e.g., guidance and health), and logistical support to facilitate and enhance instruction. Support services are adjuncts to the fulfillment of the objectives of instruction.
Support Services – Pupils	**2100**	Activities that are designed to assess and improve the well-being of pupils and to supplement the teaching process.
Attendance and Social Work Services	2110	Activities for the improvement of pupils' attendance at school and the performance of school social work activities dealing with the problems of pupils that involve the home, school, and community.
Guidance Services	2120	Counseling with pupils or parents, consultation with staff members on learning problems, evaluating abilities of pupils, assisting pupils in making educational and career plans and choices, assisting pupils in personal and social development, providing referral assistance, and working with other staff members in planning and conducting guidance programs.
Health Services	2130	Physical and mental health services that do not constitute direct instruction. Included are activities that provide pupils with appropriate medical, dental, and nursing services.
Psychological Services	2140	Activities concerned with administering psychological tests and interpreting the results, gathering and interpreting information about pupils' behavior, working with other staff members in planning school programs to meet the special needs of pupils as indicated by psychological tests and behavioral evaluation, and planning and managing a program of psychological services, including psychological counseling for pupils, staff, and parents.
Speech Pathology and Audiology Services	2150	Activities involving the identification, assessment, and treatment of children with impairments in speech, hearing, and language.

Label	Account Number	Source; Notes
Other Support Services – Pupils	2190	Other support services for pupils not classified in Accounts 2100-2159. Expenditures that may be included are therapists, crossing guards, graduation, student assembly programs, monitors for playgrounds, study halls, etc. (Describe and itemize.)
Total Support Services – Pupils	**2100**	
Support Services – Instructional Staff	**2200**	Activities assisting the instructional staff with the content and process of providing learning experiences for pupils.
Improvement of Instruction Services	2210	Activities for assisting instructional staff in planning, developing, and evaluating the instructional process.
Educational Media Services	2220	Activities concerned with the use of all teaching and learning resources, including hardware and content materials.
Assessment and Testing	2230	Activities for the purpose of measuring individual students' achievement.
Total Support Services – Instructional Staff	**2200**	
Support Services – General Administration	**2300**	Activities concerned with establishing and administering policy in connection with operating the district.
Board of Education Services	2310	Activities of the elected or appointed body that is vested with responsibility for educational activities in a given district.
Executive Administration Services	2320	Activities associated with the overall management of the district.
Service Area Administrative Services	2330	Activities concerned with supervisory responsibilities for federal programs, special programs, and/or "Title" programs not included in Account 2310 or 2320. When the same individual directs both special programs and other service areas, the services of that individual should be prorated among the relevant areas.
ROE Services	2340	
ROE Services	2350	
Tort Immunity Functions	2360	
Claims Paid from Self-Insurance Fund	2361	
Workers' Compensation or Workers' Occupational Disease Acts Payments	2362	
Unemployment Insurance Act Payments	2363	
Insurance Payments (regular or self-insurance)	2364	

Label	Account Number	Source; Notes
Risk Management and Claims Services Payments	2365	
Judgments or Settlements	2366	
Educational, Inspectional, Supervisory Services Related to Loss Prevention or Reduction	2367	
Reciprocal Insurance Payments	2368	215 ILCS 5/Art. IV.
Legal Services	2369	
Tort Immunity Functions	2370	
Property Insurance (Buildings and Grounds)	2371	
Vehicle Insurance (Transportation)	2372	
Total Support Services – General Administration	**2300**	
Support Services – School Administration	**2400**	Activities concerned with overall administrative responsibility for a single school or a group of schools.
Office of the Principal Services	2410	Activities concerned with managing a particular school, including the activities of the principal, assistant principals, and other assistants in general supervision of all operations of the school, and including clerical staff for these activities.
Other Support Services – School Administration	2490	Activities performed by persons usually classified as department heads or deans within schools and other school administration services that cannot be recorded under Account 2410. (Describe and itemize.)
Total Support Services – School Administration	**2400**	
Support Services – Business	**2500**	Activities concerned with accounting, purchasing, paying, transporting, exchanging, and maintaining goods and services for the district, including internal business services for operating all schools.
Direction of Business Support Services	2510	Activities concerned with directing and managing the business services area, such as those usually performed by the office of the chief school business official or business manager.
Fiscal Services	2520	Activities concerned with the fiscal operations of the district. This function includes budgeting, receiving and disbursing, bookkeeping, financial accounting, payroll, inventory control, and internal auditing.

Label	Account Number	Source; Notes
Facilities Acquisition and Construction Services	2530	Activities concerned with acquisition of land and buildings, remodeling buildings, construction of buildings and additions to buildings, initial installation or extension of service systems and other built-in equipment, and improvements to sites.
Operation and Maintenance of Plant Services	2540	Activities concerned with keeping the physical plant (i.e., grounds, buildings, and equipment) in an effective and safe working condition. This includes activities aimed at maintaining safety in buildings, on the grounds, and in the vicinity of schools.
Pupil Transportation Services	2550	Activities concerned with conveying pupils to and from school as provided by Article 29 of the School Code [105 ILCS 5/Art. 29] and 23 Ill. Adm. Code 120 (Pupil Transportation Reimbursement). Includes trips between home and school and trips to school activities.
Food Services	2560	Activities concerned with providing food to pupils and staff in a school or district. This service area includes the preparation and serving of regular and incidental meals, lunches, or snacks in connection with school activities and the delivery of food.
Internal Services	2570	Activities concerned with buying, storing, and distributing supplies, furniture, and equipment; those activities concerned with internal duplicating and printing for the school system; and the pickup and transporting of cash from school facilities to the central administrative office or bank for control or deposit.
Total Support Services – Business	**2500**	
Support Services – Central	**2600**	Activities, other than general administration, that support each of the other instructional and supporting services programs. These activities include planning, research, development, evaluation, information, staff, statistical, and data processing services.
Direction of Central Support Services	2610	Activities concerned with directing and managing the central support services as a group.
Planning, Research, Development, and Evaluation Services	2620	Activities associated with conducting and managing programs of planning, research, development, and evaluation for a school system on a system-wide basis.
Information Services	2630	Activities concerned with writing, editing, and other preparation necessary to disseminate educational and administrative information to pupils, staff, managers, or the general public through direct mailing, the various news media, or personal contact.

Label	Account Number	Source; Notes
Staff Services	2640	Activities generally performed by the district's personnel office, such as recruiting and placement, staff transfers, in-service training, health services, and staff accounting.
Data Processing Services	2660	Activities concerned with preparing data for storage, sorting data, and retrieving them for reproduction as information for management and reporting.
Total Support Services – Central	**2600**	
Other Support Services	**2900**	Activities of any support service or classification of services, general in nature, that cannot be classified elsewhere in the 2000 series of accounts. (Describe and itemize.)
TOTAL SUPPORT SERVICES	**2000**	
COMMUNITY SERVICES	**3000**	Services provided by the district for the community as a whole or some segment of the community, such as community recreation programs, civic organization activities, public libraries, programs of custody and child care, welfare services, services to nonpublic schools, and home/school services.
Direction of Community Services	3100	Activities concerned with directing and managing community services activities.
Community Recreation Services	3200	Activities include organizing and supervising playgrounds, swimming pools, and other recreational programs for the community.
Civic Services	3300	Services provided in support of civic affairs or organizations, including services for parent-teacher association meetings, public forums and lectures, and for civil defense planning.
Public Library Services	3400	Activities related to the operation of public libraries by a district, or the provision of library services to the general public through the school's library.
Custody and Child Care Services	3500	Programs for the custodial care of children in residential day schools or child care centers that are not part of, or directly related to, the instructional program and where the attendance of the children is not included in the district's attendance figures.
Welfare Activities Services	3600	Services for individuals who have been designated as needy by an appropriate governmental entity, including stipends for school attendance; salaries paid to pupils for work performed, whether for the district or for an outside concern; and clothing, food, or other personal needs.

Label	Account Number	Source; Notes
Nonpublic School Pupils' Services	3700	Services to pupils attending a school established by an agency other than the State, a subdivision of the State, or the federal government, which usually is supported primarily by nonpublic funds. The services include providing instructional services, attendance and social work services, health services, and transportation services for nonpublic school pupils.
Home/School Services	3800	Services, usually provided in the home, that are designed to provide school readiness training to preschool children and their parents or to help parents provide educational support to their children of school age.
Other Community Services	3900	Services provided to the community that cannot be classified elsewhere in the 3000 series of accounts.
TOTAL COMMUNITY SERVICES	**3000**	
PAYMENTS TO OTHER DISTRICTS AND GOVERNMENTAL UNITS	**4000**	All payments to other districts (formerly "Non-programmed Charges").
Payments to Other Governmental Units (In-State)	**4100**	Payments to in-state districts, generally for tuition, transportation, and all other services rendered to pupils residing in the paying district. When a nonoperating district pays an operating district for the education of pupils, the nonoperating district records the payments here.
Payments for Regular Programs	4110	Payments made to districts for services (exclusive of tuition and transfers).
Payments for Special Education Programs	4120	Payments for special education services other than tuition and transfers.
Payments for Adult/Continuing Education Programs	4130	Payments for services related to adult/continuing education programs other than tuition and transfers.
Payments for CTE Programs	4140	Payments for services related to career and technical education programs other than tuition and transfers.
Payments for Other Programs	4160	Payments for other programs (describe and itemize).
Payments for Community College Programs	4170	Payments made to community colleges for services other than tuition and transfers.
Reserved for "On-Behalf" Payments by the State	4180	Reserved for "on-behalf" payments by the State.
Other Payments to In-State Governmental Units	4190	Other payments made to in-state governmental units not classified elsewhere in the 4100 series of accounts (e.g., payments to intermediate service centers, regional offices of education, and the State Board of Education). (Describe and itemize.)

Label	Account Number	Source; Notes
Subtotal Payments to Other Governmental Units (In-State)	**4100**	Payments to in-state districts for all services rendered to pupils residing in the paying district, other than tuition and transfers. (Expenditures in this function are not counted in state expenditure totals.)
Payments to Other Governmental Units (In-State) – Tuition	**4200**	Payments for tuition.
Payments for Regular Programs – Tuition	4210	Payments for tuition related to regular education programs.
Payments for Special Education Programs – Tuition	4220	Payments for tuition related to special education programs.
Payments for Adult/Continuing Education Programs – Tuition	4230	Payments for tuition related to adult/continuing education programs.
Payments for CTE Programs – Tuition	4240	Payments for tuition related to career and technical education programs.
Payments for Community College Programs – Tuition	4270	Payments to community colleges for the cost of tuition.
Payments for Other Programs – Tuition	4280	Payments for tuition for other programs (describe and itemize).
Other Payments to In-State Governmental Units – Tuition	4290	Other tuition payments made to in-state governmental units not classified elsewhere in the 4200 series of accounts (e.g., payments to intermediate service centers, regional offices of education, and the State Board of Education). (Describe and itemize.)
Subtotal Payments to Other Governmental Units (In-State) – Tuition	**4200**	
Payments to Other Governmental Units (In-State) – Transfers	**4300**	Payments to in-state districts, generally for tuition, transportation, and all other services rendered to pupils residing in the paying district. When a nonoperating district pays an operating district for the education of pupils, the nonoperating district records the payments here.
Payments for Regular Programs – Transfers	4310	Payments made to districts, generally for tuition, services, and transportation related to regular education programs.
Payments for Special Education Programs – Transfers	4320	Payments made to districts, generally for tuition, services, and transportation related to special education programs.
Payments for Adult/Continuing Education Programs – Transfers	4330	Payments made to districts, generally for tuition, services, and transportation related to adult/continuing education programs.

Label	Account Number	Source; Notes
Payments for CTE Programs – Transfers	4340	Payments made to districts, generally for tuition, services, and transportation related to career and technical education programs.
Payments for Community College Programs – Transfers	4370	Payments made to community colleges for the cost of tuition or services provided.
Payments for Other Programs – Transfers	4380	Payments made to districts for other programs.
Other Payments to In-State Government Units – Transfers	4390	Other payments made to in-state governmental units not classified elsewhere in the 4300 series of accounts (e.g., payments to intermediate service centers, regional offices of education, and the State Board of Education). (Describe and itemize.)
Subtotal Payments to Other Governmental Units (In-State) – Transfers	**4300**	
Payments to Other Governmental Units – Out of State	**4400**	Payments to out-of-state districts for services rendered to pupils residing in the paying district, generally for tuition and transportation. When a governmental unit in one state collects money from a nonoperating district for the education of pupils from the nonoperating district and pays it to an operating district in another state, the nonoperating district records the payments here. (These are not counted in national totals of expenditures.)
Payments to Other Governmental Units (Out-of-State)	4410	Payments to out-of-state districts for services rendered to pupils residing in the paying district, generally for tuition and transportation. When a governmental unit in one state collects money from a nonoperating district for the education of pupils from the nonoperating district and pays it to an operating district in another state, the nonoperating district records the payments here. (These are not counted in national totals of expenditures.) (Describe and itemize.)
Payments to Other Governmental Units (Out-of-State) – Tuition	4420	Payments to out-of-state districts for services rendered to pupils residing in the paying district, generally for tuition and transportation. When a governmental unit in one state collects money from a nonoperating district for the education of pupils from the nonoperating district and pays it to an operating district in another state, the nonoperating district records the payments here. (These are not counted in national totals of expenditures.) (Describe and itemize.)

Label	Account Number	Source; Notes
Payments to Other Governmental Units (Out-of-State) – Transfers	4430	Payments to out-of-state districts for services rendered to pupils residing in the paying district, generally for tuition and transportation. When a governmental unit in one state collects money from a nonoperating district for the education of pupils from the nonoperating district and pays it to an operating district in another state, the nonoperating district records the payments here. (These are not counted in national totals of expenditures.) (Describe and itemize.)
Subtotal Payments to Other Governmental Units (Out-of-State)	**4400**	
TOTAL PAYMENTS TO OTHER DISTRICTS AND GOVERNMENTAL UNITS	**4000**	
DEBT SERVICE	**5000**	Servicing of the district's debts.
Debt Service – Interest on Short-Term Debt	**5100**	
Tax Anticipation Warrants	5110	
Tax Anticipation Notes	5120	
Corporate Personal Property Replacement Tax Anticipation Notes	5130	
State Aid Anticipation Certificates	5140	
Other Interest on Short-Term Debt	5150	
Total Debt Service Interest – Short-Term Debt	**5100**	
Debt Service – Interest on Long-Term Debt	**5200**	
Teachers'/Employees' Orders	5210	
General Obligation Bonds	5220	
Tort Bonds	5230	
Capital Appreciation Bonds	5240	
Revenue Bonds	5250	
Other Bonds	5260	
Capital Leases, Installment Purchase Agreements	5270	
ISBE Loans	5280	

Label	Account Number	Source; Notes
Other Interest on Long-Term Debt	5290	Describe and itemize.
Total Debt Service – Interest on Long-Term Debt	**5200**	
Debt Service -Payment of Principal on Long-Term Debt	**5300**	
Teachers'/Employees' Orders	5310	
General Obligation Bonds	5320	
Tort Bonds	5330	
Capital Appreciation Bonds	5340	
Revenue Bonds	5350	
Other Bonds	5360	
Capital Leases, Installment Purchase Agreements	5370	
ISBE Loans	5380	
Other Principal on Long-Term Debt	5390	Describe and itemize.
Total Debt Service -Payment of Principal on Long-Term Debt	**5300**	
Debt Service Other – Short-Term Debt Principal	**5400**	Describe and itemize.

(Source: Amended at 39 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 14, 2015

TO: **Illinois State Board of Education**

FROM: **Tony Smith, Ph.D., State Superintendent of Education**
Robert Wolfe, Chief Financial Officer
Marcy Dutton, Acting General Counsel

Agenda Topic: **Part 120 (Pupil Transportation Reimbursement) Proposed Amendments for Adoption**

***Materials*:** **Recommended Rules**

***Staff Contacts*:** Tim Imler, Division Administrator

Purpose of Agenda Item
The purpose of this agenda item is to present the proposed amendments for adoption.

Relationship to/Implications for the State Board's Strategic Plan
The proposed rulemaking does not directly relate to the Board's Strategic Goals, as it makes technical changes in the current rules in response to recently enacted legislation.

Expected Outcome of Agenda Item
The Board will be asked to adopt amendments to Part 120.

Background Information
P.A. 98-1057, effective January 1, 2015, allows the parents or guardian of a student enrolled in a school in City of Chicago School District 299 to seek reimbursement for transportation costs if the student must travel through a "safe passage route" on his or her way to school (Section 29-5.2 of the School Code). The addition of "safe passage route" as a criterion for seeking reimbursement has necessitated changes in Sections 120.200, 120.210 and 120.230 of the rules. While the rules should be amended to align to statute, the parent/guardian transportation reimbursement program has not been funded since FY 2009.

Additionally, a definition is being proposed in Section 120.200 to acknowledge that the regional office of education that previously served suburban Cook County has been dissolved and the duties of that office have been assumed by the three education service centers established pursuant to Section 2-3.62 of the School Code. (See P.A. 96-893, effective July 1, 2010, and P.A. 98-647, effective June 13, 2014.)

The proposed rules were published in the Illinois Register February 27, 2015, to elicit public comment; none was received. The version of the amendments presented for adoption is identical to the version the Board initially reviewed in February.

Analysis and Implications for Policy, Budget, Legislative Action and Communications
Policy Implications: Please see "Background" above.
Budget Implications: None.
Legislative Action: None.
Communication: Please see "Next Steps" below.

Pros and Cons of Various Actions

Proceeding with the proposed changes aligns Part 120 to recent statutory changes and makes requirements clear to those affected by the provisions of the rules.

Not proceeding with the rulemaking will result in the Part 120 being in conflict with Article 29 of the School Code.

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:
>
> Pupil Transportation Reimbursement (23 Illinois Administrative Code 120).
>
> 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.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER c: FINANCE

PART 120
PUPIL TRANSPORTATION REIMBURSEMENT

SUBPART A: SCHOOL REIMBURSEMENT

Section

120.10 Definitions
120.20 Transportation and Student Discipline
120.30 Pupil Transportation Services Eligible for Reimbursement
120.40 Pupil Transportation Services and Costs Not Eligible for Reimbursement
120.50 Reimbursable Direct Operating Costs
120.60 Reimbursable Annual Depreciation Allowances
120.70 Deductions from Direct Operating Costs
120.80 Reimbursable Indirect Cost for Pupil Transportation Services
120.90 Cost Proration Related to Pupil Transportation
120.100 Reimbursement Formulas
120.110 Reporting Requirements
120.115 Fully Allocated Costs of Transportation
120.120 Bus Scheduling Services and Software
120.130 Seat Back Reimbursement (Repealed)

SUBPART B: CUSTODIAN REIMBURSEMENT FOR PUPIL TRANSPORTATION

Section

120.200 Definitions
120.210 Custodians Eligible for Reimbursement
120.220 Custodians Not Eligible for Reimbursement
120.230 Responsibilities of Schools
120.235 Responsibilities of Public and Nonpublic Chief Administrative Officers (Repealed)
120.240 Reimbursement
120.245 Responsibilities of the Regional Superintendents of Schools
120.250 Dispute Resolution
120.260 Audit and Enforcement

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

AUTHORITY: Implementing and authorized by Article 29 of the School Code [105 ILCS 5/Art. 29].

SOURCE: Adopted at 10 Ill. Reg. 19438, effective October 31, 1986; amended at 10 Ill. Reg. 21675, effective December 11, 1986; amended at 12 Ill. Reg. 4147, effective February 5, 1988; amended at 13 Ill. Reg. 7731, effective May 8, 1989; amended at 16 Ill. Reg. 10213, effective June 10, 1992; emergency amendment at 18 Ill. Reg. 12853, effective August 9, 1994, for a maximum of 150 days; emergency expired January 6, 1995; amended at 21 Ill. Reg. 2165, effective February 1, 1997; amended at 26 Ill. Reg. 1169, effective January 16, 2002; amended at 28 Ill. Reg. 4575, effective February 24, 2004; amended at 29 Ill. Reg. 12422, effective July 28, 2005; amended at 33 Ill. Reg. 15848, effective November 2, 2009; amended at 39 Ill. Reg. _____, effective _____.

SUBPART B: CUSTODIAN REIMBURSEMENT FOR PUPIL TRANSPORTATION

Section 120.200 Definitions

"Affidavit" means a written statement signed by the custodian in which it is stated that to the best knowledge and belief of the custodian the pupil transportation expenses claimed for the school year indicated are accurate.

"Contemporaneous records" means documentary evidence of expenditures or mileage accumulated for pupil transportation, such as cancelled checks, receipts from public or private carriers or calculations based on odometer readings.

"Custodian" *means an Illinois resident who is the parent, or parents, or legal guardian of a qualifying pupil* (Section 29-5.2 of the School Code).

"Full-time pupil enrolled in kindergarten" means a pupil enrolled ~~in~~ either in a full-day or a half-day kindergarten program.

"One and one-half miles distance" or "1½ miles distance" *means the distance from the exit of the property where the pupil resides to the point where pupils are normally unloaded at the school attended; that distance shall be measured by determining the shortest distance on normally traveled roads or streets.* (~~See~~ Section 29-3 of the School Code~~.~~)

"Qualifying pupil" means an individual who:

is a resident of the State of Illinois; and

is under the age of 21 at the close of the school year for which reimbursement is sought; and

during the school year for which reimbursement is sought, was a full-time pupil enrolled in a kindergarten through 12th grade educational program; and

either:

did not live within 1½ ~~1 1/2~~ miles from the school in which the pupil was enrolled or have access to transportation provided entirely at public expense to and from that school and a point within 1-½ miles of the pupil's residence, measured in a manner consistent with Section 29-3 of the School Code; or

lived within 1-½ miles from the school in which the pupil was enrolled as measured in a manner consistent with Section 29-3 of the School Code and either:

attends public school in a school district organized under Article 34 of the School Code *and must walk or otherwise travel along a safe passage route, as designated by the school board, to reach school or return home; or*

did not have access to transportation provided entirely at public expense to and from that school, and conditions were such that walking would have constituted a serious hazard to the safety of the pupil due to vehicular traffic or railroad crossings (Sections 29-3 and 5.2 of the School Code).

"Qualified transportation expenses" *means costs reasonably incurred by the custodian to transport, for the purposes of attending regularly scheduled day-time classes, a qualifying pupil between the qualifying pupil's residence and the school at which the qualifying pupil is enrolled and shall include automobile expenses at the standard mileage rate allowed by the United States Internal Revenue Service as reimbursement for business transportation expense, as well as payments to mass transit carriers or private carriers and contractual fees for transportation.* (Section 5.2 of the School Code).

"Regional office of education" has the meaning set forth in Article 3A of the School Code [105 ILCS 5/Art. 3A] and includes the chief administrative officer of the educational service centers established pursuant to Section 2-3.62 of the School Code [105 ILCS 5/2-3.62].

"Regularly scheduled daytime classes" means classes that are scheduled during the normal school day as defined by the district, are taken for academic credit, or count towards graduation. Elective or extracurricular classes that are held outside the normal school day are not "regularly scheduled daytime classes".

"School" *means a public or nonpublic elementary or secondary school in Illinois, attendance at which satisfies the requirements of Section* 26-1 of the School Code [105 ILCS 5/26-1] (Section 29-5.2(b)(3) of the School Code).

"Serious safety hazard" means *conditions in which walking would have constituted a serious hazard to the safety of the pupil due to vehicular traffic or railroad crossings, as determined by the Illinois Department of Transportation pursuant to* 92 Ill. Adm. Code 557 (Custodial Transportation of Pupils Where Walking Constitutes a Serious Safety Hazard) (Section 29-3 of the School Code).

(Source: Amended at 39 Ill. Reg. _____, effective _____)

Section 120.210 Custodians Eligible for Reimbursement

a) This Subpart establishes the procedures for reimbursing custodians for qualified transportation expenses as provided in Section 29-5.2 of the School Code ~~[105 ILCS 5/29-5.2]~~.

b) The custodian must complete a claim form, provided by the State Board of Education, no later than June 30 of each year. The claim form will be available at each school attendance center for which the State Board of Education has a mailing address on file.

1) In cases where a qualifying pupil resides within 1½ ~~1 1/2~~ miles of the pupil's school but for whom walking constitutes a serious hazard to the safety of the pupil due to vehicular traffic, the custodian must first request a determination of a serious safety hazard from the Illinois Department of Transportation, except that any custodian who previously received a

determination that a serious safety hazard exists need not resubmit ~~such~~ a request for four years.

2) The custodian's request for a determination of a serious safety hazard must be completed on a form provided by the regional superintendent of schools for the county or educational service center area in which the custodian resides and must be returned to that regional superintendent by February 1 of the school year for which reimbursement will be sought, except that custodians resident of the City of Chicago shall contact the State Board of Education to obtain the form and shall return it to the State Board's Springfield office by February 1 of the school year for which reimbursement will be sought.

c) The custodian shall certify on the claim form provided by the State Board of Education that:

1) the custodian is the parent or legal guardian of the pupils for whom expenses are being claimed;

2) during the school year for which reimbursement is being claimed, the pupils attended regularly scheduled day-time classes as full-time students in a kindergarten through grade 12 program at the public or nonpublic school;

3) the pupils:

A) resided 1½ ~~1 1/2~~ miles or more from the school attended and did not have access to transportation to and from school provided entirely at public expense; or

B) ~~these pupils~~ lived within 1½ ~~1 1/2~~ miles from the school attended, the Illinois Department of Transportation has determined, within the last four years, that walking would constitute a serious hazard to the safety of the pupils due to vehicular traffic, the hazardous conditions remain unchanged, and the pupils did not have access to transportation to and from school provided entirely at public expense; or

C) lived within 1½ miles from the school attended, which is a public school in a school district organized under Article 34 of the School

Code, and must walk or otherwise travel along a safe passage route, as designated by the school board, to reach school or return home; and

4) the custodian paid the amount claimed to transport the pupils to and from school during the school year for which the claim is being submitted.

(Source: Amended at 39 Ill. Reg. _____, effective _____)

Section 120.230 Responsibilities of Schools

a) Schools shall notify custodians of the eligibility criteria set forth in Section 29-5.2 of the School Code and Section 120.210 ~~of this Part~~ by November 1 of each year. This notification shall include the fact that claim forms will be available, as well as informing custodians of the existence of the dispute resolution procedures contained in Section 120.250 ~~of this Part~~.

b) Schools shall make the claim forms available by March 1 of each year at each of their attendance centers for custodians to come in and complete.

c) Each attendance center shall designate a representative to assist custodians in completing claims, to explain eligibility requirements, and to forward completed claims to the State Board of Education by the date specified in subsection (e) ~~of this Section~~.

d) The school's representative will sign each claim form certifying that:

1) he or she is the authorized representative at that specific school;

2) attendance at that school satisfies the Illinois compulsory attendance requirements as specified in Section 26-1 of the School Code ~~[105 ILCS 5/26-1]~~;

3) the pupils claimed attended regularly scheduled day-time classes as full-time pupils at the school during the year claimed;

4) the pupils claimed did not have access to transportation to and from school provided entirely at public expense, or walked or otherwise traveled along a safe passage route, as designated by a school board organized under Article 34 of the School Code, to reach school or return home; and

5) the individual making each claim is the custodian of the pupils claimed.

e) Schools shall transmit the completed forms to the State Superintendent of Education on or before July 31. Claims received by the State Superintendent after July 31 will be reimbursed only if funds remain available for this purpose.

(Source: Amended at 39 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 14, 2015

TO: **Illinois State Board of Education**

FROM: **Tony Smith, Ph.D., State Superintendent of Education**
Robert Wolfe, Chief Financial Officer
Marcy Dutton, Acting General Counsel

Agenda Topic: **Part 151 (School Construction Program) Proposed Amendments for Adoption**

***Materials*:** **Recommended Rules**

***Staff Contacts*:** Debbie Vespa, Division Administrator

Purpose of Agenda Item
The purpose of this agenda item is to present the proposed amendments for adoption.

Relationship to/Implications for the State Board's Strategic Plan
The proposed rulemaking does not directly relate to the Board's Strategic Goals, as it makes technical changes in the current rules in response to recently enacted legislation.

Expected Outcome of Agenda Item
The Board will be asked to adopt amendments to Part 151.

Background Information
P.A. 98-710, effective July 16, 2014, added special education cooperatives to the list of entities eligible to receive school maintenance project grants under the School Construction Law. A definition for "special education cooperative" is being added in Section 151.110 and mention is made of their eligibility in Section 151.100.

Additionally, a definition is being proposed in Section 151.210 to acknowledge that the regional office of education that previously served suburban Cook County has been dissolved and the duties of that office have been assumed by the three education service centers established pursuant to Section 2-3.62 of the School Code. (See P.A. 96-893, effective July 1, 2010, and P.A. 98-647, effective June 13, 2014.)

The proposed rules were published in the Illinois Register February 27, 2015, to elicit public comment; none was received. The version of the amendment presented for adoption is identical to the version the Board initially reviewed in February.

Analysis and Implications for Policy, Budget, Legislative Action and Communications
Policy Implications: Please see "Background" above.
Budget Implications: None.
Legislative Action: None.
Communication: Please see "Next Steps" below.

Pros and Cons of Various Actions
Proceeding with the proposed changes aligns Part 151 to recent statutory changes and makes requirements clear to those affected by the provisions of the rules.

Not proceeding with the rulemaking will result in the Part 151 being in conflict with statute.

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:
>
> School Construction Program (23 Illinois Administrative Code 151).
>
> 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.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER c: FINANCE

PART 151
SCHOOL CONSTRUCTION PROGRAM

SUBPART A: SCHOOL CONSTRUCTION PROJECT GRANTS

Section
151.10 Purpose
151.20 Eligible Applicants
151.30 Application for School Construction Project Grant Entitlement
151.35 Application for School Construction Project Grant Entitlement – Districts With A Population Exceeding 500,000
151.40 Award of Construction Project Grant Entitlement
151.50 Priority Ranking of Construction Grant Entitlements
151.55 Needed Capacity for Unit Districts
151.60 Grant Index
151.70 Debt Service Grants (Repealed)

SUBPART B: SCHOOL MAINTENANCE PROJECT GRANTS

Section
151.100 Purpose; Eligible Applicants
151.110 Definitions
151.120 Application for School Maintenance Project Grants
151.130 Award of School Maintenance Project Grants – Applicants With a Population of 500,000 or Fewer
151.135 Award of School Maintenance Project Grants – School Districts With a Population Exceeding 500,000
151.140 Terms of the Grant

SUBPART C: SCHOOL ENERGY EFFICIENCY PROJECT GRANTS

Section
151.200 Purpose; Eligible Applicants
151.210 Definitions
151.220 Application for School Energy Efficiency Project Grants

151.230 Award of School Energy Efficiency Project Grants – Applicants with a Population of 500,000 or Fewer
151.235 Award of School Energy Efficiency Project Grants – School Districts with a Population Exceeding 500,000
151.240 Terms of the Grant

AUTHORITY: Implementing the School Construction Law [105 ILCS 230] and authorized by Section 5-55 of that Law.

SOURCE: Emergency rules adopted at 22 Ill. Reg. 2616, effective January 16, 1998, for a maximum of 150 days; emergency rules modified in response to JCAR objection at 22 Ill. Reg. 4500; emergency rules expired June 15, 1998; emergency rules adopted at 22 Ill. Reg. 6238, effective March 24, 1998, for a maximum of 150 days; emergency rules modified in response to JCAR objection at 22 Ill. Reg. 7703; emergency expired June 15, 1998; new Part adopted at 22 Ill. Reg. 12538, effective July 6, 1998; emergency amendment at 23 Ill. Reg. 11336, effective September 1, 1999, for a maximum of 150 days; amended at 24 Ill. Reg. 497, effective January 3, 2000; amended at 24 Ill. Reg. 5661, effective March 17, 2000; amended at 26 Ill. Reg. 886, effective January 15, 2002; amended at 32 Ill. Reg. 7410, effective April 22, 2008; amended at 33 Ill. Reg. 7919, effective June 1, 2009; amended at 34 Ill. Reg. 3000, effective February 18, 2010; amended at 35 Ill. Reg. 7416, effective April 25, 2011; amended at 36 Ill. Reg. 5605, effective March 20, 2012; amended at 39 Ill. Reg. _____, effective _____.

SUBPART B: SCHOOL MAINTENANCE PROJECT GRANTS

Section 151.100 Purpose; Eligible Applicants

a) This Subpart implements the School Construction Law [105 ILCS 230], which requires that the State Board of Education issue grants for school maintenance projects.

b) Any school district, cooperative high school, ~~or~~ Type 40 area vocational center or special education cooperative may apply for a grant. An eligible applicant may apply for and receive more than one grant during a fiscal year. For purposes of this Subpart B, the term "district" shall be understood to include each of these eligible entities.

(Source: Amended at 39 Ill. Reg. _____, effective _____)

Section 151.110 Definitions

As used in this Subpart:

"Cooperative high school" means a program established pursuant to Section 10-22.22c of the School Code [105 ILCS 5/10-22.22c].

"Emergency project" means a project made necessary by a disaster described in Section 5-30(1) of the School Construction Law. Conditions caused by age or lack of timely maintenance shall not constitute an emergency. Costs of an emergency project that are covered by insurance may not be claimed as part of an emergency project.

"Grant" means a school maintenance project grant.

"Health/life safety project" means a project that is necessary to correct a violation of the Health/Life Safety Code for Public Schools (23 Ill. Adm. Code 180) or to provide handicapped accessibility or school security.

"Ongoing operational costs" means ordinary maintenance expenses incurred in the course of the applicant's operations, including expenses for employee salaries and benefits, materials~~,~~ and supplies.

"Other project" means a project other than an emergency project, health/life safety project, State program priority project or permanent improvement project.

"Permanent improvement project" means a project designed to upgrade or install building systems (e.g., air conditioning, electrical or plumbing systems) or involving other improvements to a building or structure so that the building or structure is better adapted to the applicant's educational programs.

"Regional office of education" has the meaning set forth in Article 3A of the School Code [105 ILCS 5/Art. 3A] and includes *the chief administrative officer of the educational service centers established pursuant to Section 2-3.62 of* the School Code [105 ILCS 5/2-3.62] (Section 3-0.01 of the School Code).

"School maintenance project" or "project" means *a project, other than a school construction project as defined in Section 5-5 of the School Construction Law* or a school energy efficiency project as defined in Section 5-200 of the School Construction Law [105 ILCS 230/5-5 and 5-200], *intended to provide for the maintenance or upkeep of buildings or structures for educational purposes, but does not include ongoing operational costs* [105 ILCS 230/5-5]. A project may

involve different types of work on a single building or structure, or may involve a single type of work (e.g., new roofing or windows) on several buildings or structures. There is no limit to the cost of a project; however, grant awards shall not exceed $50,000 per project, and applicants shall provide a match from local funds equal to the grant amount requested.

"Special education cooperative" means a cooperative established pursuant to Section 10-22.31 of the School Code [105 ILCS 5/10-22.31].

"State program priority project" means a project that is necessary for energy conservation or that adapts a building or structure to better serve students in a specific program for which the applicant receives funding under the School Code (e.g., preschool education, school technology).

"Type 40 area vocational center" means a career center that is designated by the State Superintendent of Education and jointly owned and operated by member school districts.

(Source: Amended at 39 Ill. Reg. _____, effective _____)

SUBPART C: SCHOOL ENERGY EFFICIENCY PROJECT GRANTS

Section 151.210 Definitions

As used in this Subpart:

"Energy efficiency project" means any improvement, repair, alteration~~,~~ or betterment of any building or facility owned or operated by an eligible applicant as set forth in Section 151.220 ~~of this Part~~, or any equipment, fixture~~,~~ or furnishing to be added to or used in any building or facility, subject to the building code authorized in Section 2-3.12 of the School Code [105 ILCS 5/2-3.12] (see 23 Ill. Adm. Code 180), that is designed to reduce energy consumption and may include, without limitation, one or more of the following:

Insulation of the building envelope, structure or systems within the building;

Storm windows or doors, caulking or weather stripping, multi-glazed windows or doors, heat absorbing or heat reflective glazed and coated window or door systems, additional glazing, reductions in glass area, or

other window and door system modifications that reduce energy consumption;

Automated or computerized energy control systems;

Heating, ventilating, air conditioning, or HVAC system repairs or replacements (this does not include initial installations);

Replacement or modification of lighting fixtures to increase the energy efficiency of the lighting system without increasing the overall illumination of a facility, unless an increase in illumination is necessary to conform to the applicable building code for the lighting system after the proposed modifications are made;

Energy recovery systems;

Energy conservation measures that provide long-term cost reductions;

Alternative energy systems, including but not limited to wind power or solar power systems; and

Other projects designed to reduce the consumption or use of energy.

An energy efficiency project may involve different types of work on a single building or structure, or may involve a single type of work (e.g., new roofing or windows) on several buildings or structures. There is no limit to the cost of a project; however, grant awards shall not exceed $250,000 per project per fiscal year, and applicants shall provide a match from local funds and/or eligible federal or other funds equal to the grant amount requested (see Section 5-200(a) of the School Construction Law).

"Grant" means a school energy efficiency project grant.

"Regional office of education" has the meaning set forth in Article 3A of the School Code [105 ILCS 5/Art. 3A] and includes *the chief administrative officer of the educational service centers established pursuant to Section 2-3.62 of* the School Code [105 ILCS 5/2-3.62] (Section 3-0.01 of the School Code).

(Source: Amended at 39 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 14, 2015

TO: **Illinois State Board of Education**

FROM: **Tony Smith, Ph.D., State Superintendent of Education**
Susie Morrison, Deputy Superintendent/Chief Education Officer
Marcy Dutton, Acting General Counsel

Agenda Topic: **Part 365 (Children's Low-cost Laptop Program) Rules for Adoption**

***Materials*:** **Recommended Repealer**

***Staff Contacts*:** None

Purpose of Agenda Item
The purpose of this agenda item is to present the proposed repealer for adoption.

Relationship to/Implications for the State Board's Strategic Plan
This item is technical in nature and does not directly link to any of the goals of the Strategic Plan.

Expected Outcome of Agenda Item
The Board will be asked to adopt the repealer for Part 365.

Background Information
The Children's Low-cost Laptop Program [105 ILCS 65] was a two-year pilot initiative that funded nine qualifying school districts, allowing them to take advantage of decreases in the cost of technology to establish opportunities to introduce computing skills to students at the elementary grade levels (i.e., grades 3 through 8). The program focused on schools that served a substantial percentage of low-income students, who were low-achieving and had limited access to technological resources. The program was funded in FY 2011 and 2012 through $10 million from the Build Illinois bond funds. The law establishing the program was automatically repealed on August 31, 2012, so the rules implementing the program should also be repealed.

The proposed repealer was published February 27, 2015, in the Illinois Register to elicit public comment. None was received, and the repealer being presented for adoption is identical to the proposal the Board considered in February.

Analysis and Implications for Policy, Budget, Legislative Action and Communications
Policy Implications: Please see "Background" above.
Budget Implications: None.
Legislative Action: None needed.
Communication: Please see "Next Steps" below.

Pros and Cons of Various Actions
Repealing Part 365 updates the administrative code by removing a set of rules that is no longer in effect. Retaining Part 365, on the other hand, would put the agency in conflict with the Illinois Administrative Procedure Act, since the State Board no longer has authority under the School Code to administer the program.

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:
>
> > Children's Low-cost Laptop Program (23 Illinois Administrative Code 365).
>
> 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 repealer will be submitted to the Joint Committee on Administrative Rules to initiate JCAR's review. When that process is complete, the repealer will be filed with the Secretary of State and disseminated as appropriate.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED REPEALER

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER j: TEXTBOOKS AND EQUIPMENT

PART 365
CHILDREN'S LOW-COST LAPTOP PROGRAM (REPEALED)

Section
365.10 Purpose and Applicability
365.20 Eligible Applicants
365.30 Program Specifications
365.40 Application Procedure
365.50 Criteria for the Review of Initial Proposals
365.60 Allocation of Funds

AUTHORITY: Implementing and authorized by the Children's Low-cost Laptop Act [105 ILCS 65].

SOURCE: Emergency rules adopted at 30 Ill. Reg. 11807, effective June 26, 2006, for a maximum of 150 days; adopted at 30 Ill. Reg. 17488, effective October 23, 2006; emergency amendment adopted at 34 Ill. Reg. 12997, effective August 17, 2010, for a maximum of 150 days; amended at 34 Ill. Reg. 19252, effective November 29, 2010; repealed at 39 Ill. Reg. _____, effective _____.

Section 365.10 Purpose and Applicability

This Part establishes the proposal procedure and criteria for selection by the State Superintendent of Education of eligible schools that will receive grant funds under the Children's Low-cost Laptop Act [105 ILCS 65].

Section 365.20 Eligible Applicants

a) Eligible applicants shall be school districts with one or more schools serving any of grades 3 through 8 that:

1) have 40 percent or more of its students eligible to receive free or reduced-price meals under the National School Lunch Program (42 USC 1751 et seq.);

2) are in Academic Early Warning or Academic Watch status under Section 2-3.25d of the School Code [105 ILCS 5/2-3.25d]; and

3) have a significant percentage of the students with limited or no access to laptop computers for use in improving their educational opportunities.

b) For purposes of this Part, any public school operated by an agency of the State of Illinois shall be treated as a "school district".

c) Public university laboratory schools approved by the State Board of Education pursuant to Section 18-8.05(K) of the School Code [105 ILCS 5/18-8.05(K)] and charter schools shall be eligible to apply on the same basis as school districts; see 105 ILCS 5/2-3.109a and 27A-11.5, respectively.

d) Eligibility shall be limited to entities having State-approved technology integration plans.

e) An applicant chosen for funding shall not subsequently lose eligibility due solely to improvement in the status of the schools served relative to Section 2-3.25d of the School Code.

Section 365.30 Program Specifications

a) Recipients under this program shall receive a major portion of the resources necessary to implement a schoolwide or classroom-based program that uses *educational software and computer skills training to improve academic achievement and the progress measures listed in subsection (a) of Section 25 of the Act*. Funding under this program must be in accordance with the purposes set forth in Section 15(b) of the Act.

b) Recipients under this program may be required to upgrade their electrical or other capacity or to make other in-kind contributions as a condition of participation.

c) Each recipient under this program shall be required to develop a policy providing for:

1) students' safety when using the Internet; and

2) students' use of, responsibility for, and return of equipment and materials loaned under this program.

d) Each recipient under this program shall provide laptop computers to administrators only to the extent that these individuals have a demonstrable role in supporting the work of the teachers whose classrooms are served or in conducting or supporting efforts aimed at implementing the strategies outlined in the recipient's State-approved technology integration plan.

e) Each recipient shall compile the information necessary for purposes of the annual progress report required by Section 25 of the Act.

Section 365.40 Application Procedure

a) When State funding is available for this program, the State Superintendent of Education shall issue a Request for Proposals (RFP) in order to solicit proposals from eligible entities.

b) The RFP shall describe the format that applicants will be required to follow and the information they will be required to submit, including at least:

1) a description of the project and its intended outcomes;

2) identification of the specific schools, or classrooms in a school, to be served;

3) a description of the building infrastructure, including technological and electrical capacity, of each participating school;

4) the number of students and the grade levels involved; and

5) the rationale for these choices.

c) The RFP shall require the completion of a budget summary and payment schedule as well as a budget breakdown, i.e., a detailed explanation of each line item of expenditure.

d) The RFP shall identify the data that recipients will be required to collect and report regarding the activities conducted with program funds and the results of those activities, as well as the timelines for reporting. The data shall at least include those elements required under Section 25 of the Act.

e) The RFP shall include such certifications and assurances and program-specific terms of the grant as the State Superintendent may require, to be signed by each applicant that is a party to the proposal and submitted with the proposal.

f) The RFP shall specify the deadline for submission of proposals, which shall provide potential applicants with at least 30 days to respond.

g) Separate proposals shall be required for renewal of grant funding. Each proposal for renewal shall include at least a description of activities during the year just concluded, demonstrating that the project has been implemented in conformance with the approved grant agreement and that the recipient continues to exhibit need for assistance for this purpose.

h) Applicants may be requested to clarify various aspects of their proposals. The contents of the approved proposal shall be incorporated into a grant agreement to be signed by the State Superintendent of Education or designee and the school district superintendent or, in the case of a non-school district applicant, the official authorized to sign the agreement and legally bind the applicant to its provisions.

Section 365.50 Criteria for the Review of Initial Proposals

a) Initial proposals shall be evaluated in accordance with the following criteria:

1) Quality of the Plan (50 points)

A) The proposal indicates how the prevalence of personal laptop computers and other technological resources can be used to mitigate the problems identified.

B) The proposal discusses specific strategies that will be used by teachers and administrators, respectively, to improve the schools' and students' outcomes with respect to the specific problems noted and provides a plan for aligning these strategies to the State-approved technology integration plan.

C) The proposal demonstrates that the teachers and administrators responsible for the classrooms to be served are amenable to the kinds of changes in their work that will occur if a greater reliance on technology is made possible.

D) The proposal links the plan for the use of personal computing technology to other school improvement initiatives relevant to the schools to be served.

2) Need (30 points)

A) The proposal demonstrates that the schools to be served currently have inadequate access to technological resources that can be used directly by students and teachers.

B) The proposal discusses other initiatives and strategies that have not been as effective as hoped in improving students' performance over time.

3) Evaluation Plan (20 points)

The proposal identifies how and by whom each of the data elements implicit in the reporting requirement of Section 25 of the Act will be collected and how each of the applicable comparisons will be made.

b) Proposals shall be grouped according to the geographic areas delineated in Section 20 of the Act, and each proposal shall be ranked only in comparison to proposals from other eligible entities within its respective group.

Section 365.60 Allocation of Funds

a) The State Superintendent of Education shall approve initial proposals and make final determinations regarding the resources to be provided based upon the total funds appropriated for this initiative and the amounts necessary to fund the top-ranked proposals.

b) It is the intention of the State Board of Education to approve proposals in such a way as to ensure that *at least one-third of the participating students are located in the City of Chicago; at least one-third are located in the area that makes up DuPage, Kane, Lake, McHenry, Will and that portion of Cook County located outside of the City of Chicago; and at least one-third are located in the remainder of the State*. (Section 20 of the Act)

c) It is the intention of the State Board of Education to approve projects under this Part for a two-year period. Support in the second year shall be contingent upon the availability of funds for the program and evidence presented in renewal

proposals that the projects have been implemented in accordance with the approved grant agreements and that the recipients continue to need additional State resources in order to maintain comprehensive technology-based learning programs.

d) A district that has received two years' support under this Part may subsequently apply as a new applicant.

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 14, 2015

TO: **Illinois State Board of Education**

FROM: **Tony Smith, Ph.D., State Superintendent of Education**
Susie Morrison, Deputy Superintendent/Chief Education Officer
Marcy Dutton, Acting General Counsel

Agenda Topics: **Part 525 (Intermediate Services) Rules for Adoption**
Part 525 (Regional Offices of Education and Intermediate Services) Repealer for Adoption

***Materials*:** **Recommended Rules and Repealer**

***Staff Contacts*:** Jeff Aranowski, Division Supervisor

Purpose of Agenda Item
The purpose of this agenda item is to present the proposed rules and repealer for adoption.

Relationship to/Implications for the State Board's Strategic Plan
These rulemakings link to Strategic Plan Goal 2, highly prepared and effective teachers and leaders, as under the proposed rules, Regional Offices of Education (ROEs), Intermediate Service Centers (ISCs) and City of Chicago School District 299 (CPS) will provide intermediate services that include computer technology education; staff development in the fundamental learning areas, particularly, math, science and reading; and administration of the Illinois Administrators' Academy.

Expected Outcome of Agenda Item
The Board will be asked to adopt the rules and repealer for Part 525.

Background Information
These rulemakings are the result of four public acts:

1. P.A. 96-568, effective August 18, 2009, which re-focused the duties of the advisory boards for ROEs located outside of Cook County on professional development rather than the provision of intermediate services under Section 2-3.62 of the School Code;
2. P.A. 96-893, effective July 1, 2010, which abolished the suburban Cook County ROE and transferred administration and responsibilities of the office, including the delivery of intermediate services under Section 2-3.62 of the School Code, to the three ISCs operating in suburban Cook County, and abolished the advisory board for the suburban Cook County ROE;
3. P.A.. 97-703, effective June 25, 2012, which reduced the number of regional offices of education from 45 to 35, effective July 1, 2015; and
4. P.A. 98-647, effective June 13, 2014, which directed the chief administrative officer of each of the suburban Cook County ISCs to perform the duties identified in statute for regional superintendents of schools.

The regulatory ramifications of each of these laws are more fully explained below. Although many of the requirements in the current rules will remain in effect, modifying the text of existing

Part 525 to align to the new laws would be unwieldy. For this reason, it is proposed that existing Part 525 be repealed and replaced with new Part 525. Except as noted under "Policy Implications" below, the proposed rules retain the current intermediate service delivery structure that has been in place for more than 20 years, without specifying additional responsibilities or duties.

The proposed rules and repealer were published February 27, 2015, in the Illinois Register to elicit public comment. None was received, and the rules and repealer being presented for adoption are identical to the proposals the Board considered in February.

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

Policy Implications: Part 525 addresses the delivery of services and programs authorized under Section 2-3.62 of the School Code, as well as those under the Illinois Administrators' Academy [105 ILCS 5/2-3.53], and directs ROEs and the suburban Cook County ISCs to administer these services and programs. As defined in the law and the implementing rules, these services include computer technology education; staff development in the fundamental learning areas, particularly, math, science and reading; and administration of the Illinois Administrators' Academy.

Additionally, under Sections 3A-16 and 3A-17 of the School Code [105 ILCS 5/3A-16 and 3A-17], an advisory board was established in each ROE area to advise the office regarding the planning and delivery of the required services and programs. As noted above, P.A. 96-893 repealed Section 3A-17 of the School Code, which eliminated the advisory board in suburban Cook County. In addition, P.A. 96-568 amended Section 3A-16 of the School Code to re-focus the responsibility of advisory boards in the remainder of the state away from services and programs authorized under Section 2-3.62. Due to these statutory changes, the proposed rules no longer contain references to advisory boards.

The abolishment of the ROE in suburban Cook County requires several changes throughout the rules to delegate the responsibilities of the now-defunct ROE to the ISCs. Previously, the Cook County ROE administered the required services and programs through the three ISCs. Funding for these services and programs went to the ROE, which retained a base amount for operations and distributed to each ISC both a base amount and a per-pupil allocation. The ISCs delivered the intermediate services and programs to school districts in their respective areas, but the ROE was the chief administrator "of record".

New Section 525.30 will designate responsibility for intermediate service delivery to each of the ISCs, as is now required under the law. The proposed rules will retain the governing board structure of the ISCs that has been in place since 1985, and the duties of the boards will be limited to only the delivery of intermediate services required under Section 2-3.62 and not to the "ROE" responsibilities specified elsewhere in the School Code that the ISCs have assumed. In addition, the proposal requires that the ISC governing boards employ a chief administrative officer. A similar requirement for the State Superintendent, in consultation with each governing board, to appoint an administrative agent was removed when responsibility for the delivery of intermediate services transferred to the ROE. Without direct oversight from the ROE, explicit direction in the rules for hiring a chief administrative officer is again necessary.

The proposed rules also streamline the provision of intermediate services overall by removing an obsolete reference to regional improvement plans. An annual regional improvement plan has been required since 1995 when the law directed the oversight boards of the ROEs to provide intermediate services based on the "educational needs of the region". Shortly after that

time, the law was again changed to reduce the role of the oversight boards to advisory only and to direct each ROE to provide intermediate services. The changes to the law also removed the requirement for ROEs to consider the "educational needs of the region"; however, the rules retained the regional planning requirement (see Sections 525.120 and 525.130 of the proposed repealer). Since many of the requirements of the planning process mirror what is required in the annual application, the two sections have been merged. Under the proposed rules, ROEs, ISCs and CPS will be required to make service and program determinations based on the identified school improvement needs of their districts or schools, but they will not be held to a prescribed process for doing so (see Section 525.50 of the proposed rules).

Staff also are proposing that requirements for State Board staff to conduct program visits biennially be removed (see Section 525.140(a)((2) of the proposed repealer). The agency does not have sufficient personnel to conduct these visits. Accountability is preserved both by the annual application and document review, and by agency staff's on-site visits when problems or discrepancies are identified or clarification of questions or concerns are necessary. (See Section 525.60 of the proposed rules.)

Additionally, staff are proposing that the rules authorize CPS to administer for the city of Chicago the programs and services specified under Sections 2-3.53 and 2-3.62 (see Section 525.40 of the proposed rules). Since 1995, CPS (rather than an ISC governing board) has administered the required intermediate services via a waiver granted by the General Assembly, so the Chicago ISC's governing board and center staff no longer exist. Therefore, it is proposed that the chief executive officer of CPS, or designee, serve as chief administrator of the ISC, with responsibility for personnel and fiscal accounts and funding, as well as preparing and submitting information relative to ISC services and programs, as directed by the State Superintendent.

Finally, the proposed rules eliminate two requirements that are regulatory in nature.

- ISC Governing boards must meet six times a year and set a calendar (see Section 525.50(c) of the proposed repealer). The boards have been in place since at least 1989 and it does not serve any purpose for the rules to dictate their work schedule.
- Consultant directory (see Section 525.110(a)(4) of the proposed repealer). This requirement was put in place for all 18 ESCs back in 1989 and carried forward into the 1995 rules after the 14 ISCs outside of Cook County were eliminated. ROEs and the ESCs may, on their own, offer the directory, but it is a regulatory requirement only. Staff do not check to see if the directory is maintained, and the requirement appears only on an assurance statement included on the application for funding.

Budget Implications: None. Beginning in FY 2010, the agency provided funding for intermediate services in suburban Cook County directly to each ISC. The ISCs are funded in the same way as all ROEs in the state, in that each will receive a base amount plus an additional per-pupil allocation based on the number of students enrolled in their respective areas.
Legislative Action: None needed.
Communication: Please see "Next Steps" below.

Pros and Cons of Various Actions
The proposal aligns the rules to statutory requirements and is intended to provide a smooth transition in suburban Cook County for the delivery of intermediate services and programs. Additionally, the proposed rules reduce redundancy and overlapping requirements that do not contribute appreciatively to program quality. Codifying in rule CPS's waiver to serve as its own ISC will save the district both time and money associated with the waiver process.

If the agency does not proceed with the rulemaking, the rules will not align to statute, resulting in regulations that are out-of-date and confusing for those being regulated. Failure to change the way in which services are delivered in the city of Chicago will mean that every five years, CPS will need to seek approval of a waiver through the General Assembly in order to continue its current arrangement, a detailed process that requires a public hearing, newspaper publication and distribution of notices, and staff time to prepare the request.

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 rulemakings for:
>
> > Intermediate Services (23 Illinois Administrative Code 525), and
> >
> > Regional Offices of Education and Intermediate Services (repealer) (23 Illinois Administrative Code 525).
>
> 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 and repealer will be submitted to the Joint Committee on Administrative Rules to initiate JCAR's review. When that process is complete, the rules and repealer will be filed with the Secretary of State and disseminated as appropriate.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED RULES

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER o: MISCELLANEOUS

PART 525
INTERMEDIATE SERVICES

Section
525.10 Purpose
525.20 Regional Offices of Education
525.30 Cook County Intermediate Service Centers Outside of the City of Chicago
525.40 City of Chicago Intermediate Service Center
525.50 Annual Application
525.60 Program Evaluation Standards and Procedures
525.70 Fiscal Procedures

AUTHORITY: Implementing Sections 2-3.62 and 2-3.53 and authorized by Section 2-3.62 of the School Code [105 ILCS 5/2-3.62 and 2-3.53].

SOURCE: Adopted at 18 Ill. Reg. 17447, effective November 28, 1994; amended at 21 Ill. Reg. 2172, effective January 29, 1997; amended at 28 Ill. Reg. 15487, effective November 22, 2004; old Part repealed at 39 Ill. Reg. _____ and new Part adopted at 39 Ill. Reg. _____, effective _____.

Section 525.10 Purpose

a) This Part establishes the procedures for the delivery to all school districts of the services and programs required under Sections 2-3.62 and 2-3.53 of the School Code [105 ILCS 5/2-3.62 and 2-3.53] by Regional Offices of Education, the Cook County Intermediate Service Centers and City of Chicago School District 299 ("CPS").

b) Each Regional Office of Education, Intermediate Service Center and CPS shall ensure the provision to all school districts (or in the case of CPS, its schools) of the services and programs listed in this subsection (b). These services may be provided either directly or in cooperation with one or more Regional Offices of Education or Intermediate Service Centers. These services and programs shall include those listed in subsections (b)(1) through (b)(3) and may include the

provision of other administrator and teacher training programs, data collection, on-site consultation, evaluation services, implementation of the improvement practices selected by school district staff and other services identified by school personnel as critical to the completion of their school improvement efforts.

1) Computer Technology Education as specified in Section 2-3.62(2) of the School Code. These technology services must include, but need not be limited to, inservice training and staff development; use, application and evaluation of software; technical assistance; and curriculum development.

2) Staff Development Services in Fundamental Learning Areas, to include at least mathematics, science and reading resources, as specified in Section 2-3.62(3) of the School Code. These services shall include planning, implementation and evaluation services as they relate to the continuing education, inservice training and staff development needs of teachers and administrators in the areas of mathematics, biological and physical sciences, language arts, fine arts, social sciences, and physical development and health. Activities shall include, but not be limited to, assisting in needs assessment activities, providing workshops and inservice training sessions, providing technical assistance, convening study or assessment groups, and acting as a clearinghouse for research materials in the fundamental learning areas.

3) The Illinois Administrators' Academy (Section 2-3.53 of the School Code), to at least provide the following services: assessing regional needs, acting as a clearinghouse for educational materials and research, and keeping accurate records of attendance at inservice training sessions provided through the Illinois Administrators' Academy.

Section 525.20 Regional Offices of Education

a) Each of the 35 Regional Offices of Education established pursuant to Section 3A-4 of the School Code [105 ILCS 5/3A-4] shall provide the services and programs required under Section 525.10 of this Part. The counties comprising each of these offices are as follows:

1) Region 1: Adams, Brown, Cass, Morgan, Pike and Scott counties

2) Region 3: Bond, Christian, Effingham, Fayette and Montgomery counties

3) Region 4: Boone and Winnebago counties

4) Region 8: Carroll, JoDaviess and Stephenson counties

5) Region 9: Champaign and Ford counties

6) Region 11: Clark, Coles, Cumberland, Douglas, Edgar, Moultrie and Shelby counties

7) Region 12: Clay, Crawford, Jasper, Lawrence and Richland counties

8) Region 13: Clinton, Jefferson, Marion and Washington counties

9) Region 16: DeKalb County

10) Region 17: DeWitt, Livingston, Logan and McLean counties

11) Region 19: DuPage County

12) Region 20: Edwards, Gallatin, Hamilton, Hardin, Pope, Saline, Wabash, Wayne and White counties

13) Region 21: Franklin, Johnson, Massac and Williamson counties

14) Region 24: Grundy and Kendall counties

15) Region 26: Fulton, Hancock, McDonough and Schuyler counties

16) Region 28: Bureau, Henry and Stark counties

17) Region 30: Alexander, Jackson, Perry, Pulaski and Union counties

18) Region 31: Kane County

19) Region 32: Iroquois and Kankakee counties

20) Region 33: Henderson, Knox, Mercer and Warren counties

21) Region 34: Lake County

22) Region 35: LaSalle, Marshall and Putnam counties

23) Region 39: Macon and Piatt counties

24) Region 40: Calhoun, Greene, Jersey and Macoupin counties

25) Region 41: Madison County

26) Region 44: McHenry County

27) Region 45: Monroe and Randolph counties

28) Region 47: Lee, Ogle and Whiteside counties

29) Region 48: Peoria County

30) Region 49: Rock Island County

31) Region 50: St. Clair County

32) Region 51: Menard and Sangamon counties

33) Region 53: Mason, Tazewell and Woodford counties

34) Region 54: Vermilion County

35) Region 56: Will County

b) The Regional Superintendent of Schools in each Regional Office of Education shall serve as the chief administrator for the services and programs specified by Section 525.10. The chief administrator shall have the following responsibilities:

1) oversee personnel who are necessary to carry out the services and programs pursuant to Section 525.10;

2) oversee fiscal accounts and the receipt and disbursement of funds; and

3) prepare and submit information as directed by the State Superintendent of Education.

c) Pursuant to Section 2-3.62(f) of the School Code, the 10 Regional Offices of Education with the lowest populations shall enter into cooperative agreements with one or more of the larger regions to provide those services and programs required under Section 525.10 of this Part, provided that:

1) approval for the agreement is obtained from each Regional Superintendent of Schools involved in the cooperative; and

2) if one or more of the 10 Regional Offices of Education cannot enter into a cooperative agreement with one or more of the larger regions, then the State Board of Education shall work with regions so that they enter into a cooperative agreement or, if necessary, assign regions to participate in a cooperative agreement.

Section 525.30 Cook County Intermediate Service Centers Outside of the City of Chicago

a) The Cook County Intermediate Service Centers shall provide intermediate services as set forth in Section 525.10 to that portion of Cook County located outside of the city of Chicago. For the purposes of this Part, the term "education service center", as used in Section 2-3.62 of the School Code, is understood to be "Intermediate Service Center". The Intermediate Service Centers and the school districts comprising each of them are:

1) Intermediate Service Center 5 (i.e., North County Intermediate Service Center), including the area within the territorial boundaries of the following high school districts:

A) Evanston Township High School District 202

B) New Trier Township High School District 203

C) Maine Township High School District 207

D) Township High School District 211

E) Township High School District 214

F) Niles Township Community High School District 219

G) Northfield Township High School District 225

2) Intermediate Service Center 6 (i.e., West Cook County Intermediate Service Center), including the area within the territorial boundaries of the following high school districts:

A) Oak Park and River Forest High School District 200

B) J.S. Morton High School District 201

C) Lyons Township High School District 204

D) Riverside Brookfield Township High School District 208

E) Proviso Township High School District 209

F) Leyden Community High School District 212

G) Ridgewood Community High School District 234

H) Elmwood Park Community Unit District 401

3) Intermediate Service Center 7 (i.e., South Cook County Intermediate Service Center), including the area within the territorial boundaries of the following high school districts:

A) Thornton Township High School District 205

B) Bloom Township High School District 206

C) Lemont Township High School District 210

D) Thornton Fractional Township High School District 215

E) Argo Community High School District 217

F) Community High School District 218

G) Reavis Township High School District 220

H) Rich Township High School District 227

I) Bremen Community High School District 228

J) Oak Lawn Community High School District 229

K) Consolidated High School District 230

L) Evergreen Park Community High School District 231

M) Homewood Flossmoor Community High School District 233

b) Each of the Intermediate Service Centers established pursuant to subsection (a) shall have a Governing Board consisting of 11 members, of whom 3 shall be public school teachers nominated by the local bargaining unit representatives to the existing Governing Board for appointment or election in accordance with that Board's bylaws and no more than 3 members from each of the following categories to include at least superintendents, school board members and a representative of higher education. A member who changes category status shall be allowed to remain on the board only if the change does not violate the membership limits specified in this subsection (b).

1) The members of the Governing Board who represent public school teachers, superintendents and board members shall be selected from school districts within the center's service area.

2) The members of the Governing Board who represent higher education shall be selected from a degree-granting postsecondary institution whose campus lies within the area to be served.

3) The members of the Governing Board who do not represent, are not employed by, or are not the designee of public school teachers, superintendents, school board members or higher education must reside within the area to be served by the center.

c) Terms of office for Governing Board members shall be four years. The method for filling vacancies on the Governing Board, including vacancies created by the expiration of members' terms, shall be determined by each center's Governing Board and shall be specified in its bylaws.

d) Each Governing Board shall have the following duties and responsibilities:

1) to select a chairperson, vice-chairperson and secretary;

2) to review the budget for those services and programs provided pursuant to Section 525.10; and

3) to employ a chief administrative officer.

e) The chief administrative officer of each center shall have the following duties:

1) be the employer of record for personnel who are necessary to carry out the functions of the center, and whose employment has been recommended to and approved by the Governing Board;

2) submit recommendations to the Governing Board for the employment of personnel;

3) provide direction and assistance to center staff pursuant to policies adopted by the Governing Board;

4) supervise and evaluate center staff pursuant to policies adopted by the Governing Board;

5) serve as fiscal agent with authority to receive and disburse funds within a budget adopted by and pursuant to approval by the Governing Board;

6) make recommendations to the Governing Board regarding budget, personnel policies and decisions, and other matters as the Governing Board may delegate; and

7) submit information and reports requested by the State Superintendent of Education.

f) All meetings of the Governing Boards shall comply with the Open Meetings Act [5 ILCS 120].

Section 525.40 City of Chicago Intermediate Service Center

a) CPS shall serve as the Intermediate Service Center for the schools of the district and operate in accordance with this Part.

b) The Chief Executive Officer or his or her designee shall serve as chief administrator for the services and programs specified by Section 525.10 and shall:

1) oversee personnel who are necessary to carry out the services and programs pursuant to Section 525.10;

2) oversee fiscal accounts and the receipt and disbursement of funds; and

3) prepare and submit information as directed by the State Superintendent of Education.

Section 525.50 Annual Application

a) Each Regional Office of Education, Cook County Intermediate Service Center, or CPS shall submit an annual application. The application shall include the following components.

1) A cover page that identifies the Regional Office of Education, Intermediate Service Center or CPS and, in the case of an Intermediate Service Center Governing Board, shows that the Board has formally approved a motion granting authority to submit the application.

2) A description of the services, along with specific activities and timelines, that will be provided by the Regional Office of Education, Intermediate Service Center or CPS pursuant to Sections 2-3.62 and 2-3.53 of the School Code and this Part, either directly or in cooperation with other Regional Offices of Education or Intermediate Service Centers.

A) The proposed services shall be based upon the identification of the school improvement needs of the school districts to be served and how those will be provided (e.g., on-site consultations, meetings, workshops, conferences, other means).

B) Those entities that voluntarily choose to work in cooperation with each other or those that are providing services and programs on behalf of certain Regional Offices of Education in accordance with the provisions of Section 525.20(c) shall ensure that the school improvement needs of the school districts in each region are considered.

3) A plan for evaluating the usefulness of the services provided and whether they meet the needs of the school districts in the respective service region, service center, or in the case of CPS, its schools. The evaluation shall specify the progress made toward meeting each need identified and describe the procedures to be taken to address those needs in which inadequate progress was made and those that continue to be a priority.

4) Job descriptions for the professional and nonprofessional staff to be employed to provide the services and programs specified under Section 525.10. If there will be part-time employees, then the approximate percentage of time they will be assigned to activities shall be submitted. Resumes shall not be submitted.

5) A budget summary and payment schedule, as well as a budget breakdown (i.e., a detailed explanation of each line item of expenditure).

6) The certifications, assurances and program-specific terms of the grant as the State Superintendent of Education may require, to be signed by each applicant that is a party to the application and submitted with the proposal.

b) Applications shall be reviewed by State Board of Education staff. If an application does not meet the criteria set forth in Section 2-3.62 of the School Code and this Part, then State Board staff shall contact the applicant and request the submission of an amended application.

c) Upon determining that an application is in compliance with Sections 2-3.62 and 2-3.53 of the School Code and this Part, the contents of the approved application shall be incorporated into a grant agreement to be signed by the State Superintendent of Education or designee, and the Regional Superintendent of Education, Center Superintendent for the Intermediate Service Center or Chief Executive Officer or designee for CPS, as applicable.

Section 525.60 Program Evaluation Standards and Procedures

The State Board of Education will annually evaluate programs that receive funds under this Part on the basis of the following standards.

a) A review of the Regional Office of Education's, Intermediate Service Center's or CPS' program records and operations reveals that the program complies with the

provisions of Sections 2-3.62 and 2-3.53 of the School Code and that it has been conducted in conformance with the provisions of the application approved pursuant to Section 525.50 of this Part. State Board staff shall review the Regional Office of Education's, Intermediate Service Center's, or CPS' program records at least annually; visits to districts or schools receiving services from a particular office or center will be conducted if the staff believe on-site clarification of questions arising from the documentary review is needed.

b) The services provided continue to meet the school improvement needs of the school districts located within the territory of the Regional Office of Education or Intermediate Service Center or of the schools in CPS.

c) The Regional Office of Education's, Intermediate Service Center's or CPS's evaluation standards and procedures result in findings that report the extent to which the Regional Office of Education, Intermediate Service Center or CPS has met its objectives and provides data and other information that can be used to make program improvements.

Section 525.70 Fiscal Procedures

a) The Regional Superintendent of Schools in each Regional Office of Education, the chief administrative officer for each Intermediate Service Center and the Chief Executive Officer or designee for CPS shall maintain accurate financial records.

1) Regional Superintendents of Schools shall maintain financial records in accordance with Generally Accepted Governmental Auditing Standards.

2) Intermediate Service Centers and CPS shall maintain financial records in accordance with 23 Ill. Adm. Code 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing).

b) Expenditures shall be annually audited by the Auditor General pursuant to Section 2-3.17a of the School Code [105 ILCS 5/2-3.17a] and rules of the Auditor General (74 Ill. Adm. Code 420.320(c); Code of Regulations).

c) The State Board of Education and its agents shall have full and complete access at all times during regular business hours to files, records and all other property maintained by the Regional Superintendent of Schools, Chief Administrative Officer or Chief Executive Officer or designee for services and programs provided pursuant to Section 525.10.

d) All purchases exceeding the amount specified in Section 10-20.21 of the School Code [105 ILCS 5/10-20.21] must be bid in accordance with that Section.

e) Each Regional Superintendent of Schools, Chief Administrative Officer or Chief Executive Officer or designee shall maintain an inventory of equipment acquired with funds received directly from the State of Illinois, which shall be made available to the State Superintendent or designee upon request.

f) Reimbursement made for travel directly related to the services and programs specified in Section 525.10 must be in accordance with the rates established by the Governor's Travel Control Board (80 Ill. Adm. Code 2800; Travel).

g) Registration charges and other fees for professional development, technical assistance and other school improvement activities authorized under Sections 2-3.53 and 2-3.62 of the School Code are to be determined on a cost-recovery basis. Excess funds resulting from registrations and other fees beyond the anticipated cost-recovery basis shall be deposited in a separate fund to be used solely to cover costs incurred due to less-than-anticipated registrations or to reduce the cost of similar activities.

h) A maximum daily rate for consultants shall be established by the Regional Superintendent of Schools, each Governing Board of the Intermediate Service Centers and CPS. The maximum daily rate for individual programs cannot exceed the rate the State Board of Education establishes in the annual application.

i) Each Chief Administrative Officer to the Intermediate Service Center Governing Board shall provide on a regular basis to its Governing Board any fiscal and programmatic information (e.g., expenditures, revenues, contracts, staffing) as is necessary for the Governing Board to perform its duties.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED REPEALER

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER o: MISCELLANEOUS

PART 525
REGIONAL OFFICES OF EDUCATION AND INTERMEDIATE SERVICES (REPEALED)

Section
525.10 Advisory Boards for Regional Offices of Education
525.20 Purpose (Repealed)
525.30 Membership and Selection (Repealed)
525.40 Duties (Repealed)
525.50 Intermediate Service Centers in Cook County Outside the City of Chicago
525.60 City of Chicago Intermediate Service Center
525.100 Role of Chief Administrator
525.110 Programs and Services to be Provided
525.120 Regional Improvement Plan
525.130 Annual Application
525.140 Program Evaluation Standards and Procedures
525.150 Allocation of Funds
525.160 Fiscal Procedures

AUTHORITY: Implementing and authorized by Sections 2-3.62, 3A-16, and 3A-17 of the School Code [105 ILCS 5/2-3.62, 3A-16, and 3A-17].

SOURCE: Adopted at 18 Ill. Reg. 17447, effective November 28, 1994; amended at 21 Ill. Reg. 2172, effective January 29, 1997; amended at 28 Ill. Reg. 15487, effective November 22, 2004; amended at 33 Ill. Reg. 3198, effective January 27, 2009; repealed at 39 Ill. Reg. _____, effective _____.

Section 525.10 Advisory Boards for Regional Offices of Education

a) Beginning on the first Monday of August 1995, each of the 45 Regional Offices of Education established pursuant to Section 3A-4 of the School Code [105 ILCS 5/3A-4] shall have an Advisory Board to advise the Regional Superintendent of Schools concerning programs and services specified in Sections 3A-16 and 3A-17 of the School Code [105 ILCS 5/3A-16 and 3A-17] and Section 525.110 of this Part. The county(ies) comprising each of these offices are as follows:

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED REPEALER

1) Adams and Pike counties
2) Alexander, Johnson, Massac, Pulaski, and Union counties
3) Bond, Effingham, and Fayette counties
4) Boone and Winnebago counties
5) Brown, Cass, Morgan, and Scott counties
6) Bureau, Henry, and Stark counties
7) Calhoun, Greene, Jersey, and Macoupin counties
8) Carroll, JoDaviess, and Stephenson counties
9) Champaign and Ford counties
10) Christian and Montgomery counties
11) Clark, Coles, Cumberland, Douglas, Edgar, Moultrie, and Shelby counties
12) Clay, Crawford, Jasper, Lawrence, and Richland counties
13) Clinton, Marion, and Washington counties
14) Cook County, excluding the city of Chicago
15) DeKalb County
16) DeWitt, Livingston, and McLean counties
17) DuPage County
18) Edwards, Gallatin, Hardin, Pope, Saline, Wabash, Wayne, and White counties
19) Franklin and Williamson counties
20) Fulton and Schuyler counties
21) Grundy and Kendall counties
22) Hamilton and Jefferson counties
23) Hancock and McDonough counties
24) Henderson, Mercer, and Warren counties
25) Iroquois and Kankakee counties
26) Jackson and Perry counties
27) Kane County
28) Knox County
29) Lake County
30) LaSalle County
31) Lee and Ogle counties
32) Logan, Mason, and Menard counties
33) Macon and Piatt counties
34) Madison County
35) Marshall, Putnam, and Woodford counties
36) McHenry County
37) Monroe and Randolph counties
38) Peoria County

39) Rock Island County
40) St. Clair County
41) Sangamon County
42) Tazewell County
43) Vermilion County
44) Whiteside County
45) Will County

b) That portion of Cook County outside of the city of Chicago will constitute a Regional Office of Education (Section 3A-1 of the School Code [105 ILCS 5/3A-1]). The programs specified in Section 3A-17 of the School Code will be administered through the following Intermediate Service Centers:

1) North Cook, including the area within the territorial boundaries of the following high school districts:

A) Evanston Township High School District 202
B) New Trier Township High School District 203
C) Maine Township High School District 207
D) Township High School District 211
E) Township High School District 214
F) Niles Township Community High School District 219
G) Northfield Township High School District 225

2) West Cook, including the area within the territorial boundaries of the following high school districts:

A) Oak Park and River Forest High School District 200
B) J. S. Morton High School District 201
C) Lyons Township High School District 204
D) Riverside Brookfield Township High School District 208
E) Proviso Township High School District 209
F) Leyden Community High School District 212
G) Ridgewood Community High School District 234
H) Elmwood Park Community Unit District 401

3) South Cook, including the area within the territorial boundaries of the following high school districts:

A) Thornton Township High School District 205

B) Bloom Township High School District 206
C) Lemont Township High School District 210
D) Thornton Fractional Township High School District 215
E) Argo Community High School District 217
F) Community High School District 218
G) Reavis Township High School District 220
H) Rich Township High School District 227
I) Bremen Community High School District 228
J) Oak Lawn Community High School District 229
K) Consolidated High School District 230
L) Evergreen Park Community High School District 231
M) Homewood Flossmoor Community High School District 233

c) There will be no Regional Office of Education in the city of Chicago; however, the Intermediate Service Center serving Chicago School District #299 will remain and operate in accordance with Section 525.60 of this Part.

Section 525.20 Purpose (Repealed)

Section 525.30 Membership and Selection (Repealed)

Section 525.40 Duties (Repealed)

Section 525.50 Intermediate Service Centers in Cook County Outside the City of Chicago

a) Each of the Intermediate Service Centers established pursuant to Section 525.10(b) of this Part shall have a Governing Board consisting of 11 members, of whom 3 shall be public school teachers nominated by the local bargaining unit representatives to the existing Governing Board for appointment or election in accordance with that Board's bylaws and no more than 3 members from each of the following categories to include at least superintendents, school board members and a representative of higher education. The Regional Superintendent (or designee) of Cook County shall be a member of each of these three Governing Boards. A member who changes category status shall be allowed to remain on the board only if the change does not violate the membership limits specified above.

1) The member(s) of the Governing Board who represents public school teachers, superintendents and board members shall be selected from school districts within the center's service area.

2) The member(s) of the Governing Board who represents higher education shall be selected from a degree-granting postsecondary institution whose campus lies within the area to be served.

3) The member(s) of the Governing Board who does not represent, is not employed by, or is not the designee of public school teachers, superintendents, the regional superintendent, school board members or higher education must reside within the area to be served by the center.

b) Terms of office for Governing Board members shall be four years. The method for filling vacancies on the Governing Board, including vacancies created by the expiration of members' terms, shall be determined by each center's Governing Board and shall be specified in its bylaws.

c) Each Governing Board shall have the following duties and responsibilities:

1) to select a chairperson, vice-chairperson and secretary;

2) to review the budget for those services and programs provided pursuant to Section 525.110 of this Part;

3) to review the regional improvement plan for the Regional Office of Education developed pursuant to Section 525.120 of this Part;

4) to adopt an annual calendar of meetings providing for at least six meetings a year; and

5) to submit information and reports requested by the State Superintendent of Education.

d) The three Governing Boards shall work in cooperation and in consultation with the Cook County Regional Office of Education in the delivery of services and programs provided pursuant to Section 525.110 of this Part.

e) All meetings of the Governing Boards shall comply with the Open Meetings Act [5 ILCS 120].

Section 525.60 City of Chicago Intermediate Service Center

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED REPEALER

There shall be an Intermediate Service Center in the city of Chicago, which shall develop and deliver services designed to meet the needs of the schools in its service area pursuant to the requirements of Section 525.110 of this Part.

a) The Chicago Intermediate Service Center shall be governed by an 11-member Governing Board that shall include 3 public school teachers who shall be nominated by the local bargaining unit representative to the existing Governing Board for appointment or election in accordance with that Board's bylaws and no more than 3 members from each of the following categories to include at least a representative of higher education.

    1) The member(s) of the Governing Board who represents public school teachers and subdistrict superintendents shall be selected from the school district within the center's service area.

    2) The member(s) of the Governing Board who represents higher education shall be selected from a degree-granting postsecondary institution whose campus lies within the area to be served.

    3) The member(s) of the Governing Board who does not represent, is not employed by, or is not the designee of public school teachers or higher education must reside within the area to be served by the center.

    4) Terms of office for Governing Board members shall be four years. The method for filling vacancies on the Governing Board, including vacancies created by the expiration of members' terms, shall be determined by the center's Governing Board and shall be specified in its bylaws.

b) The State Superintendent of Education shall designate an administrative agent for the center in consultation with its Governing Board established pursuant to subsection (a) of this Section. The administrative agent shall be either a Regional Office of Education or a public school district and shall serve as the chief administrator of the center with the following responsibilities:

    1) to designate a person to serve as an ex officio nonvoting member of the Governing Board;

2) to be the employer of record for personnel who are necessary to carry out the functions of the center, and whose employment has been recommended to and approved by the Governing Board;

3) to submit recommendations to the Governing Board for the employment of personnel;

4) to provide direction and assistance to center staff pursuant to policies adopted by the Governing Board;

5) to supervise and evaluate center staff pursuant to policies adopted by the Governing Board;

6) to serve as fiscal agent with authority to receive and disburse funds within a budget adopted by and pursuant to approval by the Governing Board;

7) to make recommendations to the Governing Board regarding budget, personnel policies and
decisions, and other such matters as the Governing Board may delegate;

8) to oversee the implementation of the center's regional improvement plan developed pursuant to Section 525.120 of this Part; and

9) to prepare and submit information as directed by the State Superintendent of Education.

c) The Governing Board shall have the following duties and responsibilities:

1) to select a chairperson, vice-chairperson and secretary;

2) to periodically evaluate the performance of the administrative agent and, if such evaluation indicates a change in agent is desirable, to recommend such change to the State Superintendent of Education pursuant to the provisions of subsection (b) of this Section;

3) upon recommendation of the administrative agent, to approve the employment of such personnel as may
be necessary to carry out the functions of the center;

4) to approve the center's budget;

5) to approve the regional improvement plan for the center developed pursuant to Section 525.120 of this Part;

6) to adopt all necessary rules for the management and governance of the center, including bylaws, personnel policies, and an annual calendar of meetings providing for at least six meetings a year;

7) to indemnify, insure and protect the center and its Board members, administrative agent, employees, and authorized volunteers against civil and constitutional rights damage claims and suits and bodily injury and property damage claims and suits; and

8) to submit information and reports as deemed necessary by the State Superintendent of Education.

d) All meetings of the Governing Board shall comply with the Open Meetings Act [5 ILCS 120].

Section 525.100 Role of Chief Administrator

The Regional Superintendent of Schools in each Regional Office of Education shall serve as the chief administrator for the programs and services specified by Section 2-3.62 of the School Code and shall:

a) oversee personnel who are necessary to carry out the services and programs pursuant to Section 525.110 of this Part;

b) provide information to the Advisory Board concerning programs and services specified by Section 525.110 of this Part;

c) oversee fiscal accounts and the receipt and disbursement of funds;

d) oversee the implementation of the Regional Office of Education's regional improvement plan developed pursuant to Section 525.120 of this Part; and

e) prepare and submit information as directed by the State Superintendent of Education.

Section 525.110 Programs and Services to be Provided

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED REPEALER

The following school improvement services shall be provided by each Regional Office of Education and the Chicago Intermediate Service Center as defined in Section 525.10 of this Part. These services shall comprise a core common to all Regional Offices and the Chicago Intermediate Service Center, but shall not limit the range of programs and services that may be offered by one or more of these entities. The 10 Regional Offices of Education with the smallest populations shall provide services under cooperative agreements with one or more of the 35 Regional Offices of Education with the largest populations in accordance with subsection (b) of this Section.

a) Each Regional Superintendent of Schools shall ensure the provision to all school districts of the programs and services listed in this subsection (a). Such services may be provided either directly by each Regional Office of Education or in cooperation with one or more Regional Offices of Education. Such services may include, but need not be limited to, the provision of administrator and teacher training programs, data collection, on-site consultation, evaluation services, implementation of the improvement practices selected by school district staff, and other services identified by school personnel as critical to the completion of their school improvement efforts.

1) Each Regional Office of Education shall provide for Computer Technology Education as specified in Section 2-3.62(2) of the School Code. This shall include planning, implementation, and evaluation services necessary for the establishment of programs designed to achieve computer literacy and high-technology competency. These technology services must include, but need not be limited to, inservice training and staff development; use, application, and evaluation of software; technical assistance; and curriculum development.

2) Each Regional Office of Education shall provide for Staff Development Services in Fundamental Learning Areas, to include at least mathematics, science, and reading resources, as specified in Section 2-3.62(3) of the School Code. These services shall include planning, implementation, and evaluation services as they relate to the continuing education, inservice training, and staff development needs of teachers and administrators in the areas of mathematics, biological and physical sciences, language arts, fine arts, social sciences, and physical development and health. Activities shall include, but need not be limited to, assisting in needs assessment activities, providing workshops and inservice training sessions, providing

technical assistance, convening study or assessment groups, and acting as a clearinghouse for research materials in the fundamental learning areas.

3) Each Regional Office of Education shall ensure access for all administrators to continuing professional development offered through the Illinois Administrators' Academy (Section 2-3.53 of the School Code [105 ILCS 5/2-3.53]) and at least provide the following services: assessing regional needs, acting as a clearinghouse for educational materials and research, and keeping accurate records of attendance at inservice training sessions provided through the Illinois Administrators' Academy.

4) Each Regional Office of Education shall establish and maintain a directory of cooperating consultants used by the Regional Office to provide services to school districts and to make information regarding such consultants available to schools.

b) The 10 Regional Offices of Education with the smallest populations shall enter into cooperative agreements with one or more of the larger regions to provide those services outlined in subsections (a)(1) through (4) of this Section, provided that:

1) approval for the agreement is obtained from each Regional Superintendent of Schools involved in the cooperative;

2) services and programs to be delivered are included in the regional improvement plan pursuant to Section 525.120 of this Part; and

3) if one or more of the 10 Regional Offices of Education cannot enter into a cooperative agreement with one or more of the larger regions, then the State Board of Education shall work with regions so that they enter into a cooperative agreement or, if necessary, assign regions to participate in a cooperative agreement.

Section 525.120 Regional Improvement Plan

a) Each Regional Office of Education, in consultation with its Advisory Board, and the Chicago Intermediate Service Center annually shall develop a plan to carry out the services and programs required under Section 525.110 of this Part. The regional improvement plan shall include a description of:

1) the scope and content of the programs and services to be provided and whether those programs and services will be provided by the Regional Office directly or through a cooperative agreement with one or more other Regional Offices;

2) the services to be provided that address school improvement needs identified by the Regional Office of Education annually through needs assessment conducted in consultation with the region's educators (i.e., teachers, administrators);

3) whether services will be delivered by means of on-site consultations, meetings, workshops, conferences, or other means;

4) the costs for implementing each activity; and

5) the standards and procedures by which the completion of each outcome will be evaluated by the Regional Office of Education. Such evaluation shall specify the progress made toward meeting each need identified in the annual needs assessment and describe the procedures to be taken to address those needs in which inadequate progress was made and those that continue to be a priority.

b) Those Regional Offices of Education that choose to provide the programs and services defined in Section 525.110(a)(1) through (5) of this Part in cooperation with each other shall ensure that each regional improvement plan addresses all the components for each office working in cooperation.

c) The Regional Offices of Education which have contracted with the 10 Regional Offices of Education with the smallest populations to provide programs and services as defined in Section 525.110 of this Part shall work with these offices to develop regional improvement plans and ensure that those plans address all the components for each office.

Section 525.130 Annual Application

Each Regional Office of Education and Chicago Intermediate Service Center shall submit an annual application. The application shall include the following:

a) A letter of transmittal which identifies the Regional Office of Education and, in the case of the Chicago Intermediate Service Center Governing Board, shows that

the Board has formally approved a motion granting authority to submit the application.

b) A detailed annual plan for the services to be provided by the Regional Office of Education or Chicago Intermediate Service Center pursuant to Section 525.120 of this Part. This plan shall be aligned with the school improvement planning needs identified through surveys of school districts to be conducted by each Regional Office of Education when formulating the plan. Objectives along with specific activities shall be presented. Activity statements shall include:

1) an indication of each activity that responds to a need identified in the annual needs assessment as specified in Section 525.120(a)(2) of this Part;

2) an indication of when each activity will be implemented and completed;

3) an indication of who (e.g., Regional Office of Education or Intermediate Service Center staff, consultants) will conduct each activity;

4) an indication of what each activity will accomplish; and

5) evaluation criteria by which progress can be measured.

c) Job descriptions for the professional and nonprofessional staff to be employed by the Regional Office of Education or Chicago Intermediate Service Center. If there will be part-time employees, the approximate percentage of time they will be assigned to activities shall be submitted. Resumes shall not be submitted.

d) Services that may be subcontracted are those which the Regional Office of Education or Chicago Intermediate Service Center staff cannot provide.

1) The following information regarding subcontracts in excess of $5,000 shall be provided to the State Board of Education prior to entering into any subcontract:

A) a statement of what is needed and why the staff cannot provide it;

B) name of the subcontractor;

C) the total subcontract amount;

D) a description of the goods and/or services to be distributed or delivered;

E) a detailed budget, including the beginning and ending dates for the proposed subcontract; and

F) a resume(s) if the subcontract includes professional services.

2) The State Superintendent of Education shall approve a subcontract when the evidence presented demonstrates that a need exists which the Regional Office of Education or Chicago Intermediate Service Center staff cannot meet and that the costs represent fair market value for the goods and/or services to be provided.

e) Applications shall contain a budget indicating in detail each item of expenditure for the programs and services to be provided. The proposed budget shall be presented on a form provided by the State Board of Education. Expenditures shall be annually audited by the Auditor General pursuant to Section 2-3.17a of the School Code [105 ILCS 5/2-3.17a] and rules of the Auditor General (Code of Regulations; 74 Ill. Adm. Code 420.320(c)).

f) Applications must be submitted in accordance with directions set forth by the State Superintendent within 45 days after written notice by the State Board of Education. The Regional Office of Education or Chicago Intermediate Service Center shall submit three copies of the application to the State Superintendent, with one copy bearing the original signature of either the Regional Superintendent or Chairperson of the Governing Board, in the case of the Chicago Intermediate Service Center. No FAX copies will be accepted; however, electronic transmission may be allowed as directed by the State Superintendent of Education.

g) Applications shall be reviewed by State Board of Education staff. If an application does not meet the criteria set forth in Section 2-3.62 of the School Code and this Part, then State Board staff shall contact the applicant and request the submission of an amended application.

h) Upon determining that an application is in compliance with Section 2-3.62 of the School Code and this Part, the State Superintendent of Education shall approve the application and shall notify the Regional Superintendent or, in the case of the

Chicago Intermediate Service Center, the Chairperson of the Governing Board and the Administrative Agent, of such approval.

Section 525.140 Program Evaluation Standards and Procedures

The State Board of Education will annually evaluate programs that receive funds under this Part on the basis of the following standards.

a) A review of the Regional Office of Education or Chicago Intermediate Service Center program records and operations reveals that the program complies with the provisions of Section 2-3.62 of the School Code and that it has been conducted in conformance with the provisions of the application approved by the State Superintendent of Education pursuant to Section 525.130 of this Part. To make these determinations:

1) State Board staff shall review the Regional Office of Education's or the Chicago Intermediate Service Center's program records at least annually; visits to districts receiving services from a particular office or center will be conducted if the staff believes on-site clarification of questions arising from the documentary review is needed;

2) State Board staff shall visit the Regional Office of Education or the Chicago Intermediate Service Center at least once every two years for the purpose of reviewing records and operations on-site; and

3) Additional on-site visits shall be conducted as the State Board staff may deem necessary to resolve any questions arising from the documentary review.

b) Regional Office of Education or the Chicago Intermediate Service Center evaluation standards and procedures shall conform to the requirements of Section 525.120(a)(5) of this Part; and the report resulting from the application of these standards and procedures shall describe the extent to which the Regional Office of Education or the Chicago Intermediate Service Center has met its objectives.

Section 525.150 Allocation of Funds

The State Superintendent will determine the allocation of funding based on the following criteria:

a) the total appropriation of state funds identified with a particular program;

b) the amount of federal grant funds applicable to particular programs to be provided through the Regional Office of Education or Chicago Intermediate Service Center for programs and services to be provided pursuant to Section 525.110 of this Part;

c) the level of each Regional Office of Education's or Chicago Intermediate Service Center's need for support, including levels of expenditure and experience from prior years, as evidenced in its annual application to the State Board of Education; and

d) the need to assure the delivery of services on a statewide basis.

Section 525.160 Fiscal Procedures

a) The Regional Superintendent of Schools in each Regional Office of Education and the Administrative Agent for the Chicago Intermediate Service Center shall maintain accurate financial records. The State Board of Education and its agents shall have full and complete access at all times during regular business hours to files, records and all other property maintained by the Regional Superintendent of Schools or Administrative Agent for programs and services provided pursuant to Section 525.110 of this Part.

b) All purchases exceeding the amount specified in Section 10-20.21 of the School Code [105 ILCS 5/10-20.21] must be bid in accordance with that Section.

c) The Regional Superintendent of Schools and the Administrative Agent of the Chicago Intermediate Service Center shall maintain an inventory of equipment acquired with funds received directly from the State of Illinois.

d) The Regional Superintendent of Schools in each Regional Office of Education and the Governing Board of the Chicago Intermediate Service Center shall establish travel regulations. The travel regulations shall include reimbursement rates, designation of reimbursable items, and other conditions deemed necessary.

e) Registration charges and other fees for professional development, technical assistance, and other school improvement activities authorized under Section 2-3.62 of the School Code are to be determined on a cost-recovery basis. Excess funds resulting from registrations and other fees beyond the anticipated cost-recovery basis shall be deposited in a separate fund to be used solely to cover

costs incurred due to less-than-anticipated registrations or to reduce the cost of similar activities.

f) A maximum daily rate for consultants shall be established by the Regional Superintendents of Schools and the Governing Board of the Chicago Intermediate Service Center. The maximum daily rate for individual programs cannot exceed the rate the State Board of Education establishes in the annual application.

g) The Regional Superintendent, or the Administrative Agent to the Chicago Intermediate Service Center Governing Board, shall provide on a regular basis such fiscal and programmatic information (e.g., expenditures, revenues, contracts, staffing) as is necessary for the Advisory Board or Governing Board to perform its duties.

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 14, 2015

TO: **Illinois State Board of Education**

FROM: **Tony Smith, Ph.D., State Superintendent of Education**
Susie Morrison, Deputy Superintendent/Chief Education Officer
Marcy Dutton, Acting General Counsel

Agenda Topic: **Part 560 (Parental Participation Pilot Project) Rules for Adoption**

***Materials*:** **Recommended Repealer**

***Staff Contacts*:** None

Purpose of Agenda Item
The purpose of this agenda item is to present the proposed repealer for adoption.

Relationship to/Implications for the State Board's Strategic Plan
This item is technical in nature and does not directly link to any of the goals of the Strategic Plan.

Expected Outcome of Agenda Item
The Board will be asked to adopt the repealer for Part 560.

Background Information
The Parental Participation Pilot Project, established under Section 2-3.141 of the School Code, was a four-year pilot program that assisted school districts in defraying the costs of implementing enhanced parental participation activities. Under the program, four projects were funded, one each in the City of Chicago; that portion of Cook County outside of Chicago; DuPage, Kane, Lake and Will counties; and the remainder of the state. The law provided for four years of funding for the projects starting in FY 2007; however, no funding was provided in FY 2010, the last year of the pilot. The law was automatically repealed on December 31, 2010, so the rules implementing the program also should be repealed.

The proposed repealer was published February 27, 2015, in the Illinois Register to elicit public comment. None was received, and the repealer being presented for adoption is identical to the proposal the Board considered in February.

Analysis and Implications for Policy, Budget, Legislative Action and Communications
Policy Implications: Please see "Background" above.
Budget Implications: None.
Legislative Action: None needed.
Communication: Please see "Next Steps" below.

Pros and Cons of Various Actions
Repealing Part 560 updates the administrative code by removing a set of rules that is no longer in effect. Retaining Part 560, on the other hand, would put the agency in conflict with the Illinois Administrative Procedure Act, since the State Board no longer has authority under the School Code to administer the program.

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:
>
> Parental Participation Pilot Project (23 Illinois Administrative Code 560).
>
> 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 repealer will be submitted to the Joint Committee on Administrative Rules to initiate JCAR's review. When that process is complete, the repealer will be filed with the Secretary of State and disseminated as appropriate.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED REPEALER

1) Heading of the Part: Parent Participation Pilot Project

2) Code Citation: 23 Ill. Adm. Code 560

3)

Section Numbers:	Proposed Action:
560.10	Repeal
560.20	Repeal
560.30	Repeal
560.40	Repeal
560.50	Repeal

4) Statutory Authority: 105 ILCS 5/2-3.141

5) Effective Date of Rules:

6) Does this rulemaking contain an automatic repeal date? No

7) Does this rulemaking contain incorporations by reference? No

8) A copy of the adopted repealer, including any material incorporated by reference, is on file in the Agency's principal office and is available for public inspection.

9) Notice of Proposal published in the *Illinois Register*: February 27, 2015; 39 Ill. Reg. 3024

10) Has JCAR issued a Statement of Objection to this rulemaking? No

11) Differences between Proposal and Final Version: None

12) Have all the changes agreed upon by the Agency and JCAR been made as indicated in the agreements issued by JCAR? No changes were requested by JCAR, and no agreement letter was issued.

13) Will this rulemaking replace any emergency rules currently in effect? No

14) Are there any other proposed rulemakings pending on this Part? No

15) Summary and Purpose of the Rulemaking: The Parental Pilot Participation, established under Section 2-3.141 of the School Code, was a four-year pilot program that assisted school districts in defraying the costs of implementing enhanced parental participation activities. Under the program, four projects were funded, one each in the City of

Chicago; that portion of Cook County outside of Chicago; DuPage, Kane, Lake and Will counties; and the remainder of the state. The law provided for four years of funding for the projects starting in FY 2007; however, no funding was provided in FY 2010, the last year of the pilot. The law was automatically repealed on December 31, 2010, so the rules implementing the program also should be repealed.

16) Information and questions regarding this adopted repealer should be directed to:

Amy Jo Clemens, Assistant Superintendent
Department of Innovation and Improvement
Illinois State Board of Education
100 N. First Street, N-242
Springfield, IL 62777

217/524-4832

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED REPEALER

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER o: MISCELLANEOUS

PART 560
PARENTAL PARTICIPATION PILOT PROJECT (REPEALED)

Section
560.10 Purpose and Applicability
560.20 Eligible Applicants
560.30 Application Procedure; Plan
560.40 Criteria for the Review of Initial Proposals
560.50 Allocation of Funds

AUTHORITY: Implementing and authorized by Section 2-3.137 of the School Code [105 ILCS 5/2-3.137].

SOURCE: Adopted at 30 Ill. Reg. 16359, effective September 26, 2006; repealed at 39 Ill. Reg. _____, effective _____.

Section 560.10 Purpose and Applicability

This Part establishes the application procedure and criteria for selection by the State Board of Education of the four districts that will participate in the parental participation pilot program established under Section 2-3.137 of the School Code [105 ILCS 5/2-3.137]. The provisions of this Part apply only to applicants for grants pursuant to that Section.

Section 560.20 Eligible Applicants

Eligible applicants shall be the City of Chicago School District 299 and the 20 lowest-performing school districts within each of the geographic areas identified in Section 2-3.137(d) of the School Code, ranked according to the percentage of all the scores attained by students on most recent administration of the State assessment for which data are available that were classified as demonstrating proficiency (see 23 Ill. Adm. Code 1.30). Public university laboratory schools approved by the State Board of Education pursuant to Section 18-8.05(K) of the School Code [105 ILCS 5/18-8.05(K)] and charter schools shall also be eligible to apply if their performance is within the range of the 20 lowest-performing districts for their respective geographic areas; see 105 ILCS 5/2-3.109a and 27A-11.5, respectively.

Section 560.30 Application Procedure; Plan

a) When State funding is available for the Parental Participation Pilot Project, the State Superintendent of Education shall issue a Request for Proposals (RFP) in order to solicit applications from eligible entities. As used in this Part, a "proposal" or "application" means an academic improvement plan developed in accordance with Section 2-3.137 of the School Code, accompanied by the additional materials applicants will be required to submit in response to the RFP, as described in this Section. For purposes of this Part an "academic improvement plan" means the plan of work for the specific project for which State funding is sought.

b) The RFP shall describe the format that applicants will be required to follow and any additional information they may be required to submit.

c) The RFP shall indicate the amount or expected amount of the appropriation for the program and the expected amount of each grant under this Part, which shall be equal to one-fourth of the total appropriation.

d) The RFP shall include a budget summary and payment schedule, as well as a narrative budget breakdown, i.e., a detailed explanation of each line item of expenditure that discusses the need for State funds in the context of the applicant's other available resources.

e) The RFP shall identify the data recipients will be required to collect and report regarding the activities conducted under the pilot project and the results of those activities, as well as the timelines for reporting.

f) The RFP shall include such certification and assurance forms as the State Superintendent may, by law, require.

g) The RFP shall specify the deadline for submission of proposals, which shall provide potential applicants with at least 45 days to respond.

h) Separate proposals shall be required for renewal of funding during the remaining term of the pilot project (see Section 2-3.137(b) of the School Code). Each proposal for renewal shall include at least:

    1) a description of activities undertaken during the year just concluded, demonstrating that the project has been implemented in conformance with the approved plan and proposal;

2) the information called for in Section 2-3.137(f) of the School Code;

3) an updated project narrative that discusses the services and materials for which funding is requested and a rationale for the activities to be undertaken; and

4) an updated budget summary and payment schedule for the renewal year, including a narrative budget breakdown.

i) Incomplete proposals will not be considered.

Section 560.40 Criteria for the Review of Initial Proposals

a) Applications for initial funding shall be evaluated in accordance with the following criteria:

1) Need for the Project; Quality of the Plan (70 points)

A) The proposal demonstrates that one or more of the elements of need discussed in Section 2-3.137(d)(1) of the School Code are applicable to the schools to be served by the project.

B) The proposal demonstrates that the activities proposed as part of its pilot project are consistent with the parental involvement activities set forth in any approved district or school improvement plan.

C) The proposal demonstrates that other sources of funding are limited to such an extent that the applicant is unable to conduct the proposed activities without funding under this Part.

D) The proposed activities are designed to increase parental participation in the affected school or schools, and the proposal demonstrates that the activities were chosen in response to the needs and characteristics of the families to be served.

E) The proposal indicates how the intended activities are expected to result in one or more of the possible effects described in Section 2-3.137(f) of the School Code.

F) The scope of the proposed activities is reasonable in light of the amount of funding to be provided, and the project will be cost-

effective considering the number of students and parents to be involved.

2) Evaluation Plan (30 points)

A) From among the possible effects described in Section 2-3.137(f) of the School Code, the proposal identifies one or more areas of improvement to be targeted by the project.

B) The proposal identifies specific data and other types of information that will be gathered systematically over the course of the project to determine whether the intended improvements are occurring and to gauge the project's impact.

b) Proposals shall be grouped according to the geographic areas delineated in Section 2-3.137(d) of the School Code, and each proposal shall be ranked only in comparison to proposals from other eligible entities within its respective group.

Section 560.50 Allocation of Funds

a) The State Superintendent of Education shall approve initial applications for funding and make final determinations regarding the amounts to be provided based upon the total funds appropriated for this initiative.

b) In accordance with Section 2-3.137(b) of the School Code, it is the intention of the State Board of Education to approve funding for four projects under this Part for a four-year period. Funding for the second, third, and fourth years shall be contingent upon the availability of funds for the program and evidence presented in renewal proposals that the projects have been implemented in accordance with the approved academic improvement plans and grant agreements.

c) Only the four grantees originally selected shall be eligible for funding in the second, third, and fourth years of the project. If one or more of these grantees does not submit an approvable application for continued funding, the amount appropriated for the year in question and any subsequent years shall be divided evenly among the remaining eligible grantees.

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 14, 2015

TO: **Illinois State Board of Education**

FROM: **Tony Smith, Ph.D., State Superintendent of Education**
Susie Morrison, Deputy Superintendent/Chief Education Officer

Agenda Topic: **Intergovernmental Agreement with Illinois Department of Human Services for the Gateways to Opportunity Scholarship Program**

***Materials*: None**

***Staff Contact(s)*:** Reyna P. Hernandez, Assistant Superintendent, Center for Language and Early Child Development

Purpose of Agenda Item
The Early Childhood Division requests the Board to authorize the State Superintendent to renew an Intergovernmental Agreement (IGA) between the Illinois State Board of Education (ISBE) and the Illinois Department of Human Services (DHS) and authorize an additional $500,000.

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
It is expected the Board will authorize the State Superintendent to renew the Intergovernmental Agreement to continue the partnership between ISBE and DHS to provide funding for the Gateways Scholarship Program.

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 DHS 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 requirements for an Educator License with the early childhood endorsement 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 ISBE entered in an Intergovernmental Agreement (IGA) with the Illinois Department of Human Services for $500,000 ending June 30, 2011, to operate the Gateways to Opportunity Scholarship Fund. The agency has the option to renew the Agreement contingent upon sufficient appropriation and satisfactory work performance in the preceding year and has been renewed for four one-year periods from FY12 through FY15.

This request is for an amendment to extend the end date of the IGA through June 30, 2016, and to request an additional $500,000 of funding for Fiscal Year 2016. This amendment would bring the total amount of funding to $3,000,000. The funding will come from the Early Childhood Block Grant.

The financial background of the Intergovernmental Agreement is illustrated in the table below:

	Current Grant State Funding	Current Grant Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Grant per Fiscal Year
FY11	$ 500,000					$ 500,000
FY12	$ 500,000					$ 500,000
FY13	$ 500,000					$ 500,000
FY14	$ 500,000					$ 500,000
FY15	$ 500,000					$ 500,000
FY16				$500,000		
Total						**$3,000,000**

Business Enterprise Program (BEP)

Intergovernmental Agreements are exempt from the agency's BEP goal because each state agency and university is subject to its own BEP goal.

Effectiveness

Between FY11-FY14, the ISBE Gateways funding has supported 448 educators who have taken 1,986 courses, with verified course completion of nearly 4,764 credit hours. 38% of recipients have received support for more than one year.

The population served by the program has been very diverse: 47.3% White, 36.8% African American, 9.6% Hispanic, 1.8% Asian, 2.7% Multi-Racial/Other.

Figure 1: Race/Ethnicity Reported by ISBE - Funded Gateways Scholarship Program Participant

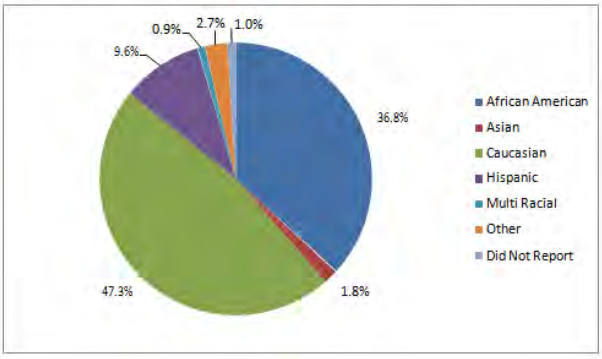
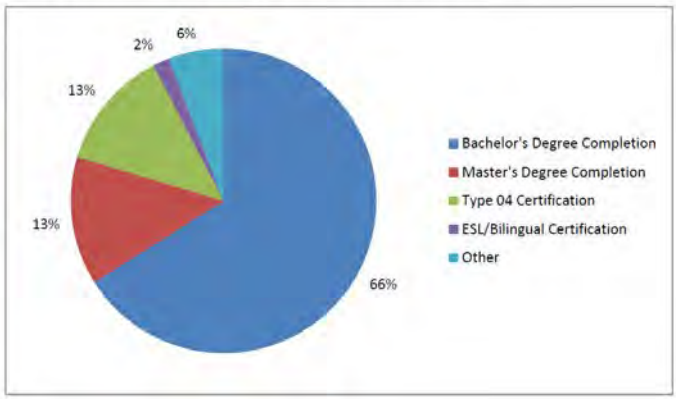


Figure 2: Percent Contracts Funded by Goal As Reported by Participant
Figure 2: Percent Contracts Funded by Goal As Reported by Participant



62% of recipients have used the scholarship towards completing their Bachelor's Degree in Early Childhood or their Type 04 Certification (now Early Childhood Endorsement). 8% have used the scholarship to work towards a Bilingual/ESL Endorsement. 13% have used the scholarship towards a Master's Degree in Early Childhood.

The scholarship program has increased the availability of quality, diverse teaching staff for Preschool for All classrooms.

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, 2016, with an increase of the contract' s maximum amount not to exceed $3,000,000.

Next Steps

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

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 14, 2015

TO: **Illinois State Board of Education**

FROM: **Tony Smith, Ph.D., State Superintendent of Education**
Susie Morrison, Deputy Superintendent/Chief Education Officer

Agenda Topic: **Contract Renewal with Illinois Migrant Council for the Migrant Education Program in Illinois**

***Materials*:** **None**

***Staff Contact(s)*:** Reyna Hernandez, Assistant Superintendent, Center for Language and Early Child Development

Purpose of Agenda Item
The Division of English Language Learning requests the Board to authorize the State Superintendent to continue a contract with the Illinois Migrant Council (IMC) through August 31, 2016, to provide migrant recruiting, inter-state coordination, needs assessment, student records transfer, parent involvement, technical assistance and professional development for the Migrant Education Program (MEP) in Illinois.

Relationship to/Implications for the State Board's Strategic Plan
The contract addresses all three goals. The IMC identifies eligible migrant children and connects them with available local migrant education projects designed to support academic success and high school graduation. The IMC also provides professional development to migrant teachers, administrators, recruiters and staff and offers individual technical assistance to local projects to ensure they establish learning environments that meet the unique needs of migrant students in line with federal program requirements.

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.
Goal 3: Every school will offer a safe and healthy learning environment for all students.

Expected Outcome(s) of Agenda Item
If the Board approves this agenda item, the agency's contract with the Illinois Migrant Council will continue through August 2016 to effectively address the needs of migrant students in the state and to carry out the activities required under federal guidelines.

Background Information
The Agency receives funding under Title I, Part C of No Child Left Behind for the Education of Migratory Children to identify migrant children and provide them with supplemental educational services that address barriers to learning related to mobility to ensure that these students meet the state learning standards with an emphasis on reading and mathematics. Eligible migrants include children through the age of 21 who have not graduated from high school and have moved within the past three years across school district boundaries with a parent or guardian or on their own to find seasonal or temporary work in agriculture or fishing. In Illinois, MEP funds

are distributed to local projects in communities with documented migrant populations. Most services are provided during the summer months when the majority of migrant families are present in the State. To effectively implement the MEP and meet the requirements of Title I, Part C, the Agency implements statewide and inter-state coordination activities that address the needs of migrant children.

To this end, the IMC performs the following activities under their contract:

1) Coordinating the identification and recruitment of all migrant children following federal guidelines for eligibility determination, and conducting recruiter training and quality control procedures;
2) Collecting individual migrant student data that is uploaded onto a federal data base to facilitate inter-state coordination and student records transfer;
3) Producing an updated comprehensive needs assessment to guide program development;
4) Participating in inter-state coordination efforts including multi-state consortia;
5) Involving migrant parents in their children's education; and
6) Providing professional development, technical assistance and support to local MEP projects.

To date in two years of the contract, the Illinois Migrant Council has completed the activities included in their work plan in a timely and effective manner.

Financial Background

In July of 2013, the agency issued a Request for Sealed Proposal (RFSP) for a contract to provide coordination support to the MEP in Illinois. The IMC submitted the winning bid and was awarded a one-year contract with the possibility of four renewals. The requested renewal in the amount of $590,000 for the period ending August 31, 2016, would be the second renewal of the contract.

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
FY14	$	$491,666		$	$	**$491,667**
FY15	$	$590,000		$	$	**$590,000**
FY16	$	$98,333		$	$491,667	**$590,000**
FY17	$	$		$	$590,000	**$590,000**
FY18	$	$		$	$590,000	**$590,000**
FY19					$98,333	**$98,333**
Total	$	$1,180,000				**$2,950,000**

Business Enterprise Program (BEP)

The IMC's contract includes a BEP goal of 20% based on the availability of certified vendors to perform the anticipated direct subcontracting opportunities of this contract.

Due to the nature of the work solicited by the Agency, most of the contracted funds are spent on salaries and benefits for staff that coordinate statewide migrant identification and recruitment, data collection, migrant parent programming and technical assistance and support to local projects. Nevertheless, IMC has made a good faith effort to contract with BEP vendors. The

contract includes $34,875 for subcontractors. Of this amount, $3,000 is obligated for a BEP vendor. They have also begun to work with a BEP vendor for printing and routinely search the BEP vendor list first for potential subcontractors. Most of the budgeted amount for subcontracting has not been awarded yet.

Effectiveness

In the first year and seven months of the contract, the IMC has completed the tasks included in their work plan in a timely and effective manner:

- Conducted identification and recruitment outreach to find migrant children throughout the state by recruiting in regions not served by local migrant projects and coordinating and supporting local project recruiting efforts.

- Successfully collected and verified 2013-14 migrant student data which has been uploaded to the national migrant data base as required for inter-state record sharing.
- Coordinated meetings of local project administrators and parents as specified in the work plan.
- Facilitated stakeholder meetings, collected data and developed a draft of the Comprehensive Needs Assessment for the state migrant program as required under federal guidelines.
- Coordinated events to support the implementation of the 2014 summer migrant program and planned similar events in 2015 including the annual migrant recruiter training (May 18-20), the spring migrant teacher in-service (April 17), the Statewide Migrant Workshop (June15-17).

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

Policy Implications: Approval of the IMC contract continuation will allow the Illinois State Board of Education to meet the requirements of the federal MEP. In addition, the State will have the resources needed to conduct statewide activities that improve education opportunities for highly mobile, at-risk migrant children and youth.

Budget Implications: The contract will be funded with federal Title I, Part C funds. The amount for the contract period (September 1, 2015 – August 31, 2016) will be $590,000.

Legislative Action: None

Communication: None

Pros and Cons of Various Actions

Awarding this contract will allow the Agency to effectively address the needs of migrant students in the state and to carry out the activities required under federal guidelines. The contract will be funded through the federal Title I, Part C MEP allocation to the State.

Superintendent's Recommendation

I recommend that the following motion be adopted

> The State Board of Education hereby authorizes the State Superintendent to renew the current agreement with the Illinois Migrant Council through August 31, 2016, with an increase of the contract's maximum amount not to exceed $1,770,000.

Next Steps

Upon Board authorization, the Agency will renew the IMC contract for the contract period.

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 14, 2015

TO: **Illinois State Board of Education**

FROM: **Tony Smith, Ph.D., State Superintendent of Education**
Susie Morrison, Deputy Superintendent/Chief Education Officer

Agenda Topic: **Contract Renewal with the Illinois Resource Center for FY16 EL Professional Development and Support**

***Materials*:** **None**

***Staff Contact(s)*:** Reyna Hernández, Assistant Superintendent, Center for Language and Early Child Development

Purpose of Agenda Item
The Division of English Language Learning requests the Board to authorize the State Superintendent to renew the contract with the Illinois Resource Center through June 30, 2016, to provide a statewide system of technical assistance and professional development and a bilingual parent summit to support the education of English learners (ELs). The total award, from the contract's inception through and including the renewal through June 30, 2016, will not exceed $8,576,300.61.

Relationship to/Implications for the State Board's Strategic Plan
The training and technical assistance activities under the contract primarily support the following agency goal:

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

Expected Outcome(s) of Agenda Item
It is expected that the Board will authorize the State Superintendent to renew the contract agreement with the Illinois Resource Center for the delivery of ELL Statewide Professional Development services for the period of July 1, 2015 – June 30, 2016.

Background Information
In April of 2011, the Board approved the issuance of a request for sealed proposal (RFSP) to solicit a contractor to provide technical assistance and professional development to Illinois school districts and educators who work with ELs. The agency released an RFSP for this purpose in September of 2011. The successful bidder, the Illinois Resource Center, was awarded an initial six month contract in January 2012 with the option of renewal for up to four additional years. The Illinois Resource Center was the lone bidder, which also held the previous grant to provide EL professional development.

The number of EL students enrolled in Illinois schools continues to grow, with approximately 180,000 ELs representing more than 136 home languages identified in districts throughout the state in the most recent statistical report.

The contract deliverables and services include:

- Providing technical assistance to Illinois districts and schools and Regional Offices of Education (ROEs) related to the education of EL students;
- Providing professional development to teachers, administrators, certificated and non-certificated staff, parents, and community stakeholders including six regional professional development institutes related to EL and bilingual education;
- Providing training and technical assistance to facilitators who work with districts and schools as well as to the districts themselves to help them meet Annual Measureable Achievement Objectives (AMAOs);
- Coordinating and facilitating state meetings including the annual statewide DELL program directors' meeting;
- Coordinating and managing the annual Bilingual Parent Summit; and
- Processing reimbursement payments to school districts for expenses related to sending participants to the annual Bilingual Parent Summit.

Financial Background

In January 2012, the current contract was awarded to the Illinois Resource Center (IRC) through the use of a RFSP. The initial award included four possible one year renewals. This contract was brought back for the Board's approval for FY13, FY14, and FY15.

This request is to renew the current contract from July 1, 2015, to June 30, 2016, for a maximum amount of $1,993,467. The requested amount will increase the maximum amount of the contract to $8,576,300.61, effective July 1, 2012, to June 30, 2016.

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
FY12	$868,393	$55,009.11		$	$	**$923,402.11**
FY13	$1,760,880	$75,289.33		$	$	**$1,836,169.33**
FY14	$1,786,635	$80,663.17		$	$	**$1,867,298.17**
FY15	$1,830,964	$125,000.00		$	$	**$1,955,964**
FY16	$	$		$1,868,467	$125,000	**$1,993,467**
Total	**$6,246,872**	**$335,961.61**		**$1,868,467**	**$125,000**	**$8,576,300.61**

Total Maximum Award Amount over Four and a Half Year Period - $8,576,300.61

Business Enterprise Program (BEP)

The Contract will be awarded with a 5 percent BEP goal, as was stated in the RFSP.

Effectiveness

The Illinois Resource Center provided some of the deliverables later than expected during the FY13 contract period. In FY14, ISBE engaged in extensive negotiations with the contractor to redesign targeted technical assistance and develop a clearer list of deliverables. Deliverable timelines had to be adjusted due to extended negotiations. During FY15, the contractor is providing ISBE with monthly updates on the status of contract deliverables and running records on technical assistance.

Given the redesign of some services, ISBE is working with the contractor to develop a system of evaluating the impact of technical assistance and professional development on educator and school district practice, as well as child outcomes.

The IRC is currently delivering a range of services which are also sought under this renewal, including workshops and technical assistance to educators and school districts and the Annual Bilingual Parent Summit for parents of EL students. In FY14, the Illinois Resource Center is to provide Illinois school districts with a range of services supported in part or in whole by the state contract, including:

- 36 professional development days, to be used as multi-district workshops across the state about instructional strategies, dual language, assessment, parental involvement, multiculturalism and special education. These workshops will serve an estimated 1,500 educators.
- A technical assistance program for 25 districts in their first year of participation and 11 districts in their second year of participation. This technical assistance includes multi-district sessions and one-on-one consultation with districts.
- One Leadership Institute serving approximately 60 participants.
- Six one-day Regional Institutes serving approximately 425 participants.
- Six webinars that will be archived and made available to the general public.
- Two-day State Bilingual Directors' meeting serving 300+ participants.

For the services that have been provided during the current FY15, more than 80 percent of participants in a survey evaluation reported to strongly agree with the following statements:

a) This activity has increased their knowledge and/or skills in their area of certification.
b) The relevance of this activity to ISBE teaching standards was clear.
c) The activity was presented by persons with education and experience in the matter.
d) The material was presented in an organized, easily understood manner.

Analysis and Implications for Policy, Budget, Legislative Action, and Communications
Policy Implications: Approval of the EL Professional Development contract will allow the Agency to continue to provide professional development and technical assistance resources, including consultants with expertise in EL instruction, to promote the use of research–based practices in EL education in Illinois schools. Under this contract, the Agency will also convene the annual Bilingual Parent Summit, which offers parent education and networking opportunities to attendees to support the work of the Bilingual Parent Advisory Committees at the district level.
Budget Implications: $1,868,467 in State Transitional Bilingual Education funds will be used to fund the activities under this contract in FY16. An additional $125,000 in federal Title III funds included under the contract will be used solely for reimbursing districts for the costs of sending parents to the Annual Bilingual Parent Summit. See Financial Background for the contract through FY16.
Legislative Action: None required.
Communication: The field will be informed of the available services and opportunities, including through a catalogue of services developed under the contract. No public media communication is required.

Pros and Cons of Various Actions

Pros: Approval of the renewal of this contract would allow continuation of systematic assistance to targeted areas of the state and districts to support and enhance the education of ELLs.

As ISBE continues to develop and collaborate across the agency to support school districts, disapproval of this contract will require ISBE to alternate approaches to providing professional development and technical assistance services to districts with relation to programming and education for ELs.

Cons: Disapproval of the renewal of this contract will reduce the opportunities of additional training and technical assistance resources to serve ELs at a time when districts are making budget cuts.

Superintendent's Recommendation

I recommend that the following motion be adopted:

> The State Board of Education hereby authorizes the State Superintendent to renew the contract for the delivery of ELL Statewide Professional Development services with the Illinois Resource Center for the amount of $1,993,467 for the period of July 1, 2015 – June 30, 2016, total contract amount not to exceed $8,576,300.61.

Next Steps

Upon Board authorization, Agency staff will draft and execute a contract renewal with the Illinois Resource Center to continue the applicable services.

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 14, 2015

TO: **Illinois State Board of Education**

FROM: **Tony Smith, Ph.D., State Superintendent of Education**
Susie Morrison, Deputy Superintendent/Chief Education Officer

Agenda Topic: **Renewal of Illinois of Intergovernmental Agreement with Northern Illinois University for the Illinois Interactive Report Card**

***Materials*:** **None**

***Staff Contact(s)*:** Amy Jo Clemens, Assistant Superintendent, Center for Innovation & Improvement
Robin M. Lisboa, Division Administrator, Division of System of Support and District Intervention

Purpose of Agenda Item
The Division of System of Support and District Intervention requests the Board to authorize the State Superintendent to renew and amend the intergovernmental agreement (IGA) with Northern Illinois University (NIU) for the continued maintenance and support of MyIIRC which includes Individual Student Data Reports, District and School Rising Star Continuous Improvement Plans, and the 21st Century Community Learning Center Benchmarking Tool for FY16 in the amount of $500,143.

Relationship to/Implications for the State Board's Strategic Plan
The Illinois Interactive Report Card 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.
Goal 3: Every school will offer a safe and healthy learning environment for all students.

Expected Outcome(s) of Agenda Item
The Board is expected to authorize the State Superintendent to renew the intergovernmental agreement with NIU which will ensure continued maintenance and support of MyIIRC through FY 16 without any interruption of services while allowing ISBE time to release a new Request for Sealed Proposals for redesign and redevelopment that will be needed for FY17 and beyond.

Background Information
NIU, in partnership with the Illinois State Board of Education (ISBE), designed and implemented an innovative website called the Illinois Interactive Report Card (IIRC) that provides the public, districts, and schools with an array of informational tools to support improvement activities. Last year, the New Illinois Report Card replaced the public access portion of IIRC. The non-public portion of the website is called MyIIRC and has three features for schools and districts:

- District Individual Student Data Reports;
- District and School Continuous Improvement Rising Star Platform; and

- The 21st Century Community Learning Centers (21st CCLC) Benchmarking Tool.

This memo proposes that ISBE maintains the current MyIIRC system for FY 16 to allow time to make the needed PARCC and ESEA Flexibility Waiver updates and to ensure that there is no break in service for statewide district and school system users. A new RFSP will be completed for a July 1, 2016, execution.

Financial Background

On June 29, 2012, the Illinois State Board of Education entered into an intergovernmental agreement with NIU to provide interactive school and district report cards; individual student data reports and school and district ePlans.

This request is for an amendment to extend the end date of the agreement through June 30, 2016, and to request an additional amount of funding for Fiscal Year 2016 of $500,143 for maintaining MyIIRC. This amendment would bring the total amount of funding to $3,629,047 on this contract from FY 13-FY 16. The funding will come from a combination of the following funding sources: Federal Race to the Top, Federal Special Education IDEA, Federal Title I Administrative, Federal School Improvement and Federal 21st CCLC.

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

	Current State Funding	Current Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total per Fiscal Year
FY13	$ 810,191	$ 384,808				**$1,194,999**
FY14	$ 993,803	$ 472,016				**$1,465,819**
FY15	$ 308,757	$ 159,329				**$ 468,086**
FY16					**$500,143**	**$ 500,143**
Total						**$3,629,047**

Business Enterprise Program (BEP)

Intergovernmental agreements are exempt from the agency's BEP goal because each state agency and university is subject to its own BEP goal.

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

Policy Implications: None.
Budget Implications: The amount of $500,143 is funded through Federal Title I School Improvement ($53,451), Federal Race to the Top ($213,381), Federal Special Education IDEA ($70,465), Federal Title I Administrative ($114,578) and Federal 21st CCLC ($48,268).
Legislative Action: None.
Communication: None.

Pros and Cons of Various Actions

Pros: Renewal of the extension of the NIU intergovernmental agreement will ensure continued maintenance and support of MyIIRC through FY 16 without any interruption of services while allowing ISBE time to release a new RFSP for the significant redesign and redevelopment that will be needed for FY17 and beyond.
Cons: None.

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

> The State Board of Education hereby authorizes the State Superintendent to amend and renew the agreement with NIU through June 30, 2016, and to increase the agreement's amount by $500,143 such that the total amount of the agreement will be $3,629,047; for maintaining and supporting MyIIRC, which includes the Student Individual Data, Rising Star Platform and the 21st CCLC Benchmarking Tool.

Next Steps
Upon Board authorization, procurement staff will present the intergovernmental agreement to the Chief Procurement Office for review and approval of an intergovernmental exemption. Upon approval, Agency staff will draft and execute an intergovernmental agreement renewal to extend until June 30, 2016.

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ILLINOIS STATE BOARD OF EDUCATION MEETING
May 14, 2015

TO: **Illinois State Board of Education**

FROM: **Tony Smith, Ph.D., State Superintendent of Education**
Susie Morrison, Deputy Superintendent/Chief Education Officer

***Agenda Topic*: Approval of the ROE #48-Peoria County for the Illinois Virtual School Exceeding $1 Million**

Staff Contact(s): Jason Helfer, Ph.D., Assistant Superintendent Center for Educator Effectiveness

Purpose of Agenda Item
The Center for Educator Effectiveness requests that the Board authorizes the State Superintendent to amend and renew an Intergovernmental Agreement (IGA) with the Regional Office of Education #48 – Peoria County for the Illinois Virtual School in the amount of $1,200,000.

Relationship to/Implications for the State Board's Strategic Plan
This IGA supports the following Illinois State Board of Education (ISBE) 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
It is expected that the Board will authorize the State Superintendent to renew the IGA with Regional Office of Education #48 – Peoria County for FY16 for an additional year with the total of the contract not to exceed $9,654,822.

Background Information
The Illinois Virtual High School (IVHS) began in January 2001, pursuant to Board action. The Illinois State Board of Education ran the program from 2001-2003. In 2003, the Illinois Math and Science Academy (IMSA) assumed day-to-day operations.

In 2008, ISBE released a Request for Sealed Proposals (RFSP) for the administration and management of the Illinois Virtual School (IVS) which would expand to include professional development offerings for teachers as well as continue to offer high-quality, standards-based courses for students in grades 5-12. These courses would be taught by highly-qualified, Illinois-certified teachers.

The Regional Office of Education #48 – Peoria County was the successful bidder. Since assuming management of the IVS, the new administrator has completed a full course review, moved to a new learning management system, added enhanced and additional course offerings, worked with districts to design and deliver customized courses, revised teacher selection, training and competition, and developed online courses for Illinois teachers to support state and regional initiatives.

Financial Background

On April 1, 2009, the Illinois State Board of Education entered into an intergovernmental agreement with Regional Office of Education #48 – Peoria County for $1,874,822 through June 30, 2010, with six possible one-year renewals which was procured through the use of a request for sealed proposal (RFSP) for the administration and management of the Illinois Virtual School. This IGA was subsequently brought back for the Board's approval for FY11, FY12, FY13, FY14 and FY 15.

This request is to renew the current IGA from July 1, 2015, through June 30, 2016, for $1,200,000. This renewal will increase the maximum amount of the contract to $9,654,822. This amendment to the current intergovernmental agreement will be funded by the State Technology for Success funds.

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
FY09	$ 200,000	$ 24,995				**$ 224,995**
FY10	$1,449,827	$ 200,000				**$1,649,827**
FY11	$1,160,000	$ 120,000				**$1,280,000**
FY12	$1,200,000	$ 250,000				**$1,450,000**
FY13	$1,200,000					**$1,200,000**
FY14	$1,200,000	$ 250,000				**$1,450,000**
FY15	$950,000	$ 250,000				**$1,200,000**
FY 16				$950,000	$250,000	**$1,200,000**
Total	$7,359,827	$1,094,995		$950,000	$250,000	**$9,654,822**

Business Enterprise Program (BEP)

The original solicitation did not include a BEP goal. Additionally, intergovernmental agreements are exempt from the agency's BEP goal.

Effectiveness

Current initiatives of the IVS - Grades 5-12 program:

IVS provides online, teacher-facilitated courses to public, private and home-schooled students in grades 5-12. All courses are standards-aligned and taught by certified Illinois teachers. Upon completion of an IVS course, schools and students receive a Completion Certificate. The local school determines the final grade and awards course credit. Courses are aligned to the new Illinois Learning Standards.

IVS offers a number of courses in the curricular areas of Business and Economics, Career Planning, Computer Technology and Information Technology, Fine Arts, Health, Language Arts, Mathematics, Science, Social Studies, and World Languages.

The cost of teachers is covered by the fees paid by the districts or students. The investment of ISBE supports the technology and infrastructure.

IVS served 2697 students in 2013-14, through 3837 course enrollments. These include:

- Opportunities to enroll in courses that could not fit into their daily school schedule.
- Courses not offered by a student's face-to-face school, such as Advanced Placement®, world languages, and other enrichment opportunities.

- Options to retain resident students looking for an online option, or who may have previously dropped out of school.
- Credit recovery options for students to graduate on time.

When a student requests an IVS course, they must indicate one of the following reasons for taking a course:

- Enrichment (11%)
- Need to Retake (13%)
- Not Offered at My School (19%)
- School Requirement (39%)
- Other (18%)

IVS Outcomes

	FY2011	**FY2012**	**FY2013**	**FY 2014**
% of Course Enrollments Receiving a Completion Certificate	97%	98%	98%	97%
% of Course Enrollments Completed with Passing Grade	92%	91%	90%	92% FS* 48% CR*
Cost per Unit of Service	$509.50	$445.58	$467	$428
% of Students Reporting Satisfaction with On-line Learning	66%	74%	68%	69%
% of Districts Reporting Satisfaction with IVS Services (In Development)	N/A**	94.12%	N/A**	94%

* Full-service courses (FS) - Credit recovery courses (CR)
**Data was not previously requested by ISBE. For FY 14, the question was added to Client Satisfaction Survey.

Other Key Facts:

Student Fee per Full-Service Course	$190 (new price implemented August 2014)
Student Fee per Credit Recovery Course	$70
FY 2014 Course Enrollments	3837, increasing each year since FY 2010 (2530). Note: FY 15 enrollment data to date shows 57% increase over FY 14.
Full-Service Online Courses	142 semester courses recognized by the NCAA and College Board (AP courses)
Participating Districts	295 Districts
Participating Schools	437 Schools (387 public schools and 50 private schools), plus home schooled students.
Certified Teachers Employed by IVS	61 Teachers

Current initiatives of the IVS – professional development program:
In January 2011, the Illinois Virtual School (IVS) began to offer an online delivery system for statewide professional development for Illinois educators, using the same technology built to provide student courses. IVS has partnered with ISBE and regional agencies to deliver and host professional development (PD) opportunities for educators statewide. Professional development opportunities are also offered to Illinois educators for license renewal purposes. Fifteen online courses were available for educators in FY 2014.

The IVS-PD platform allows for a variety of professional development models, including blended, self-paced, and instructor/facilitator-led training. In developing this platform, the goal was to make available a robust registration and content delivery system for agencies to use as a one-stop location for state and regional educator professional development. IVS-PD currently delivers the following online professional development:

- ISBE's Reading First Academy series for kindergarten through third grade
- ISBE's EFAST – Effective Formative Assessment for Students and Teachers
- Fundamentals of Literacy Instruction for Students – ROEs/ISCs
- Introduction to Online Learning – IVS
- Teaching Online 101 – IVS
- Teaching Online 102 – IVS
- ISTAC - Project Choices
    - Getting Started with Co-Teaching
    - Teaching for Success: Differentiating Instruction for ALL Learners
- Intel Teach Elements series, which includes:
    - Project-Based Approaches
    - Assessment in the 21st Century Classrooms
    - Collaboration in the Digital Classroom
    - Educational Leadership in the 21st Century
    - Thinking Critically With Data
- Pre-School Mathematics course

IVS, in conjunction with ISBE and the Regional Offices of Education, is planning for the development for the following online professional development opportunities:

- IATTAP's online Autism Training Course – up to 1,500 enrollments anticipated
- School Nurse Certification

IVS Professional Development Outcomes

	FY2011	**FY2012**	**FY2013**	**FY 2014**
Cost per Unit of Service **	N/A*	$159.29	$168.68	$115

* Initial development of the Professional Development platform and subscriptions cost for teacher participation was covered by a Reading First grant.

Other Key Facts:

Teacher Fee per Course	Ranges from free to $100 for facilitated courses
FY 2014 PD Enrollments	1256
PD Enrollments since 2011	3493

** IVS PD maintains the platform and builds content by one full-time staff member. The cost per unit does not include instructor/facilitator cost, IVS teacher staff development, associated content and licenses cost, etc)

Analysis and Implications for Policy, Budget, Legislative Action and Communications
Policy Implications: Approval of the IGA renewal with the Regional Office of Education #48–Peoria County, will allow the IVS to continue to operate and provide needed services to the students and teachers of Illinois, as well as, expand course options and develop new services.
Budget Implications: State funding sources currently support this effort. This is the last year of the contract and it will need to be rebid during FY16.
Legislative Action: HB 2464, filed in February 2015 by Representative Kay, would establish the Illinois Virtual School as a statewide virtual school to serve Illinois students in kindergarten through grade 12 was re-referred to the rules committee in March 2015. HB 2464 sets forth provisions concerning fees, accountability, online courses, access and equity, a Board of Trustees, the powers of the Board, and the transition from the existing State Board of Education program.
Communication: None required.

Pros and Cons of Various Actions
Pros: Approval of the IGA renewal with Regional Office of Education #48–Peoria County will allow that services can be delivered to provide continued support for implementation of the Illinois Virtual School.
Cons: Funding for this IGA is dependent upon State money.

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

> The State Board hereby authorizes the State Superintendent to renew for one year the Intergovernmental Agreement with the Regional Office of Education #48 – Peoria County through June 30, 2016, and to increase the contract's amount by $1,200,000, such that the total amount of the contract is not to exceed $9,654,822. This contract is for the administration and management of the Illinois Virtual School.

Next Steps
Upon Board authorization, Agency staff will commence the process of renewing the IGA in accordance with the approved motion.

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 14, 2015

TO: **Illinois State Board of Education**

FROM: **Tony Smith, Ph.D., State Superintendent of Education**
Susie Morrison, Deputy Superintendent/Chief Education Officer

Agenda Topic: **Renewal of Intergovernmental Agreement with the University of Chicago**

***Materials*:** **None**

***Staff Contact(s)*:** Jason Helfer, Ph.D., Assistant Superintendent, Center for Educator Effectiveness
Julie Evans, Supervisor, Center for Performance

Purpose of Agenda Item
The Illinois State Board of Education, Center for Performance, requests the Board to authorize the State Superintendent to renew an intergovernmental agreement with the University of Chicago Impact to continue providing the 5Essentials Survey of Learning Conditions to all districts in the state.

Relationship to/Implications for the State Board's Strategic Plan
This intergovernmental agreement between ISBE and the University of Chicago Impact supports 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.

Goal 3: Every school will offer a safe and healthy learning environment for all students.

Under legislation (Senate Bill 7, PERA), the State Board is mandated, on a biennial basis**,** to implement a learning conditions survey. While this survey may help inform state policy and improvement initiatives, it is primarily intended to help local administrators, staff and community stakeholders identify strengths and weaknesses at the district/school level to better target resources and interventions.

Expected Outcome(s) of Agenda Item
It is expected the Board will authorize the State Superintendent to enter into an intergovernmental agreement with the University of Chicago Impact to continue providing the 5Essentials Survey of Learning Conditions at no cost to local districts.

Background Information
The 5Essentials Survey, a diagnostic tool developed by researchers at the University of Chicago, provides schools with fine-grained data on five leading indicators for school

improvement: Effective Leaders, Collaborative Teachers, Involved Families, Supportive Environment and Ambitious Instruction.

Twenty years of University of Chicago research has shown that schools that were strong on at least three of the 5Essentials were 10 times more likely to make substantial gains in reading and math.

All district schools, including alternative schools that fall under the district's domain, are required by legislation to participate in the survey at least every other year. Only districts participating in Race to the Top and those that did not participate in the survey in the prior year will be required to participate by ISBE, but all districts have the option to participate annually. Chicago District 299 requires its schools to participate annually.

Survey results are released to principals and superintendents and a summary of the 5Essential results is reported publicly on the State School Report Card website. Detailed survey reports are also publicly released through the 5Essentials website and the award winning Illinois online report card. Survey results for 2014 and beyond will be normed using the 2013 statewide results so that all schools can demonstrate progress over time on the survey measures. More information is located on the ISBE website at http://www.isbe.net/5essentials/default.htm.

The University of Chicago Impact provides services to administer the Survey of Learning Conditions to students, teachers, and parents statewide. Deliverables include: software licensing and set-up for survey administration; survey communications; tier 1 help desk support; online learning modules on interpretation and data use; survey scoring; and online reporting.

Financial Background

The ISBE first entered into an agreement with the University of Chicago Impact in FY14. General Revenue Funds (GRF) and Federal Race to the Top (RTTT) funds were used in FY14 and FY15.

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
FY14	$133,362	$256,638		$	$	**$390,000**
FY15	$	$350,000		$	$	**$350,000**
FY16	$	$		$192,562	$157,438	**$350,000**
Total	$	$398,410				**$1,090,000**

Business Enterprise Program (BEP)

Intergovernmental Agreements are exempt from the agency's BEP goal.

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

Policy Implications: Participation in the Survey of Learning Conditions is required by state statute.

Budget Implications: None

Legislative Action: None

Communication: None

Pros and Cons of Various Actions
Pros: All districts are provided an opportunity to administer the 5Essentials Survey at no cost.
Cons: None

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

> The State Board of Education hereby authorizes the State Superintendent to enter into an intergovernmental agreement renewal with the University of Chicago Impact at a cost of $350,000 for the renewal period of July 1, 2015, to June 30, 2016, with the potential for one, one year renewal to administer, score and report on all districts taking the 2016 Survey of Learning Conditions.

Next Steps
Upon Board authorization, Agency staff will amend and renew the contract with the University of Chicago Impact.

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 14, 2015

TO: **Illinois State Board of Education**

FROM: **Tony Smith Ph.D., State Superintendent of Education**
Susie Morrison, Deputy Superintendent/Chief Education Officer

Agenda Topic: **Consideration of Approval of the Alternative Licensure Programs at Dominican University**

***Materials*:** Appendix A: SEPLB Letter of Denial: Middle Level Language Arts
Appendix B: SEPLB Letter of Denial: Middle Level Social Science
Appendix C: SEPLB Letter of Denial: Secondary Biology
Appendix D: Letter of Appeal: Middle Level Language Arts
Appendix E: Letter of Appeal: Middle Level Social Science
Appendix F: Letter of Appeal: Secondary Biology

Staff Contact(s): Jason Helfer, Assistant Superintendent for Educator Effectiveness

Purpose of Agenda Item
The Center for Educator Effectiveness requests the Board to authorize the State Superintendent to grant approval to the following alternative licensure programs at Dominican University: Middle Level Language Arts, Middle Level Social Science, and Secondary Biology.

Relationship to/Implications for the State Board's Strategic Plan
Approval for these alternative licensure programs at Dominican University will support Board Goal 2: Every student will be supported by highly prepared and effective teachers and school leaders.

Expected Outcome(s) of Agenda Item
It is expected the Board will authorize the State Superintendent to approve the following alternative licensure programs at Dominican University: Middle Level Language Arts, Middle Level Social Science, and Secondary Biology.

Background Information
At the May 1, 2015, meeting of the State Educator Preparation and Licensure Board (SEPLB), Dominican University proposed the following programs: Elementary Education (Undergraduate), Alternative Middle Level Language Arts, Alternative Middle Level Mathematics, Alternative Middle Level Social Science, Alternative Secondary Biology, and Alternative Secondary Chemistry.

The following programs were approved: Elementary Education (Undergraduate), Alternative Middle Level Language Arts, Alternative Middle Level Math, and Alternative Secondary Chemistry.

Dominican University wishes to appeal the denial of the Alternative Middle Level Language Arts, Alternative Middle Level Social Science, and Alternative Secondary Biology.

If an institution brings forth a program before SEPLB resulting in denial, it may appeal the finding to the State Board of Education. This process includes the Secretary of the SEPLB sending a letter of denial and the submission of a letter of appeal on the part of the institution. The State Board of Education may accept, modify or reverse a recommendation of the SEPLB.

On May 5, 2015, Ms. Kellee Sullivan, Secretary of the SEPLB, sent letters of denial for the Alternative Middle Level Language Arts program, Alternative Middle Level Social Science program, and Alternative Secondary Biology program to the Dean of the College of Education at Dominican University (Appendix A: SEPLB Letter of Denial: Middle Level Language Arts, Appendix B: SEPLB Letter of Denial Middle Level Social Science, and Appendix C: SEPLB Letter of Denial: Secondary Biology):

On May 7, 2015, Victoria Chou, Dean of the College of Education at Dominican University and Colleen Reardon, Director of Alternative Licensure Programs at Dominican University sent Superintendent Smith written requests to appeal the recommendations of SEPLB (Appendix D: Letter of Appeal: Middle Level Language Arts, Appendix E: Letter of Appeal: Middle Level Social Science, and Appendix F: Letter of Appeal: Secondary Biology).

Within these letters of appeal submitted to Superintendent Smith, Dean Chou and Professor Reardon provide information on past history of these programs under previous statutory requirements[1] as well as placement of their candidates in schools.

Financial Background
Not Applicable

Business Enterprise Program (BEP)
Not Applicable

Analysis and Implications for Policy, Budget, Legislative Action, and Communications
Policy Implications: Within the last 20 years, there have been a variety of "alternative" approaches in the preparation of educators. In addition to models like Teach for America, some large urban districts have developed their own training programs that lead to licensure. In order to provide school districts with the widest range of qualified candidates, it is important the Illinois State Board of Education support the approval of educator preparation programs, regardless of approach to preparing educators and ensure the development of quality candidates through the collection of data after the program is in operation.

Additionally, alternative routes for teacher preparation increase the diversity of the candidate pool in terms of experience. In Illinois, alternative preparation programs require that a candidate has already completed an undergraduate degree. This, coupled with those candidates who have additional work experience, can provide districts with individuals possessing different perspectives and experience than those who may have completed a traditional teacher preparation program.

[1]ILCS 105 21-5C required candidates to successfully complete a course of study, a one year residency, and other applicable requirements for licensure. ILCS 105 21-5C was repealed on September 1, 2013. ILCS 105 21B-50 became effective August 26, 2011. Candidates in programs approved under ILCS 105 20B-50 are required to successfully a course of study, a two year residency, and other applicable licensure requirements. The overlap of dates between the two pieces of legislation allowed candidates to complete programs in which they were already enrolled.

Budget Implications: Not Applicable
Legislative Action: Not Applicable
Communication: Not Applicable

Pros and Cons of Various Actions
Pros: Approving the Alternative Middle Level Language Arts, Alternative Middle Level Social Science, and Alternative Secondary Biology. Programs at Dominican will provide districts a more diverse candidate pool (in terms of experience) from which to choose for employment.
Cons: Not approving the Alternative Middle Level Language Arts, Alternative Middle Level Social Science, and Alternative Secondary Biology programs at Dominican could limit the applicant pool for school districts both in CPS and elsewhere in Illinois.

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

> The State Board of Education hereby authorizes the State Superintendent to grant approval to the Alternative Middle Level Language Arts program, the Alternative Middle Level Social Science program, and the Alternative Secondary Biology program at Dominican University.

Next Steps
Upon Board authorization, Agency staff will contact administration at Dominican University and inform them of the approval of Alternative Middle Level Language Arts, Alternative Middle Level Social Science, and Alternative Secondary Biology programs at Dominican University

Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001
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James T. Meeks
Chairman

Tony Smith, Ph.D.
State Superintendent of Education

May 5, 2015

Dr. Victoria Chou, Dean
Dominican University
7900 West Division Street
River Forest, IL 60305

Dear Dr. Chou:

During the May 2015 State Educator Preparation and Licensure Board (SEPLB) meeting members considered Dominican University's proposal for an Alternative Middle Level Language Arts program.

Pursuant to the 23 Illinois Administrative Code, Part 25, Section 25.145 (b)(2) approval of the Alternative Middle Level Language Arts program was denied.

Section 25.160(b) of the 23 Illinois Administrative Code does allow an affected institution to submit a notice of objection to the SEPLB's recommendation.

Should you have additional questions, please contact Emily Fox at efox@isbe.net or by calling 217.782.4123.

Sincerely,

Kellee Sullivan

Kellee Sullivan
Secretary
Illinois State Educator Preparation and Licensure Board

cc: Donna M. Carroll, President
Dr. Therese Hogan, Associate Dean
Dr. Colleen Reardon, Alternative Licensure

Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001
www.isbe.net

James T. Meeks
Chairman

Tony Smith, Ph.D.
State Superintendent of Education

May 5, 2015

Dr. Victoria Chou, Dean
Dominican University
7900 West Division Street
River Forest, IL 60305

Dear Dr. Chou:

During the May 2015 State Educator Preparation and Licensure Board (SEPLB) meeting members considered Dominican University's proposal for an Alternative Middle Level Social Science program.

Pursuant to the 23 Illinois Administrative Code, Part 25, Section 25.145 (b)(2) approval of the Alternative Middle Level Social Science program was denied.

Section 25.160(b) of the 23 Illinois Administrative Code does allow an affected institution to submit a notice of objection to the SEPLB's recommendation.

Should you have additional questions, please contact Emily Fox at efox@isbe.net or by calling 217.782.4123.

Sincerely,

Kellee Sullivan
Secretary
Illinois State Educator Preparation and Licensure Board

cc: Donna M. Carroll, President
Dr. Therese Hogan, Associate Dean
Dr. Colleen Reardon, Alternative Licensure

Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001
www.isbe.net

James T. Meeks
Chairman

Tony Smith, Ph.D.
State Superintendent of Education

May 5, 2015

Dr. Victoria Chou, Dean
Dominican University
7900 West Division Street
River Forest, IL 60305

Dear Dr. Chou:

During the May 2015 State Educator Preparation and Licensure Board (SEPLB) meeting members considered Dominican University's proposal for an Alternative Secondary Biology program.

Pursuant to the 23 Illinois Administrative Code, Part 25, Section 25.145 (b)(2) approval of the Alternative Secondary Biology program was denied.

Section 25.160(b) of the 23 Illinois Administrative Code does allow an affected institution to submit a notice of objection to the SEPLB's recommendation.

Should you have additional questions, please contact Emily Fox at efox@isbe.net or by calling 217.782.4123.

Sincerely,

Kellee Sullivan

Kellee Sullivan
Secretary
Illinois State Educator Preparation and Licensure Board

cc: Donna M. Carroll, President
Dr. Therese Hogan, Associate Dean
Dr. Colleen Reardon, Alternative Licensure

DOMINICAN UNIVERSITY
School of Education

7900 West Division Street (708) 524-6922 t educate@dom.edu
River Forest, IL 60305 (708) 524 6665 f educate.dom.edu

May 6, 2015

Dear Dr. Smith,

Pursuant to the 23 Illinois Administrative Code Sections 25.160 and 25.155, I write to state Dominican University's notice of objection to the SEPLB's recommendation that the middle level alternative licensure program in English Language Arts be denied.

The vote taken at the SEPLB meeting of February 6th was split with six members of the Licensure voting for the proposal and the seven members of the licensure board voting against it. The letter received from Kellee Sullivan regarding the denial of the program did not specify a reason identified by the licensure board for the denial. There were concerns stated by some licensure board members about the need for alternative licensure programs. In fact, when we brought our secondary English/Language Arts Program before the Licensure Board in February they denied it. At the March 18, 2015 meeting of the Illinois State Board of Education, you overturned the ruling of the licensure board and allowed for the secondary English/Language Arts Program to be implemented.

Dominican has had an elementary program with a middle school endorsement in English Language Arts for 11 years. This program was aligned with the rules regarding alternative licensure that expire this year. Our cohorts over the last three years numbered 36. All of candidates in the program had been able to secure placements in either high needs Chicago Public Schools or charter schools in Chicago. We anticipate that when the newly redesigned program is approved that we will have 10 candidates apply to the program and fully expect that placement rate and successful candidate outcomes will continue.

The State of Illinois has recognized the need for specialized training for middle school teachers. This led to the designation of a middle school endorsement as a new area of licensure. Dominican's alternative licensure program in English/Language Arts has been redesigned to meet the need for specialized preparation of teachers at the middle school level and to meet the requirements of the new alternative licensure rules.

While some have criticized alternative licensure programs, the clinical nature of these programs are strengths of this model as is the fact that the alternative licensure programs draw a more diverse number of candidates than traditional teacher preparation programs. Furthermore, the new alternative licensure rules have provisions that will support the candidates in more ways than had previously been the case. University supervisors will be visiting their classrooms once a week. Under previous rules, this was not an expectation. The new program is two years in length and university coursework and support

in the field continues through this second year. This level of support is expected to lead to increase candidate knowledge and skills as classroom teachers.

We are requesting that you forward the recommendation made by SEPLB to the State Board of Education as well as our narrative explanation of its objections for consideration at the May 14, 2015 meeting of the State Board of Education.

Please let us know if you need additional information.

Sincerely,

Victoria Chou, Ph.D.
Interim Dean, School of Education
Dominican University

Colleen Reardon, Ed.D
Director of Alternative Licensure
Dominican University

DOMINICAN UNIVERSITY
School of Education

7900 West Division Street
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educate@dom.edu
educate.dom.edu

May 6, 2015

Dear Superintendent Smith,

Pursuant to the 23 Illinois Administrative Code Sections 25.160 and 25.155, we write to state Dominican University's notice of objection to the SEPLB's recommendation that the middle level alternative licensure program in social studies be denied.

The vote taken at the SEPLB meeting of May 1, 2015 was split with six members of the Licensure voting for the proposal and the seven members of the licensure board voting against it. The letter received from Kellee Sullivan regarding the denial of the program did not specify a reason identified by the licensure board for the denial. There were concerns stated by some licensure board members about the need for alternative licensure programs.

Dominican has had an elementary program with a middle school endorsement in social studies for 11 years. This program was aligned with the rules regarding alternative licensure that expire this year. Our cohorts over the last three years numbered 49. All of candidates in the program had been able to secure placements in either high needs Chicago Public Schools or charter schools in Chicago. We anticipate that when the newly redesigned program is approved that we will have 10 candidates apply to the program and fully expect that placement rate and successful candidate outcomes will continue.

The State of Illinois has recognized the need for specialized training for middle school teachers. This led to the designation of a middle school endorsement as a new area of licensure. Dominican's alternative licensure program in social studies has been redesigned to meet the need for specialized preparation of teachers at the middle school level and to meet the requirements of the new alternative licensure rules.

While some have criticized alternative licensure programs, the clinical nature of these programs is a strength of this model as is the fact that the alternative licensure programs draw a larger number of diverse candidates than traditional teacher preparation programs. Furthermore, the new alternative licensure rules have provisions that will support the candidates in more ways than had previously been the case. University supervisors will be visiting their classrooms once a week. Under previous rules, this was not an expectation. The new program is two years in length and university coursework and support in the field continues through this second year. This level of support is expected to lead to increase candidate knowledge and skills as classroom teachers.

We are requesting that you forward the recommendation made by SEPLB to the State Board of Education as well as our narrative explanation of Dominican's objections to SEPLB's decision for consideration at the next meeting of the State Board.

Please let us know if you need additional information.

Sincerely,

Victoria Chou, Ph.D.
Interim Dean, School of Education
Dominican University

Colleen Reardon, Ed.D
Director of Alternative Licensure
Dominican University

cc: Jason Helfer
Henri Fonville
Emily Fox

DOMINICAN UNIVERSITY
School of Education

7900 West Division Street (708) 524-6922 t educate@dom.edu
River Forest, IL 60305 (708) 524-6665 f educate.dom.edu

May 6, 2015

Dear Superintendent Smith,

Pursuant to the 23 Illinois Administrative Code Sections 25.160 and 25.155, we write to state Dominican University's notice of objection to the SEPLB's recommendation that the secondary level alternative licensure program in Biology be denied.

The vote taken at the SEPLB meeting of May 1, 2015 was split with 6 members of the Licensure Board voting for the proposal and 7 members of the Licensure Board voting against it. The letter received from Kellee Sullivan regarding the denial of the program did not specify a reason for the denial. While there were concerns stated by some licensure board members about the need for alternative licensure programs in general, our secondary chemistry program and our middle school science program were approved by the licensure board.

Dominican University has offered a secondary biology alternative program for four years. During the last three years, 56 candidates successfully completed the program. The cohort size has averaged 19. All of candidates in the program had been able to secure placements in either high needs Chicago Public Schools or charter schools in Chicago. We recently redesigned our program to meet the requirements set out in the new alternative licensure rules. We anticipate that when the newly redesigned program is approved that we will have 20 candidates apply to the program and fully expect that placement rate and successful candidate outcomes will continue.

While some have criticized alternative licensure programs, the clinical nature of these programs is strength of this model as is the fact that the alternative licensure programs draw a larger number of diverse candidates than traditional teacher preparation programs. Furthermore, the new alternative licensure rules have provisions that will support the candidates in more ways than had previously been the case. University supervisors will be visiting their classrooms once a week. Under previous rules, this was not an expectation. The new program is two years in length and university coursework and support in the field continues through this second year. This level of support is expected to lead to increase candidate knowledge and skills as classroom teachers.

We are requesting that you forward the recommendation made by SEPLB to the State Board of Education as well as our narrative explanation of Dominican's objections to SEPLB's decision for consideration at the next meeting of the State Board.

Please let us know if you need additional information.

Sincerely,

Victoria Chou, Ph.D.
Interim Dean, School of Education
Dominican University

Colleen Reardon, Ed.D
Director of Alternative Licensure
Dominican University

cc: Jason Helfer
Henri Fonville
Emily Fox

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 14, 2015

TO: **Illinois State Board of Education**

FROM: **Tony Smith Ph.D., State Superintendent of Education**
Marcy Dutton, Acting General Counsel MD

Agenda Topic: **2015 Legislative Agenda**

Staff Contact(s): Amanda Elliott, Governmental Relations

Purpose of Agenda Item
The purpose of the agenda item is to provide the Board with a summary of the legislation that has been filed and an update on the Board's 2015 legislative agenda.

Relationship to/Implications for the State Board's Strategic Plan
The Legislative Agenda will implement changes that align with all three goals identified within the Board's Strategic Plan.

Expected Outcome(s) of Agenda Item
The Board will be informed of tracked legislation and Board initiatives.

Background Information
Synopsis of Tracked Legislation
A full list of tracked legislation is attached. Bills of particular interest are highlighted below. Friday, April 24, was the deadline for bills to be passed in their original chamber (House Bills out of the House; Senate Bills out of the Senate). Unless otherwise noted, bills listed below have passed the required chamber.

District Policies and Procedures

- HB 165 (Flowers/Delgado) provides that students may voluntarily engage in individually initiated, non-disruptive prayer at any time during the school day including prayer groups, BIBLE (Basic Instruction Before Leaving Earth) clubs, or "meet at the flagpole prayer" days.
- HB 2781 (Fortner/Connelly) amends the School Code to permit districts to utilize e-learning days during days of inclement weather.
- HB 3190 (Davis/Harris) amends the School Code regarding residency determinations.
- HB 4025 (Conroy/Cullerton) amends the School Code to require civics courses.
- SB 100 (Lightford/Davis) makes changes to student discipline policies in school districts.

Task Forces, Advisory Groups, Boards, and Commissions

- HB 3197 (Chapa LaVia/Collins) creates the Attendance Commission within the State Board of Education to study the issue of chronic absenteeism in Illinois and make recommendations for strategies to prevent chronic absenteeism. The Commission is abolished on December 16, 2020.
- HJR 36 (Chapa LaVia) creates the Bilingual Advisory Task Force which is required to evaluate whether the framework for existing bilingual education, including Transitional Bilingual Education programs and the Transitional Program of Instruction, is appropriate

for learning today. The Task Force must submit its findings no later than December 15, 2015. HJR 36 has not passed the House (resolutions do are not subject to the same deadlines as substantive bills).
- SB 1505 (Bertino-Tarrant/Dunkin) amends the School Code to make the State Superintendent subject to Senate confirmation.
- SB 1506 (Bertino-Tarrant/Bradley) amends the School Code to require 3 of the members of ISBE to represent the educator community. Educator community is defined as a member employed as a district superintendent, principal, school business official or teacher. This is an initiative of Vision 20/20.

Funding
- HB 4022 (Welch) and SB 1403 (Barickman) create an evidence-based Professional Judgment Panel consisting of 37 members that is charged with making recommendations for the implementation of an evidence-based adequacy and equity formula for the funding of all school districts beginning with the 2016-17 school year. The panel is required to report on or before December 31, 2015. HB 4022 and SB 1403 have not passed a committee.
- SB 1 (Manar) creates a new model for school funding. SB 1 creates a weighted student formula with approximately 82% of funds going through one funding stream that is equalized to account for district property wealth. SB 1 has not passed a committee.
- SB 1341 (Righter) requires the equalization formula grant within General State Aid (GSA) to be fully funded. This means when appropriations are less than the cost of the claim that shortfalls would be applied to the supplemental low-income grant. SB 1341 has not passed a committee.

Standards and Assessments
- HB 163 (Flowers/Delgado) prohibits ISBE from having separate performance standards for students based on race or ethnicity.
- HB 306 (Guzzardi) allows parents to opt their children out of mandated State assessments. HB 306 has not passed the House.
- HB 2683 (Davis/Delgado) is an initiative of ISBE. The legislation amends multiple articles of the School Code that reference the current state accountability system, including provisions requiring ISBE to place districts on academic status based on Annual Yearly Progress (AYP). Pursuant to the terms of Illinois's waiver from provisions of the No Child Left Behind law, these sections would be replaced with new accountability provisions that will include a calculation of achievement, growth and outcomes, along with a calculation of gaps in achievement, growth and outcomes for our subgroups. The new accountability system will allow ISBE to target assistance to districts depending on achievement, growth and outcomes.
- SB 672 (Lightford/Beiser) adds the subjects of consumer debt, higher education student loans, and identity-theft security to the list of subjects that are required to be included in the financial literacy component of consumer education.
- SB 1455 (Delgado/Golar) amends the School Code to require that one of the three state assessments administered in high school is an assessment for college admissions.
- HR 28 (Flowers) urges ISBE to promote the same educational standards for students of all races so they receive equal access to and rights in education.

Licensure
- HB 494 (Cassidy/Van Pelt) amends the School Code with regard to the currently imposed lifetime ban on licensure for certain criminal convictions and with regard to the

list of criminal convictions that automatically disqualify an individual from holding a teaching license or being employed in public schools or nonpublic ISBE-recognized schools. ISBE is now in support of this legislation.

- HB 2657 (Winger/Bertino-Tarrant) is an initiative of ISBE. This legislation amends multiple sections of Article 21B of the School Code to make changes concerning teacher preparation, out-of-state educator and administrator reciprocity, license fees and educator misconduct. These changes have been developed since the changes in PA 97-607 became effective on July 1, 2013.
- SB 220 (McCann) amends the Personnel Code to exempt licensed employees at the Illinois School for the Deaf and the Illinois School for the Visually Impaired from the provisions of the Personnel Code. We hope this legislation in conjunction with HB 2657 (ISBE licensure bill) will help alleviate hiring delays at the schools. SB 220 has not passed the Senate.
- SB 706 (Cunningham/Fine) is an initiative of ISBE. The legislation amends three sections of the School Code related to criminal history records information (CHRI) checks for those applying to be student teachers: 105 ILCS 5/2-3.25o (student teachers assigned to nonpublic schools seeking recognition from or recognized by ISBE); 105 ILCS 5/10-21.9 (student teachers assigned to public schools); and 105 ILCS 34-85 (student teachers assigned to Chicago Public Schools). The amendment clarifies the process by which student teachers will submit to CHRI checks and how those checks will be handled.

Student Safety

- HB 152 (Willis/Manar) requires districts to install carbon monoxide detectors in schools in accordance with rules to be established by the Office of the State Fire Marshal.
- SB 73 (Connelly/Wherli) amends the School Code to permit the administration of an undesignated dose of Narcan, an opioid antidote (a fast-acting anti-overdose medication). The medication can be administered through a nasal spray or through a syringe. The medication may be administered by a school nurse or trained individual -- that person must have a good-faith belief that the person is having an overdose. Administration of Narcan may be in school, at a school-sponsored activity, under supervision of school personnel, before or after school activities or while on school-operated property.
- SB 9 (Bertino-Tarrant/Kifowit) provides that the Comprehensive Health Education Program shall include information regarding the use of powdered pure caffeine.
- SB 52 (Clayborne/Hoffman) expands the definition of a serious safety hazard for students who live less than 1.5 miles from school and encounter vehicular traffic or a rail crossing hazard while walking to their school to include students who are at significant risk of a violent crime.

Charter Schools

- HB 397 (Welch/Bush) removes any right to appeal the decision of a local school board to deny a charter school proposal or to revoke or not renew the charter of an existing charter school by the Charter School Commission.
- HB 1360 (Gabel/Biss) requires charter schools to comply with all (instead of applicable) health and safety requirements applicable to public schools.

School Construction and Facilities

- SB 36 (Althoff/Franks) provides that a school district is subject to, and its school board must comply with, any valid local government zoning ordinance or resolution that applies where the pertinent part of school district is located.
- SB 1561 (Manar/Hays) amends the School Code regarding school construction. The legislation states that for districts that have consolidated or approved a cooperative high school within a prior fiscal year, the grant index used for school construction shall be calculated for each of the districts that form the new school district or cooperative school and whichever grant index is highest shall be used as the grant index for the new district or cooperative high school.

Summary of Board Initiatives
The Board approved the following legislative proposals for the spring 2015 legislative session.

HB 2683 (W. Davis/Delgado) Accountability System Revisions: This proposal amends multiple articles of the School Code that reference the current state accountability system, including provisions requiring ISBE to place districts on academic status based on Annual Yearly Progress (AYP). Pursuant to the terms of Illinois's waiver from provisions of the No Child Left Behind law, these sections would be replaced with new accountability provisions that will include a calculation of achievement, growth and outcomes, along with a calculation of gaps in achievement, growth and outcomes for our subgroups. The new accountability system will allow ISBE to target assistance to districts depending on achievement, growth and outcomes. This legislation has passed the House.

HB 2657 (Winger/Bertino-Tarrant) Article 21B (Licensure) Revisions: This proposal amends multiple sections of Article 21B of the School Code to make changes concerning teacher preparation, out-of-state educator and administrator reciprocity, license fees and educator misconduct. These changes have been developed since the changes in PA 97-607 became effective on July 1, 2013. This legislation has passed the House.

SB 706 (Cunningham/Fine) Student Teacher Fingerprinting: This proposal amends three sections of the School Code related to criminal history records information (CHRI) checks for those applying to be student teachers: 105 ILCS 5/2-3.25o (student teachers assigned to nonpublic schools seeking recognition from or recognized by ISBE); 105 ILCS 5/10-21.9 (student teachers assigned to public schools); and 105 ILCS 34-85 (student teachers assigned to Chicago Public Schools). The amendment clarifies the process by which student teachers will submit to CHRI checks and how those checks will be handled. This legislation has passed the Senate.

SB 1319 (Martinez) Obsolete/Duplicative Changes: This initiative is be a continuation of ISBE's efforts to streamline 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. This legislation has passed the Senate.

Next Steps
Staff will continue to monitor legislation and pursue agency initiatives.

HB 1

Short Description: HEALTH-TECH

House Sponsors
Rep. Lou Lang-John D. Anthony-Litesa E. Wallace-Sam Yingling-John M. Cabello, Greg Harris, Jaime M. Andrade, Jr., Kathleen Willis, Frances Ann Hurley, Brian W. Stewart, Lawrence M. Walsh, Jr., Emanuel Chris Welch and Grant Wehrli

Statutes Amended In Order of Appearance

New Act

Synopsis As Introduced
Creates the Heroin Crisis Act. Contains only a short title provision.

House Committee Amendment No. 1

Deletes reference to:
New Act
Adds reference to:

5 ILCS 120/2	from Ch. 102, par. 42
5 ILCS 375/6.11	
20 ILCS 301/5-23	
20 ILCS 301/5-24 new	
20 ILCS 301/20-20 new	
20 ILCS 1305/10-80 new	
20 ILCS 2605/2605-97 new	
30 ILCS 105/5.866 new	
50 ILCS 705/7	from Ch. 85, par. 507
50 ILCS 705/10.17 new	
50 ILCS 740/8	from Ch. 85, par. 538
50 ILCS 740/12.5 new	
55 ILCS 5/3-3013	from Ch. 34, par. 3-3013
55 ILCS 5/5-1069.3	
65 ILCS 5/10-4-2.3	

105 ILCS 5/22-30	
105 ILCS 5/22-80 new	
210 ILCS 50/3.50	
210 ILCS 85/6.14g new	
215 ILCS 5/352	from Ch. 73, par. 964
215 ILCS 5/356z.23 new	
215 ILCS 5/370c	from Ch. 73, par. 982c
215 ILCS 5/370c.1	
215 ILCS 180/20	
215 ILCS 180/35	
225 ILCS 60/20	from Ch. 111, par. 4400-20
305 ILCS 5/5-5	from Ch. 23, par. 5-5
305 ILCS 5/5-16.8	
720 ILCS 5/29B-1	from Ch. 38, par. 29B-1
720 ILCS 5/33G-6	
720 ILCS 5/33G-9	
720 ILCS 550/10	from Ch. 56 1/2, par. 710
720 ILCS 570/102	from Ch. 56 1/2, par. 1102
720 ILCS 570/303.06 new	
720 ILCS 570/312	from Ch. 56 1/2, par. 1312
720 ILCS 570/314.5	
720 ILCS 570/316	
720 ILCS 570/317	
720 ILCS 570/317.5 new	
720 ILCS 570/318	
720 ILCS 570/319	
720 ILCS 570/320	
720 ILCS 570/406	from Ch. 56 1/2, par. 1406
720 ILCS 570/410	from Ch. 56 1/2, par. 1410
720 ILCS 646/70	
730 ILCS 5/5-6-3.3	
730 ILCS 5/5-6-3.4	
730 ILCS 166/20	
730 ILCS 166/45 new	
730 ILCS 166/50 new	
730 ILCS 167/20	
745 ILCS 49/36 new	
745 ILCS 49/70	

Replaces everything after the enacting clause. Amends the Open Meetings Act. Exempts from the requirements of the Act those meetings or portions of meetings of the Advisory Committee created under

the Illinois Controlled Substances Act during which specific controlled substance prescriber, dispenser, or patient information is discussed. Amends the State Employees Group Insurance Act of 1971 in relation to required health benefits. Amends the Alcoholism and Other Drug Abuse and Dependency Act. Requires the Medical Director of the Department of Public Health to write a standing order for the dispensing by pharmacists in any willing pharmacy of an opioid antidote to individuals who may or may not be personally at risk for opioid overdose. Requires every State and local government agency that employs a law enforcement officer or fireman to possess opioid antidotes and to establish a policy to control the acquisition, storage, transportation, and administration of such opioid antidotes and to provide training in the administration of opioid antidotes. Establishes a similar requirement for publicly or privately owned providers of pre-hospital and inter-hospital emergency medical services that employ an emergency medical technician or an emergency medical responder. Makes other changes. Amends the Department of Human Services Act. Requires the Department of Human Services to establish, by rule, a medication take-back program to allow for the collection and disposal of unused medications. Amends the Department of State Police Law in relation to a training program for State police officers in the administration of opioid antidotes. Amends the State Finance Act. Creates the Parity Education Fund. Amends the Illinois Police Training Act in relation to a training program for police officers in the administration of opioid antidotes. Amends the Illinois Fire Protection Training Act in relation to a training program for fire fighters in the administration of opioid antidotes. Amends the Counties Code. Requires the coroner or medical examiner to report to the Department of Public Health cases where a drug overdose is determined to be the cause or a contributing factor in a person's death. Amends the Illinois Municipal Code in relation to required health benefits covered by a municipality that is a self-insurer. Amends the School Code. Permits a school nurse or trained personnel to administer an opioid antidote to any person having an opioid overdose; requires the State Board of Education and the Department of Human Services to establish, by January 1, 2017, a heroin and opioid prevention pilot program; and makes other changes. Amends the Emergency Medical Services (EMS) Systems Act in relation to education and training requirements for EMT and EMR personnel in the administration of opioid antidotes. Amends the Hospital Licensing Act. Requires the Department of Public Health to submit semiannual reports to the General Assembly on drug overdoses and the use of opioid antidotes. Amends the Illinois Insurance Code in relation to coverage for opioid antidotes and other matters. Amends the Health Carrier External Review Act in relation to Request for External Review forms and other matters. Amends the Medical Practice Act of 1987 in relation to continuing education hours for licensed physicians on the abuse of controlled substances. Amends the Medical Assistance Article of the Illinois Public Aid Code in relation to coverage for injectable naltrexone; required health benefits; and other matters. Amends the Criminal Code of 2012 in relation to the purchase of opioid antidotes with the moneys and sale proceeds of forfeited property and other matters. Amends the Cannabis Control Act in relation to drug court programs for persons sentenced to probation. Amends the Illinois Controlled Substances Act in relation to electronic health records; pain clinic registration and licensing; prescriptions for a Schedule II controlled substance; the prescription monitoring program; prescriber oversight; and other matters. Amends the Methamphetamine Control and Community Protection Act in relation to drug court programs for persons sentenced to probation. Amends the Unified Code of Corrections in relation to referring a person suffering from a serious substance abuse problem to a drug court program before permitting the person to participate in the Offender Initiative Program. Amends the Drug Court Treatment Act in relation to education seminars for drug court prosecutors and public defenders. Amends the Veterans and Servicemembers Court Treatment Act. Exempts pharmacists from civil liability for dispensing an opioid antidote to individuals who may or may not be at risk for an opioid overdose.

Last Action

Date	Chamber	Action
5/12/2015	House	Placed on Calendar 2nd Reading - Short Debate

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HB 112

Short Description: EXEC STAFF-LOBBYING BAN

House Sponsors
Rep. Anthony DeLuca-Kathleen Willis, Carol A. Sente and Camille Y. Lilly

Statutes Amended In Order of Appearance

25 ILCS 10/20 new

Synopsis As Introduced
Amends the General Assembly Operations Act. Provides that a liaison or other employee of an executive branch officer may not lobby on the floor of the House of Representatives or the Senate, or any employee thereof, while in session. Defines "lobby". Effective immediately.

Fiscal Note (Office of Management and Budget)

HB 112, as introduced, has no fiscal impact on the Governor's Office of Management and Budget or the Office of the Governor.

State Mandates Fiscal Note (Dept. of Commerce & Economic Opportunity)

This bill does not create a State mandate.

Last Action

Date	Chamber	Action
3/26/2015	House	Tabled

HB 113

Short Description: FUNDING ANNOUNCEMENT BLACKOUT

House Sponsors
Rep. Anthony DeLuca-Ron Sandack-Jack D. Franks-David McSweeney-Carol A. Sente, Stephanie A. Kifowit, Robert W. Pritchard, Kathleen Willis, Dwight Kay, Natalie A. Manley, Martin J. Moylan, Sam Yingling, John D. Anthony, Michelle Mussman, Grant Wehrli, Thomas Morrison, Scott Drury and David Reis

Senate Sponsors
(Sen. Michael Connelly-Scott M. Bennett)

Statutes Amended In Order of Appearance

5 ILCS 430/5-20

Synopsis As Introduced

Amends the State Officials and Employees Ethics Act. Provides that no executive branch constitutional officer or member of the General Assembly may make public announcements of any State grant or State funded project of any kind within 60 days before a general election.

Fiscal Note (Office of Management and Budget)

HB 113, as introduced, may have a minimal fiscal impact to the Governor's Office of Management and Budget, but cannot be determined at this time.

State Mandates Fiscal Note (Dept. of Commerce & Economic Opportunity)

This bill does not create a State mandate.

House Floor Amendment No. 1

Deletes a provision prohibiting an executive branch constitutional officer or member of the General Assembly from making public announcements of any State grant or State funded project within 60 days before a general election. Provides that during a period beginning September 1 of the year of a general election and ending the day after the general election, the proper name or image of any officer or member shall not be included in a public announcement on behalf of an officer, member, or State agency related to any contract or grant awarded by a State agency. Allows a State agency to issue notification of the award or grant of a contract, provided the notification does not include the proper name or image of any officer or member. Provides that an officer or member may attend a public or private event associated with the award or grant of contract and may be included on a list of attendees disseminated to the public.

Last Action

Date	Chamber	Action
4/29/2015	Senate	To Subcommittee on Governmental Operations

HB 116

Short Description: $ISBE-AUTISM PROGRAMS

House Sponsors

Rep. Mary E. Flowers

Synopsis As Introduced

Appropriates $1,000,000 from the General Revenue Fund to the State Board of Education for autism programs. Effective July 1, 2015.

Last Action

Date	Chamber	Action
2/3/2015	House	Assigned to Appropriations-Elementary & Secondary Education Committee

HB 152

Short Description: SCH CD-CARBON MONOXIDE ALARMS

House Sponsors
Rep. Kathleen Willis-Avery Bourne, Michelle Mussman, Sue Scherer, Rita Mayfield, Barbara Flynn Currie, Al Riley and Silvana Tabares

Senate Sponsors
(Sen. Andy Manar, John G. Mulroe and David Koehler)

Statutes Amended In Order of Appearance

105 ILCS 5/10-20.56 new

105 ILCS 5/34-18.49 new

Synopsis As Introduced

Amends the School Code. Provides that a school board shall require that each school building in the district be equipped with approved carbon monoxide alarms in accordance with the rules of the State Fire Marshal. Sets forth how the alarms are to be powered. Provides that the State Fire Marshal shall, by rule, (i) determine the number of alarms a public school building must have and where those alarms must be located, (ii) require that the alarms be in operating condition and be inspected annually, (iii) exempt school buildings from the alarm requirement if they do not have or are not close to any sources of carbon monoxide, and (iv) require plans, protocols, and procedures in response to the activation of a carbon monoxide alarm. Effective immediately.

House Committee Amendment No. 1

Replaces everything after the enacting clause. Amends the School Code. Provides that a school board shall require that schools be equipped with approved carbon monoxide alarms or carbon monoxide detectors. Sets forth how the alarms must be powered. Requires the State Fire Marshal to adopt rules; sets forth what those rules must do. Effective January 1, 2016.

House Floor Amendment No. 2

Removes a reference to fire prevention and safety tax levy or bond proceeds with respect to the Chicago school district. Makes a related change.

Senate Committee Amendment No. 1

Replaces everything after the enacting clause. Reinserts the contents of the bill as engrossed with the following changes. Removes provisions concerning the adoption of rules by the State Fire Marshal. Provides that fire prevention and safety tax levy proceeds or bond proceeds may be used for alarms (instead of for alarms permanently powered and monitored). Provides that alarms or detectors must be located within 20 feet of a carbon monoxide emitting device, alarms or detectors must be in operating condition and be inspected annually, a school is exempt if it does not have or is not close to any sources of carbon monoxide, and a school must require plans, protocols, and procedures in response to the activation of a carbon monoxide alarm or carbon monoxide detection system. Effective January 1, 2016.

Last Action

Date	Chamber	Action
5/13/2015	Senate	Placed on Calendar Order of 2nd Reading May 14, 2015

HB 163

Short Description: SCH CD-NO RACE BASED STANDARDS

House Sponsors
Rep. Mary E. Flowers

Senate Sponsors
(Sen. William Delgado-Jacqueline Y. Collins and Don Harmon)

Statutes Amended In Order of Appearance

105 ILCS 5/2-3.25a from Ch. 122, par. 2-3.25a

Synopsis As Introduced

Amends the School Code. With regard to recognition standards for student performance and school improvement, prohibits the State Board of Education from having separate performance standards for students based on race or ethnicity.

Last Action

Date	Chamber	Action
4/29/2015	**Senate**	**Placed on Calendar Order of 2nd Reading April 30, 2015**

HB 165

Short Description: STUDENT PRAYER-ANY TIME OF DAY

House Sponsors
Rep. Mary E. Flowers-Linda Chapa LaVia-La Shawn K. Ford-David McSweeney-Silvana Tabares, Mark Batinick, Thomas Bennett, Robert W. Pritchard, Fred Crespo, Katherine Cloonen, Deborah Conroy, Michelle Mussman, Sue Scherer, Kathleen Willis, Jeanne M Ives, Reginald Phillips, Jack D. Franks, Carol Ammons and Carol A. Sente

Senate Sponsors
(Sen. William Delgado)

Statutes Amended In Order of Appearance

105 ILCS 20/5

Synopsis As Introduced

Amends the Silent Reflection and Student Prayer Act. In a provision allowing students in the public schools to voluntarily engage in individually initiated, non-disruptive prayer, provides that such praying may take place at any time during the school day. Effective immediately.

House Committee Amendment No. 1

Replaces everything after the enacting clause. Amends the Silent Reflection and Student Prayer Act. Provides that students in the public schools may, during the school day, voluntarily engage in individually or collectively initiated, non-disruptive prayer or religious-based meetings, including without limitation prayer groups, B I B L E (Basic Instruction Before Leaving Earth) clubs, or "meet at the flagpole for prayer" days (instead of providing that students in the public schools may voluntarily engage in individually initiated, non-disruptive prayer). Effective immediately.

Senate Committee Amendment No. 1

Replaces everything after the enacting clause. Reinserts the contents of the engrossed bill with the following changes: Provides that students in the public schools may, during noninstructional times, voluntarily engage in prayer. Defines "non-instructional time" as time set aside by a school before actual classroom instruction begins or after actual classroom instruction ends. Effective immediately.

Last Action

Date	Chamber	Action
5/13/2015	Senate	Placed on Calendar Order of 2nd Reading May 14, 2015

HB 175

Short Description: OPEN MEETINGS-REVIEW

House Sponsors

Rep. David McSweeney-Dwight Kay-Jack D. Franks

Senate Sponsors

(Sen. Dan Duffy-Pamela J. Althoff-Michael Connelly)

Statutes Amended In Order of Appearance

5 ILCS 120/3.5

Synopsis As Introduced

Amends the Open Meetings Act. Provides that a request for review may be filed not later than 60 days after the discovery of an alleged violation of the Act (instead of 60 days after the alleged violation) if facts concerning the violation are not discovered within 60 days after the alleged violation but are discovered at a later date by a person utilizing reasonable diligence. Effective immediately.

House Floor Amendment No. 3

Provides that the request for review may be made within 60 days after the discovery of the alleged violation, but only if the facts concerning the violation are discovered within 2 years after the alleged violation.

Last Action

Date	Chamber	Action
4/23/2015	Senate	To Subcommittee on Governmental Operations

HB 226

Short Description: SCH CD-DEBT LIMIT EXCEPTION

House Sponsors
Rep. John D. Cavaletto

Senate Sponsors
(Sen. Kyle McCarter)

Statutes Amended In Order of Appearance

105 ILCS 5/19-1

Synopsis As Introduced

Amends the School Code. In a Section concerning the debt limitations of school districts, provides that, in addition to all other authority to issue bonds, Sandoval Community Unit School District 501 may issue bonds with an aggregate principal amount not to exceed $2,000,000 if certain conditions are met, including (i) that the voters of the district approved a proposition for the bond issuance at an election held on March 20, 2012 and (ii) that, prior to the issuance of the bonds, the school board determines, by resolution, that the building and equipping of a new school building is required because of the age and current condition of the Sandoval Elementary School building. Provides that the debt incurred on the bonds shall not be considered indebtedness for purposes of any statutory debt limitation. Effective immediately.

Last Action

Date	Chamber	Action
5/12/2015	Senate	Placed on Calendar Order of 3rd Reading May 13, 2015

HB 248

Short Description: OPEN MEETINGS-VOID ACTION

House Sponsors
Rep. Dwight Kay-Peter Breen

Senate Sponsors
(Sen. Kyle McCarter)

Statutes Amended In Order of Appearance

5 ILCS 120/3 from Ch. 102, par. 43

Synopsis As Introduced

Amends the Open Meetings Act. Provides that the court may declare null and void any final action

taken at a closed or open meeting (instead of only a closed meeting) in violation of the Act. Effective immediately.

House Floor Amendment No. 1

Replaces everything after the enacting clause. Amends the Open Meetings Act. Provides that the court may declare null and void a final action taken at an open meeting in violation of the Act, but only if a civil action alleging the violation is commenced within 60 days of that meeting and the alleged violation is directly and substantially related to that final action (currently, only actions taken at closed meetings may be declared null and void by the court).

Last Action

Date	Chamber	Action
5/6/2015	Senate	Assigned to Executive

HB 303

Short Description: FOIA-SEVERANCE AGREEMENTS

House Sponsors

Rep. Margo McDermed-Patricia R. Bellock-Robert W. Pritchard-Dwight Kay-Frances Ann Hurley, Mark Batinick, Martin J. Moylan, Steven Andersson, Brandon W. Phelps, Carol A. Sente, Patrick J. Verschoore, Fred Crespo, Ron Sandack, Jack D. Franks, Linda Chapa LaVia, Anna Moeller, Katherine Cloonen, Mike Smiddy, Peter Breen, Keith Wheeler, Monique D. Davis and David McSweeney

Senate Sponsors

(Sen. Pamela J. Althoff)

Statutes Amended In Order of Appearance

5 ILCS 140/2	from Ch. 116, par. 202
5 ILCS 140/2.20	

Synopsis As Introduced

Amends the Freedom of Information Act. Defines "severance agreement". Provides that a severance agreement that is funded in whole or part by public moneys or that releases a claim against a public body shall not require or impose any condition on any party to keep allegations, evidence, settlement amounts, or any other information confidential, except that which is necessary to protect a trade secret, proprietary information, or information that is otherwise exempt from disclosure under the Act. Provides that the new provisions do not apply to agreements signed before the effective date of the amendatory Act.

House Committee Amendment No. 1

Provides that all severance agreements entered into by or on behalf of a public body are public records subject to inspection and copying by the public, subject to redaction as allowed by the Act. Deletes language providing that a severance agreement that is funded in whole or part by public moneys or that releases a claim against a public body shall not require or impose any condition on any party to keep allegations, evidence, settlement amounts, or any other information confidential, except that which is necessary to protect a trade secret, proprietary information, or information that is otherwise exempt from disclosure under the Act.

House Floor Amendment No. 2

Replaces everything after the enacting clause with the provisions of the introduced bill and House Amendment No. 1, and deletes language providing that the new provisions do not apply to agreements signed before the effective date of the amendatory Act.

Last Action

Date	Chamber	Action
4/29/2015	Senate	To Subcommittee on Governmental Operations

HB 306

Short Description: SCH CD-ST ASSESSMENTS-EXCUSE

House Sponsors

Rep. Will Guzzardi-Jaime M. Andrade, Jr.-Ron Sandack-Kenneth Dunkin-Mary E. Flowers, Ann Williams, Kelly M. Cassidy, Robyn Gabel, Laura Fine, Thomas Morrison, Robert F. Martwick, John D'Amico, Silvana Tabares, La Shawn K. Ford, Greg Harris, Lou Lang, Barbara Wheeler, Brandon W. Phelps, Monique D. Davis, Sara Feigenholtz, Mike Smiddy, Emanuel Chris Welch, Arthur Turner and Luis Arroyo

Statutes Amended In Order of Appearance

105 ILCS 5/2-3.64a-5

Synopsis As Introduced

Amends the School Code. With respect to the administration of State assessments, provides that a student is not required to take a particular State assessment if that student's parent or guardian requests, in writing, that the student be excused from taking the State assessment. Requires the State Board of Education, by rule, to (i) determine the form of the request, (ii) ensure that no student, teacher, school, or school district is negatively impacted, through grades or evaluations, due to a student being excused from taking a State assessment, and (iii) ensure that students who are excused from taking a State assessment are offered supervised instructional or enrichment opportunities during the time the State assessment is being administered. Effective immediately.

State Mandates Fiscal Note (Dept. of Commerce & Economic Opportunity)

This bill does not create a State mandate.

Fiscal Note (State Board of Education)

HB 306 will have a minimal fiscal impact to the State. Cost may include but are not limited to: staff time to develop a form, promulgate rules, and ensure that students who are excused are offered supervised instructional or enrichment opportunities. The legislation may cause the State to lose over $1 billion in federal funds if less than 95% of students participate in State assessments.

Pension Note (Government Forecasting & Accountability)

There is no discernible fiscal impact of any pension system associated with HB 306.

Balanced Budget Note (Office of Management and Budget)

This bill will have minimal impact to the State of Illinois. There could be a potential loss in federal funds by not meeting certain requirements through State assessments.

Land Conveyance Appraisal Note (Dept. of Transportation)

No land conveyances are included in this bill; therefore, there are no appraisals to be filed.

Housing Affordability Impact Note (Housing Development Authority)

This bill will have no effect on the cost of constructing, purchasing, owning, or selling a single-family residence.

State Debt Impact Note (Government Forecasting & Accountability)

This bill would not change the amount of authorization for any type of State-issued or State-supported bond, and, therefore, would not affect the level of State indebtedness.

Judicial Note (Admin Office of the Illinois Courts)

This bill would neither increase nor decrease the number of judges needed in the State.

Correctional Note (Dept of Corrections)

There are no penalty enhancements associated with this bill. The bill would have no fiscal or population impact on the Department of Corrections.

Home Rule Note (Dept. of Commerce & Economic Opportunity)

This bill does not pre-empt home rule authority.

House Floor Amendment No. 2

Replaces everything after the enacting clause. Reinserts the introduced bill with the following changes. Requires the State Board of Education to ensure that the State Board, regional superintendents of schools, and school boards take no negative action against a student, school, school district, or district employee (rather than ensuring that no student, teacher, school, or school district is negatively impacted), through grades or evaluations, due to a student being excused from taking a State assessment. Provides that once each school year, before any State assessments are administered, a school district shall communicate with the parents and guardians of students to explain the right to opt

out of a particular State assessment and shall make opt-out forms available. Provides that neither the school district, nor any teacher or school in the district, may issue additional official correspondence to students or their parents or guardians about the right to opt out. Requires a school district to accept any letter expressing a parent's or guardian's intent for his or her child to be excused from taking a particular State assessment in lieu of the opt-out form as long as the letter is signed by the parent or guardian. Prohibits a school district and its teachers, principals, and other administrators from encouraging or discouraging students or their parents or guardians, either individually or collectively, to opt out of State assessments. Requires the State Board to determine appropriate sanctions for a violation of this prohibition. Effective immediately.

Correctional Note, House Floor Amendment No. 2 (Dept of Corrections)

There are no penalty enhancements associated with this bill. The bill would have no fiscal or population impact on the Department of Corrections.

State Debt Impact Note, House Floor Amendment No. 2 (Government Forecasting & Accountability)

HB 306 (H-AM 2) would not change the amount of authorization for any type of State-issued or State-supported bond, and, therefore, would not affect the level of State indebtedness.

Pension Note, House Floor Amendment No. 2 (Government Forecasting & Accountability)

HB 306 (H-AM 2) will not impact any public pension fund or retirement system in Illinois.

Judicial Note, House Floor Amendment No. 2 (Admin Office of the Illinois Courts)

This bill would neither increase nor decrease the number of judges needed in the State.

Balanced Budget Note, House Floor Amendment No. 2 (Office of Management and Budget)

This bill will have a minimal impact to the State of Illinois. There could be a potential loss in federal funds by not meeting certain requirements through State assessments.

Fiscal Note, House Floor Amendment No. 2 (Illinois State Board of Education)

HB 306 (H-AM 2) will have an unknown fiscal impact to the State. Costs may include but are not limited to: staff time to develop a form, promulgate rules, and ensure that students who are excused are offered supervised instructional or enrichment opportunities and costs associated with enforcement and monitoring of the requirements. School districts will incur costs for supervision of students that opt-out and for providing supervised instruction and enrichment opportunities. Additionally, the legislation may cause the State to lose over $1 billion in federal funds if less than 95% of students participate in State assessments.

Housing Affordability Impact Note, House Floor Amendment No. 2 (Housing Development

Authority)

This bill will have no effect on the cost of constructing, purchasing, owning, or selling a single-family residence.

State Mandates Fiscal Note, House Floor Amendment No. 2 (Dept. of Commerce & Economic Opportunity)

This bill does not create a State mandate.

Home Rule Note, House Floor Amendment No. 2 (Dept. of Commerce & Economic Opportunity)

Does not pre-empt home rule authority

Land Conveyance Appraisal Note, House Floor Amendment No. 2 (Dept. of Transportation)

No land conveyances are included in HB306 HA2; therefore, there are no appraisals to be filed.

Last Action

Date	Chamber	Action
5/7/2015	House	Placed on Calendar 2nd Reading - Short Debate

HB 373

Short Description: GOV BDS&COMMS-MEETING NOTICES

House Sponsors

Rep. Michael J. Madigan-Barbara Flynn Currie-Eddie Lee Jackson, Sr.-Ed Sullivan, Christian L. Mitchell, Carol Ammons, Monique D. Davis, William Davis, Kenneth Dunkin, Marcus C. Evans, Jr., Mary E. Flowers, La Shawn K. Ford, Esther Golar, Jehan A. Gordon-Booth, Thaddeus Jones, Camille Y. Lilly, Rita Mayfield, Al Riley, Pamela Reaves-Harris, Elgie R. Sims, Jr., André M. Thapedi, Arthur Turner, Litesa E. Wallace and Emanuel Chris Welch

Senate Sponsors

(Sen. Kwame Raoul-William Delgado-Napoleon Harris, III-Jacqueline Y. Collins-Mattie Hunter and Julie A. Morrison)

Statutes Amended In Order of Appearance

15 ILCS 50/10

Synopsis As Introduced

Amends the Gubernatorial Boards and Commissions Act. Requires the Governor's Office of Boards

and Commissions to establish and maintain on the Internet: (1) a centralized location for an electronic mail listserv for users to receive notices of the meetings of each board and commission and their agendas; and (2) a listing of the meetings times and agendas for each board and commission. Provides that the Office shall provide and post that information at least 48 hours before each meeting. Defines "electronic mail listserv".

Senate Floor Amendment No. 1

Deletes reference to:

15 ILCS 50/10

Adds reference to:

70 ILCS 1290/1 from Ch. 105, par. 326

Replaces everything after the enacting clause. Amends the Park District Aquarium and Museum Act. Provides that the corporate authorities of cities and park districts may enter into leases, not to exceed 99 years, to allow a corporation or society to erect, enlarge, ornament, build, rebuild, rehabilitate, improve, maintain, and operate its aquarium or museum as long as (1) the public is allowed access to such grounds in a manner consistent with its access to other public parks, and (2) the city or park district retains a reversionary interest in any improvements made by the corporation or society. Further provides that aquariums or museums may include presidential libraries, centers, and museums. Finally provides that changes of this amendatory Act are declaratory of existing law and shall not be construed as a new enactment.

Senate Floor Amendment No. 2

Makes a technical change.

Last Action

Date	Chamber	Action
5/1/2015	**House**	**Public Act 99-0003**

HB 494

Short Description: SCH CD-CRIM HISTORY RECORD CHK

House Sponsors

Rep. Kelly M. Cassidy-Kenneth Dunkin-Linda Chapa LaVia-Camille Y. Lilly-Will Guzzardi, Rita Mayfield, Emanuel Chris Welch, Elizabeth Hernandez, La Shawn K. Ford, Mike Smiddy, Greg Harris, Sara Feigenholtz, Barbara Flynn Currie, Christian L. Mitchell, Mary E. Flowers, Arthur Turner, Elaine Nekritz, Robyn Gabel, André M. Thapedi, Eddie Lee Jackson, Sr., Robert Rita, Cynthia Soto, Monique D. Davis, Lou Lang, Laura Fine, Jehan A. Gordon-Booth, Reginald Phillips, Patricia R. Bellock, Margo McDermed, Carol Ammons and William Davis

Senate Sponsors

(Sen. Patricia Van Pelt, Heather A. Steans, Daniel Biss, Emil Jones, III, Michael Noland-Jacqueline Y. Collins-Iris Y. Martinez, Karen McConnaughay, William Delgado-Mattie Hunter-Kimberly A. Lightford, David Koehler, Terry Link, Pamela J. Althoff, Pat McGuire, John G. Mulroe, Michael E. Hastings, Kwame Raoul, William R. Haine, Toi W. Hutchinson, Dan Kotowski, Antonio Muñoz, Andy Manar, Melinda Bush, Donne E. Trotter, Linda Holmes, Martin A. Sandoval, Don Harmon, Wm. Sam McCann and Steven M.

Landek)

Statutes Amended In Order of Appearance

105 ILCS 5/2-3.25o	
105 ILCS 5/10-21.9	from Ch. 122, par. 10-21.9
105 ILCS 5/21B-80	
105 ILCS 5/34-18.5	from Ch. 122, par. 34-18.5

Synopsis As Introduced

Amends the School Code. In provisions requiring a criminal history records check to be performed with regard to applicants for employment with a school district or non-public school and whether those applicants may be employed, makes changes concerning the types of convictions checked for and when those convictions occurred. In provisions concerning the conviction of certain offenses as grounds for revocation of an educator license, changes the definitions of "narcotics offense" and "sex offense". Effective immediately.

House Committee Amendment No. 1

In provisions requiring a criminal history records check to be performed with regard to applicants for employment with a school district or non-public school and whether those applicants may be employed, makes changes concerning the types of convictions checked for and when those convictions occurred. In provisions concerning the conviction of certain offenses as grounds for revocation of an educator license, changes the heading and changes the definitions of "narcotics offense" and "sex offense". Provides that certain narcotics offenses automatically disqualify an individual for a period of 5 years following the completion of the probationary sentence or release from incarceration, after which point the individual's conviction history is reviewable.

House Floor Amendment No. 2

Replaces everything after the enacting clause. Amends the School Code. In provisions requiring a criminal history records check to be performed with regard to applicants for employment with a school district or non-public school, provides that a conviction for a felony more than 7 years prior to application for employment with the school district or non-public school, other than certain enumerated offenses, must not, in and of itself, be an automatic bar to employment. Provides that a conviction for a felony less than 7 years prior to employment, other than those certain enumerated offenses, is reviewable by the employer in accordance with its stated policy. Makes changes to provisions relating to the conviction of certain offenses as grounds for revocation of an educator license, including changing the definitions of terms and providing for disqualification for employment and licensure. Changes a reference to a repealed Section of the School Code. Effective immediately.

Last Action

Date	Chamber	Action
5/12/2015	**Senate**	**Placed on Calendar Order of 3rd Reading May 13, 2015**

HB 806

Short Description: EDUCATION-TECH

House Sponsors

Rep. Esther Golar-Litesa E. Wallace-Linda Chapa LaVia-Eddie Lee Jackson, Sr.-Camille Y. Lilly, Katherine Cloonen, Deborah Conroy, Fred Crespo, Kenneth Dunkin, Will Guzzardi, Michelle Mussman, Sue Scherer, Elgie R. Sims, Jr., Mike Smiddy, Emanuel Chris Welch, Barbara Wheeler, Kathleen Willis, Jehan A. Gordon-Booth, Christian L. Mitchell, Carol A. Sente and Silvana Tabares

Senate Sponsors
(Sen. William Delgado)

Statutes Amended In Order of Appearance

105 ILCS 5/1C-1

Synopsis As Introduced

Amends the School Code. Makes a technical change in a Section concerning block grants for school districts other than the Chicago school district.

House Floor Amendment No. 2

Deletes reference to:

105 ILCS 5/1C-1

Adds reference to:

105 ILCS 5/27-22.10

Replaces everything after the enacting clause. Amends the School Code. Provides that a student enrolled in grade 7 or 8 may enroll in a course, where the student attends school, offered by the high school that the student would attend provided that the teacher holds a professional educator license endorsed for the grade level and content area of the course (instead of the high school teacher is certified and teaches in a high school of the school district where the student will attend when in high school and no high school students are enrolled in the course). Effective immediately.

Last Action

Date	Chamber	Action
5/13/2015	**Senate**	**Placed on Calendar Order of 2nd Reading May 14, 2015**

HB 814

Short Description: EDUCATION-TECH

House Sponsors
Rep. Michael J. Madigan

Statutes Amended In Order of Appearance

105 ILCS 5/2-3.64a-5

Synopsis As Introduced

Amends the School Code. Makes a technical change in a Section concerning State goals and assessment.

Last Action

Date	Chamber	Action
5/13/2015	House	Placed on Calendar 2nd Reading - Short Debate

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HB 821

Short Description: EDUCATION-TECH

House Sponsors

Rep. Michelle Mussman-Jerry F. Costello, II-Christian L. Mitchell-Jack D. Franks-Will Guzzardi, Michael J. Zalewski, Emanuel Chris Welch, Elizabeth Hernandez, Kathleen Willis, Mary E. Flowers, Barbara Wheeler, Ann Williams, Silvana Tabares, Laura Fine, Cynthia Soto, Rita Mayfield, Frances Ann Hurley, Deborah Conroy, Stephanie A. Kifowit, Linda Chapa LaVia, Daniel V. Beiser, Monique D. Davis, Emily McAsey, Litesa E. Wallace, Al Riley, Jehan A. Gordon-Booth, Patrick J. Verschoore, Mike Smiddy, Eddie Lee Jackson, Sr., Robert Rita, Camille Y. Lilly, Esther Golar, Pamela Reaves-Harris, Kelly M. Cassidy, Katherine Cloonen, Sam Yingling, Sue Scherer, Brandon W. Phelps, Natalie A. Manley, Scott Drury, Elgie R. Sims, Jr., Robyn Gabel, Carol A. Sente, Lawrence M. Walsh, Jr., Steven Andersson and Patricia R. Bellock

Senate Sponsors

(Sen. Toi W. Hutchinson-Scott M. Bennett-Jacqueline Y. Collins-Thomas Cullerton-Patricia Van Pelt, Linda Holmes, Melinda Bush, Julie A. Morrison, Andy Manar, Pamela J. Althoff, Karen McConnaughay, Kimberly A. Lightford, Mattie Hunter, Jennifer Bertino-Tarrant, Sue Rezin, Christine Radogno, Steven M. Landek, Napoleon Harris, III, Bill Cunningham, Martin A. Sandoval, John G. Mulroe, Michael Noland, Dan Kotowski, William R. Haine, David Koehler, Dale A. Righter and Iris Y. Martinez)

Statutes Amended In Order of Appearance

110 ILCS 20/6	from Ch. 144, par. 2606

Synopsis As Introduced

Amends the College Student Immunization Act. Makes a technical change in a Section concerning immunization reports.

House Floor Amendment No. 2

Deletes reference to:

110 ILCS 20/6

Adds reference to:

New Act

110 ILCS 12/10

110 ILCS 205/9.21	from Ch. 144, par. 189.21

735 ILCS 5/8-804 new

Replaces everything after the enacting clause. Creates the Preventing Sexual Violence in Higher Education Act. Requires public universities, public community colleges, and independent, not-for-profit or for-profit higher education institutions to adopt a comprehensive policy to address student allegations of sexual violence, domestic violence, dating violence, and stalking. Requires each higher education institution, upon being notified of a violation of the comprehensive policy, to provide the student survivor with a concise notification of the survivor's rights and options. Requires each higher education institution to provide students with access to confidential advisors to provide emergency and ongoing support to survivors of sexual violence. Requires each higher education institution to adopt one procedure to resolve complaints of student violations of the comprehensive policy. Sets forth provisions concerning campus training, education, and awareness. Amends the Campus Security Enhancement Act of 2008. Requires each public university, public community college, and independent, not-for-profit or for-profit higher education institution (instead of just public institutions of higher education) to either establish their own campus-wide task force or participate in a regional task force; makes other changes concerning the task forces. Amends the Board of Higher Education Act, with respect to programs to improve human relations, to require an annual (rather than monthly) report to the Department of Human Rights and the Attorney General concerning racial, ethnic, or religious intimidation and sexual harassment cases and to require each public university, public community college, and independent, not-for-profit or for-profit higher education institution to provide an annual report concerning sexual violence, domestic violence, dating violence, and stalking to the Department of Human Rights and the Attorney General. Amends the Code of Civil Procedure with respect to privileged communications between a confidential advisor and a student survivor pertaining to an incident of sexual violence. Effective immediately.

Last Action

Date	Chamber	Action
5/13/2015	Senate	Placed on Calendar Order of 2nd Reading May 14, 2015

HB 1360

Short Description: SCH CD-CHARTER SCH-HEALTH REQ

House Sponsors
Rep. Robyn Gabel-Emily McAsey, Will Guzzardi, Laura Fine, Monique D. Davis, Sara Feigenholtz, Ann Williams and Kelly M. Cassidy

Senate Sponsors
(Sen. Daniel Biss-Julie A. Morrison, Kimberly A. Lightford and William Delgado-Melinda Bush-Donne E. Trotter)

Statutes Amended In Order of Appearance

105 ILCS 5/27A-5

Synopsis As Introduced
Amends the Charter Schools Law of the School Code. Requires a charter school to comply with all (instead of all applicable) health and safety requirements applicable to public schools under the laws of this State. Provides that a charter school is not exempt from local school board health, safety, and wellness policies. Makes technical changes having a revisory function. Effective immediately.

House Committee Amendment No. 1

Replaces everything after the enacting clause. Amends the Charter Schools Law of the School Code. Requires a charter school to comply with all non-curricular (instead of all applicable) health and safety requirements applicable to public schools under State law; defines "non-curricular health and safety requirement". Provides that, on or before September 1, 2015, the State Board of Education shall promulgate and post on its Internet website a list of non-curricular health and safety requirements that a charter school must meet; requires the list to be updated annually. Provides that any charter contract between a charter school and its authorizer must contain a provision that requires the charter school to follow the list and any non-curricular health and safety requirements added by the State Board to such list during the term of the charter. Allows an authorizer to include non-curricular health and safety requirements in a charter school contract that are not contained in the list promulgated by the State Board, including non-curricular health and safety requirements of the authorizing school board. Makes technical changes. Effective immediately.

Last Action

Date	Chamber	Action
5/12/2015	Senate	Placed on Calendar Order of 3rd Reading May 13, 2015

HB 1365

Short Description: GA/LIBRARY ELECTRONIC COPIES

House Sponsors
Rep. Kelly M. Cassidy-Thomas Morrison-David McSweeney-Mike Fortner and Carol A. Sente

Senate Sponsors
(Sen. Heather A. Steans)

Statutes Amended In Order of Appearance

15 ILCS 320/7	from Ch. 128, par. 107
25 ILCS 5/3.1	from Ch. 63, par. 3.1

Synopsis As Introduced

Amends the General Assembly Organization Act. Provides that whenever any law or resolution requires a report to the General Assembly, the reporting requirement shall be satisfied by filing one electronic copy (currently, one copy) of the report with each of the following: the Speaker, the Minority Leader and the Clerk of the House of Representatives, and the President, the Minority Leader, and the Secretary of the Senate and the Legislative Research Unit. Requires the reporting entity to make paper copies available of those reports available upon request. Provides that additional electronic copies (currently, copies) shall be filed with the State Government Report Distribution Center for the General Assembly. Amends the State Library Act to make conforming changes.

Last Action

Date	Chamber	Action
4/16/2015	Senate	Placed on Calendar Order of 2nd Reading April 21, 2015

HB 1493

Short Description: SCH CD-ANGER MANAGEMENT CLASS

House Sponsors
Rep. Camille Y. Lilly-La Shawn K. Ford

Statutes Amended In Order of Appearance

105 ILCS 5/10-20.56 new

105 ILCS 5/34-18.49 new

Synopsis As Introduced

Amends the School Code. Provides that a school board shall require its schools to either connect at-risk students with anger management classes offered in the community or conduct their own anger management classes for at-risk students. Provides that if the school board requires a school to conduct these classes, the classes do not have to be implemented until the beginning of the 2017-2018 school year. Effective immediately.

House Committee Amendment No. 1

Deletes reference to:

105 ILCS 5/10-20.56 new

105 ILCS 5/34-18.49 new

Adds reference to:

105 ILCS 5/27-8.1 from Ch. 122, par. 27-8.1

Replaces everything after the enacting clause. Amends the School Code. In provisions concerning health examinations and immunizations, requires a mental health examination to be included as part of the examinations and procedures that constitute a health examination under rules of the Department of Public Health.

Last Action

Date	Chamber	Action
4/24/2015	House	Third Reading - Short Debate - Lost 041-053-003

HB 1498

Short Description: OPEN MTG ACT-SCHOOL SAFETY

House Sponsors
Rep. Thomas Bennett-Robert W. Pritchard-Katherine Cloonen-Thomas Morrison, Jaime M. Andrade, Jr., Sam Yingling, Margo McDermed, David McSweeney, Jack D. Franks, Michelle Mussman, Kathleen Willis and Carol A. Sente

Senate Sponsors
(Sen. David Koehler)

Statutes Amended In Order of Appearance

5 ILCS 120/2 from Ch. 102, par. 42

Synopsis As Introduced
Amends the Open Meetings Act. Provides that a school board may hold a closed meeting to discuss building safety and security.

House Committee Amendment No. 1
Replaces everything after the enacting clause. Amends the Open Meetings Act. Provides that a public body may hold closed meetings to consider school building safety and security.

Last Action

Date	Chamber	Action
4/8/2015	Senate	Placed on Calendar Order of 2nd Reading April 14, 2015

HB 1552

Short Description: CRIM CD-TAMPER POLICE EQUIP

House Sponsors
Rep. Dwight Kay

Statutes Amended In Order of Appearance

720 ILCS 5/12-4.4b new

Synopsis As Introduced
Amends the Criminal Code of 2012. Creates the offense of tampering with police equipment. Provides that a person commits the offense when he or she knowingly damages or tampers with any police vehicle or other property or equipment of a law enforcement agency and: (1) intends to kill or cause bodily harm to another person; or (2) knows or reasonably should know that those acts create a strong probability of death or bodily harm to another person. Provides that tampering with police equipment is a Class X felony.

Last Action

Date	Chamber	Action
5/11/2015	House	Assigned to Judiciary - Criminal Committee

HB 1790

Short Description: EDUCATION-TECH

House Sponsors
Rep. John D. Cavaletto-Robert W. Pritchard-David Reis-Carol Ammons

Senate Sponsors
(Sen. Kyle McCarter)

Statutes Amended In Order of Appearance

105 ILCS 5/1B-1 from Ch. 122, par. 1B-1

Synopsis As Introduced

Amends the School Code. Makes a technical change in a Section concerning school district financial oversight panels.

House Floor Amendment No. 1

Deletes reference to:

105 ILCS 5/1B-1

Adds reference to:

105 ILCS 5/21B-20

Replaces everything after the enacting clause. Amends the Educator Licensure Article of the School Code. Provides that the career and technical educator endorsement on an Educator License with Stipulations may be renewed and, for individuals who were issued the career and technical educator endorsement on an Educator License with Stipulations on or after January 1, 2015, the license may be renewed if the individual passes a test of basic skills (instead of providing that the career and technical educator endorsement on an Educator License with Stipulations may be renewed if the individual passes a test of basic skills). Provides that the provisional career and technical educator endorsement on an Educator License with Stipulations may be renewed only one time for 5 years and, for individuals who were issued the provisional career and technical educator endorsement on an Educator License with Stipulations on or after January 1, 2015, the license may be renewed one time if the individual passes a test of basic skills and has completed specified coursework (instead of providing that the provisional career and technical educator endorsement on an Educator License with Stipulations may be renewed only one time for 5 years if the individual passes a test of basic skills and has completed specified coursework).

Last Action

Date	Chamber	Action
5/6/2015	Senate	Placed on Calendar Order of 2nd Reading May 7, 2015

HB 1985

Short Description: $ST BD ED-TECH

House Sponsors
Rep. Jim Durkin

Synopsis As Introduced
Appropriates $2 from the General Revenue Fund to the State Board of Education for its FY16 ordinary and contingent expenses. Effective July 1, 2015.

Last Action

Date	Chamber	Action
4/14/2015	House	Placed on Calendar 2nd Reading - Short Debate **

HB 2392

Short Description: $ST BD ED-TECH

House Sponsors
Rep. Jim Durkin

Synopsis As Introduced
Appropriates $2 from the General Revenue Fund to the State Board of Education for its FY16 ordinary and contingent expenses. Effective July 1, 2015.

Last Action

Date	Chamber	Action
4/14/2015	House	Placed on Calendar 2nd Reading - Short Debate **

HB 2416

Short Description: SCH CD-TRUSTEES OF SCHOOLS

House Sponsors
Rep. Jim Durkin

Senate Sponsors
(Sen. Steven M. Landek)

Statutes Amended In Order of Appearance

105 ILCS 5/5-1 from Ch. 122, par. 5-1

Synopsis As Introduced
Amends the Trustees of Schools Article of the School Code. Allows the school board of Lyons Township High School District 204 to withdraw from the jurisdiction and authority of the trustees of schools of Lyons Township and the township treasurer, provided that the school board elects or appoints

its own school treasurer. Provides that these amendatory changes are prospective only, starting from the effective date of the amendatory Act, and shall not affect any legal action pending on the effective date of the amendatory Act in the Illinois courts in which Lyons Township High School District 204 is a listed party. Effective immediately.

Last Action

Date	Chamber	Action
4/8/2015	**Senate**	**Assigned to State Government and Veterans Affairs**

HB 2657

Short Description: SCH CD-EDUCATOR LICENSURE

House Sponsors
Rep. Christine Winger-Robert W. Pritchard-Patrick J. Verschoore-David Harris, Tom Demmer, Sam Yingling and Dwight Kay

Senate Sponsors
(Sen. Jennifer Bertino-Tarrant-Tim Bivins, Sue Rezin-Kyle McCarter-Melinda Bush, Patricia Van Pelt and Kimberly A. Lightford)

Statutes Amended In Order of Appearance

105 ILCS 5/3-12	from Ch. 122, par. 3-12
105 ILCS 5/21B-20	
105 ILCS 5/21B-25	
105 ILCS 5/21B-30	
105 ILCS 5/21B-35	
105 ILCS 5/21B-40	
105 ILCS 5/21B-45	
105 ILCS 5/21B-50	
105 ILCS 5/21B-60	
105 ILCS 5/21B-80	
105 ILCS 5/27-9	from Ch. 122, par. 27-9
105 ILCS 5/27-17	from Ch. 122, par. 27-17

Synopsis As Introduced

Amends the School Code. Authorizes the State Superintendent of Education to use moneys in the institute fund and the State Board of Education to use funds available in the Teacher Certificate Fee Revolving Fund to support the recruitment and retention of educators, to support educator preparation programs as they seek national accreditation, and to provide professional development; specifies dedication of moneys. Makes changes concerning a provisional educator or career and technical educator endorsement on an Educator License with Stipulations, a Substitute Teaching License, a general administrative endorsement on a Professional Educator License, out-of-state applicants and applicants trained in another country receiving a Professional Educator License, and professional

development activities. Provides that an Educator License with Stipulations with only a paraprofessional endorsement does not lapse. Removes the requirement that an alternative educator licensure program for teachers or a principal preparation program offered by a not-for-profit entity be approved by the Board of Higher Education. In provisions concerning the conviction of certain offenses as grounds for revocation of a license, adds the offense of unauthorized video recording and live video transmission (under certain circumstances) to the definition of "sex offense". Makes changes concerning the training of teachers to teach physical education and safety education. Effective July 1, 2015.

House Committee Amendment No. 1

Replaces everything after the enacting clause. Reinserts the contents of the bill as introduced, but makes changes concerning a provisional educator endorsement and a chief school business official endorsement on an Educator License with Stipulations, a Substitute Teaching License, a general administrative endorsement and a superintendent endorsement on a Professional Educator License, educator testing, and educators trained in other states or countries. Effective July 1, 2015.

Last Action

Date	Chamber	Action
5/6/2015	Senate	Placed on Calendar Order of 2nd Reading May 7, 2015

HB 2672

Short Description: SCH CD-CHICAGO-LSC-STUDENT MEM

House Sponsors

Rep. Jaime M. Andrade, Jr.

Statutes Amended In Order of Appearance

105 ILCS 5/34-2.1 from Ch. 122, par. 34-2.1

Synopsis As Introduced

Amends the Chicago School District Article of the School Code. With respect to the student member of a local school council for a secondary attendance center, provides for his or her election by 10th and 11th grade students (instead of being appointed by the Chicago Board of Education after a non-binding, advisory poll of student preferences); makes related changes. Requires a person to be in the 12th grade at the beginning of the school year coinciding with his or her term in order to be eligible to be a student member. Allows 10th and 11th grade students to vote for parent and community resident members of a high school council.

Last Action

Date	Chamber	Action
3/5/2015	House	Tabled

HB 2683

Short Description: SCH CD-MULTIPLE MEASURE INDEX

House Sponsors
Rep. William Davis-Linda Chapa LaVia-Mike Fortner-Al Riley-Stephanie A. Kifowit, David Harris, Camille Y. Lilly and Jehan A. Gordon-Booth

Senate Sponsors
(Sen. William Delgado-Kimberly A. Lightford)

Statutes Amended In Order of Appearance

105 ILCS 5/2-3.25a	from Ch. 122, par. 2-3.25a
105 ILCS 5/2-3.25c	from Ch. 122, par. 2-3.25c
105 ILCS 5/2-3.25d	from Ch. 122, par. 2-3.25d
105 ILCS 5/2-3.25d-5 new	
105 ILCS 5/2-3.25e-5	
105 ILCS 5/2-3.25f	from Ch. 122, par. 2-3.25f
105 ILCS 5/2-3.136	
105 ILCS 5/7-8	from Ch. 122, par. 7-8
105 ILCS 5/10-17a	from Ch. 122, par. 10-17a
105 ILCS 5/10-29	
105 ILCS 5/11E-120	
105 ILCS 5/21B-70	
105 ILCS 125/2.5	
105 ILCS 5/2-3.25m rep.	

Synopsis As Introduced

Amends the School Code. Makes changes concerning references to adequate yearly progress with respect to the State Board of Education's recognition standards for student performance and school improvement, the State Board's system of rewards for school districts and schools, the State Board's system to acknowledge schools, State interventions, and remote educational programs. Removes provisions concerning academic early warning and watch status. Instead, requires the State Board to establish a Multiple Measure Index and Annual Measurable Objectives for each public school in this State that address the school's overall performance in terms of academic success and equity and sets forth provisions concerning priority and focus districts. Makes changes concerning student outcome data on a school report card. Repeals a Section concerning appeals from school districts pertaining to school or district status levels, recognition levels, or corrective action. Effective July 1, 2015.

Senate Committee Amendment No. 1

Replaces everything after the enacting clause. Reinserts the contents of the bill as introduced with the following changes. Requires the State Board of Education to develop recognition standards for student performance and school improvement for all school districts and their individual schools (instead of in all public schools operated by school districts), and removes provisions concerning the design of the standards. Instead, provides that the standards must be an outcomes-based, balanced accountability measure. Sets forth provisions concerning the balanced accountability measure. Makes changes concerning the State Board's establishment of a Multiple Measure Index and Annual Measurable Objectives. Changes the definition of "focus school". Requires a school report card to include the most current data possessed by the State Board related to a school district's and its individual schools' balanced accountability measure. Effective July 1, 2015.

Last Action

Date	Chamber	Action
5/13/2015	Senate	Placed on Calendar Order of 2nd Reading May 14, 2015

HB 2781

Short Description: SCH CD-E-LEARNING DAYS

House Sponsors
Rep. Mike Fortner-Kathleen Willis, Carol A. Sente, Deborah Conroy, Mark Batinick and Katherine Cloonen

Senate Sponsors
(Sen. Michael Connelly-Don Harmon)

Statutes Amended In Order of Appearance

105 ILCS 5/10-19	from Ch. 122, par. 10-19
105 ILCS 5/10-20.56 new	
105 ILCS 5/18-8.05	

Synopsis As Introduced

Amends the School Board Article of the School Code. Authorizes a school board, other than the Chicago Board of Education, to adopt a program for e-learning that shall permit students to receive instruction electronically, and not while physically present at school, for a limited number of days during a school year. Specifies which days may be selected as e-learning days. Requires a school district to present an initial proposal for an e-learning program or for renewal of such a program for approval from the State Board of Education. Provides for a public hearing at a regular or special meeting of the school board in which the terms of the proposal must be substantially presented and public comments allowed. Requires that a proposal for an e-learning program be timely approved by the State Board of Education if the specified requirements have been met and if, in the view of the State Board of Education, the proposal contains provisions designed to reasonably and practicably accomplish listed goals. Limits the State Board of Education's approval of a school district's initial e-learning program and renewal of the e-learning program to a term of 3 years. Permits the State Board of Education to adopt rules governing its supervision and review of e-learning programs. Makes related changes. Effective immediately.

House Committee Amendment No. 1

Adds reference to:
105 ILCS 5/10-29

Replaces everything after the enacting clause. Reinserts the contents of the introduced bill with the following change: Provides that a remote educational program does not include instruction delivered to students through an e-learning program. Effective immediately.

House Floor Amendment No. 2

Adds reference to:

105 ILCS 5/18-12 from Ch. 122, par. 18-12

Replaces everything after the enacting clause. Reinserts the contents of the bill as amended by House Amendment No. 1, with the following changes: provides that the State Board of Education shall establish and maintain, for implementation in selected school districts during the 2015-2016, 2016-2017, and 2017-2018 school years, a pilot program for use of e-learning days. Provides that the school board of a school district selected by the State Superintendent of Education may, by resolution, adopt a research-based program or research-based programs for e-learning days district-wide, not to exceed 5 days, if the State Superintendent determines that the failure to provide the minimum school term was occasioned by specified conditions. Provides that the State Superintendent shall provide assurance that the specific needs of all students shall be met, including special education students and English learners, and that mandates are still met. Provides that if, prior to providing any instruction, a selected school district must close one or more but not all school buildings after consultation with a local emergency response agency or due to a condition beyond the control of the school district, then the school district may, if approved by the State Board, utilize the provisions of an e-learning program for the affected school building. Makes related changes. Effective immediately.

Senate Committee Amendment No. 1

Provide that e-learning means electronic learning. Requires the State Superintendent of Education to select up to 3 (instead of at least 3) school districts for the pilot program, at least one of which may (instead of must) be an elementary or unit school district. Provides that the use of e-learning days may not begin until the second semester of the 2015-2016 school year. Makes changes concerning the State Board of Education's report. Makes changes (i) to provide that the research-based program or programs shall permit student instruction to be received electronically while students are not physically present in lieu of the district's scheduled emergency days, (ii) to provide that the research-based program or programs may not exceed the minimum number of emergency days in the approved school calendar, and (iii) to require the State Superintendent to approve programs that ensure that the specific needs of all students are met, including special education students and English learners, and that all mandates are still met using the proposed research-based program.

Last Action

Date	Chamber	Action
5/13/2015	Senate	Placed on Calendar Order of 2nd Reading May 14, 2015

HB 2807

Short Description: SCH CD-MUSEUM PROFESSIONAL DEV

House Sponsors

Rep. Christian L. Mitchell and Camille Y. Lilly

Senate Sponsors

(Sen. Michael Connelly, William Delgado and Kimberly A. Lightford)

Statutes Amended In Order of Appearance

105 ILCS 5/21B-45

Synopsis As Introduced

Amends the Educator Licensure Article of the School Code. Provides that any museum in this State that, as of the effective date of the amendatory Act, has provided professional development and is approved by the State Superintendent of Education shall be designated as approved to provide professional development activities for the renewal of Professional Educator Licenses. Makes a technical correction. Effective immediately.

House Floor Amendment No. 1

Replaces everything after the enacting clause. Reinserts the contents of the bill, but provides that museums as defined in the Museum Disposition of Property Act (instead of any museum in this State that, as of the effective date of the amendatory Act, has provided professional development and is approved by the State Superintendent of Education) shall be designated as approved to provide professional development activities for the renewal of Professional Educator Licenses. Effective immediately.

Last Action

Date	Chamber	Action
5/6/2015	Senate	Placed on Calendar Order of 2nd Reading May 7, 2015

HB 3093

Short Description: SCH CD-INTEREST EARNINGS

House Sponsors

Rep. Jim Durkin

Senate Sponsors

(Sen. Christine Radogno)

Statutes Amended In Order of Appearance

105 ILCS 5/10-22.14	from Ch. 122, par. 10-22.14

Synopsis As Introduced

Amends the School Boards Article of the School Code. Allows any high school district whose territory is in 2 counties and that is eligible for Federal Impact Aid to make a one-time declaration as to interest income not previously declared from 1998 through 2011 in the debt service fund, declaring said moneys as interest earnings on or before June 30, 2016. Requires any such earnings income to thereafter be considered interest earnings. Effective immediately.

Last Action

Date	Chamber	Action
4/22/2015	Senate	Placed on Calendar Order of 2nd Reading April 23, 2015

HB 3123

Short Description: SCH CD-SCH COUNSELING SERVICES

House Sponsors
Rep. Robert W. Pritchard-Linda Chapa LaVia-Stephanie A. Kifowit and Jehan A. Gordon-Booth

Senate Sponsors
(Sen. Pamela J. Althoff)

Statutes Amended In Order of Appearance

105 ILCS 5/10-22.24b

Synopsis As Introduced

Amends the School Code. Provides that school counseling services may include actively supporting students in need of special education services by implementing the academic, personal or social, and college or career development services or interventions as required by a school professional per a student's individualized educational program; participating in or contributing to a student's individualized educational program; or completing a social development history (rather than by facilitating, participating in, or contributing to a student's individualized education plan and completing a social-developmental history). Effective immediately.

House Floor Amendment No. 1

Replaces everything after the enacting clause. Amends the School Code. Provides that school counseling services may include assisting (instead of actively supporting) students in need of special education services by implementing the academic supports and social-emotional and college or career development counseling services or interventions per a student's individualized education program (IEP) or participating in or contributing to (instead of facilitating, participating in, or contributing to) a student's IEP and completing a social developmental history. Provides that school counseling services may include providing services to a student with a disability under the student's IEP or federal Section 504 plan, as recommended by the student's IEP team or Section 504 plan team and in compliance with federal and State laws and rules governing the provision of educational and related services and school-based accommodations to students with disabilities and the qualifications of school personnel to provide such services and accommodations. Provides that school counseling services may include counseling with students, families, and teachers, in compliance with federal and State laws (instead of in accordance with the rules and regulations governing the provision of related services). Effective immediately.

Last Action

Date	Chamber	Action
5/6/2015	Senate	Placed on Calendar Order of 2nd Reading May 7, 2015

HB 3159

Short Description: SCH CD-DENTAL EXAMINATION DATA

House Sponsors
Rep. Anna Moeller-Camille Y. Lilly-Kenneth Dunkin-Robyn Gabel

Senate Sponsors
(Sen. Michael E. Hastings)

Statutes Amended In Order of Appearance

105 ILCS 5/27-8.1 from Ch. 122, par. 27-8.1

Synopsis As Introduced
Amends the School Code. Sets forth additional information that a school must report to the State Board of Education with respect to children receiving a required dental examination.

Last Action

Date	Chamber	Action
5/13/2015	Senate	Placed on Calendar Order of 2nd Reading May 14, 2015

HB 3190

Short Description: SCH CD-RESIDENCY DETERMINATION

House Sponsors
Rep. William Davis and Camille Y. Lilly

Senate Sponsors
(Sen. Napoleon Harris, III)

Statutes Amended In Order of Appearance

105 ILCS 5/10-20.12b

Synopsis As Introduced
Amends a Section of School Code concerning pupil residency. Provides that, for school districts having a population of less than 500,000, if a person attempts to enroll a pupil in a school district and the school board finds that the pupil is a non-resident of that district, the board must provide certain information to the person attempting to enroll the pupil, including referrals to free or reduced-cost legal help. Provides that, at a hearing to decide the issue of residency, the board has the burden of going forward with the evidence concerning the pupil's residency. Provides that if the school board determines the pupil is a non-resident, the person attempting to enroll the pupil may petition the regional superintendent of schools to review the decision. Establishes the procedure and timeframe for the petition. Provides that, for school districts having a population of 500,000 or more, if the board of education finds that a pupil enrolled in the school district is a nonresident of that district and that decision is under appeal, the pupil may, at the request of the person who enrolled the pupil, enroll and attend school without payment of tuition pending a final decision of the board of education. Provides that if the board of education finds that the pupil is a non-resident of the district after the hearing, the board shall refuse to permit the pupil to continue attending the schools of the district unless the required tuition is paid. Provides that references to days in the Section refer to calendar days. Makes other changes.

House Floor Amendment No. 1
Removes the provision requiring the hearing notification that the school board of a school district with

a population of less than 500,000 must mail to include referrals to free or reduced-cost legal help. In the provision allowing a pupil to continue or begin attendance at the schools of a school district with a population of less than 500,000 pending the decision of the school board or regional superintendent of schools, provides that the school district's payments under the Section of the School Code concerning the State aid formula shall not be adjusted due to tuition collection under the Section concerning pupil residency.

Last Action

Date	Chamber	Action
5/13/2015	Senate	Postponed - Education

HB 3192

Short Description: SCH CD-SCHOOL NURSE

House Sponsors
Rep. Rita Mayfield

Statutes Amended In Order of Appearance

105 ILCS 5/10-22.23 from Ch. 122, par. 10-22.23

Synopsis As Introduced
Amends the School Boards Article of the School Code. Removes a provision requiring a school nurse whose duties require the educational evaluation of pupils to be certificated under this Code. Changes certification references to licensure references.

Last Action

Date	Chamber	Action
3/19/2015	House	Tabled

HB 3195

Short Description: SCH CD-SCH COUNSELING SERVICE

House Sponsors
Rep. Linda Chapa LaVia

Statutes Amended In Order of Appearance

105 ILCS 5/10-22.24b

Synopsis As Introduced

Amends the School Code. Provides that school counseling services may include actively supporting students in need of special education services by (i) implementing the academic, personal or social, and college or career development services or interventions as required by a school professional per a student's individualized educational program; (ii) participating in or contributing to a student's individualized educational program; and (iii) completing a social development history (rather than by facilitating, participating in, or contributing to a student's individualized education plan and completing a social-developmental history).

Last Action

Date	Chamber	Action
3/4/2015	House	Tabled

HB 3197

Short Description: SCH CD-ATTENDANCE COMMISSION

House Sponsors
Rep. Linda Chapa LaVia-Silvana Tabares-Kenneth Dunkin-Jack D. Franks-Carol Ammons and Eddie Lee Jackson, Sr.

Senate Sponsors
(Sen. Jacqueline Y. Collins-Patricia Van Pelt-William Delgado)

Statutes Amended In Order of Appearance

105 ILCS 5/2-3.163 new

Synopsis As Introduced
Amends the School Code. Creates the Attendance Commission within the State Board of Education to study chronic absenteeism and make recommendations for strategies to prevent chronic absenteeism. Sets forth provisions concerning the members of the Commission, meetings and hearings of the Commission, State Board support for the Commission, and duties of the Commission. Provides that the Attendance Commission shall submit an annual report to the General Assembly and the State Board of Education no later than December 15 of each year. Provides that the Commission is abolished and these provisions are repealed on December 16, 2020. Effective immediately.

House Committee Amendment No. 1
Adds 2 members to the Attendance Commission.

Senate Committee Amendment No. 1
Adds a member to the Attendance Commission.

Senate Committee Amendment No. 2
Adds 2 more members to the Attendance Commission.

Last Action

Date	Chamber	Action

5/13/2015	**Senate**	**Placed on Calendar Order of 2nd Reading May 14, 2015**

HB 3246

Short Description: SCH CD-EMPLOYEE-DCFS DOCUMENTS

House Sponsors
Rep. C.D. Davidsmeyer

Statutes Amended In Order of Appearance

105 ILCS 5/10-21.9	from Ch. 122, par. 10-21.9
105 ILCS 5/34-18.5	from Ch. 122, par. 34-18.5

Synopsis As Introduced

Amends the School Code. Provides that with respect to criminal history records checks of applicants for employment with a school district, the Department of State Police shall submit a request to the Department of Children and Family Services requesting any documentation related to the applicant. Provides that the Department of State Police shall furnish any documentation it receives to the president of the school board for the school district that requested the check or to the regional superintendent of schools who requested the check. Effective July 1, 2015.

Last Action

Date	Chamber	Action
4/24/2015	**House**	**Tabled**

HB 3428

Short Description: ADVANCED PLACEMENT EXAM-CREDIT

House Sponsors
Rep. Carol A. Sente-Esther Golar-Mike Fortner-Linda Chapa LaVia-Mark Batinick, Elaine Nekritz, David Harris, Kenneth Dunkin, Michael W. Tryon, Jehan A. Gordon-Booth, Elizabeth Hernandez, Marcus C. Evans, Jr., Monique D. Davis, Rita Mayfield, Camille Y. Lilly, Mary E. Flowers, Christian L. Mitchell, Elgie R. Sims, Jr., Jack D. Franks, Barbara Wheeler, Silvana Tabares, Will Guzzardi, Robert F. Martwick, Michelle Mussman, Deborah Conroy, Cynthia Soto, Martin J. Moylan, Kathleen Willis, Ron Sandack, Ed Sullivan, Sheri L Jesiel, Mike Smiddy, Katherine Cloonen, Greg Harris, Charles E. Meier, Arthur Turner, Litesa E. Wallace, Sue Scherer, Sam Yingling, Anna Moeller, Steven Andersson, Robyn Gabel, Stephanie A. Kifowit, John D'Amico, Pamela Reaves-Harris, Terri Bryant, Sara Feigenholtz, Daniel J. Burke, Keith Wheeler, Margo McDermed, Christine Winger, William Davis, Patricia R. Bellock and Emanuel Chris Welch

Senate Sponsors
(Sen. Pat McGuire-Matt Murphy-Dan Kotowski-Andy Manar, Thomas Cullerton-Julie A. Morrison, Linda Holmes, John G. Mulroe, Kimberly A. Lightford, Don Harmon, Jennifer Bertino-Tarrant, David Koehler, Terry Link, William Delgado, Melinda Bush, Kyle McCarter, Mattie Hunter, Heather A. Steans, Pamela J.

Althoff, Michael Connelly, Steve Stadelman, Jacqueline Y. Collins and Napoleon Harris, III)

Statutes Amended In Order of Appearance

105 ILCS 302/30 new

Synopsis As Introduced

Amends the College and Career Success for All Students Act. Provides that a student who takes a College Board Advanced Placement examination and receives a score of 3 or higher on the examination is entitled to receive postsecondary level course credit at a public institution of higher education. Requires each public institution of higher education to comply with the same standard of awarding course credit to any student receiving a score of 3 or higher on a College Board Advanced Placement examination and applying the credit to meet a corresponding course requirement for degree completion at that institution of higher education. Effective immediately.

Fiscal Note (IL Board of Higher Education)

HB 3428 could potentially decrease the amount of tuition revenue received by the public institutions by enabling students who obtain a score of 3 or higher on the College Board Advanced Placement examination to bypass costs associated with earning those credits.

State Mandates Fiscal Note (Dept. of Commerce & Economic Opportunity)

This bill does not create a State mandate.

House Floor Amendment No. 1

Replaces everything after the enacting clause. Amends the College and Career Success for All Students Act. Requires the Illinois Articulation Initiative, through its Major panels and General Education panels, to review each of the College Board Advanced Placement examinations and assign codes for transfer. Provides that all courses, Advanced Placement or otherwise, assigned codes for transfer through the Illinois Articulation Initiative must be guaranteed transfer credit as an individual course and not be required to be part of a package of courses. Provides that public institutions of higher education that offer a corresponding course for a particular Advanced Placement examination are required to accept a student's score of 3 or higher on the Advanced Placement examination for postsecondary level course credit as a part of their general education degree requirements, if applicable, or for an elective credit if not. Provides that if a public institution of higher education does not offer a corresponding course for a particular Advanced Placement examination, then the institution shall award, at a minimum, elective postsecondary level course credit toward general education degree requirements for those students who receive a score of 3 or higher on the Advanced Placement examination. Effective immediately.

Last Action

Date	Chamber	Action
5/13/2015	Senate	Placed on Calendar Order of 2nd Reading May 14, 2015

HB 3527

Short Description: SCH SETTING-RIGHT TO PRIVACY

House Sponsors
Rep. Mike Fortner-La Shawn K. Ford-Laura Fine, Dwight Kay and Arthur Turner

Senate Sponsors
(Sen. Michael Connelly-Kimberly A. Lightford)

Statutes Amended In Order of Appearance

105 ILCS 75/10

105 ILCS 75/15

Synopsis As Introduced

Amends the Right to Privacy in the School Setting Act. In provisions allowing a school to request or require a student (or, in addition, his or her parent or guardian with respect to post-secondary schools) to provide a password or other related account information in order to gain access to the student's account or profile on a social networking website (or, in addition, to demand access with respect to post-secondary schools) if the school has reasonable cause to believe that the student's account on a social networking website contains evidence that the student has violated a school disciplinary rule or policy, provides that a school does not have reasonable cause unless a victim or concerned party, such as a parent or guardian, has filed a complaint with the school or school personnel have observed cyber-bullying taking place. Effective immediately.

House Floor Amendment No. 1

Provides that an elementary or secondary school must provide notification to the student and his or her parent or guardian that the elementary or secondary school may not request or require a student to provide a password or other related account information in order to gain access to the student's account or profile on a social networking website, unless a victim or concerned party, such as a parent or guardian, reports to school officials or school personnel have observed cyber-bullying taking place (instead of the notification providing that the school may request or require a student to provide a password or other related account information if the school has reasonable cause to believe that the student's account on a social networking website contains evidence that the student has violated a school disciplinary rule or policy). Removes the amendatory language that provides that a school does not have reasonable cause unless a victim or concerned party, such as a parent or guardian, has filed a complaint with the school or school personnel have observed cyber-bullying taking place.

Senate Committee Amendment No. 1

Replaces everything after the enacting clause. Amends the Right to Privacy in the School Setting Act. With respect to the Section concerning post-secondary schools and prohibited inquiries, provides that the Section does not prohibit a post-secondary school from conducting an investigation or requiring a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy (instead of providing that the Section does not apply when a post-secondary school has reasonable cause to believe that a student's account on a social networking website contains evidence that the student has violated a school disciplinary rule or policy). Requires an elementary or secondary school to provide notification to the student and his or her parent or guardian that the elementary or secondary school may not request or require a student to provide a password or other related account information in order to gain access to the student's account or profile on a social networking website (instead of the notification providing that the school may request or require a student to provide a password or other related account information if the school has reasonable cause to believe that the student's account on a social networking website contains evidence that the student has violated a school disciplinary rule or policy). Requires an elementary or secondary school to provide notification to the student and his or her parent or guardian that the elementary or secondary school may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. Provides that in the course of an

investigation, the elementary, secondary, or post-secondary student may be required to share the content that is reported in order to make a factual determination. Effective immediately.

Last Action

Date	Chamber	Action
5/6/2015	Senate	Placed on Calendar Order of 2nd Reading May 7, 2015

HB 3823

Short Description: SCH CONSTRUCT GRANT-PROP TAX

House Sponsors
Rep. Stephanie A. Kifowit, Keith Wheeler, Mark Batinick, Deborah Conroy and Sue Scherer

Senate Sponsors
(Sen. Linda Holmes)

Statutes Amended In Order of Appearance

105 ILCS 5/17-2	from Ch. 122, par. 17-2
105 ILCS 230/5-35	

Synopsis As Introduced

Amends the School Code and the School Construction Law. Provides that if a school district, other than Chicago school district, in any fiscal year receives school construction project grant funds for a school construction project for which the district has a levy and the district has any outstanding debt on that construction project, then the district shall use the grant funds to first pay off that outstanding debt and shall reduce the levy by an amount equal to the amount of the grant funds used to pay off the outstanding debt. Effective immediately.

House Floor Amendment No. 1

Replaces everything after the enacting clause. Reinserts the contents of the introduced bill with the following changes: provides that if a school district receives school construction project grant funds for a school construction project for which the district has a bond and interest levy (rather than a levy) and the district has any outstanding debt on that construction project, then the district shall use a minimum of 80% of the grant funds to first defease or redeem any outstanding debt and shall reduce the debt levy by an amount equal to or greater than the amount of the grant funds used to pay off outstanding debt within the first 5 levy years of receiving the funds (rather than the grant funds be used to first pay off that outstanding debt and then the levy be reduced by an amount equal to the amount of the grant funds used to pay off the outstanding debt). Provides that any remaining funds not required to defease or redeem any outstanding debt shall be used at the discretion of the district to fund capital improvements related to school construction projects. Effective immediately.

Last Action

Date	Chamber	Action
5/13/2015	Senate	Postponed - Education

HB 4025

Short Description: SCH CD-REQUIRE CIVICS COURSE

House Sponsors
Rep. Deborah Conroy-Barbara Flynn Currie-Laura Fine-William Davis-Silvana Tabares, Carol A. Sente, Stephanie A. Kifowit, Natalie A. Manley, Sam Yingling, Frances Ann Hurley, La Shawn K. Ford, Emanuel Chris Welch, Litesa E. Wallace, Kathleen Willis, Linda Chapa LaVia, Martin J. Moylan, Michelle Mussman, Kelly M. Cassidy, Sue Scherer, Elgie R. Sims, Jr., Katherine Cloonen, Al Riley, Robert F. Martwick, Camille Y. Lilly, Robyn Gabel, John E. Bradley, Cynthia Soto, Elizabeth Hernandez, Monique D. Davis, Will Guzzardi and Edward J. Acevedo

Senate Sponsors
(Sen. Thomas Cullerton, William Delgado and Michael Noland-Iris Y. Martinez-Jacqueline Y. Collins-Mattie Hunter)

Statutes Amended In Order of Appearance

105 ILCS 5/27-4.5 new

Synopsis As Introduced

Amends the School Code. Subject to funds being made available from the State Board of Education from appropriations for this purpose, requires every public high school to include in its curriculum a separate civics course of study with the goal of helping young people acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Sets forth the focuses of the course content.

House Committee Amendment No. 1

Adds reference to:

30 ILCS 105/6z-101 new

30 ILCS 105/5.866 new

Amends the State Finance Act. Creates the Civics Education Assistance Fund as a special fund in the State treasury, with money in the Fund being used by the State Board of Education to provide funding for civics courses and professional development of civics content and skills. Provides that gifts, grants, and donations for those purposes from public and private sources shall be deposited into the Fund.

House Floor Amendment No. 2

Deletes reference to:

30 ILCS 105/6z-101 new

30 ILCS 105/5.866 new

105 ILCS 5/27-4.5 new

Adds reference to:

105 ILCS 5/27-22 from Ch. 122, par. 27-22

Replaces everything after the enacting clause. Amends the School Code. Provides that of the 2 years of social studies required of high school students, at least one semester must be civics, which shall help young people acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Provides that course content shall focus on government institutions, the discussion of current and controversial issues, service learning, and simulations of the democratic process. Allows school districts to utilize private funding available for the purposes of offering civics education.

Last Action

Date	Chamber	Action
5/13/2015	Senate	Placed on Calendar Order of 2nd Reading May 14, 2015

SB 1

Short Description: SCHOOL FUNDING REFORM-TECH

Senate Sponsors
Sen. Andy Manar-Iris Y. Martinez-Michael Noland-David Koehler-Steve Stadelman, Jacqueline Y. Collins, Mattie Hunter and Gary Forby

Statutes Amended In Order of Appearance

New Act

Synopsis As Introduced

Creates the School Funding Reform Act of 2015. Contains only a short title provision.

Last Action

Date	Chamber	Action
1/28/2015	Senate	Assigned to Executive

SB 2

Short Description: FINANCE ACT TRANSFER AUTHORITY

Senate Sponsors
Sen. Dan Kotowski-Heather A. Steans

Statutes Amended In Order of Appearance

30 ILCS 105/5m new

30 ILCS 105/25 from Ch. 127, par. 161

Synopsis As Introduced

Amends the State Finance Act. Provides that no transfers may be made from the General Revenue Fund to certain special funds without additional express authority granted on or after the effective date of this amendatory Act. Provides that the purpose of this Act is to evaluate spending from the General Revenue Fund for Fiscal Year 2016, in order to determine the impact that transfers to certain Funds

supported by set statutory formulas have on the cash flow of the State throughout the course of the State's fiscal year. Provides that beginning on July 1, 2019, all outstanding liabilities, not payable during the 4-month lapse period are limited to only those claims that have been incurred but for which a proper bill or invoice as defined by the State Prompt Payment Act has been received by September 30th following the end of the fiscal year in which the service was rendered. Effective immediately.

Last Action

Date	Chamber	Action
1/28/2015	Senate	Assigned to Appropriations II

SB 7

Short Description: SCH CD-ATHLETES-CONCUSSIONS

Senate Sponsors

Sen. Kwame Raoul-Dan Kotowski-Ira I. Silverstein, Kimberly A. Lightford, William Delgado, Daniel Biss, Napoleon Harris, III, Michael Noland, Iris Y. Martinez, Martin A. Sandoval-Sue Rezin-Jacqueline Y. Collins, Donne E. Trotter and Chris Nybo

House Sponsors

(Rep. Christian L. Mitchell-Emily McAsey-Carol A. Sente, Martin J. Moylan, Michelle Mussman and Frank J. Mautino)

Statutes Amended In Order of Appearance

105 ILCS 5/22-80 new

105 ILCS 5/27A-5

105 ILCS 5/10-20.54 rep.

105 ILCS 5/34-18.46 rep.

Synopsis As Introduced

Amends the School Code. Repeals provisions of the Code concerning concussions and head injuries and student athletes. Sets forth provisions concerning the prevention, treatment, and oversight of concussions affecting student athletes instead. Requires the governing body of each school district and charter school with students enrolled who participate in an interscholastic athletic activity to appoint or approve a concussion oversight team. Requires each concussion oversight team to establish a return-to-play protocol for a student's return to interscholastic athletics practice or competition following a force or impact believed to have caused a concussion. Sets forth provisions concerning the members of the concussion oversight team; the provision of concussion information to a student and the student's parent or guardian or another person with legal authority to make medical decisions for the student; the removal of a student from an interscholastic athletics practice or competition if he or she might have sustained a concussion; training courses for coaches, athletic trainers, and certain other health care professionals; the development of a venue-specific emergency action plan; immunity; and rulemaking. Makes technical changes having a revisory function. Effective immediately.

Senate Committee Amendment No. 2

Adds reference to:

New Act

70 ILCS 1205/8-24

Replaces everything after the enacting clause. Creates the Youth Sports Concussion Safety Act that applies to youth sports activities sponsored or sanctioned by a youth sports league, other than

interscholastic athletic activities. Provides that each youth sports league with players who participate in any youth-sponsored sports activity sponsored or sanctioned by the youth sports league is encouraged to make available educational materials that describe the nature and risks of concussions and head injuries. Amends the Park District Code to provide that park districts are subject to the Act. Amends the School Code. Repeals provisions of the Code concerning concussions and head injuries and student athletes. Instead, sets forth provisions concerning concussions and head injuries and student athletes that apply to public and private elementary and secondary schools, including charter schools. Effective immediately.

Senate Committee Amendment No. 3

Provides that a park district is subject to and shall comply with the Youth Sports Concussion Safety Act if the park district is directly responsible for organizing and providing a sponsored youth sports activity as a youth sports league by registering the players and selecting the coaches (instead of if the park district offers a sponsored youth sports activity as a youth sports league).

Senate Committee Amendment No. 4

Removes a reference to a "licensed healthcare professional" otherwise holding a professional license from the Department of Financial and Professional Regulation in the field of healthcare. With respect to a student and the student's parent or guardian or another person with legal authority providing consent, adds a reference to an athletic trainer's written statement being disclosed to the appropriate persons. Makes other changes concerning athletic trainers.

Senate Floor Amendment No. 5

Provides for a school-specific (rather than venue-specific) emergency action plan. Requires the plan to be posted at all venues utilized by the school (rather than all venues). Removes a provision requiring the school-specific emergency action plan to be rehearsed annually.

Last Action

Date	Chamber	Action
5/11/2015	House	Assigned to Elementary & Secondary Education: School Curriculum & Policies Committee

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SB 9

Short Description: POWDERED CAFFEINE CONTROL

Senate Sponsors

Sen. Jennifer Bertino-Tarrant-Steven M. Landek, Gary Forby and David Koehler

House Sponsors

(Rep. Stephanie A. Kifowit, Sue Scherer, Deborah Conroy and Emanuel Chris Welch)

Statutes Amended In Order of Appearance

New Act

105 ILCS 110/3

Synopsis As Introduced

Creates the Powdered Caffeine Control and Education Act. Prohibits any person from selling, offering to sell, giving away, or providing free samples of powdered pure caffeine to any person under age 18 located in the State or to any person under age 18 making the purchase from within the State. Sets forth penalties for violations of the Act. Contains legislative findings. Defines required terms. Amends the Critical Health Problems and Comprehensive Health Education Act. Provides that the Comprehensive

Health Education Program shall include information regarding the use of powdered pure caffeine. Effective January 1, 2016.

Senate Committee Amendment No. 1

Provides that a second or subsequent violation of the Powdered Caffeine Control and Education Act is a Class 4 felony instead of a Class 3 felony. Removes a provision amending the Critical Health Problems and Comprehensive Health Education Act to require the Comprehensive Health Education Program to include information regarding the use of powdered pure caffeine.

Last Action

Date	Chamber	Action
5/4/2015	House	Assigned to Consumer Protection Committee

SB 26

Short Description: LOCAL GOVT-WEB NOTICE PUBLISH

Senate Sponsors

Sen. Julie A. Morrison, Gary Forby and Daniel Biss

House Sponsors

(Rep. Carol A. Sente)

Statutes Amended In Order of Appearance

50 ILCS 205/20

Synopsis As Introduced

Amends the Local Records Act. When required to publish in a newspaper, requires all units of local government and school boards that maintain a website to additionally publish notices, agendas, records, or other information or material that is required to be published in a newspaper by law or court order to their website.

Senate Committee Amendment No. 1

Deletes reference to:

50 ILCS 205/20

Adds reference to:

5 ILCS 120/2.03.5 new

50 ILCS 205/20 rep.

Replaces everything after the enacting clause. Amends the Open Meetings Act. Recodifies a Section concerning internet posting requirements from the Local Records Act to the Open Meetings Act including and adds new language requiring all public bodies that maintain a website to additionally publish notices, agendas, records, or other information or material that is required to be published in a newspaper by law or court order to their website. Amends the local Records Act to repeal the recodified Section.

Last Action

Date	Chamber	Action
4/20/2015	House	Assigned to Judiciary - Civil Committee

SB 52

Short Description: SCH CD-TRANSPORTATION SAFETY

Senate Sponsors
Sen. James F. Clayborne, Jr., Heather A. Steans-Iris Y. Martinez-Kimberly A. Lightford, William Delgado and Antonio Muñoz-Jacqueline Y. Collins

House Sponsors
(Rep. Jay Hoffman)

Statutes Amended In Order of Appearance

105 ILCS 5/29-3 from Ch. 122, par. 29-3

Synopsis As Introduced

Amends the Transportation Article of the School Code. Provides that a significant risk of violent crime constitutes a serious safety hazard. Provides that the Department of State Police shall review the findings of the school board concerning a significant risk of violent crime and shall approve or disapprove the school board's determination that a serious safety hazard exists within 30 days after the school board submits its findings to the Department. Provides that the Department may be requested to verify that the conditions have not changed. Provides that no action shall lie against the Department for decisions made in accordance with this amendatory Act. Provides that the Administration Review Law shall apply to and govern all proceedings instituted for the judicial review of final administrative decisions of the Department. Effective immediately.

Senate Committee Amendment No. 2

Replaces everything after the enacting clause. Reinserts the contents of the bill as amended by Senate Amendment No. 1, with the following change: Provides that the changes made by this amendatory Act do not apply to the Chicago school district. Effective immediately.

Senate Floor Amendment No. 3

Replaces everything after the enacting clause. Reinserts the contents of the introduced bill with the following changes: Provides that a course or pattern of criminal activity (instead of a significant risk of violent crime) constitutes a serious safety hazard. Provides that the State Board of Education, in consultation with the local enforcement agency, (rather than Department of State Police) shall review the findings of the school board concerning a course or pattern of criminal activity and shall approve or disapprove the school board's determination that a serious safety hazard exists within 30 days after the school board submits its findings to the State Board. Authorizes the local law enforcement agency to determine what constitutes a course or pattern of criminal activity. Effective immediately.

Senate Floor Amendment No. 4

Provides that the changes made by the amendatory Act do not apply to the Chicago school district.

Last Action

Date	Chamber	Action
5/4/2015	House	Assigned to Appropriations-Elementary & Secondary Education Committee

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SB 69

Short Description: PEN CD-CHI TCHR-RETURN TO WORK

Senate Sponsors
Sen. John J. Cullerton

Statutes Amended In Order of Appearance

40 ILCS 5/17-149	from Ch. 108 1/2, par. 17-149

Synopsis As Introduced

Amends the Chicago Teacher Article of the Illinois Pension Code. With regard to the compensation limitations in the case of a service retirement pensioner who is re-employed as a teacher, provides that (1) the 100-day limit shall not include days that a teacher teaches only driver education courses after regular school hours and does not teach any other subject area and (2) the $30,000 limit shall not include compensation earned for teaching driver education courses after regular school hours. Effective immediately.

Last Action

Date	Chamber	Action
4/14/2015	**Senate**	**Re-assigned to Executive**

SB 72

Short Description: SCHOOLS-MANDATES-TRS COSTSHIFT

Senate Sponsors
Sen. Kyle McCarter

Statutes Amended In Order of Appearance

5 ILCS 315/15	from Ch. 48, par. 1615
30 ILCS 571/10	
30 ILCS 571/15	
30 ILCS 571/17 new	
40 ILCS 5/16-158	from Ch. 108 1/2, par. 16-158
105 ILCS 5/2-3.11	from Ch. 122, par. 2-3.11
105 ILCS 5/10-22.34c	
105 ILCS 5/14-2	
105 ILCS 5/22-60	
105 ILCS 5/27-24 rep.	
105 ILCS 5/27-24.1 rep.	
105 ILCS 5/27-24.2 rep.	
105 ILCS 5/27-24.3 rep.	
105 ILCS 5/27-24.4 rep.	
105 ILCS 5/27-24.5 rep.	
105 ILCS 5/27-24.6 rep.	
105 ILCS 5/27-24.7 rep.	
105 ILCS 5/27-24.8 rep.	
105 ILCS 5/27-24.9 rep.	
105 ILCS 5/27-24.10 rep.	

115 ILCS 5/4.5	
115 ILCS 5/17	from Ch. 48, par. 1717
625 ILCS 5/1-103	from Ch. 95 1/2, par. 1-103
625 ILCS 5/6-103	from Ch. 95 1/2, par. 6-103
820 ILCS 130/2	from Ch. 48, par. 39s-2
820 ILCS 130/11c new	
30 ILCS 805/8.39 new	

Synopsis As Introduced

Amends the Project Labor Agreements Act. Prohibits the State Board of Education and the Capital Development Board from requiring a project labor agreement for any school construction project or grant. Authorizes a board of education to exempt any school construction project from the requirements of the Act. Amends the Downstate Teachers Article of the Illinois Pension Code. Incrementally shifts the System's normal costs to local school districts, but only if certain State mandates are funded by the State. Includes provisions concerning billing, review, and payment. Amends the School Code. Makes changes in provisions concerning mandates for public and private schools. Repeals the Driver's Education Act. Amends the Illinois Educational Labor Relations Act. Prohibits school districts from entering into, amending, or renewing certain technology-related collective bargaining agreements. Amends the Prevailing Wage Act. Provides that a board of education may exempt school construction projects undertaken in the district from the Act. Amends the State Mandates Act to require implementation without reimbursement. Makes other changes. Effective immediately.

Last Action

Date	Chamber	Action
2/18/2015	**Senate**	**To Subcommittee on Special Issues (ED)**

SB 73

Short Description: SCH CD-ADMIN OPIOID ANTIDOTE

Senate Sponsors

Sen. Michael Connelly-Kyle McCarter-Pamela J. Althoff-Dan Duffy-Jacqueline Y. Collins, John G. Mulroe, Mattie Hunter, Donne E. Trotter, Thomas Cullerton, Napoleon Harris, III and Julie A. Morrison

House Sponsors

(Rep. Grant Wehrli-Patricia R. Bellock-Ron Sandack-Jeanne M Ives-Peter Breen)

Statutes Amended In Order of Appearance

105 ILCS 5/22-30

Synopsis As Introduced

Amends the School Code. Allows a school district, public school, or nonpublic school to authorize a school nurse or trained personnel to administer an undesignated dose of an opioid antidote to any person that the school nurse or trained personnel in good faith believes is having an opioid overdose. Sets forth provisions concerning immunity; the administration, supply, and prescription of undesignated doses of an opioid antidote; a training curriculum to recognize and respond to an opioid overdose; reporting to the State Board of Education; and reporting to the General Assembly.

Last Action

Date	Chamber	Action
4/20/2015	House	Assigned to Judiciary - Civil Committee

SB 81

Short Description: OPPORTUNITY SCHOLARSHIPS

Senate Sponsors
Sen. Michael Connelly

Statutes Amended In Order of Appearance

New Act	
30 ILCS 105/5.866 new	
35 ILCS 5/203	from Ch. 120, par. 2-203
35 ILCS 5/224 new	

Synopsis As Introduced

Creates the Opportunity Scholarship Act and amends the State Finance Act and the Illinois Income Tax Act. Establishes the Opportunity Scholarship Program. Provides that under the program the custodian of a qualifying pupil is entitled to a Opportunity Scholarship to pay for qualified education expenses at participating nonpublic elementary schools in Cook County. Sets forth provisions concerning notification of scholarships, a request for a scholarship, the issuance and payment of a scholarship, the amount of a scholarship, the renewal of a scholarship, pupil assessment, the longitudinal data system, reporting attendance, nonpublic school students, a report on the program and expansion of the program, penalties, and rules. Provides that the amount received under the program shall not be considered base income for purposes of Illinois' income tax. Creates the Opportunity Scholarship Fund as a special fund in the State treasury, with money in the Fund being used by the State Board of Education for the purposes of the Opportunity Scholarship Act. Provides for a tax credit for contributions made to the Opportunity Scholarship Fund. Effective immediately.

Last Action

Date	Chamber	Action
3/4/2015	Senate	To Subcommittee on Special Issues (ED)

SB 82

Short Description: SCH CD-BOARD ELECTIONS

Senate Sponsors
Sen. John M. Sullivan

House Sponsors
(Rep. Norine Hammond-Keith Wheeler, Sam Yingling and Robert W. Pritchard)

Statutes Amended In Order of Appearance

105 ILCS 5/10-10.5

Synopsis As Introduced

Amends the School Code. Permits a congressional township comprising the territory of a school

district to pass, by a 2/3 vote of all voters voting on the question, a proposition to elect board members at large and without restriction by area of residence within the district.

Senate Floor Amendment No. 1

Replaces everything after the enacting clause. Reinserts the contents of the introduced bill with the following change: With respect to certain community unit school districts, combined school districts, and community consolidated school districts, permits the election of board members at large and without restriction by area of residence within the district if two-thirds of all voters voting on the proposition vote in favor of the proposition.

Last Action

Date	Chamber	Action
5/13/2015	House	Placed on Calendar Order of 3rd Reading - Short Debate

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SB 89

Short Description: ED LABOR REL-STRIKE-ADMIN PAY

Senate Sponsors

Sen. Terry Link

Statutes Amended In Order of Appearance

115 ILCS 5/13 from Ch. 48, par. 1713

Synopsis As Introduced

Amends the Illinois Educational Labor Relations Act. Provides that if there is a strike of educational employees in a school district, payment of the district superintendent's salary and the salaries of all other educational administrators must be suspended for the duration of the strike. Effective immediately.

Last Action

Date	Chamber	Action
2/19/2015	Senate	To Subcommittee on Special Issues (EX)

SB 100

Short Description: SCH CD-STUDENT DISCIPLINE

Senate Sponsors

Sen. Kimberly A. Lightford-Patricia Van Pelt, Michael Noland-Iris Y. Martinez-Mattie Hunter, James F. Clayborne, Jr., William Delgado-Jacqueline Y. Collins, Wm. Sam McCann, Emil Jones, III and Donne E. Trotter

House Sponsors

(Rep. William Davis-Elizabeth Hernandez-Kenneth Dunkin-Robert W. Pritchard-Litesa E. Wallace, Cynthia Soto and Emanuel Chris Welch)

Statutes Amended In Order of Appearance

105 ILCS 5/1-2 from Ch. 122, par. 1-2

Synopsis As Introduced

Amends the School Code. Makes a technical change in a Section concerning the School Code's construction.

Senate Committee Amendment No. 1

Deletes reference to:

105 ILCS 5/1-2

Adds reference to:

105 ILCS 5/10-20.14	from Ch. 122, par. 10-20.14
105 ILCS 5/10-22.6	from Ch. 122, par. 10-22.6
105 ILCS 5/27A-5	
105 ILCS 5/34-19	from Ch. 122, par. 34-19

Replaces everything after the enacting clause. Amends the School Code. Makes changes concerning student discipline policies and the parent-teacher advisory committee; the creation of memoranda of understanding with local law enforcement agencies that clearly define law enforcement's role in schools; what a written expulsion or suspension decision must include; the use of school exclusions by school officials; a prohibition on zero-tolerance policies; when out-of-school suspensions of 3 days or less may be used; when out-of-school suspensions of longer than 3 days, expulsions, and disciplinary removals to alternative schools may be used; the provision of appropriate and available support services; the re-engagement of students; the opportunity for a student to make up work; professional development on the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, and developmentally appropriate disciplinary methods that promote positive and healthy school climates; a prohibition on school officials advising or encouraging students to drop out voluntarily due to behavioral or academic difficulties; and a prohibition on issuing a monetary fine or fee as a disciplinary consequence. Effective September 15, 2016.

Senate Floor Amendment No. 2

Provide that out-of-school suspensions of longer than 3 days, expulsions, and disciplinary removals to alternative schools may be used if the student's continuing presence in school substantially disrupts, impedes, or interferes with the operation of the school and other appropriate and available behavioral and disciplinary interventions have been exhausted. Provides that "substantially disrupts, impedes, or interferes with the operation of the school" shall be determined on a case-by-case basis by school officials.

House Committee Amendment No. 1

Provides that out-of-school suspensions of longer than 3 days, expulsions, and disciplinary removals to alternative schools may be used only if other appropriate and available behavioral and disciplinary interventions have been exhausted and the student's continuing presence in school would either (i) pose a threat to the safety of other students, staff, or members of the school community or (ii) substantially disrupt, impede, or interfere with the operation of the school (instead of only if the student's continuing presence in school poses a threat to the safety of other students, staff, or members of the school community or substantially disrupts, impedes, or interferes with the operation of the school and other appropriate and available behavioral and disciplinary interventions have been exhausted); makes a related change. Provides that school officials shall make all reasonable efforts to address such disruptions to the greatest extent practicable.

Last Action

Date	Chamber	Action
5/13/2015	**House**	**Placed on Calendar 2nd Reading - Short Debate**

SB 113

Short Description: SCHOOL CHOICE ACT

Senate Sponsors
Sen. Matt Murphy-Michael Connelly

Statutes Amended In Order of Appearance

New Act	
35 ILCS 5/203	from Ch. 120, par. 2-203
105 ILCS 5/18-8.05	

Synopsis As Introduced

Creates the School Choice Act and amends the Illinois Income Tax Act and the State aid formula provisions of the School Code. Establishes the School Choice Program, a pilot program that expires on June 30, 2025. Provides that under the program, the custodian of a qualifying pupil is entitled to a School Choice Voucher to pay for qualified education expenses at a participating Chicago nonpublic elementary school. Requires the principal of each low-performing school and of each overcrowded school in the Chicago school district to notify custodians of qualifying pupils of the availability of vouchers. Sets forth provisions concerning a request for a voucher, the issuance and payment of a voucher, the amount and renewal of a voucher, pupil assessment, the State longitudinal data system, and funding. Provides that students receiving vouchers are considered nonpublic school students who have been voluntarily placed in a private setting. Provides that the amount of a redeemed voucher shall not be considered base income and shall not be taxable for Illinois income tax purposes. Requires the State Board of Education to submit a report to the General Assembly. Provides criminal penalties for certain violations. Requires the State Board to adopt rules to implement the Act. Provides that the Act is repealed on July 1, 2025. Effective June 30, 2015.

Last Action

Date	Chamber	Action
3/4/2015	Senate	To Subcommittee on Special Issues (ED)

SB 218

Short Description: EDUCATION-TECH

Senate Sponsors
Sen. Dan Kotowski

Statutes Amended In Order of Appearance

115 ILCS 5/5	from Ch. 48, par. 1705

Synopsis As Introduced

Amends the Illinois Educational Labor Relations Act. Makes a technical change in a Section concerning the Illinois Educational Labor Relations Board.

Last Action

Date	Chamber	Action
3/19/2015	Senate	To Subcommittee on Special Issues (EX)

SB 219

Short Description: EDUCATION-TECH

Senate Sponsors
Sen. John J. Cullerton

Statutes Amended In Order of Appearance

115 ILCS 5/15	from Ch. 48, par. 1715

Synopsis As Introduced
Amends the Illinois Educational Labor Relations Act. Makes a technical change in a Section concerning unfair labor practice procedures.

Last Action

Date	Chamber	Action
4/15/2015	Senate	Placed on Calendar Order of 3rd Reading April 16, 2015

SB 220

Short Description: PERSONNEL CD-SCHOOL FOR DEAF

Senate Sponsors
Sen. Wm. Sam McCann-Andy Manar

House Sponsors
(Rep. C.D. Davidsmeyer)

Statutes Amended In Order of Appearance

115 ILCS 5/1	from Ch. 48, par. 1701

Synopsis As Introduced
Amends the Illinois Educational Labor Relations Act. Makes a technical change in a Section concerning the purpose of the Act.

Senate Committee Amendment No. 1

Deletes reference to:

115 ILCS 5/1

Adds reference to:

20 ILCS 415/4d	from Ch. 127, par. 63b104d

Replaces everything after the enacting clause. Amends the Personnel Code. Provides that all positions within the Illinois School for the Deaf and the Illinois School for the Visually Impaired requiring licensure by the State Board of Education under the School Code are exempt from jurisdictions A, B, and C.

Senate Floor Amendment No. 2
Replaces everything after the enacting clause. Amends the Personnel Code. Provides that all positions within the Illinois School for the Deaf and the Illinois School for the Visually Impaired requiring

licensure by the State Board of Education under the School Code are exempt from jurisdictions A, B, and C; makes this provision inoperative after January 1, 2017. Effective immediately.

Last Action

Date	Chamber	Action
5/13/2015	House	Arrived in House

SB 221

Short Description: POLITICAL EVENT COLLEGE CAMPUS

Senate Sponsors
Sen. Pat McGuire

Statutes Amended In Order of Appearance

115 ILCS 5/5 from Ch. 48, par. 1705

Synopsis As Introduced

Amends the Illinois Educational Labor Relations Act. Makes a technical change in a Section concerning the Illinois Educational Labor Relations Board.

Senate Floor Amendment No. 2

Deletes reference to:

115 ILCS 5/5

Adds reference to:

New Act

Replaces everything after the enacting clause. Creates the Political Events on College Campuses Act. Provides that first priority for the use of campus facilities shall be given to regularly scheduled public university or community college activities and that, in reviewing conflicting requests to use public university or community college facilities, primary consideration shall be given to activities specifically related to the public university or community college's mission. Specifies the activities for which public university and community college facilities may be used. Sets forth provisions concerning the restrictions of the use of public university and community college facilities for political activities.

Last Action

Date	Chamber	Action
4/22/2015	Senate	Placed on Calendar Order of 3rd Reading April 23, 2015

SB 222

Short Description: EDUCATION-TECH

Senate Sponsors
Sen. John J. Cullerton

Statutes Amended In Order of Appearance

115 ILCS 5/18 from Ch. 48, par. 1718

Synopsis As Introduced

Amends the Illinois Educational Labor Relations Act. Makes a technical change in a Section concerning the application of the Open Meetings Act to collective bargaining negotiations and grievance arbitrations.

Last Action

Date	Chamber	Action
4/15/2015	Senate	Placed on Calendar Order of 3rd Reading April 16, 2015

SB 223

Short Description: HIGHER ED-EXONERATED PERSONS

Senate Sponsors

Sen. Dan Kotowski-Kimberly A. Lightford-David Koehler-Jacqueline Y. Collins-Emil Jones, III, Linda Holmes and Donne E. Trotter

House Sponsors

(Rep. La Shawn K. Ford-Mary E. Flowers)

Statutes Amended In Order of Appearance

115 ILCS 5/3 from Ch. 48, par. 1703

Synopsis As Introduced

Amends the Illinois Educational Labor Relations Act. Makes a technical change in a Section concerning employee rights.

Senate Floor Amendment No. 2

Deletes reference to:

115 ILCS 5/3

Adds reference to:

110 ILCS 947/62 new

Replaces everything after the enacting clause. Amends the Higher Education Student Assistance Act. Provides for the issuance of grants to exonerated persons, subject to appropriation. Provides that recipients of grants issued by the Illinois Student Assistance Commission need not be Illinois residents at the time of enrollment in order to be eligible for a grant. Provides that recipients are entitled to either payment for the course of study needed for them to obtain a high school equivalency certificate or 8 semesters or 12 quarters of full payment of tuition and mandatory fees, provided that the recipients are maintaining satisfactory academic progress. Allows the funds from the grant to be used for obtaining a high school equivalency certificate or pursuing undergraduate or graduate study. Provides that benefits shall be administered by and paid out of funds available to the Commission and shall accrue to the bona fide applicant for a grant without the requirement of demonstrating financial need to qualify for the benefits.

Senate Floor Amendment No. 3

Replaces everything after the enacting clause. Reinserts the contents of the bill as amended by Senate Amendment No. 2 with the following changes: defines "exonerated person" as an individual who has received a pardon from the Governor of the State of Illinois (rather than the Governor) stating that such a pardon is issued on the grounds of innocence of the crime for which he or she was imprisoned or an individual who has received a certificate of innocence from a circuit court. Defines "satisfactory

academic progress" as the qualified applicant's maintenance of minimum standards of academic performance, consistent with requirements for maintaining federal financial aid eligibility (rather than the qualified applicant's maintenance of minimum grade levels), as determined by the institution of higher learning. Removes a provision providing that recipients need not be Illinois residents at the time of enrollment in order to be eligible for a grant. Provides for the payment of tuition and fees only at a public university or community college. Makes changes to provide that an exonerated person who has not yet received a high school diploma or a high school equivalency certificate and completes a high school equivalency preparation course through an Illinois Community College Board-approved provider may use grant funds to pay costs associated with obtaining a high school equivalency certificate, including payment of the cost of the high school equivalency test and up to one retest on each test module, and any additional fees that may be required in order to obtain an Illinois High School Equivalency Certificate or an official transcript of test scores after successful completion of the high school equivalency test. Removes a provision requiring funds for the grant to be paid out of funds available to the Commission.

Last Action

Date	Chamber	Action
5/13/2015	House	Assigned to Higher Education Committee

SB 225

Short Description: EDUCATION-TECH

Senate Sponsors
Sen. Bill Cunningham

Statutes Amended In Order of Appearance

110 ILCS 205/2	from Ch. 144, par. 182

Synopsis As Introduced
Amends the Board of Higher Education Act. Makes a technical change in a Section concerning creation of the Board.

Last Action

Date	Chamber	Action
4/15/2015	Senate	Placed on Calendar Order of 3rd Reading April 16, 2015

SB 226

Short Description: SCH CD-PRIORITIZATION-URGENCY

Senate Sponsors
Sen. Kimberly A. Lightford and Dan Kotowski

House Sponsors
( )

Statutes Amended In Order of Appearance

110 ILCS 805/3-25.2	from Ch. 122, par. 103-25.2

Synopsis As Introduced

Amends the Public Community College Act. Makes a technical change in a Section concerning armed forces recruiting and training.

Senate Floor Amendment No. 2

Deletes reference to:

110 ILCS 805/3-25.2

Adds reference to:

105 ILCS 5/2-3.163 new

Replaces everything after the enacting clause. Amends the School Code. Authorizes the State Board of Education to work with school districts to inform all students with developmental disabilities and their parents or guardians about the Prioritization of Urgency of Need for Services database. Requires the Department of Human Services and State Board, subject to appropriation, to develop and implement a training program for pre-admission screening and independent service coordination agencies to train and provide all resources necessary for case workers in every public school in this State to register eligible students with the Prioritization of Urgency of Need for Services waiting list for services. Provides that if training is not provided to case workers, then the school district, working with the Department, shall provide yearly opportunities for individuals to sign up for the Prioritization of Urgency of Need for Services waiting list. Requires the State Board, in consultation with the Department, to inform parents and guardians of students through school districts on the Prioritization of Urgency of Need for Services waiting list.

Last Action

Date	Chamber	Action
5/13/2015	House	Arrived in House

SB 227

Short Description: EDUCATION-TECH

Senate Sponsors

Sen. John J. Cullerton and Antonio Muñoz

Statutes Amended In Order of Appearance

110 ILCS 205/3 from Ch. 144, par. 183

Synopsis As Introduced

Amends the Board of Higher Education Act. Makes a technical change in a Section concerning terms.

Last Action

Date	Chamber	Action
4/15/2015	Senate	Placed on Calendar Order of 3rd Reading April 16, 2015

SB 228

Short Description: EDUCATION-TECH

Senate Sponsors

Sen. John J. Cullerton

Statutes Amended In Order of Appearance

110 ILCS 305/7g

Synopsis As Introduced

Amends the University of Illinois Act. Makes a technical change in a Section concerning tuition waivers.

Last Action

Date	Chamber	Action
4/15/2015	Senate	Placed on Calendar Order of 3rd Reading April 16, 2015

SB 656

Short Description: PROP TX-PAYMENT FREEZE

Senate Sponsors

Sen. Matt Murphy

Statutes Amended In Order of Appearance

35 ILCS 200/18-163 new

30 ILCS 805/8.39 new

Synopsis As Introduced

Amends the Property Tax Code. Provides that, beginning in taxable year 2015 and through taxable year 2017, the total amount due on each property tax bill in each taxable year may not exceed the total amount due for that property in taxable year 2014. Amends the State Mandates Act to require implementation without reimbursement by the State. Effective immediately.

Last Action

Date	Chamber	Action
3/5/2015	Senate	To Subcommittee on Property Tax

SB 663

Short Description: OPEN MEETINGS-BUILDING SAFETY

Senate Sponsors

Sen. David Koehler

House Sponsors

(Rep. Dan Brady-Grant Wehrli-Lawrence M. Walsh, Jr.-Mark Batinick-Jay Hoffman, Natalie A. Manley, Adam Brown, Keith Wheeler, Michael P. McAuliffe, Frank J. Mautino, John D'Amico, Robert Rita, Ed Sullivan, C.D. Davidsmeyer, Christine Winger, Anthony DeLuca, Patrick J. Verschoore, Tim Butler, Reginald Phillips, Norine Hammond, Patricia R. Bellock, Robert W. Pritchard, Steven Andersson, Brandon W. Phelps, Raymond Poe, Jaime M. Andrade, Jr., Eddie Lee Jackson, Sr., Randy Frese, David Reis, John D. Cavaletto and Thomas Bennett)

Statutes Amended In Order of Appearance

5 ILCS 120/2 from Ch. 102, par. 42

Synopsis As Introduced

Amends the Open Meetings Act. Provides that public bodies may hold closed meetings to consider building safety and security.

Senate Committee Amendment No. 1

Replaces everything after the enacting clause with substantially similar provisions, but provides that public bodies may hold closed meetings to discuss school building safety and security.

Last Action

Date	Chamber	Action
5/11/2015	House	Assigned to Business & Occupational Licenses Committee

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SB 665

Short Description: SCH CD-STATE INTERVENTIONS

Senate Sponsors

Sen. Heather A. Steans

House Sponsors

(Rep. Barbara Flynn Currie-Eddie Lee Jackson, Sr.)

Statutes Amended In Order of Appearance

105 ILCS 5/1A-1 from Ch. 122, par. 1A-1

Synopsis As Introduced

Amends the School Code. Makes a technical change in a Section concerning the members of the State Board of Education.

Senate Committee Amendment No. 1

Deletes reference to:

105 ILCS 5/1A-1

Adds reference to:

105 ILCS 5/2-3.25f from Ch. 122, par. 2-3.25f

Replaces everything after the enacting clause. Amends the School Code with respect to State interventions. Provides that a school district shall provide the exclusive bargaining representative with notice that the district has been identified as a priority district. Effective immediately.

Last Action

Date	Chamber	Action
5/7/2015	Senate	Passed Both Houses

SB 672

Short Description: SCH CD-CONSUMER ED-FIN LITERCY

Senate Sponsors
Sen. Kimberly A. Lightford-Jacqueline Y. Collins and Gary Forby

House Sponsors
(Rep. Daniel V. Beiser, Esther Golar, Robert W. Pritchard, Thomas Bennett, Katherine Cloonen, Linda Chapa LaVia, Mark Batinick, John D. Cavaletto, Deborah Conroy, Michelle Mussman, Ron Sandack, Sue Scherer, Carol A. Sente, Elgie R. Sims, Jr., Mike Smiddy, Joe Sosnowski, Emanuel Chris Welch, Fred Crespo, Kenneth Dunkin, Will Guzzardi, Sheri L Jesiel, Camille Y. Lilly, Charles E. Meier, Christian L. Mitchell, Donald L. Moffitt, Kathleen Willis, Barbara Wheeler, Silvana Tabares, Eddie Lee Jackson, Sr., Jaime M. Andrade, Jr., Laura Fine, Carol Ammons and Jack D. Franks)

Statutes Amended In Order of Appearance

105 ILCS 5/27-12.1	from Ch. 122, par. 27-12.1

Synopsis As Introduced
Amends the School Code. Adds the subjects of consumer debt, higher education student loans, and identity-theft security to the list of subjects that are required to be included in the financial literacy component of consumer education. Effective July 1, 2015.

Last Action

Date	Chamber	Action
5/13/2015	Senate	Passed Both Houses

SB 706

Short Description: SCH CD-CRIMINAL HISTORY CHECKS

Senate Sponsors
Sen. Bill Cunningham-Jennifer Bertino-Tarrant-Jacqueline Y. Collins-Kimberly A. Lightford

House Sponsors
(Rep. Laura Fine, Carol Ammons, Jack D. Franks, Carol A. Sente and Linda Chapa LaVia)

Statutes Amended In Order of Appearance

105 ILCS 5/2-3.25o	
105 ILCS 5/10-21.9	from Ch. 122, par. 10-21.9
105 ILCS 5/34-18.5	from Ch. 122, par. 34-18.5

Synopsis As Introduced
Amends the School Code. In provisions concerning the registration and recognition of non-public elementary and secondary schools, (i) changes a statutory reference, (ii) makes changes concerning the release of criminal history record information concerning an applicant for employment, (iii) requires a student teacher, prior to the commencement of any student teaching experience (or required internship) in a school, to authorize a fingerprint-based criminal history records check, and (iv) requires a school to perform a check of the Statewide Sex Offender Database and of the Statewide Murderer and Violent Offender Against Youth Database for each student teacher. In provisions concerning criminal history records checks and checks of the Statewide Sex Offender Database and Statewide Murderer and Violent Offender Against Youth Database for applicants for employment with a school district, (i) requires the Department of State Police and the Federal Bureau of Investigation to furnish records of convictions

forever and hereinafter (until expunged), (ii) makes changes concerning the release of confidential information concerning criminal convictions, (iii) provides that information obtained by a school district within the last year with respect to employees of persons or firms holding contracts with the school district must be made available to a requesting school or school district (instead of to a requesting school, school district, community college district, or private school), and (iv) makes changes concerning checks for student teachers.

Last Action

Date	Chamber	Action
5/7/2015	Senate	Passed Both Houses

SB 718

Short Description: ELEVATOR SAFETY - OSFM

Senate Sponsors
Sen. Don Harmon-Pamela J. Althoff

House Sponsors
(Rep. Robert Rita)

Statutes Amended In Order of Appearance

225 ILCS 312/15

225 ILCS 312/35

225 ILCS 312/40

225 ILCS 312/105

225 ILCS 312/120

225 ILCS 312/140

Synopsis As Introduced

Amends the Elevator Safety Act. Provides that the Office of the State Fire Marshal (rather than the Elevator Safety Review Board) shall authorize the issuance of elevator contractor's licenses, elevator mechanic's licenses, inspector's licenses, and inspection company licenses. Further provides that the Board no longer has the power to establish fee schedules for inspections of conveyances. Requires that the Board prescribe an inspection form, which shall be the only inspection form used by a person, company, or home rule unit licensed to inspect conveyances under the Act. Provides that all applications for a contractor's or inspection company license shall contain a copy of the Certificate of Authority to transact business in the State from the Secretary of State for corporations registered in another state, a certificate of good standing for corporations registered in Illinois, and an assumed name certificate issued by the Illinois county in which the business is located for a sole proprietor or partnership. Requires that all injuries caused by a malfunctioning conveyance be reported to the Office of the State Fire Marshal within 2 business days.

Senate Committee Amendment No. 1

Deletes reference to:

225 ILCS 312/40

Replaces everything after the enacting clause with the introduced bill with the following changes: removes provisions regarding a licensed inspector prescribing his or her own inspection procedures and regarding inspection company licensure.

Last Action

Date	Chamber	Action
5/13/2015	Senate	Passed Both Houses

SB 760

Short Description: CAREER/WORKFORCE TRANSITION

Senate Sponsors
Sen. James F. Clayborne, Jr.-Kimberly A. Lightford and David Koehler

House Sponsors
(Rep. Kenneth Dunkin-Kathleen Willis-Camille Y. Lilly-Jehan A. Gordon-Booth-Emanuel Chris Welch, Daniel J. Burke and Linda Chapa LaVia)

Statutes Amended In Order of Appearance

110 ILCS 205/3 from Ch. 144, par. 183

Synopsis As Introduced

Amends the Board of Higher Education Act. Makes a technical change in a Section concerning terms.

Senate Committee Amendment No. 1

Deletes reference to:

110 ILCS 205/3

Adds reference to:

New Act

Replaces everything after the enacting clause. Creates the Career and Workforce Transition Act. Requires a public community college district to accept up to 30 credit hours transferred from a non-degree granting institution (regulated and approved by the Board of Higher Education under the Private Business and Vocational Schools Act of 2012 and nationally accredited by an accreditor approved by the U.S. Department of Education) that has been approved by the Board as an institution from which credits may be transferred if a student has completed a medical assisting program, a medical coding program, a dental assisting program, a heating, ventilation, and air conditioning program, a welding program, or a pharmacy technician program. Provides that the program must, at a minimum, be a 9-month program and use a credit-hour system. Contains provisions conditioning Board approval.

Senate Floor Amendment No. 2

Requires an institution to have successfully completed a full term of national accreditation without probation (instead of without probation, a warning, or the denial of a substantive change in an application) in order to be approved as an institution from which credits may be transferred. Makes a grammatical change.

Last Action

Date	Chamber	Action
5/4/2015	House	Assigned to Higher Education Committee

SB 1076

Short Description: SCH CD-BUILDING-SPECIAL EDUC

Senate Sponsors
Sen. Matt Murphy-Julie A. Morrison

House Sponsors
(Rep. Thomas Morrison)

Statutes Amended In Order of Appearance

105 ILCS 5/1-2	from Ch. 122, par. 1-2

Synopsis As Introduced

Amends the School Code. Makes a technical change in a Section concerning the School Code's construction.

Senate Floor Amendment No. 1

Deletes reference to:

105 ILCS 5/1-2

Adds reference to:

105 ILCS 5/10-22.36	from Ch. 122, par. 10-22.36

Replaces everything after the enacting clause. Amends the School Code. With respect to a school board's power to build or purchase a building for school classroom or instructional purposes, provides that no referendum is required for Township High School District 211 to build a building on existing school grounds for special education adult transition programs if the cost to build and equip the building does not exceed $800,000 and the cost to build and equip the building is paid for from existing funds of the school district.

Last Action

Date	Chamber	Action
5/13/2015	**House**	**Assigned to Elementary & Secondary Education: School Curriculum & Policies Committee**

SB 1077

Short Description: EDUCATION-TECH

Senate Sponsors
Sen. Christine Radogno

Statutes Amended In Order of Appearance

105 ILCS 5/1A-1	from Ch. 122, par. 1A-1

Synopsis As Introduced

Amends the School Code. Makes a technical change in a Section concerning the members of the State Board of Education.

Last Action

Date	Chamber	Action
4/15/2015	Senate	Placed on Calendar Order of 3rd Reading April 16, 2015

SB 1127

Short Description: EDUCATION-TECH

Senate Sponsors

Sen. Christine Radogno

Statutes Amended In Order of Appearance

115 ILCS 5/9	from Ch. 48, par. 1709

Synopsis As Introduced

Amends the Illinois Educational Labor Relations Act. Makes a technical change in a Section concerning rules.

Last Action

Date	Chamber	Action
4/15/2015	Senate	Placed on Calendar Order of 3rd Reading April 16, 2015

SB 1128

Short Description: EDUCATION-TECH

Senate Sponsors

Sen. Christine Radogno

Statutes Amended In Order of Appearance

115 ILCS 5/15	from Ch. 48, par. 1715

Synopsis As Introduced

Amends the Illinois Educational Labor Relations Act. Makes a technical change in a Section concerning unfair labor practice procedures.

Last Action

Date	Chamber	Action
4/15/2015	Senate	Placed on Calendar Order of 3rd Reading April 16, 2015

SB 1136

Short Description: EDUCATION-TECH

Senate Sponsors
Sen. Christine Radogno

Statutes Amended In Order of Appearance

110 ILCS 48/1

Synopsis As Introduced
Amends the Grow Your Own Teacher Education Act. Makes a technical change in a Section concerning the short title.

Last Action

Date	Chamber	Action
4/15/2015	Senate	Placed on Calendar Order of 3rd Reading April 16, 2015

SB 1137

Short Description: EDUCATION-TECH

Senate Sponsors
Sen. Christine Radogno

Statutes Amended In Order of Appearance

110 ILCS 220/1 from Ch. 144, par. 281

Synopsis As Introduced
Amends the Higher Education Cooperation Act. Makes a technical change in a Section concerning the short title.

Last Action

Date	Chamber	Action
4/15/2015	Senate	Placed on Calendar Order of 3rd Reading April 16, 2015

SB 1138

Short Description: EDUCATION-TECH

Senate Sponsors
Sen. Christine Radogno

Statutes Amended In Order of Appearance

110 ILCS 337/1

Synopsis As Introduced
Amends the Biomonitoring Feasibility Study Act. Makes a technical change in a Section concerning the short title.

Last Action

Date	Chamber	Action
4/15/2015	Senate	Placed on Calendar Order of 3rd Reading April 16, 2015

SB 1144

Short Description: EDUCATION-TECH

Senate Sponsors
Sen. Christine Radogno

Statutes Amended In Order of Appearance

110 ILCS 13/1

Synopsis As Introduced
Amends the College Campus Press Act. Makes a technical change in a Section concerning the short title.

Last Action

Date	Chamber	Action
4/15/2015	Senate	Placed on Calendar Order of 3rd Reading April 16, 2015

SB 1198

Short Description: SCH CD-NONINSTRUCTIONAL SERVIC

Senate Sponsors
Sen. Jason A. Barickman

Statutes Amended In Order of Appearance

105 ILCS 5/10-22.34c

Synopsis As Introduced

Amends the School Code with respect to a provision concerning third party non-instructional services. Provides that, notwithstanding any other law of this State, nothing in the Code prevents a board of education from entering into a contract with a third party for non-instructional services currently performed by any employee or bargaining unit member or from laying off those educational support personnel employees upon 30 days written notice to the affected employees (instead of allowing a board of education to enter into a contract with a third party for non-instructional services currently performed by any employee or bargaining unit member or lay off those educational support personnel employees upon 90 days written notice to the affected employees if certain conditions are met). Effective immediately.

Last Action

Date	Chamber	Action
3/11/2015	Senate	To Subcommittee on Special Issues (ED)

SB 1260

Short Description: INC TX-EDUCATION

Senate Sponsors
Sen. Michael Noland and John J. Cullerton-Mattie Hunter

Statutes Amended In Order of Appearance

15 ILCS 20/50-20	was 15 ILCS 20/38.3
30 ILCS 105/5.866 new	
30 ILCS 105/5.867 new	
30 ILCS 105/5.868 new	
30 ILCS 105/5.869 new	
35 ILCS 5/201	from Ch. 120, par. 2-201
35 ILCS 5/202.5	
35 ILCS 5/204	from Ch. 120, par. 2-204
35 ILCS 5/208	from Ch. 120, par. 2-208
35 ILCS 5/212	
35 ILCS 5/901	from Ch. 120, par. 9-901
35 ILCS 120/1	from Ch. 120, par. 440
35 ILCS 120/2	from Ch. 120, par. 441
105 ILCS 5/1C-2	
105 ILCS 5/2-3.25c	from Ch. 122, par. 2-3.25c

105 ILCS 5/2-3.25d	from Ch. 122, par. 2-3.25d
105 ILCS 5/2-3.25d-5 new	
105 ILCS 5/2-3.163 new	
105 ILCS 5/2-3.164 new	
105 ILCS 5/2-3.165 new	
105 ILCS 5/2-3.166 new	
105 ILCS 5/2-3.167 new	
105 ILCS 5/3-7	from Ch. 122, par. 3-7
105 ILCS 5/10-16.10 new	
105 ILCS 5/10-17a	from Ch. 122, par. 10-17a
105 ILCS 5/10-17b new	
105 ILCS 5/10-17c new	
105 ILCS 5/10-17d new	
105 ILCS 5/10-20.56 new	
105 ILCS 5/10-22.45	from Ch. 122, par. 10-22.45
105 ILCS 5/17-2.11d new	
105 ILCS 5/18-8.05	
105 ILCS 5/19-3	from Ch. 122, par. 19-3
105 ILCS 5/21A-3 new	
105 ILCS 5/21A-5	
105 ILCS 5/21A-10	
105 ILCS 5/21A-15	
105 ILCS 5/21A-20	
105 ILCS 5/21A-25	
105 ILCS 5/21A-30	
105 ILCS 5/23-3	from Ch. 122, par. 23-3
105 ILCS 5/23-5.5 new	
105 ILCS 5/23-6	from Ch. 122, par. 23-6
105 ILCS 5/29-5	from Ch. 122, par. 29-5
105 ILCS 5/3-6 rep.	
105 ILCS 5/3-6.1 rep.	

Synopsis As Introduced

Amends the State Budget Law of the Civil Administration Code of Illinois. Provides that certain amounts shall be transferred from the General Revenue Fund to the Common School Fund. Amends the Illinois Income Tax Act. Provides that the income tax rates on individuals, trusts, estates, and corporations shall be 5%. Increases the residential real property tax credit from to 10%. Increases the limitation on the education expense credit. Increases the percentage of the earned income tax credit. Makes changes concerning distributions to the Local Government Distributive Fund. Amends the Retailers' Occupation Tax Act. Provides that certain services are taxable under the Act. Amends the School Code. Creates the Education Financial Award System Fund, the Digital Learning Technology Grant Fund, and the STEM Education Center Grant Fund. Makes changes concerning the Early Childhood Education Block Grant; financial awards for school improvement and other awards; academic early warning and watch status; an educational improvement plan; the creation of the Digital Learning Technology Grant Program, a best practices clearinghouse, the Science, Technology, Engineering, and

Mathematics Education Center Grant Program, and a resource management service; audits; school board member leadership training; a school district's school report card; financial policies and plans; a capital improvement plan; protection from suit; financial accountability; non-referendum bonds; the foundation level of support under the State aid formula; the New Teacher Induction and Mentoring Program; school board associations; and transportation reimbursement. Effective immediately.

Last Action

Date	Chamber	Action
3/19/2015	Senate	To Subcommittee on Special Issues (EX)

SB 1302

Short Description: PENS CD-CHI TEACHERS-REVENUE

Senate Sponsors
Sen. Emil Jones, III

Statutes Amended In Order of Appearance

40 ILCS 5/17-127	from Ch. 108 1/2, par. 17-127

Synopsis As Introduced

Amends the Chicago Teacher Article of the Illinois Pension Code. Provides that beginning in State fiscal year 2016, the State shall make annual contributions to the Chicago Public School Teachers' Pension and Retirement Fund. Provides that for State fiscal year 2016, the contribution shall be $374,270,000 and that for each year thereafter, the Board of Trustees of the Fund shall certify to the Governor by January 15th the amount of the required State contribution to the Fund for the coming fiscal year. Requires the certified contribution to be equal to 10% of the contribution certified by the board of trustees of the downstate teachers retirement system for the coming fiscal year. Effective immediately.

Last Action

Date	Chamber	Action
3/5/2015	Senate	To Subcommittee on Governmental Operations

SB 1319

Short Description: SCH CD/HEALTH ED-MISCELLANEOUS

Senate Sponsors
Sen. Iris Y. Martinez

House Sponsors
(Rep. Linda Chapa LaVia)

Statutes Amended In Order of Appearance

105 ILCS 5/1A-10	
105 ILCS 5/1C-4	
105 ILCS 5/2-3.12	from Ch. 122, par. 2-3.12
105 ILCS 5/2-3.39	from Ch. 122, par. 2-3.39

105 ILCS 5/2-3.62	from Ch. 122, par. 2-3.62
105 ILCS 5/2-3.64a-5	
105 ILCS 5/2-3.162	
105 ILCS 5/3-1	from Ch. 122, par. 3-1
105 ILCS 5/3-2.5	
105 ILCS 5/3-11	from Ch. 122, par. 3-11
105 ILCS 5/3-15.6	from Ch. 122, par. 3-15.6
105 ILCS 5/3-15.10	from Ch. 122, par. 3-15.10
105 ILCS 5/3-15.17	
105 ILCS 5/10-17a	from Ch. 122, par. 10-17a
105 ILCS 5/14-8.02	from Ch. 122, par. 14-8.02
105 ILCS 5/14-9.01	from Ch. 122, par. 14-9.01
105 ILCS 5/14C-1	from Ch. 122, par. 14C-1
105 ILCS 5/14C-2	from Ch. 122, par. 14C-2
105 ILCS 5/14C-3	from Ch. 122, par. 14C-3
105 ILCS 5/14C-5	from Ch. 122, par. 14C-5
105 ILCS 5/14C-7	from Ch. 122, par. 14C-7
105 ILCS 5/14C-9	from Ch. 122, par. 14C-9
105 ILCS 5/14C-11	from Ch. 122, par. 14C-11
105 ILCS 5/27A-5	
105 ILCS 5/34-2.4	from Ch. 122, par. 34-2.4
105 ILCS 5/34-8.17	
105 ILCS 110/5	from Ch. 122, par. 865
105 ILCS 5/2-3.60 rep.	
105 ILCS 5/2-3.64b rep.	
105 ILCS 5/2-3.120 rep.	
105 ILCS 5/2-3.137 rep.	
105 ILCS 5/2-3.147 rep.	
105 ILCS 5/3-11.5 rep.	
105 ILCS 5/22-65 rep.	
105 ILCS 5/22-75 rep.	

Synopsis As Introduced

Amends the School Code and Critical Health Problems and Comprehensive Health Education Act. Makes changes concerning the divisions of the State Board of Education, a block grant progress report and plan, references to English learners, educational service regions, regional and assistant regional superintendents of schools, references to educator licensure, and the advisory committee relating to the Critical Health Problems and Comprehensive Health Education Act. Repeals Sections concerning requiring certain entities to design continuing education programs, the Innovation, Intervention, and Restructuring Task Force, access to the State Board's educational network, the inspection and review of school facilities and a task force, the Ensuring Success in School Task Force, a regional professional development review committee, the Task Force on the Prevention of Sexual Abuse of Children, and the Eradicate Domestic Violence Task Force. Effective July 1, 2015.

Senate Committee Amendment No. 1

Adds reference to:

105 ILCS 5/2-3.25o

Further amends the School Code. With respect to the registration and recognition of non-public elementary and secondary schools, changes a reference from provisions in the Teacher Certification Article of the Code to provisions in the Educator Licensure Article of the Code.

Last Action

Date	Chamber	Action
5/13/2015	Senate	Passed Both Houses

SB 1340

Short Description: SCH CD-SCH SECURITY STANDARDS

Senate Sponsors
Sen. Neil Anderson

House Sponsors
(Rep. Elgie R. Sims, Jr.-Edward J. Acevedo)

Statutes Amended In Order of Appearance

105 ILCS 5/2-3.160

Synopsis As Introduced

Amends the School Code. Requires the School Security and Standards Task Force to submit a report to the General Assembly and the Governor on or before January 1, 2016 and the State Board of Education on or before July 1, 2016 (instead of on or before January 1, 2015). Abolishes the Task Force and repeals the provisions concerning the Task Force on July 2, 2016 (instead of July 1, 2015). Effective immediately.

Last Action

Date	Chamber	Action
5/7/2015	House	Placed on Calendar 2nd Reading - Short Debate

SB 1341

Short Description: SCH CD-STATE AID FUNDING

Senate Sponsors
Sen. Dale A. Righter-Pamela J. Althoff-Chapin Rose-Jim Oberweis-Kyle McCarter and Neil Anderson

Statutes Amended In Order of Appearance

105 ILCS 5/18-8.05

Synopsis As Introduced

Amends the School Code. Provides that, beginning with Fiscal Year 2016, appropriations for the purposes of the State aid formula provisions must be prioritized so that general State aid for school districts is fully funded at 100% of the statutory Foundation Level first, with any remaining funds being

used for the other purposes of the State aid formula provisions. Effective July 1, 2015.

Last Action

Date	Chamber	Action
3/19/2015	Senate	To Subcommittee on Special Issues (EX)

SB 1342

Short Description: SCHOOL CHOICE ACT

Senate Sponsors
Sen. Matt Murphy

Statutes Amended In Order of Appearance

New Act

35 ILCS 5/203 from Ch. 120, par. 2-203

105 ILCS 5/18-8.05

Synopsis As Introduced

Creates the School Choice Act and amends the Illinois Income Tax Act and the State aid formula provisions of the School Code. Establishes the School Choice Program, a pilot program that expires on June 30, 2025. Provides that under the program, the custodian of a qualifying pupil is entitled to a School Choice Voucher to pay for qualified education expenses at a participating Chicago nonpublic elementary school. Requires the principal of each low-performing school and of each overcrowded school in the Chicago school district to notify custodians of qualifying pupils of the availability of vouchers. Sets forth provisions concerning a request for a voucher, the issuance and payment of a voucher, the amount and renewal of a voucher, pupil assessment, the State longitudinal data system, and funding. Provides that students receiving vouchers are considered nonpublic school students who have been voluntarily placed in a private setting. Provides that the amount of a redeemed voucher shall not be considered base income and shall not be taxable for Illinois income tax purposes. Requires the State Board of Education to submit a report to the General Assembly. Provides criminal penalties for certain violations. Requires the State Board to adopt rules to implement the Act. Provides that the Act is repealed on July 1, 2025. Effective June 30, 2015.

Last Action

Date	Chamber	Action
3/4/2015	Senate	To Subcommittee on Special Issues (ED)

SB 1355

Short Description: SCH CD-CARBON MONOXIDE ALARMS

Senate Sponsors
Sen. Andy Manar-Wm. Sam McCann

Statutes Amended In Order of Appearance

105 ILCS 5/10-20.56 new

105 ILCS 5/17-2.11 from Ch. 122, par. 17-2.11

105 ILCS 5/34-18.49 new

Synopsis As Introduced

Amends the School Code. Provides that a school board shall require that each school building in the district be equipped with approved carbon monoxide alarms within one year after the effective date of the amendatory Act, unless a school building does not have or is not close to any sources of carbon monoxide. Allows a school board to use remaining funds on hand in the Fire Prevention and Safety Fund for the installation of carbon monoxide alarms in school buildings. Effective immediately.

Last Action

Date	Chamber	Action
4/29/2015	Senate	Postponed - Public Health

SB 1393

Short Description: SCH CD-TECH ED INCENTIVE GRANT

Senate Sponsors

Sen. Scott M. Bennett, Gary Forby-Steve Stadelman-William Delgado, David Koehler and William R. Haine

House Sponsors

(Rep. Daniel V. Beiser)

Statutes Amended In Order of Appearance

105 ILCS 5/2-3.163 new

Synopsis As Introduced

Amends the School Code. Requires the State Board of Education to annually confer with the Illinois Community College Board to: (i) identify industries and occupations within this State that face workforce shortages; (ii) notify school districts of these identified industries and occupations; and (iii) approve industry-recognized certification programs designed to mitigate workforce shortages. Provides that beginning with the 2016-2017 school year, the State Board of Education shall annually award incentive grants to school districts for each pupil in the school district who obtained a diploma if the school district has an industry-recognized certification program and the pupil successfully completed the program. Further provides that if the funds appropriated in any fiscal year are insufficient to pay the full amount of the incentive grant, the State Board of Education shall prorate the amount of its payments among school districts eligible for an incentive grant. Effective July 1, 2016.

Senate Floor Amendment No. 3

Replaces everything after the enacting clause. Reinserts the contents of the introduced bill with the following changes. Makes the State Board of Education's duties subject to a separate appropriation. Requires the State Board to annually confer and reach agreement with the Illinois Community College Board and the Department of Employment Security (instead of just conferring with the Illinois Community College Board) to identify industries and occupations within this State that face workforce shortages or shortages of adequately trained, entry-level workers. Subject to a separate appropriation, requires the Illinois Community College Board to (i) annually confer and reach agreement with the State Board and the Department of Employment Security to identify industries and occupations within this State that face workforce shortages or shortages of adequately trained, entry-level workers; (ii) annually notify community college districts of the identified industries and occupations and make this information available on its Internet website; and (iii) approve industry-recognized certification programs designed to mitigate workforce shortages in any of the industries or occupations identified. Makes changes

concerning the award of incentive grants, including providing for the award of incentive grants to community college districts (not just school districts). Effective July 1, 2016.

Last Action

Date	Chamber	Action
5/4/2015	House	Assigned to Higher Education Committee

SB 1403

Short Description: SCH CD-EVID BASED JUDG PANEL

Senate Sponsors

Sen. Jason A. Barickman-Michael E. Hastings-Andy Manar-Tim Bivins, William E. Brady, Sue Rezin, Kyle McCarter, Pamela J. Althoff, Gary Forby, David S. Luechtefeld, Karen McConnaughay, Jennifer Bertino-Tarrant-Dale A. Righter, Wm. Sam McCann, Chapin Rose and Christine Radogno

Statutes Amended In Order of Appearance

105 ILCS 5/18-8.05

Synopsis As Introduced

Amends the State aid formula provisions of the School Code. Forms an evidence-based Professional Judgment Panel. Provides that the Panel shall update and revise a 2010 study and make recommendations for the implementation of an evidence-based adequacy and equity formula for the funding of all school districts. Specifies the members who shall serve on the Panel. Requires the Panel to recommend an adequate per pupil cost figure and a per pupil amount of local revenue figure. Provides that the Panel's recommendations shall incorporate identifiable and prototypical education expenses based on the school district type and student population size. Requires the Panel to submit a final recommendation for full funding of an equitable and adequate educational opportunity for all students by the 2020-2021 school year. Effective immediately.

Last Action

Date	Chamber	Action
3/19/2015	Senate	To Subcommittee on Special Issues (EX)

SB 1410

Short Description: SCH CD-IMMUNIZATION EXEMPTION

Senate Sponsors

Sen. John G. Mulroe-Donne E. Trotter, Heather A. Steans, William Delgado, Martin A. Sandoval-Terry Link and Patricia Van Pelt

House Sponsors

(Rep. Robyn Gabel-Michael J. Zalewski-Laura Fine-Michael P. McAuliffe, Anna Moeller, Norine Hammond, Kelly Burke, Michael W. Tryon, John D'Amico, Elaine Nekritz, Martin J. Moylan, Daniel J. Burke, Cynthia Soto, Jaime M. Andrade, Jr., La Shawn K. Ford, Elizabeth Hernandez, Michelle Mussman and William Davis)

Statutes Amended In Order of Appearance

105 ILCS 5/27-8.1 from Ch. 122, par. 27-8.1

Synopsis As Introduced

Amends the School Code. Requires the State Board of Education to publish on its Internet website the exemption from immunization data it receives from schools. Provide that parents or legal guardians who object to health, dental, or eye examinations or immunizations on religious grounds must present to the appropriate local school authority a Department of Public Health objection form, detailing the grounds for the objection and signed by the parent or legal guardian, as well as a religious official attesting to a bona fide religious objection whose signature must be notarized (instead of presenting a signed statement of objection detailing the grounds for the objection). Requires the Department of Public Health to develop and publish a uniform objection form for this particular use. Provides that if the physical condition of a child is such that any one or more of the immunizing agents should not be administered, the child's parent or legal guardian must present to the appropriate local school authority a statement signed by the child's regular examining physician, advanced practice nurse, or physician assistant attesting to that fact. Effective immediately.

Senate Committee Amendment No. 1

Replaces everything after the enacting clause. Amends the School Code. With respect to the Section requiring health examinations and immunizations, removes a provision concerning parents or legal guardians who object to the health, dental, or eye examinations or to immunizations on religious grounds. Provides instead that children of parents or legal guardians who object to health, dental, or eye examinations, or any part thereof, to immunizations, or to vision and hearing screening tests on religious grounds shall not be required to undergo the examinations, tests, or immunizations to which they so object if such parents or legal guardians present to the appropriate local school authority a signed Certificate of Religious Exemption, created by the Department of Public Health, detailing the grounds for objection and the specific immunizations, tests, or examinations to which they object. Provides that the grounds for objection must set forth the specific religious belief that conflicts with the examination, test, immunization, or other medical intervention. Specifies other requirements for the signed certificate, and requires parents or legal guardians to submit the certificate to their local school authority annually for each child for which they are requesting an exemption. Contains provisions concerning the religious objection. Requires the local school authority to inform the parent or legal guardian of exclusion procedures, in accordance with the Department's rules, at the time the objection is presented. Effective immediately.

Senate Floor Amendment No. 2

Specifies that the health care provider's signature on the certificate reflects only that education was provided and does not allow a health care provider grounds to determine a religious exemption. Provides that those receiving immunizations shall be provided with the relevant vaccine information statements prior to administering a vaccine. Provides that a healthcare provider may consider including nationally accepted recommendations from federal agencies, the information outlined in the relevant vaccine information statement, and vaccine package inserts, along with the healthcare provider's clinical judgment, to determine whether any child may be more susceptible to experiencing an adverse vaccine reaction than the general population, and if so, the healthcare provider may exempt the child from an immunization or adopt an individualized immunization schedule. Requires parents or legal guardians to submit the certificate to their local school authority, prior to the dates of entering kindergarten, sixth grade, and ninth grade (instead of annually), for each child for which they are requesting an exemption.

Last Action

Date	Chamber	Action
5/13/2015	House	Placed on Calendar 2nd Reading - Short Debate

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SB 1450

Short Description: INTERSCHOLASTIC ATHLET-SPEC ED

Senate Sponsors
Sen. Dan Kotowski-William Delgado, Toi W. Hutchinson and Julie A. Morrison

Statutes Amended In Order of Appearance

105 ILCS 25/1.20 new

Synopsis As Introduced

Amends the Interscholastic Athletic Organization Act. Requires an association or other entity that has as one of its purposes promoting, sponsoring, regulating, or in any manner providing for interscholastic athletics or any form of athletic competition among schools and students within this State to allow a student for whom it is determined that special education services are needed under the School Code to participate in interscholastic athletics and other forms of athletic competition for as long as the student is eligible for such special education services, which, for purposes of the School Code, means through the day before the student's 22nd birthday.

Last Action

Date	Chamber	Action
5/6/2015	Senate	Postponed - Education

SB 1455

Short Description: BD OF HIGHER ED-ASSESSMENTS

Senate Sponsors
Sen. William Delgado

House Sponsors
(Rep. Esther Golar)

Statutes Amended In Order of Appearance

105 ILCS 5/2-3.64a-5

Synopsis As Introduced

Amends the School Code. Provides that the State Board of Education shall assess high school students using a college and career ready determination that shall be accepted by this State's public institutions of higher education for the purpose of student application or admissions consideration.

Senate Committee Amendment No. 1

Replaces everything after the enacting clause. Amends the School Code. Provides that one of the State assessments for high school students shall include tests in the areas of English language arts, reading, mathematics, and science for the purpose of student application or admissions to public institutions of higher education.

Last Action

Date	Chamber	Action
5/13/2015	House	Placed on Calendar 2nd Reading - Short Debate

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SB 1591

Short Description: SCH CD-CHARTER SCH PROPOSAL

Senate Sponsors
Sen. Jacqueline Y. Collins-William Delgado, Emil Jones, III, Napoleon Harris, III and Toi W. Hutchinson

House Sponsors
(Rep. Robert F. Martwick)

Statutes Amended In Order of Appearance
105 ILCS 5/27A-7

Synopsis As Introduced
Amends the Charter Schools Law of the School Code. Requires a charter school proposal to include disclosure of any known active criminal or civil investigation by a local, state, or federal law enforcement agency into the individual or organization submitting the charter school proposal. Effective immediately.

Senate Committee Amendment No. 1
Replaces everything after the enacting clause. Amends the Charter Schools Law of the School Code. Requires a charter school proposal to include disclosure of any known active civil or criminal investigation by a local, state, or federal law enforcement agency into an organization submitting the charter school proposal or a criminal investigation by a local, state, or federal law enforcement agency into any member of the governing body of that organization. Provides that a known investigation means a request for an interview by a law enforcement agency, a subpoena, an arrest, or an indictment. Requires such disclosure for a period from the initial application submission through 10 business days prior to the authorizer's scheduled decision date. Effective immediately.

Last Action

Date	Chamber	Action
4/30/2015	House	Placed on Calendar 2nd Reading - Short Debate

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SB 1604

Short Description: SCH CD-SPECIAL ED CLASS SIZE

Senate Sponsors
Sen. Kyle McCarter

Statutes Amended In Order of Appearance
105 ILCS 5/14-2

Synopsis As Introduced
Amends the Children with Disabilities Article of the School Code. Provides that the State Board of Education shall have no authority to adopt any administrative rules that establish or limit the class size or ratio of the student population of a general education class for special education students receiving services in general education classes beyond what may be required by federal rule or law, unless the Board fully funds the cost of additional teachers and other staff that are required by such class-size limitations. Limits the Board's authority to adopt any administrative rules that establish or limit the class size of special education classes. Defines "special education classes". Requires that any rule in effect on the effective date of this amendatory Act establishing or limiting the class size or ratio of the student population of general education classes for special education students receiving services in general education classes or establishing or limiting the class size of special education classes is null and void on the effective date of this amendatory Act. Effective immediately.

Last Action

Date	Chamber	Action
3/11/2015	Senate	To Subcommittee on Special Issues (ED)

SB 1633

Short Description: EDUC-NO EMPLOYMENT-CONVICTIONS

Senate Sponsors
Sen. Chapin Rose

Statutes Amended In Order of Appearance

105 ILCS 5/21B-80

110 ILCS 305/90 new

110 ILCS 520/75 new

110 ILCS 660/5-185 new

110 ILCS 665/10-185 new

110 ILCS 670/15-185 new

110 ILCS 675/20-190 new

110 ILCS 680/25-185 new

110 ILCS 685/30-195 new

110 ILCS 690/35-190 new

110 ILCS 805/3-29.11 new

Synopsis As Introduced

Amends the School Code and various Acts relating to the governance of public universities and community colleges in Illinois. In a provision of the Educator Licensure Article of the School Code that requires a license to be revoked for conviction of a Class X felony, specifically includes the offense of terrorism as one of those Class X felonies. Prohibits universities and community colleges from knowingly employing a person who has been convicted of attempting to commit, conspiring to commit, soliciting, or committing murder or felony murder (but not reckless homicide or negligent homicide) or the offense of terrorism or any offense committed or attempted in any other state or against the laws of the United States that, if committed or attempted in this State, would have been punishable as murder or felony murder (but not reckless homicide or negligent homicide) or terrorism. Effective immediately.

Last Action

Date	Chamber	Action
3/19/2015	Senate	To Subcommittee on Governmental Operations

SB 1679

Short Description: ST BD ED-COURSE ACCESS ACT

Senate Sponsors
Sen. Kimberly A. Lightford-Karen McConnaughay-Martin A. Sandoval and Jason A. Barickman

House Sponsors
(Rep. Kenneth Dunkin-Joe Sosnowski and Ron Sandack)

Statutes Amended In Order of Appearance

New Act

105 ILCS 5/27A-5

Synopsis As Introduced

Creates the Course Access Act. Provides that the State Course Access Catalog shall be developed for the State Board of Education and shall provide a listing of all courses authorized and available to students, detailed information about the courses, and the ability for students to submit their course enrollments. Specifies how an eligible participating student may enroll in State Course Access Program courses. Establishes an authorization process for course providers run by the State Board. Requires certain criteria for course providers. Provides that the Board shall establish a course review and approval process, implemented by itself or a designated entity. Allows for the initial authorization of the course provider and approved courses to be for a period of 3 years, with the providers reporting annually to the State Board. Permits the State Board to enter into a reciprocity agreement with other states for the purpose of authorizing and approving high quality providers and courses for the Program and the operation of the Catalog. Specifies the responsibilities of the State Board and the local school district. Provides per-course tuition and the payment of tuition to course providers based upon student success. Amends the Charter Schools Law of the School Code to make a corresponding change. Effective January 1, 2016.

Senate Committee Amendment No. 1

Provides that in order to be approved and added to the State Course Access Catalog, a course must be taught by a teacher who holds a professional educator license under the School Code.

Senate Floor Amendment No. 3

Replaces everything after the enacting clause. Reinserts the contents of the introduced bill as amended by Senate Amendment No. 1, with the following changes: removes a provision defining "course provider" as including a private for-profit provider. Removes a provision providing that eligible funded students may seek enrollment in State Course Access Program courses that duplicate a course already offered at their public school. Provides that for the 2018-2019 school year and thereafter (rather than just the 2018-2019 school year), students attending a public school who choose to participate in the State Course Access Program and entering grades 9 through 12 may take up to 2 courses per semester; makes corresponding changes. Provides that public and charter schools shall inform students and families at the time of denial of their right to appeal any enrollment denials in State Course Access Program courses to the school board (rather than the State Board of Education). Provides that a music or arts course (rather than a Civics course or a test prep or study skills course) is one of the types of courses that may be approved and added to the State Course Access Catalog. Provides that a course provider other than the Illinois Virtual School may offer an online course only if the Illinois Virtual School decides to not offer the course via the State Course Access Catalog. Removes a provision providing that the performance data of eligible funded students who are enrolled in a State Course Access course shall be counted in the school performance score for the school in which the student is enrolled full time. Specifies that course providers are only responsible for providing transportation for students who are enrolled in a free or reduced-price lunch program. Makes technical corrections. Effective January 1, 2016.

Last Action

Date	Chamber	Action
5/11/2015	**House**	**Assigned to Elementary & Secondary Education: School Curriculum & Policies Committee**

SB 1793

Short Description: SCH CD-SUICIDE AWARENES POLICY

Senate Sponsors
Sen. Michael E. Hastings, Kimberly A. Lightford, Scott M. Bennett-William Delgado-Andy Manar, Jacqueline Y. Collins-Wm. Sam McCann-Toi W. Hutchinson, Emil Jones, III, Napoleon Harris, III, Chris Nybo, Patricia Van Pelt, Thomas Cullerton, Michael Noland and Mattie Hunter

House Sponsors
(Rep. Stephanie A. Kifowit-Frances Ann Hurley-Deborah Conroy-Litesa E. Wallace-Mary E. Flowers)

Statutes Amended In Order of Appearance

105 ILCS 5/2-3.163 new

Synopsis As Introduced

Amends the School Code. Requires the State Board of Education to (i) develop a model youth suicide awareness and prevention policy; (ii) compile, develop, and post on its Internet website recommended guidelines and educational materials for professional educator training and recommended resources and age-appropriate educational materials on youth suicide awareness and prevention; and (iii) develop a model youth suicide awareness and prevention curriculum and make such curriculum available to all school districts and, upon request, to nonpublic schools. Requires each school board to (i) adopt an age-appropriate youth suicide awareness and prevention policy and (ii) require 4 hours of training in youth suicide awareness and prevention every 5 years for professional educators in school buildings serving students in any of grades 6 through 12. Effective immediately.

Senate Floor Amendment No. 1

Replaces everything after the enacting clause. Reinserts the contents of the bill with the following changes. Provides that the amendatory provisions may be referred to as Ann Marie's Law. Requires the State Board of Education to compile, develop, and post recommended guidelines and educational materials for training and professional development (instead of for required training). Removes the requirement that the State Board develop a model youth suicide awareness and prevention curriculum. Removes the requirement that a school board require training in youth suicide awareness and prevention for professional educators. Effective immediately.

Last Action

Date	Chamber	Action
5/13/2015	House	Placed on Calendar 2nd Reading - Short Debate

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SB 1885

Short Description: VEH CD-PUBLIC SCHOOL HIGHWAYS

Senate Sponsors
Sen. Andy Manar

House Sponsors
(Rep. Jay Hoffman and Avery Bourne)

Statutes Amended In Order of Appearance

625 ILCS 5/1-126.1

625 ILCS 5/11-1414 from Ch. 95 1/2, par. 11-1414

Synopsis As Introduced

Amends the Illinois Vehicle Code. Includes highways on public school property in the classification of non-designated highways. Requires vehicles to stop before meeting or overtaking, from either direction, any school bus stopped on a public school highway.

House Committee Amendment No. 1

Adds reference to:

625 ILCS 5/6-102	from Ch. 95 1/2, par. 6-102
625 ILCS 5/6-303	from Ch. 95 1/2, par. 6-303

Replaces everything after the enacting clause. Amends the Illinois Vehicle Code. Reinserts the provisions of the engrossed bill with additions. Provides that a person operating a road machine or farm tractor (regardless of whether operation of the farm tractor is between the home farm buildings and any adjacent or nearby land) for the exclusive purpose of conducting farm operations need not be licensed as a driver. Provides that a person operating road machines and farm tractors for the exclusive purpose of conducting farm operations is exempt from provisions concerning driving while a driver's license, permit, or privilege to operate a motor vehicle is suspended or revoked.

Last Action

Date	Chamber	Action
5/13/2015	House	Placed on Calendar 2nd Reading - Short Debate

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HR 28

Short Description: ST BD ED- RACE-BASED STNDS

House Sponsors

Rep. Mary E. Flowers-Kenneth Dunkin-Linda Chapa LaVia-Will Guzzardi-Emanuel Chris Welch

Synopsis As Introduced

Urge the State Board of Education to promote the same educational standards for students of all races so that they receive equal access to and rights in education, without any distinction being made regarding the testing capabilities of any one race.

House Committee Amendment No. 1

Replaces certain resolved clauses with clauses that: urge the State Board of Education to support young people by fully funding quality neighborhood schools; and urge public servants and community leaders to address the underlying racial, social, economic, and historical inequities faced by young African Americans.

Last Action

Date	Chamber	Action
4/17/2015	House	Resolution Adopted as Amended

HR 137

Short Description: URGE CHICAGO - NEW HIGH SCHOOL

House Sponsors
Rep. La Shawn K. Ford and Camille Y. Lilly

Synopsis As Introduced
Urges the City of Chicago to build a new high school on the site of the old Emmet School site in Chicago.

Last Action

Date	Chamber	Action
2/24/2015	House	Assigned to Appropriations-Elementary & Secondary Education Committee

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HR 152

Short Description: CAREER AND TECHNICAL ED MONTH

House Sponsors
Rep. Katherine Cloonen, Carol A. Sente and Michelle Mussman

Synopsis As Introduced
Designates February of 2015 as Career and Technical Education Month in the State of Illinois.

Last Action

Date	Chamber	Action
3/5/2015	House	Resolution Adopted

SR 51

Short Description: TEEN SUICIDE PREVENTION MONTH

Senate Sponsors
Sen. Julie A. Morrison-Patricia Van Pelt, Scott M. Bennett and Thomas Cullerton-Michael E. Hastings

Synopsis As Introduced
Designates the month of September of 2015 as Teen Suicide Prevention Month in the State of Illinois.

Last Action

Date	Chamber	Action
4/23/2015	Senate	Resolution Adopted

SR 53

Short Description: HS INNOVATORS DAY/WEEK

Senate Sponsors
Sen. Jason A. Barickman-Julie A. Morrison-Melinda Bush, Karen McConnaughay, Sue Rezin, Michael Noland-Pamela J. Althoff and Scott M. Bennett

Synopsis As Introduced
Designates the date of May 8, 2015 as High School Innovators Day and the week of May 4 - 10, 2015 as High School Innovators Week in the State of Illinois.

Last Action

Date	Chamber	Action
2/18/2015	Senate	Placed on Calendar Order of Secretary's Desk Resolutions February 19, 2015

SR 88

Short Description: PUNS AWARENESS

Senate Sponsors
Sen. Kimberly A. Lightford-Dan Kotowski-Thomas Cullerton-Julie A. Morrison-Jennifer Bertino-Tarrant

Synopsis As Introduced
Encourages the Illinois State Board of Education to work with school districts to inform all students with developmental disabilities and their parents that the Prioritization for Urgency of Needs for Services database is a resource that can assist them in obtaining services for their needs. Encourages local school districts to direct parents and students to the Prioritization for Urgency of Needs for Services website for information annually during the Individualized Education Plan process.

Last Action

Date	Chamber	Action
5/6/2015	Senate	Postponed - Education

SR 89

Short Description: COMMON CORE STANDARDS-OPT OUT

Senate Sponsors
Sen. Kyle McCarter-Darin M. LaHood

Synopsis As Introduced

Urges the State Board of Education to opt out of the new Common Core State Standards and requests that the State Board of Education and General Assembly work together to create a viable plan to provide funding to school districts that need improvements and modernizations to comply with the new Common Core State Standards and the Partnership for Assessment of Readiness for College and Careers.

Last Action

Date	Chamber	Action
3/11/2015	Senate	Assigned to Education

HJR 11

Short Description: EDUCATION/WORKFORCE COMMITTEE

House Sponsors

Rep. Jehan A. Gordon-Booth and Camille Y. Lilly

Synopsis As Introduced

Creates the Advisory Committee on Education and Workforce Alignment, which will conduct a thorough review of the existing curriculum and how it assists in workforce development, make recommendations to implement alterations to the current curriculum, and consider the long-term implications and outcomes of the new curriculum.

Last Action

Date	Chamber	Action
2/17/2015	House	Assigned to Elementary & Secondary Education: School Curriculum & Policies Committee

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HJR 22

Short Description: SCHOOL POVERTY TASK FORCE

House Sponsors

Rep. Rita Mayfield

Synopsis As Introduced

Creates the School Poverty Task Force to study sources of funding for poverty-stricken schools throughout the State of Illinois.

Last Action

Date	Chamber	Action
2/24/2015	House	Assigned to Appropriations-Elementary & Secondary Education Committee

HJR 36

Short Description: BILINGUAL ADVISORY TASK FORCE

House Sponsors
Rep. Linda Chapa LaVia-Elizabeth Hernandez-Mike Fortner-Rita Mayfield-Fred Crespo and Silvana Tabares

Senate Sponsors
(Sen. William Delgado)

Synopsis As Introduced
Creates the Bilingual Advisory Task Force.

House Committee Amendment No. 1
Makes changes to the membership of the Task Force; adds a clause concerning when the Task Force shall hold its first meeting; adds a clause concerning what consists of a quorum of the Task Force.

Last Action

Date	Chamber	Action
5/13/2015	Senate	Placed on Calendar Order of Secretary's Desk Resolutions May 14, 2015

Totals: 111 - (House Bills: 43) (Senate Bills: 58) (Other Bills: 10)