

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 24, 2017
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. Public Participation

III. Presentations & Updates

A. Illinois Committee for Agricultural Education Update

B. Illinois Board of Higher Education Update

C. Postsecondary and Workforce Readiness Act Update

IV. Superintendent's Report - Consent Agenda

A. *Approval of Minutes

1. Plenary Minutes: April 13, 2017

B. *Rules for Initial Review

1. Part 228 (Transitional Bilingual Education)

C. *Rules for Adoption

1. Part 25 (Educator Licensure)

2. Part 228 (Transitional Bilingual Education)

D. *Contracts & Grants Over \$1 Million

1. Intergovernmental Agreement with Regional Office of Education #51 for KIDS Regional Professional Development Consultants and Professional Development Coordinator

2. Grant with Illinois State University for the National Board Certification Initiative

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

4. Intergovernmental Agreement with the University of Illinois at Urbana-Champaign: Early Childhood Illinois Early Learning Project Website

5. Teach for America Grant

6. Early Childhood Block Grant Preschool for All 3-5, Preschool for All 3-5 Expansion, and Prevention Initiative 0-3

E. *Qualified Zone Academy Bond (QZAB) Authorization

F. *National Association of State Boards of Education Membership Dues for 2018

End of Consent Agenda

V. Closed Session (as needed)

VI. Ratification of the Tentative Agreement Between the Illinois State Board of Education and the Illinois Federation of State Office Educators, Local 3236, IFT-AFT, AFL-CIO

VII. Presentation of the Compliance Examination for the Two Years Ended June 30, 2016

VIII. Discussion Items

A. ESSA Update

B. District Oversight Update

- C. Legislative Update
- D. Budget Update
- E. Other Items for Discussion

IX. Announcements & Reports

- A. Superintendent's/Senior Staff Announcements
- B. Chairman's Report
- C. Member Reports

X. Information Items

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

XI. Adjourn

Following adjournment lunch will be served to the Board by the Cooking up Change culinary students.

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 MEETING
May 24, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Karen Corken, First Deputy Superintendent *KAC*
Libi Gil, Ph.D., Chief Education Officer *LG*
Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning *JH*

Agenda Topic: Postsecondary & Workforce Readiness Act

Staff Contact(s): Mary Reynolds, Director of Community Partnerships and Secondary Transformation

Purpose of Agenda Item

The Center for Teaching and Learning is presenting this as an information item for the Board to consider the Postsecondary and Career Expectations framework and the College and Career Pathway Endorsement interagency plan. These items will be brought to the Board in June to request adoption.

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts

These guides will address the following Board goals:

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

- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more students graduate from high school ready for college and career.

Background Information

House Resolution 477 was adopted in the spring of 2015. HR 477 required the State Board of Education, Illinois Community College Board (ICCB), Illinois Board of Higher Education (IBHE), Illinois Student Assistance Commission (ISAC), Department of Commerce and Economic Opportunity (DCEO), and Illinois Department of Employment Security (IDES) to study methods to better prepare high school graduates for success in college and/or career. HR 477 led to the formation of four advisory committees focused on distinct strategy areas for improving student outcomes. More than 120 stakeholders participated in the study and worked to build consensus; recommendations then were presented to the Illinois P-20 Council. The College and Career Readiness Committee of the P-20 Council adopted the recommendations. House Bill 5729 incorporated the work of the HR 477 committees and community feedback and was introduced in 2016. The bill passed the General Assembly unanimously and was signed by Governor Rauner in July 2016. Public Act 99-0674 established the Postsecondary Workforce Readiness (PWR) Act.

The PWR Act includes four major components:

1. Develop a competency-based high school graduation requirements pilot program

ISBE, in consultation with ICCB and IBHE, is required to establish and administer a competency-based high school graduation requirements pilot program. ISBE published the competency pilot application in November 2016, and 10 districts were selected in April 2017. Participating districts are required to commence initial implementation activities by no later than October 1, 2018. ISBE is required to complete an evaluation and make recommendations during the 2021-22 school year.

2. Establish a college and career ready expectations framework

ISBE, ICCB, IBHE, and ISAC, in consultation with appropriate stakeholders, shall jointly adopt and publicize model postsecondary and career expectations for public school students in grades 8 through 12 by no later than July 1, 2017. ISAC adopted the framework on April 12, 2017, and IBHE and ICCB are expected to consider the framework in June. The Postsecondary and Career Expectations framework, or Illinois PaCE, is intended to provide guidance to students, families, educators, administrators, and community-based organizations on what types of experiences and information a student should have in order to have the most opportunities and make the most informed decisions about college and career plans during their life after high school.

3. Create college and career pathway endorsements on high school diplomas

A voluntary program is created to recognize public high school graduates who complete the career-focused instructional sequence as well as the requirements outlined relating to an individualized plan, professional learning, and readiness for non-remedial coursework. The endorsement demonstrates students' readiness for college and careers and completion of instruction and professional learning experiences in a selected career interest area. The new Act requires the Illinois Pathways Interagency Committee agencies (includes at least ISBE, ICCB, IBHE, ISAC, DCEO, and IDES) to develop and adopt a comprehensive interagency plan for supporting the development of the College and Career Pathway Endorsement programs by no later than June 30, 2017. The agencies are continuing to discuss the plan and expect a final draft to be completed by the end of May. The public-private steering committee is required to recommend a sequence of minimum career competencies for particular occupational pathways by no later than June 30, 2018, and ICCB and IBHE shall adopt the requirements for postsecondary institutions. Eligible school districts shall submit the information and certifications for 2020 high school graduates by no later than June 30, 2019.

4. Define high school coursework and criteria that will place students into college credit-bearing work – transitional mathematics instruction

A statewide panel shall define the transitional math competencies and criteria for determining projected readiness for college-level math courses and direct school district and postsecondary collaborative efforts by no later than June 30, 2018. ISBE and ICCB shall jointly establish a phased implementation plan and benchmarks that lead to full statewide implementation of transitional math instruction in all school districts by no later than June 30, 2019. This section is contingent on availability of public or private resources necessary for implementation of the panel and administration. This section includes an opt-out option for any district by action of its board. This section also requires ISBE, ICCB, and IBHE, subject to the availability of funding, to jointly establish a statewide panel to recommend competencies for reading and communications aligned to learning standards adopted by ISBE.

Financial Background

No state appropriation has been provided for implementation of the PWR Act.

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

Policy Implications: Adoption of this framework and plan will provide guidance to students, families, educators, administrators, and community-based organizations.

Budget Implications: ISBE intends to integrate the framework and plan with existing initiatives and ongoing communication mechanisms. Districts should be able to incorporate the expectations into existing college and career ready efforts.

Legislative Action: Implementation of this framework and plan do not require additional legislative action.

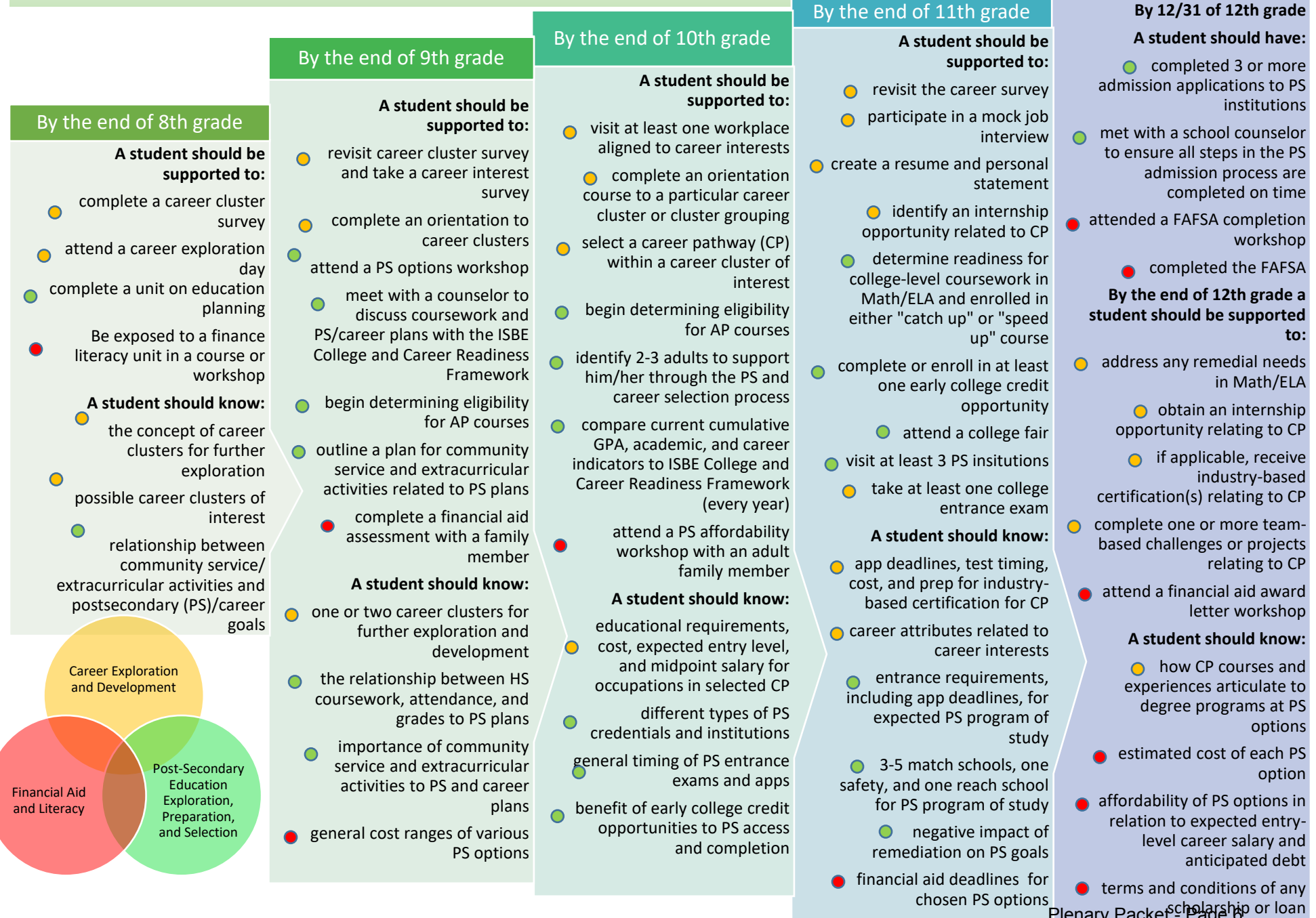
Communication: ISBE will incorporate the framework and plan with existing mechanisms.

Next Steps

This is an informational item. Staff will request Board consideration for final adoption of two components of the PWR Act in June. Those components include the Postsecondary and Career Expectations framework and an interagency plan for supporting the development of the College and Career Pathway Endorsement programs. ISAC adopted the PaCE framework in April and will consider the endorsement program plan in June. IBHE and ICCB will consider both items at their Board meetings in June.

Illinois PaCE: Postsecondary and Career Expectations

Each student should have an individualized learning plan to help make decisions on careers and post-secondary (PS) education or training, plan a course of study, and make financial aid assessments with family members.



By the end of 8th grade

A student should be supported to:

- complete a career cluster survey
- attend a career exploration day
- complete a unit on education planning
- Be exposed to a finance literacy unit in a course or workshop

A student should know:

- the concept of career clusters for further exploration
- possible career clusters of interest
- relationship between community service/extracurricular activities and postsecondary (PS)/career goals

By the end of 9th grade

A student should be supported to:

- revisit career cluster survey and take a career interest survey
- complete an orientation to career clusters
- attend a PS options workshop
- meet with a counselor to discuss coursework and PS/career plans with the ISBE College and Career Readiness Framework
- begin determining eligibility for AP courses
- outline a plan for community service and extracurricular activities related to PS plans
- complete a financial aid assessment with a family member

A student should know:

- one or two career clusters for further exploration and development
- the relationship between HS coursework, attendance, and grades to PS plans
- importance of community service and extracurricular activities to PS and career plans
- general cost ranges of various PS options

By the end of 10th grade

A student should be supported to:

- visit at least one workplace aligned to career interests
- complete an orientation course to a particular career cluster or cluster grouping
- select a career pathway (CP) within a career cluster of interest
- begin determining eligibility for AP courses
- identify 2-3 adults to support him/her through the PS and career selection process
- compare current cumulative GPA, academic, and career indicators to ISBE College and Career Readiness Framework (every year)
- attend a PS affordability workshop with an adult family member

A student should know:

- educational requirements, cost, expected entry level, and midpoint salary for occupations in selected CP
- different types of PS credentials and institutions
- general timing of PS entrance exams and apps
- benefit of early college credit opportunities to PS access and completion

By the end of 11th grade

A student should be supported to:

- revisit the career survey
- participate in a mock job interview
- create a resume and personal statement
- identify an internship opportunity related to CP
- determine readiness for college-level coursework in Math/ELA and enrolled in either "catch up" or "speed up" course
- complete or enroll in at least one early college credit opportunity
- attend a college fair
- visit at least 3 PS institutions
- take at least one college entrance exam

A student should know:

- app deadlines, test timing, cost, and prep for industry-based certification for CP
- career attributes related to career interests
- entrance requirements, including app deadlines, for expected PS program of study
- 3-5 match schools, one safety, and one reach school for PS program of study
- negative impact of remediation on PS goals
- financial aid deadlines for chosen PS options

By the end of 12th grade

By 12/31 of 12th grade

A student should have:

- completed 3 or more admission applications to PS institutions
- met with a school counselor to ensure all steps in the PS admission process are completed on time
- attended a FAFSA completion workshop
- completed the FAFSA

By the end of 12th grade a student should be supported to:

- address any remedial needs in Math/ELA
- obtain an internship opportunity relating to CP
- if applicable, receive industry-based certification(s) relating to CP
- complete one or more team-based challenges or projects relating to CP
- attend a financial aid award letter workshop

A student should know:

- how CP courses and experiences articulate to degree programs at PS options
- estimated cost of each PS option
- affordability of PS options in relation to expected entry-level career salary and anticipated debt
- terms and conditions of any scholarship or loan

**Illinois State Board of Education Meeting
via video conference
April 13, 2017**

Chicago Location: ISBE Video Conference Room, 14th Floor
100 W. Randolph, Chicago, IL

Springfield Location: ISBE Video Conference, 3rd Floor
100 N. First Street, Springfield, IL

ROLL CALL

Chairman James Meeks called the meeting to order at 9:05 a.m. Dr. Tony Smith was in attendance and a quorum was present.

Member Present in Springfield

James Meeks, Chairman
Kevin Settle
Craig Lindvahl
Collin Hitt

Members Present in Chicago

Eligio Pimentel, Vice Chairman
Cesilie Price, Secretary
Lula Ford

Chairman Meeks welcomed Jeff Vose, superintendent of ROE #51, to the meeting.

**CONSENT
AGENDA**

Eligio Pimentel moved that the Board approve the consent agenda as stated. Collin Hitt seconded the motion and it passed unanimously with a roll call vote.

Following discussion among Board members, the following motions were approved by action taken in the consent agenda motion.

Approval of Minutes

The State Board of Education approves the minutes for the March 15, 2017, Board meeting.

Rules for Adoption

Part 1 (Public Schools Evaluation, Recognition and Supervisions)

This rulemaking makes numerous changes with respect to educator licensure. Changes include allowing Regional Offices of Education and Intermediate Service Centers to access ELIS in order to ensure educators are properly licensed and endorsed or are qualified for a particular teaching assignment; clarifying head teachers serving more than 50 percent full-time employment in place of a principal must hold a professional educator license endorsed for supervision; starting February 1, 2018, Certain middle grade teachers first endorsed in CTE on or after February 1, 2018 do not need to meet the requirements for middle grades endorsements.

in the following on or after February 1, 2018: agricultural education; business, marketing, and computer education; business, marketing, and computer education (computer programming); computer applications, computer science; family and consumer sciences; health science technology; and technology education; individuals serving as a substitute driver's education teacher must be endorsed for driver's education; and KIDS requirements are updated for full implementation for the 2017-18 school year.

The State Board of Education hereby 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 (JCAR).

**Part 20 (Standards for Endorsement in Elementary Education) and
Part 26 (Standards for Endorsements in Early Childhood
and in Elementary Education)**

These rulemakings will change the current requirements to state the candidate must be entitled for the endorsement by September 1, 2019. This change will ensure all candidates meet the stated deadline while providing Educator Effectiveness with the flexibility to properly evaluate all applications.

Additionally, these rulemakings clarify that any applicant seeking an elementary or early childhood endorsement undergoing the transcript evaluation process must submit their application by September 1, 2019.

The State Board of Education hereby 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 JCAR.

**Rules for Withdrawal
Part 50 (Evaluation of Educator Licensed Employees
Under Articles 24A and 34 of the School Code)**

This rulemaking clarifies that before an individual can evaluate certified staff in the next licensure renewal cycle, that individual must complete a retraining program provided or approved by ISBE.

The State Board of Education hereby authorizes the withdrawal of the proposed amendments, including publication of the notice of withdrawal in the *Illinois Register*.

**Contracts and Grants
Renewal of Contract for Co-Project Manager of Illinois
Longitudinal Data System Project**

Information Technology Division requests the Board to authorize the State Superintendent to approve the renewal of the contract with Marucco, Stoddard, Ferenbach and Walsh Inc. (dba MSF & W Consulting Inc.). This contract began in fiscal year 2011 under a Statewide Longitudinal Data System grant. The total amount of the contract thus far, including FY 2018, is \$1,327,395. This renewal option will extend from July 1, 2017, through June 30, 2018, with a contract maximum of \$199,200.

The State Board of Education hereby authorizes the State Superintendent to enter into a one-year renewal contract from July 1, 2017, through June 30, 2018, with Marucco, Stoddard, Ferenbach and Walsh Inc. as Co-Project Manager of the Illinois Longitudinal Data System for fiscal year 2018 for an amount not to exceed \$199,200.

**Intergovernmental Agreement with Sangamon-Menard Regional
Office of Education #51 for Field Monitors**

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to enter into an Intergovernmental Agreement (IGA) with Sangamon-Menard Regional Office of Education #51 for fiscal year 2018 for \$1,049,290.41.

The State Board of Education hereby authorizes the State Superintendent to enter into an Intergovernmental Agreement with Sangamon-Menard Regional Office of Education #51 for \$1,049,290.41 for fiscal year 2018.

**Intergovernmental Agreement Extension with Illinois State University for
Implementation of Illinois Learning Standards**

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to renew the IGA with Illinois State University for \$2,313,517. This

renewal will support the statewide implementation of the Illinois Learning Standards for English Language Arts, Math, Science, Social Studies, and Fine Arts during fiscal year 2018.

The State Board of Education hereby authorizes the State Superintendent to enter into an Intergovernmental Agreement for \$2,313,517 with Illinois State University to support the statewide implementation of the Illinois Learning Standards for English Language Arts, Math, Science, Social Studies, and Fine Arts during fiscal year 2018. The total will not exceed \$6,484,990.65.

Intergovernmental Agreement with Peoria County Regional Office of Education #48 for the Illinois Virtual School

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to enter into an IGA with Regional Office of Education #48 – Peoria County for the Illinois Virtual School in the amount of up to \$2.7 million to run from July 1, 2017 – June 30, 2018.

The State Board of Education hereby authorizes the State Superintendent to enter into a one-year Intergovernmental Agreement with the Regional Office of Education #48 – Peoria County through June 30, 2018, not to exceed \$2.7 million. This contract is for the administration and management of the Illinois Virtual School.

Special Education Expenditure And Receipts Report

School Business Services Division requests the Board to authorize the State Superintendent to submit to the General Assembly and Governor this Special Education Expenditures and Receipts Report, which identifies each school district's special education expenditures, receipts, and net special education expenditures over receipts, per Section 2-3.145 [105 ILCS 5/2.3.145]. This report is due May 1 each year.

The State Board of Education hereby authorizes the State Superintendent to forward the Special Education Expenditures and Receipts Report to the General Assembly and Governor by May 1, 2017.

Statewide Single Audit

The Internal Audit Division requests the Board accept the FY 2016 Statewide Single Audit Report, as it relates to reported ISBE findings detailed on pages 162–179.

The State Board of Education hereby accepts the Office of the Auditor General's State of Illinois Single Audit Report for the year ended June 30, 2016, as it relates to ISBE.

Passing Score for the Four Middle Grades (5-8) Content Tests for Language Arts, Mathematics, Science, and Social Sciences

The purpose of this agenda item is to approve the passing score for the four middle grades (5-8) (Language Arts, Mathematics, Science, Social Science) content tests that will be used for individuals who wish to obtain a middle grades endorsement.

The State Board of Education hereby approves the passing scores for middle grades content exams in Language Arts, Mathematics, Science, Social Science.

END OF THE CONSENT AGENDA

REVIEW OF FINANCIAL PROFILE ANALYSIS

Robert Wolfe, chief financial officer at ISBE, provided the Board with information regarding the financial condition of Illinois' public school districts based upon the 2017 School District Financial Profile designations from fiscal year 2016 data and the proposed Financial Watch List.

Collin Hitt moved that the Illinois State Board of Education hereby approve the financial designations of school districts as set forth in the 2017 Financial Profile Scores. These designations have been calculated using the revised methodology with data from the districts' FY 2016 Annual Financial Reports and, furthermore, recognize that the districts designated on the Financial Watch List are those so identified from the 2017 Financial Profile calculations. Board members asked for clarification on the Special Education expenses and revenue, which Robert explained in more detail.

Kevin Settle seconded this motion and it passed with a unanimous voice vote.

**LEGISLATIVE
UPDATE**

Amanda Elliott and Sarah Hartwick, co-directors of government relations at ISBE, provided an update on current legislation in the General Assembly. They discussed various pieces of legislation, including school funding legislation and licensure bills, moving through the House and Senate.

BUDGET UPDATE

Robert Wolfe briefly updated the Board on the FY 2017 budget. He recently provided testimony to the Appropriations Committees regarding ISBE's proposed budget.

**ANNOUNCEMENTS
AND REPORTS**

Superintendent Smith shared the recent announcement of the 10 school districts that have been chosen to participate in the Competency-Based Pilot Program:

City of Chicago Public School District 299 (six sites)
East St. Louis School District 189
Huntley Community School District 158
Kankakee School District 111
Peoria Public School District 150
Proviso Township High School District 209
Rantoul Township High School District 193
Ridgewood High School District 234
Round Lake Community Unit School District 116
Williamsfield Community Unit School District 210

Superintendent Smith welcomed Libia Gil to ISBE as chief education officer.

**CHAIRMAN'S
REPORT**

Chairman Meeks encouraged legislative leaders and Governor Rauner to fund education in Illinois.

MEMBER REPORT

Lula Ford discussed her experience at the NASBE conference and expressed her pride in the way ISBE handled the development of the ESSA State Plan.

**INFORMATION
ITEMS**

ISBE Fiscal & Administrative Monthly Reports (*available online at <https://www.isbe.net/Pages/Illinois-State-Board-of-Education-Fiscal-and-Administrative-Reports.aspx>*)

**MOTION FOR
ADJOURNMENT**

Collin Hitt moved that the meeting be adjourned. Lula Ford seconded the motion and it passed with a unanimous voice vote. The meeting adjourned at 10:26 a.m.

Respectfully Submitted,

Cesilie Price
Board Secretary

Mr. James T. Meeks
Chairman

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 24, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Libi Gil, Ph.D., Chief Education Officer *LG*
Jason Helfer, Ph.D., Deputy Superintendent Teaching and Learning *JH*
Stephanie B. Donovan, General Counsel *SD*

Agenda Topic: Part 228 (Transitional Bilingual Education)

Materials: Recommended Rules

Staff Contact(s): Gilberto Sanchez, Division Supervisor, English Language Learning
Lindsay M. Bentivegna, Agency Rules Coordinator

Purpose of Agenda Item

The purposes of this agenda item are to present the proposed amendments for the Board's initial review and the emergency amendments for the Board's adoption.

The Division of English Language Learning is requesting the Board adopt the rule to allow emergency rulemaking because potential English Learner (EL) students are screened during the summer at registration. The division was made aware in March that the current screening instrument is being discontinued before the start of the 2017-18 school year. As a result, the normal agency rulemaking process would not allow the rules to be in place in time for registration.

It is essential for school districts to obtain a baseline assessment of potential ELs in order to ensure the student receives the best possible services. Without a screening instrument, school districts will not be able to properly place these students. Additionally, using the emergency rulemaking process allows school districts to train their staff on the screening instrument before registration begins. If an EL is not properly screened by those trained in administering the instrument and placed in the proper setting, then it is less likely that the child will receive the necessary services and support while in school. Having the screening tool in place at the start of the 2017-18 school year allows schools to accurately assess potential ELs to make sure they are placed in a setting wherein the child will receive the appropriate supports as she or he is engaged in learning.

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts

The proposed amendments relate to the Board's goal that every child in each public school system in the State of Illinois deserves to attend a system wherein . . .

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.

- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.

Background Information

The proposed amendments update the definitions of "Prescribed Screening Instrument" and "English Language Proficiency Assessment" in the rules for Transitional Bilingual Education. The screening instrument is an assessment schools use to identify ELs and determine appropriate program placements for them. In March 2017 the Division of English Language Learning was made aware that the current screening instrument would no longer be available for use by school districts. ISBE has chosen WIDA Screener (2016) as the prescribed screening instrument and ACCESS for ELLs 2.0[®] as the English language proficiency assessment. Both assessment tools were created and maintained by the World-class Instructional Design and Assessment (WIDA) Consortium, Wisconsin Center for Education Research.

When parents move into a school district, they complete a home language survey that indicates what languages are spoken at home. Districts are required to screen students who come from a home where a language other than English is spoken. Potential ELs are assessed using the prescribed screener at the time they are initially enrolled in the district. Students who test below the state cut score for English proficiency are eligible for bilingual/English as a second language services and are placed in a Transitional Bilingual Education program or Transitional Program of Instruction. Each year after, these students take the state English language proficiency assessment (ACCESS for ELLs 2.0) to determine their proficiency level. When ELs reach the state proficiency level, they are transitioned into a general education classroom.

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 on an emergency basis will provide for timely implementation by school districts to accurately identify ELs when they register for school and provide them with needed services. It is possible the Joint Committee on Administrative Rules may find that no emergency exists that would necessitate the immediate implementation of the rules. However, because the prescribed screener for grades 1-12 currently listed in state rules will not be available during the entire 2017-18 school year registration period, the agency staff want to ensure that school districts are able to screen potential ELs.

Therefore, promulgating emergency rules and proposed rules simultaneously will enable school districts to screen students and make accurate program placements at the beginning of the school year. Failure to adopt this rulemaking would cause the agency to be in violation of the Illinois Administrative Procedure Act, which requires policy, including standards and procedures related to choosing participants for agency programs, to be set forth in rules. Additionally, failing to adopt this rulemaking may also lead to school districts not meeting the federal requirement to administer a valid and reliable English language proficiency assessment to identify all ELs in a timely manner.

Superintendent’s Recommendation

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

Motion #1

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

Transitional Bilingual Education (23 Illinois Administrative Code 228)

Motion #2

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

Transitional Bilingual Education (23 Illinois Administrative Code 228)

Next Steps

With the Board’s authorization, staff will file the emergency amendments with the Secretary of State so that they will go into effect. At the same time, staff will submit the proposed amendments 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.

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER f: INSTRUCTION FOR SPECIFIC STUDENT POPULATIONS

PART 228
TRANSITIONAL BILINGUAL EDUCATION

Section

228.5	Purpose and Applicability
228.10	Definitions
228.15	Identification of Eligible Students
228.20	Student Language Classification Data
228.25	Program Options, Placement, and Assessment
228.27	Language Acquisition Services for Certain Students Exiting the Program
228.30	Establishment of Programs
228.35	Personnel Qualifications; Professional Development
228.40	Students' Participation; Records
228.50	Program Plan Approval and Reimbursement Procedures
228.60	Evaluation

AUTHORITY: Implementing Article 14C and authorized by Section 2-3.39(1) of the School Code [105 ILCS 5/Art. 14C and 2-3.39(1)].

SOURCE: Adopted May 28, 1976; codified at 8 Ill. Reg. 5176; Part repealed, new Part adopted at 11 Ill. Reg. 5969, effective March 23, 1987; amended at 17 Ill. Reg. 104, effective December 18, 1992; amended at 26 Ill. Reg. 898, effective January 15, 2002; amended at 27 Ill. Reg. 9996, effective June 20, 2003; amended at 30 Ill. Reg. 17434, effective October 23, 2006; amended at 34 Ill. Reg. 11581, effective July 26, 2010; amended at 35 Ill. Reg. 3735, effective February 17, 2011; amended at 35 Ill. Reg. 16870, effective September 29, 2011; amended at 37 Ill. Reg. 16803, effective October 2, 2013; amended at 38 Ill. Reg. 19757, effective September 29, 2014; amended at 39 Ill. Reg. 11125, effective July 23, 2015; amended at 41 Ill. Reg. _____, effective _____.

Section 228.10 Definitions

"English as a Second Language" or "ESL" means specialized instruction designed to assist students whose home language is other than English in attaining English language proficiency. ESL instruction includes skills development in listening, speaking, reading, and writing. (ESL is not to be confused with English language arts as taught to students whose home language is English.)

"English Language Development Standards" means either the:

"2012 Amplification of English Language Development Standards
Kindergarten-Grade 12" (2012) for students in kindergarten and grades 1

through 12 published by the Board of Regents of the University of Wisconsin System on behalf of the World-class Instructional Design and Assessment (WIDA) Consortium, Wisconsin Center for Education Research (WCER), University of Wisconsin-Madison, 1025 West Johnson Street, MD#23, Madison WI 53706 and posted at <http://wida.us/standards/eld.aspx> (no later amendments to or editions of these standards are incorporated); or

"Early English Language Development Standards Ages 2.5-5.5 2013 Edition" (2013) for students in preschool education programs published by the Board of Regents of the University of Wisconsin System on behalf of the WIDA Consortium, Wisconsin Center for Education Research (WCER), University of Wisconsin-Madison, 1025 West Johnson Street, MD#23, Madison WI 53706 and posted at <http://www.wida.us/standards/eeld.aspx> (no later amendments to or editions of these standards are incorporated).

"English Language Proficiency Assessment" means the ACCESS for ELLs 2.0[®] (WIDA Consortium, Wisconsin Center for Education Research (WCER), University of Wisconsin-Madison, 1025 West Johnson Street, MD#23, Madison WI 53706 (2006)).

"English Learners" means any student in preschool, kindergarten or any of grades 1 through 12, whose home language background is a language other than English and whose proficiency in speaking, reading, writing, or understanding English is not yet sufficient to provide the student with:

the ability to meet the State's proficient level of achievement on State assessments;

the ability to successfully achieve in classrooms where the language of instruction is English; or

the opportunity to participate fully in the school setting.

For the purposes of this Part, the terms "limited English proficient student" and "students with limited English proficiency", as used in Article 14C of the School Code, are understood to be "English learners".

"Home Language" means that language normally used in the home by the student and/or by the student's parents or legal guardians.

"Language Background other than English" means that the home language of a student in preschool, kindergarten or any of grades 1 through 12, whether born in the United States or born elsewhere, is other than English or that the student comes from a home where a language other than English is spoken by the student,

~~or by~~ his or her parents or legal guardians, or ~~by~~ anyone who resides in the student's household.

"Preschool Program" means instruction provided to children who are ages 3 up to but not including those of kindergarten enrollment age as defined in Section 10-20.12 of the School Code [105 ILCS 5/10-20.12] in any program administered by a school district, regardless of whether the program is provided in an attendance center or a non-school-based facility.

"Prescribed Screening Instrument" means the:

WIDA ~~ACCESS Placement Test (W-APT™) (2013)~~ Screener (2016) for students in the second semester of grade 1 or in grades 2 through 12 (WIDA Consortium, Wisconsin Center for Education Research (WCER), University of Wisconsin-Madison, 1025 West Johnson Street, MD#23, Madison WI 53706) and accessible at: <https://www.wida.us/assessment/Screener/> and <http://www.wida.us/assessment/W-APT/>;

Measure of Developing English Language (MODEL™) (2008) for students in kindergarten ~~through~~ or the first semester of grade 1 (WIDA Consortium, Wisconsin Center for Education Research (WCER), University of Wisconsin-Madison, 1025 West Johnson Street, MD#23, Madison WI 53706); ~~this instrument also may be used for students in the second semester of grade 1 through grade 12.~~

"Prescribed Screening Procedures" means the procedures that a school district determines to be appropriate to assess a preschool student's level of English language proficiency (minimally in the domains of speaking and listening), in order to determine whether the student is eligible to receive bilingual education services. The procedures may include, without limitation, established screening instruments or other procedures provided that they are research-based. Further, screening procedures shall at least:

Be age and developmentally appropriate;

Be culturally and linguistically appropriate for the children being screened;

Include one or more observations using culturally and linguistically appropriate tools;

Use multiple measures and methods (e.g., home language assessments; verbal and nonverbal procedures; various activities, settings, and personal interactions);

Involve family by seeking information and insight to help guide the screening process without involving them in the formal assessment or interpretation of results; and

Involve staff who are knowledgeable about preschool education, child development, and first and second language acquisition.

"School District" means a public school district established under Article 10 or Article 34 of the School Code [105 ILCS 5/~~Art. 10 or 34~~] or a charter school established under Article 27A of the School Code [105 ILCS 5/~~Art. 27A~~].

"Sheltered Content Instruction" means instruction that is generally intended for English learners who demonstrate intermediate or advanced English proficiency and consists of adapting the language used in the particular subject to the student's English proficiency level to assist the student in understanding the content of the subject area and acquiring the knowledge and skills presented.

(Source: Amended at 41 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 24, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Libi Gil, Ph.D., Chief Education Officer *LG*
Jason Helfer, Ph.D., Deputy Superintendent Teaching and Learning *JH*
Stephanie B. Donovan, General Counsel *SD*

Agenda Topic: Part 25 (Educator Licensure)

Materials: Recommended Rules

Staff Contact(s): Emily Fox, Division Administrator, Educator Effectiveness
Lindsay M. Bentivegna, Agency Rules Coordinator

Purpose of Agenda Item

Educator Effectiveness requests the Board to authorize the State Superintendent to adopt a motion adopting the proposed rulemaking.

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts

The proposed amendments relate to the Board's goal that every student will be supported by highly prepared and effective teachers and school leaders.

Background Information

This rulemaking makes numerous changes to Part 25, including the following changes to align this Part with new Public Acts amending the School Code:

- Section 25.337: PA 99-623 extends the date from June 30, 2019, to June 30, 2021, for which individuals who have worked as school support personnel can apply for a principal endorsement.
- Section 25.490: PA 99-667 requires the State Superintendent to suspend a Professional Educator License (PEL) or deny an application for a PEL of an individual convicted of a crime and sent to a correctional facility until seven years from the end of the sentence. This Section clarifies individuals must indicate whether they have any criminal charges pending against them.
- Section 25.800: PA 99-591 allows educator license holders to carry over professional development (PD) hours earned between April 1 and June 30 of the last year of his or her renewal cycle to be applied in the next renewal cycle.
- Section 25.10: Removes the requirement that not-for-profit entities must be approved by the Board of Higher Education as it no longer approves those entities.
- Section 25.15: Clarifies that holders of an educator license with stipulations endorsed for provisional career and technical educator do not need to pass the test of basic skills for renewal if the license was issued on or prior to January 1, 2015.
- Section 25.25: PEL applicants who were entitled at an institution of higher education must complete a program satisfaction survey in the Educator Licensure Information System (ELIS) before they receive their licenses.

- Section 25.48: Short-term emergency approvals in special education may be used for individuals with a PEL or a Learning Behavior Specialist I in order to teach in a different grade range.
- Section 25.97: Candidates who complete an elementary education preparation program before September 1, 2018, must apply for or be entitled to the elementary education endorsement by September 1, 2019.
- Section 25.100: Clarifies that reading specialist endorsement candidates may hold an educator license with stipulations endorsed for provisional educators.
- Section 25.115: Requires all educator preparation programs (EPP) to enter each candidate into ELIS in pre-completion status at the time the candidate enters into the program.
- Section 25.120: The State Educator Preparation and Licensure Board (SEPLB) will inform ISBE whether it approves or denies an EPP's initial approval to offer a program leading to licensure.
- Section 25.127: Makes the following changes:
 - State-reauthorized EPPs must report impact and outcome measures as well as annual program reports by April 30. Additionally, each EPP must provide its policy on plagiarism and cheating.
 - Beginning September 1, 2017, all EPPs must participate in a data collection pilot program. The two-year statewide pilot will replace the current state annual program report submission and will be used to inform ISBE's new yearly program reporting process, which is planned for full implementation in spring 2020. The new reporting process will collect data on each preparation program's enrollees and completers and be tied to employment, testing, and survey data collected by ISBE.
 - ISBE will conduct annual audits of licensure entitlements.
 - EPPs must provide a list of all individuals entitled within the last 12 months by July 30.
 - Audits will be performed at least once every five years and may include a site visit by ISBE staff.

The proposed amendments were published in the *Illinois Register* on March 10, 2017, to elicit public comment; 141 individuals and organizations commented. The summary and analysis of that public comment, along with any recommendations for changes in the proposal as a result, are attached.

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

Policy Implications: None.

Budget Implications: None.

Legislative Action: None.

Communication: Please see "Next Steps" below.

Pros and Cons of Various Actions

Pros: 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).

Cons: Not proceeding with the rulemaking will cause the agency's rules to be in conflict with certain provisions of the IAPA, which requires that the policies of state agencies be set forth in administrative rules.

Superintendent's Recommendation

I recommend that the following motion be adopted:

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

Part 25 (Educator Licensure)

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 (JCAR).

Next Steps

Notice of the adopted amendments will be submitted to JCAR to initiate its review. The amendments will be filed with the Secretary of State and disseminated as appropriate after that process is complete.

Summary and Analysis of Public Comment
23 Ill. Adm. Code 25
Educator Licensure

Comment

One hundred twenty-seven commenters opposed the change being made requiring sign-in sheets for each individual breakout session where participants receive professional development credit. Commenters felt that this requirement was onerous and duplicative as participants have to sign in when they first arrive at the conference. Also, commenters felt signing in would take too much time and cut down on available time for training.

Analysis

The intent of this change was to ensure all participants are accurately being accounted for at all professional development opportunities. Additionally, providers must show evidence of program participation to ISBE. ISBE understands the time constraints providers of larger professional development courses may be under and agrees to clarify sign in sheets must be maintained for each activity.

Recommendation

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, the sessions in whole shall be considered an "activity" for purposes of this Section. The providers shall maintain sign-in sheets for each activity individual session.

Comment

Thirteen commenters asked to reinstate the stricken "ors" in the Section listing the approval requirements for educational and sign language interpreters and the new Section that provides for approval of interveners for students who are deaf-blind. Their concern was that with removing the "ors" made the first three listed criteria required then the last one optional. The commenters felt this change was unwarranted and would exacerbate the ongoing shortage of interpreters.

Analysis

The intent of the change was never to make the criteria in the list requirements. The current Administrative Code style does not permit a conjunction after each item in a list. The conjunction must be placed between the final two items in the list. However, ISBE does agree a change should be made to be clear interpreter and intervener applicants must have one of the listed criteria.

Recommendation

Section 25.550 Approval of Educational Interpreters

- a) Approval Criteria
 - 1) Each applicant for approval as an educational interpreter either for sign language interpreter or oral transliteration shall either:
 - A) Have completed 60 semester hours of college credit from one or more regionally accredited institutions of higher education;
 - B) Hold an associate's degree issued by a regionally accredited institution of higher education;
 - 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);
 - 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.

Section 25.560 Approvals of Interveners for Students who are Deaf-Blind

- a) Approval Criteria
 - 1) Each applicant for approval as an intervener shall either:
 - A) Have completed 60 semester hours of college credit from one or more regionally accredited institutions of higher education;
 - B) Hold an associate's degree issued by a regionally accredited institution of higher education; or
 - C) Have achieved the score identified as passing by the State Board of Education on one of the examinations for paraprofessionals discussed in Section 25.510(b).

Comment

Thirteen commenters also expressed concern over the addition that sign language interpreter approvals shall be renewed in accordance with the timelines established for professional educator licenses (PELs). Similar concerns were expressed with respect to parallel language in the Section regarding interveners for students who are deaf-blind. The commenters felt that because the approvals are not PELs, clarification must be made to ensure the approval will not lapse and the holder will not incur penalties when the approval is not in use. Incurring fines would create a financial burden to the holder and would add to the shortage of interpreters.

Analysis

Approval of an educational interpreter or intervener does not lapse upon nonrenewal. The approvals do; however, expire if not renewed. The reference to the Section in the School Code was meant to provide the same time period for renewal. ISBE will amend the proposed rule to indicate the specific period for renewal.

Recommendation

Section 25.550 Approval of Educational Interpreters

- 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. Sign language interpreter approvals shall be renewed between April 1 and June 30 of each renewal cycle. If the approval is not renewed during this time period it will expire ~~in accordance with the timelines established in Section 21B-45 of the School Code.~~

Section 25.560 Approval of Intervenors for Students Who Are Deaf-Blind

- 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 approval's validity, the individual has completed 50 professional development (PD) hours. The number of PD hours to be awarded for completion of specific activities shall be as set forth in Section 25.875 of this Part, as applicable. The approval shall be renewed between April 1 and June 30 of each renewal cycle. If the approval is not renewed during this time period it will expire ~~in accordance with the timelines established in Section 21B-45 of the School Code.~~

Comment

Nine commenters pointed out the rulemaking contains references to Continuing Professional Development Units (CPDUs). These references should be deleted because CPDUs are no longer used as part of the renewal process. A small typo was also pointed out.

Analysis

The commenters are correct that CPDUs have not been award since June 30, 2014. However, the last five-year renewal cycle CPDUs could be earned and converted to clock hours ends in 2019. Because educators are able to use CPDUs in this renewal period, ISBE declines to make this change at the time. ISBE will continue to take these comments under advisement and will consider making a change in future rulemakings.

Recommendation

No change will be made in response to this comment.

Comment

Five commenters expressed concern about the requirement of educator preparation programs (EPPs) to enter students as on "pre-completion" status upon entry into the program. Most EPPs questioned what the need is to enter the students as on "pre-completion" status upon entry when licensure officers generally put candidates on this status when student teaching. Other commenters stated this change would cause more work for the licensure officers because not all students who begin an EPP finish the program, while other students change majors or transfer schools. If students leave the EPP or transfer to another college or university, there could be reporting consequences. One commenter also asked why ISBE could not change the way the Educator Licensure Information System (ELIS) to automatically make someone as a "non-completer" when an account is made.

Analysis

This proposed change was a request from EPPs. EPPs have routinely asked ISBE for lists of candidates' Illinois Educator Identification Number (IEIN). Having EPPs enter candidates in pre-completion status will generate an IEIN that ISBE can provide to each program upon request.

Recommendation

No change will be made in response to this comment.

Comment

Five commenters had concerns regarding the audit of licensure entitlements. Three commenters questioned why the EPPs would need to provide ISBE with a list of program completers when ISBE already has that information in ELIS. One commenter questioned what form data requested by ISBE regarding endorsements on license would take. This commenter stated one day's notice of an on-site visit was too short and suggested a seven- to 10-day notice. Another commenter expressed concern over the increased amount of work with limited staff the audits will have on EPPs and that turning over certain student records or other items not open to the public may raise concerns under the Family Educational Rights and Privacy Act. A commenter also pointed out the Section refers to an annual audit but then also states an audit will be done once every five years.

Analysis

Section 21B-25 of the School Code requires ISBE to conduct an annual audit of EPPs. ISBE will select the EPPs that will be audited in any given year; however, an EPP will be audited at least once every five years. If warranted, an EPP may be audited more than once in a five-year period in order to ensure all information the EPPs must maintain on candidates is accurate. Section 21B-100 of the School Code requires all licensure officers to adhere to all administrative rules regarding licensure, including data collection. Licensure officers should be able to produce these documents on short notice if ISBE should find an on-site visit is warranted.

Recommendation

No change will be made in response to this comment.

Comment

Four commenters expressed concerns over the changes to the use of the ACT® and SAT®. One commenter stated the scores should not be allowed in place of the test of basic skills because

EPPs do not receive copies of the scores unless a student voluntarily provides the information. Another commenter stated that allowing students to combine multiple administrations of the exams would cause confusion at universities to determine if the student met the qualification. This commenter also asked ISBE to consider changing the cut score for the test of basic skills to make it easier or lower the ACT® and SAT® expectations. One commenter asked for clarification on whether each administration would require the writing portion, stating her reading was that it did. Another commenter stated requiring the writing portion is contrary to what he was told by ISBE earlier this year that writing and composite scores can be logged separately.

Analysis

All ACT® and SAT® test scores are recorded in a candidate's ELIS account similar to the test of basic skills. EPPs thus can request the information from ISBE at any time. Additionally, since scores are in ELIS, it should not be overly burdensome for an EPP to determine if a candidate has met the minimum scores. Candidates who decide to take multiple administrations of the ACT® or SAT® do not have to take the writing/essay portion of the test each time. Both the ACT® and SAT® allow individuals to the respective examination with or without the writing portion. A candidate who opts to use the ACT® or SAT® in lieu of the test of basic skills must successfully complete each portion of the test. ISBE declines to lower scores.

Recommendation

No change will be made in response to this comment.

Comment

Two commenters had concerns regarding the proposed addition of a program satisfaction survey for program completers. One commenter stated that all EPPs must complete an internal survey and this survey would be duplicative and unnecessary. The other commenter believes the more appropriate place to put the language is in the next subsection and to possibly clarify the survey is a condition of licensure to facilitate compliance with the Council for the Accreditation of Educator Preparation.

Analysis

This proposed change came from a number of EPPs asking ISBE to collect this data. In light of changes made to align EPPs with the standards established by the Council for the Accreditation of Educator Preparation, several EPPs were concerned about being able to collect this data. ISBE is happy to be able to collect this data and then provide it to EPPs for reporting purposes.

Recommendation

No change will be made in response to this comment.

Comment

One commenter expressed appreciation for allowing students to student teach outside of Illinois.

Analysis

ISBE appreciates the support.

Recommendation

No change will be made in response to this comment.

Comment

One commenter expressed appreciation for allowing short-term emergency approval for special education teachers to teach out of their grade bands. This flexibility will allow districts to better meet the needs of their special education populations.

Analysis

ISBE appreciates the support.

Recommendation

No change will be made in response to this comment.

Comment

One commenter wrote to provide additional information on the legislation that allowed school support personnel the ability to become school principals. The commenter was initially concerned about allowing individuals without classroom experience to be a principal, but is now neutral after conducting a survey of large unit school districts and finding participants were extremely likely to hire someone who was in a school support personnel position to be a principal. The commenter did request the State Educator Preparation and Licensure Board collect data on the number of candidates admitted into a program by PEL endorsement, the number of candidates not admitted into a program by PEL endorsement, the percent of candidates passage on licensure endorsement by PEL endorsement, and the number of candidates hired as principals and assistant principals by PEL endorsement.

Analysis

This comment is outside the scope of the rulemaking at this time and would need a legislative change in order to implement.

Recommendation

No change will be made in response to this comment.

ILLINOIS REGISTER

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 Grade-Level Endorsements
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
25.48 Short-Term Emergency Approval in Special Education
25.50 General Certificate (Repealed)
25.60 Alternative Educator Licensure Program for Teachers (Beginning January 1, 2013)
25.65 Alternative Educator Licensure
25.67 Alternative Route to Teacher Licensure
25.70 Endorsement for Career and Technical Educator
25.72 Endorsement for Provisional Career and Technical Educator

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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 25.75 Part-time Provisional Certificates (Repealed)
- 25.80 Endorsement for Part-time Provisional Career and Technical Educator
- 25.82 Requirements for the Early Childhood Certificate (2004) (Repealed)
- 25.85 Special Provisions for Endorsement in Foreign Language for Individuals Currently Certified (Repealed)
- 25.86 Special Provisions for Endorsement in Foreign Language for Individuals Prepared as Teachers But Not Currently Certified (Repealed)
- 25.90 Endorsement for Transitional Bilingual Educator
- 25.92 Endorsement for Visiting International Educator
- 25.95 Language Endorsement for the Transitional Bilingual Educator
- 25.96 Endorsement for Early Childhood Education (Birth through Grade 2)
- 25.97 Endorsement for Elementary Education (Grades 1 through 6)
- 25.99 Endorsement for the Middle Grades (Grades 5 through 8)
- 25.100 Teaching Endorsements on the Professional Educator License
- 25.105 Temporary Substitute Teaching Permit (Repealed)

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

- Section
- 25.110 Definitions
- 25.115 Educator Preparation Providers
- 25.120 Initial Approval of Educator Preparation Programs by the State Board of Education
- 25.125 Accreditation of Educator Preparation Providers and Approval of Educator Preparation Programs through CAEP
- 25.127 Reporting; Review of State Reauthorized Educator Preparation Providers, ~~and~~ Individual Programs and Entitlement Audits
- 25.130 Interventions by the State Board of Education and State Educator Preparation and Licensure Board
- 25.135 Interim Provisions for Continuing Accreditation and Approval – July 1, 2000, through Fall Visits of 2001 (Repealed)
- 25.136 Interim Provisions for Continuing Accreditation – Institutions Visited from Spring of 2002 through Spring of 2003 (Repealed)
- 25.137 Interim Provisions for Continuing Accreditation and Approval – July 1, 1999, through June 30, 2000 (Repealed)
- 25.140 Requirements for the Institution's Educational Unit Assessment Systems (Repealed)
- 25.142 Assessment Requirements for Individual Programs (Repealed)
- 25.145 Approval of New Programs Within Recognized Institutions (Repealed)
- 25.147 Approval of Programs for Foreign Language

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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 25.150 The Periodic Review Process (Repealed)
- 25.155 Procedures for the Initial Recognition of an Institution as an Educator Preparation Institution and Its Educational Unit (Repealed)
- 25.160 Notification of Recommendations; Decisions by State Board of Education
- 25.165 Discontinuation of Programs

SUBPART D: SCHOOL SUPPORT PERSONNEL

- Section
- 25.200 Relationship Among Endorsements in Subpart D
- 25.210 Requirements for the Certification of School Social Workers (Repealed)
- 25.215 Endorsement for School Social Workers
- 25.220 Requirements for the Certification of Guidance Personnel (Repealed)
- 25.225 Endorsement for School Counselors
- 25.227 Interim Approval for School Counselor Interns
- 25.230 Nationally Certified School Psychologist
- 25.235 Endorsement for School Psychologists
- 25.240 Standard for School Nurse Endorsement (Repealed)
- 25.245 Endorsement for School Nurses
- 25.250 Standards for Non-Teaching Speech-Language Pathologists
- 25.252 Endorsement for Non-Teaching Speech-Language Pathologists
- 25.255 Interim Approval for Speech-Language Pathologist Interns
- 25.275 Renewal of the Professional Educator License Endorsed for School Support Personnel (Repealed)

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

- Section
- 25.300 Relationship Among Credentials in Subpart E
- 25.310 Definitions (Repealed)
- 25.311 Alternative Route to Superintendent Endorsement (Beginning January 1, 2013)
- 25.313 Alternative Route to Administrative Endorsement (Through August 31, 2013) (Repealed)
- 25.314 Alternative Route to Administrative Certification for Teacher Leaders (Repealed)
- 25.315 Renewal of Administrative Endorsement (Repealed)
- 25.320 Application for Approval of Program (Repealed)
- 25.322 General Supervisory Endorsement (Repealed)
- 25.330 Standards and Guide for Approved Programs (Repealed)
- 25.333 General Administrative Endorsement (Repealed)
- 25.335 General Administrative Endorsement (Through June 30, 2016)

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NOTICE OF PROPOSED AMENDMENTS

- 25.337 Principal Endorsement (2013)
- 25.338 Designation as Master Principal (Repealed)
- 25.344 Chief School Business Official Endorsement (Repealed)
- 25.345 Endorsement for Chief School Business Official
- 25.355 Endorsement for Superintendent (Beginning September 1, 2016)
- 25.360 Endorsement for Superintendent (Through August 31, 2019)
- 25.365 Endorsement for Director of Special Education

SUBPART F: GENERAL PROVISIONS

Section

- 25.400 Registration of Licenses; Fees
- 25.405 Military Service; Licensure
- 25.410 Reporting Requirements for Revoked or Suspended Licenses; License Application Denials
- 25.411 Voluntary Removal of Endorsements
- 25.415 Credit in Junior College (Repealed)
- 25.420 Psychology Accepted as Professional Education (Repealed)
- 25.425 Individuals Prepared in Out-of-State Institutions
- 25.427 Limitation on Evaluation or Entitlement
- 25.430 Short-Term Authorization for Positions Otherwise Unfilled
- 25.435 School Service Personnel Certificate – Waiver of Evaluations (Repealed)
- 25.437 Equivalency of General Education Requirements (Repealed)
- 25.440 Master of Arts NCATE (Repealed)
- 25.442 Illinois Teacher Corps Programs (Through August 31, 2013) (Repealed)
- 25.444 Illinois Teaching Excellence Program
- 25.445 College Credit for High School Mathematics and Language Courses (Repealed)
- 25.450 Lapsed Licenses
- 25.455 Substitute Certificates (Repealed)
- 25.460 Provisional Special and Provisional High School Certificates (Repealed)
- 25.464 Short-Term Authorization for Positions Otherwise Unfilled (Repealed)
- 25.465 Credit (Repealed)
- 25.470 Meaning of Experience on Administrative Certificates (Repealed)
- 25.475 Renewal Requirements for Holders of Multiple Types of Endorsements on a Professional Educator License (Repealed)
- 25.480 Supplemental Documentation and Review of Certain License Applications
- 25.485 Licensure of Persons with Prior Certificate or License Sanctions
- 25.486 Licensure of Persons Who Are Delinquent in the Payment of Child Support
- 25.487 Licensure of Persons with Illinois Tax Noncompliance
- 25.488 Licensure of Persons Named in Reports of Child Abuse or Neglect
- 25.489 Licensure of Persons Who Are in Default on Student Loans

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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 25.490 Licensure of Persons Who Have Been Convicted of a Crime
- 25.491 Licensure of Persons with Unsatisfactory Performance Evaluation Ratings
- 25.493 Part-Time Teaching Interns (Repealed)
- 25.495 Approval of Out-of-State Institutions and Programs (Repealed)
- 25.497 Supervisory Endorsements

SUBPART G: PARAPROFESSIONALS; OTHER PERSONNEL

Section

- 25.510 Endorsement for Paraprofessional Educators
- 25.520 Substitute Teaching License
- 25.530 Specialized Instruction by Noncertificated Personnel (Repealed)
- 25.540 Approved Teacher Aide Programs (Repealed)
- 25.550 Approval of Educational Interpreters
- 25.560 [Approval of Interveners for Students who are Deaf-Blind](#)

SUBPART H: CLINICAL EXPERIENCES

Section

- 25.610 Definitions
- 25.620 Student Teaching
- 25.630 Pay for Student Teaching (Repealed)

SUBPART I: ILLINOIS LICENSURE TESTING SYSTEM

Section

- 25.705 Purpose – Severability
- 25.710 Definitions
- 25.715 Test Validation
- 25.717 Test Equivalence
- 25.720 Applicability of Testing Requirement and Scores
- 25.725 Applicability of Scores (Repealed)
- 25.728 Use of Test Results by Institutions of Higher Education
- 25.730 Registration – Paper-and-Pencil Testing
- 25.731 Registration – Computer-Based Testing
- 25.732 Late Registration
- 25.733 Emergency Registration
- 25.735 Frequency and Location of Tests
- 25.740 Accommodation of Persons with Special Needs
- 25.745 Special Test Dates
- 25.750 Conditions of Testing

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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

25.755	Cancellation of Scores; Voiding of Scores
25.760	Passing Score
25.765	Individual Test Score Reports
25.770	Re-scoring
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SUBPART J: RENEWAL OF PROFESSIONAL EDUCATOR LICENSES

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25.800	Professional Development Required (Beginning July 1, 2014)
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25.870	Continuing Education Units (CEUs) (Repealed)
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25.875	Continuing Professional Development Units (CPDUs) (Through June 30, 2014)
25.880	"Valid and Exempt" Licenses; Proportionate Reduction; Part-Time Teaching
25.885	Funding; Expenses (Repealed)

SUBPART K: REQUIREMENTS FOR RECEIPT OF
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- 25.900 Applicability of Requirements in this Subpart (Repealed)
- 25.905 Choices Available to Holders of Initial Certificates (Repealed)
- 25.910 Requirements for Induction and Mentoring (Repealed)
- 25.915 Requirements for Coursework on the Assessment of One's Own Performance (Repealed)
- 25.920 Requirements for Coursework Related to the National Board for Professional Teaching Standards (NBPTS) (Repealed)
- 25.925 Requirements Related to Advanced Degrees and Related Coursework (Repealed)
- 25.930 Requirements for Continuing Professional Development Units (CPDUs) (Repealed)
- 25.935 Additional Activities for Which CPDUs May Be Earned (Repealed)
- 25.940 Examination (Repealed)
- 25.942 Requirements for Additional Options (Repealed)
- 25.945 Procedural Requirements (Repealed)

- 25.APPENDIX A Statistical Test Equating – Licensure Testing System
- 25.APPENDIX B Certificates Available Effective February 15, 2000 (Repealed)
- 25.APPENDIX C Exchange of Certificates for Licenses (July 1, 2013)
- 25.APPENDIX D Criteria for Identification of Teachers as "Highly Qualified" in Various Circumstances
- 25.APPENDIX E Endorsement Structure Beginning July 1, 2013

AUTHORITY: Implementing Articles 21 and 21B and authorized by Section 2-3.6 of the School Code [105 ILCS 5/Art. 21, Art. 21B, 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

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amendment at 24 Ill. Reg. 16109, effective October 12, 2000; preemptory amendment suspended at 25 Ill. Reg. 3718, effective February 21, 2001; preemptory amendment repealed by joint resolution of the General Assembly, effective May 31, 2001; emergency amendments at 25 Ill. Reg. 9360, effective July 1, 2001, for a maximum of 150 days; emergency expired November 27, 2001; emergency amendments at 25 Ill. Reg. 11935, effective August 31, 2001, for a maximum of 150 days; amended at 25 Ill. Reg. 16031, effective November 28, 2001; amended at 26 Ill. Reg. 348, effective January 1, 2002; amended at 26 Ill. Reg. 11867, effective July 19, 2002; amended at 26 Ill. Reg. 16167, effective October 21, 2002; amended at 27 Ill. Reg. 5744, effective March 21, 2003; amended at 27 Ill. Reg. 8071, effective April 28, 2003; emergency amendments at 27 Ill. Reg. 10482, effective June 26, 2003, for a maximum of 150 days; amended at 27 Ill. Reg. 12523, effective July 21, 2003; amended at 27 Ill. Reg. 16412, effective October 20, 2003; 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; emergency expired January 16, 2005; 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; preemptory 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. 6649, effective April 27, 2015; amended at 39 Ill. Reg. 13722, effective October 5, 2015; amended at 40 Ill. Reg. 4940, effective March 2, 2016; amended at 40 Ill. Reg. 12346, effective August 9, 2016, amended at 41 Ill. Reg. _____, effective _____.

SUBPART A: DEFINITIONS

Section 25.10 Accredited Institution

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As used in this Part, "institution" means either a regionally accredited institution of higher learning as specified in Section 21B-105 of the School Code [105 ILCS 5/~~21B-105~~] when referring to an institution located within the United States or a not-for-profit entity ~~approved by the Illinois Board of Higher Education [105 ILCS 5/21B-105]~~. Accordingly, any coursework required for, or counted towards fulfilling the requirements for, a credential issued pursuant to this Part shall be completed at or accepted by a regionally accredited institution or an approved not-for-profit entity, and approval of preparation programs under Subpart C of this Part shall be available only to regionally accredited institutions or approved not-for-profit entities. Coursework completed in another country shall be subject to the provisions of Section 25.425 of this Part.

(Source: Amended at 41 Ill. Reg. _____, effective _____)

SUBPART B: LICENSES

Section 25.15 Types of Licenses; Exchange

Article 21B of the School Code [105 ILCS 5/~~Art. 21B~~] establishes a new system of educator licensure to be implemented on or before July 1, 2013 that will replace the system of certification set forth in Article 21 of the School Code ~~[105 ILCS 5/Art. 21]~~. The requirements of this Section apply to the initial exchange of Illinois teaching, special, administrative, school service personnel and other types of educator certificates for the corresponding license and endorsement authorized under Article 21B of the School Code and this Part.

- a) The system of licensure to be established shall consist of the following licenses as set forth in Section 21B-20 of the School Code ~~[105 ILCS 5/21B-20]~~. The license that corresponds to each teaching, special, administrative, school service personnel or other types of educator certificates or approvals previously issued by the State Board of Education is as follows.
 - 1) Professional Educator License
Any individual holding an initial, standard or master teaching certificate, special certificate, administrative certificate or school service personnel certificate prior to July 1, 2013 shall have that certificate converted to a professional educator license upon implementation of the new system of licensure.
 - A) Certificates subject to exchange are listed in Appendix C.
 - B) The current renewal and registration status of an individual's certificate (i.e., valid and active, valid and exempt, lapsed), as well

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as any sanctions (i.e., suspended or revoked) imposed on the certificate at the time of the exchange, shall be noted in the State Board of Education's electronic Educator Licensure Information System (ELIS) when the applicable endorsement is added to the professional educator license.

- C) Each endorsement on a teaching or special certificate shall be recorded on the professional educator license issued pursuant to this Section.
 - i) Any individual holding an Illinois teaching certificate with approval in bilingual education, English as a Second Language or English as a New Language issued pursuant to 23 Ill. Adm. Code 1.780 (Standards for Teachers in Bilingual Education Programs) shall have that approval recorded on the professional educator license as a comparable endorsement indicating the grade levels to be served and, as applicable, the transitional bilingual language of instruction.
 - ii) Any individual holding an Illinois teaching certificate with approval issued under 23 Ill. Adm. Code 226.810 (Special Education Teaching Approval) for Learning Behavior Specialist I, early childhood special education or bilingual special education shall receive an approval letter that indicates the grade levels and age ranges of the students to be served.
 - iii) Any individual holding an Illinois teaching certificate and short-term emergency certification issued under Section 25.48 shall receive a short-term emergency approval letter.
 - iv) Any individual holding an Illinois teaching certificate and approval under 23 Ill. Code 226.820 for school social worker, school psychologist or school nurse intern shall receive an approval letter indicating the school support personnel area of approval.
- D) Each administrative or school service personnel certificate for which an endorsement will be issued pursuant to Section 21B-25 of the School Code shall be recorded on the professional educator

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license issued pursuant to this Section. As applicable, each endorsement issued on the administrative or school service personnel certificate also shall be recorded as a separate endorsement on the professional educator license.

- E) Any individual holding a master certificate issued under Section 21-2 of the School Code ~~[105 ILCS 5/21-2]~~ shall be issued a professional educator license with a National Board for Professional Teaching Standards (NBPTS) master teacher designation. (See 105 ILCS 5/21B-65.) An NBPTS master teacher designation shall not qualify a licensee to teach in a particular field except as provided in this subsection (a)(1)(E).
- i) *Any individual who, on or after July 1, 2012, has been issued a Master Certificate pursuant to Section 21-2 of the School Code ~~[105 ILCS 5/21-2]~~ or a National Board for Professional Teaching Standards designation on a Professional Educator License pursuant to Section 21B-65 of the School Code may work as a teacher only in an area for which he or she also holds the Illinois endorsement required for that position. (Section 21B-65 of the School Code) ~~[105 ILCS 5/21B-65]~~ Therefore, after July 1, 2012, the area of NBPTS certification obtained by an individual shall be noted on the master certificate as a "NBPTS master teacher designation", rather than an Illinois endorsement, and that designation shall automatically transfer to the professional educator license.*
- ii) *Any individual who, prior to June 30, 2012, has been issued an endorsement for a particular area on a Master Certificate may work as a teacher in that area even without having been issued the Illinois endorsement required for that position. (Section 21B-65 of the School Code) ~~[105 ILCS 5/21B-65]~~ An Illinois endorsement placed on a master certificate previous to July 1, 2012 will be shown as an endorsement on the professional educator license.*
- 2) Educator License with Stipulations
Any individual holding a provisional, alternative provisional (i.e., teaching or administrative), resident teacher, provisional vocational, temporary provisional vocational, transitional bilingual or visiting international

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certificate or holding approval to serve as a paraprofessional shall have that certificate or approval converted to an educator license with stipulations upon implementation of the new system of licensure. An educator license with stipulations shall be endorsed with one or more endorsements authorized under Section 21B-20(2) of the School Code ~~[105 ILCS 5/21B-20(2)]~~. Each endorsement shall correspond to the certificate or approval that the individual held prior to July 1, 2013. That is:

- A) An individual holding a provisional certificate issued under Section 21-10(B) of the School Code ~~[105 ILCS 5/21-10(B)]~~ shall be issued an educator license with stipulations endorsed for "provisional educator" and the area of endorsement (i.e., teaching, administrative or school support personnel) and, as applicable, for the grade levels and subject areas that are listed on the provisional certificate.
- i) In accordance with Section 21B-20(2)(A) of the School Code, *a provisional educator endorsement for principals may not be issued, nor may any person with a provisional educator endorsement serve as a principal in a public school in this State.* An individual with a provisional certificate or an educator license with stipulations endorsed for provisional educator (general administrative) who is employed as a principal for the 2012-13 school year may continue to serve in that capacity through the end of that school year.
- ii) After July 1, 2013, an educator license with stipulations endorsed for provisional educator (general administrative) may be issued, but all deficiencies identified for the receipt of a professional educator license endorsed for general administrative shall be satisfied and an application submitted for the endorsement, by the deadlines set forth in Section 21B-20(2)(A) of the School Code. After that time, the requirements of Section 25.337 and 23 Ill. Adm. Code 30 (Programs for the Preparation of Principals in Illinois) shall apply for individuals seeking employment as principals or assistant principals.

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- B) An individual holding an alternative provisional teaching certificate issued under Section 21-5b or 21-5c of the School Code ~~{105 ILCS 5/21-5b and 21-5c}~~ shall be issued an educator license with stipulations endorsed for "alternative provisional educator" and for the content areas and grade levels currently on the alternative provisional teaching certificate.
- C) An individual holding an alternative administrative certificate issued under Section 21-5d of the School Code ~~{105 ILCS 5/21-5d}~~ shall be issued an educator license with stipulations endorsed for "alternative provisional superintendent".
- D) An individual holding a resident teacher certificate issued under Section 21-11.3 of the School Code ~~{105 ILCS 5/21-11.3}~~ shall be issued an educator license with stipulations endorsed for "resident teacher" and for the content areas and grade levels on the resident teacher certificate.
- E) An individual holding a provisional vocational certificate issued under Section 21-10(C)(1) of the School Code ~~{105 ILCS 5/21-10(C)(1)}~~ shall be issued an educator license with stipulations endorsed for "career and technical educator" and for the content areas and grade levels on the provisional vocational certificate.
- F) An individual holding a temporary provisional vocational certificate issued under Section 21-10(C)(2) of the School Code shall be issued an educator license with stipulations endorsed for "provisional career and technical educator" and for the content areas and grade levels on the temporary provisional vocational certificate.
- G) An individual holding a transitional bilingual certificate issued under Section 14C-8 of the School Code ~~{105 ILCS 5/14C-8}~~ shall be issued an educator license with stipulations endorsed for "transitional bilingual educator", as well as for the transitional bilingual language and grade levels indicated on the transitional bilingual certificate.
- H) An individual holding a visiting international teacher certificate issued under Section 25.92 shall be issued an educator license with stipulations endorsed for "visiting international educator", as well

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as for the transitional bilingual language, content area and foreign language on the visiting international teacher certificate.

- I) An individual holding a paraprofessional approval letter issued under Section 25.510 of this Part who either has an associate degree or has a minimum of 60 semester hours of college credit from a regionally accredited institution of higher education, or who has passed a test of basic skills required under Section 21B-30 of the School Code shall be issued an educator license with stipulations endorsed for "paraprofessional educator".
 - J) An individual holding paraprofessional approval issued under Section 25.510 who has fewer than 60 semester hours of college credit or has not passed a test of basic skills shall receive a paraprofessional approval letter issued by the State Superintendent of Education.
- 3) **Substitute Teaching License:**
Any individual holding a substitute teaching certificate issued under Section 21-9 of the School Code shall be issued a substitute teaching license.
 - 4) An individual holding an interim certificate endorsed in a school support personnel area pursuant to Subpart D shall not be issued a license but shall receive an approval letter issued by the State Superintendent.
 - 5) An individual holding an educational interpreter approval at the standard or master level issued pursuant to Section 25.550 shall receive an educational interpreter approval. An individual holding an educational interpreter approval at the initial level shall be issued an interim approval, which shall be valid for the period of time remaining in the validity period of the initial approval issued and shall not be renewed.
- b) The applicable license, any endorsements on that license and the status of those endorsements (see Section 25.15(a)(1)(B)) shall be recorded in ~~the State Board of Education's electronic Educator Licensure Information System (ELIS)~~ (see <http://www.isbe.net/certification/>). The licensee may view the certificate exchange in the ELIS; no paper copies of his or her license will be issued.
 - c) The professional educator license or the educator license with stipulations received under this Section shall be valid for the period of time remaining in the

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validity period of the Illinois certificate that was exchanged for the license. After this initial validity period, provided that any conditions for renewal of the license are met:

1) *all professional educator licenses are valid until June 30 immediately following five years of being issued* (Section 21B-20(1) of the School Code)~~[105 ILCS 5/21B-20(1)]~~; and

2) each educator license with stipulations is valid for the period of time set forth in Section 21B-20(2) of the School Code for the specific endorsement.

d) Applicability

1) The provisions of subsection (c) ~~of this Section~~ do not apply to:

A) A NBPTS' master designation on a professional educator license, which shall remain valid for the length of time that an individual's NBPTS certification is in effect (see Section 25.832 ~~of this Part~~);

B) A substitute teaching license issued under this Section, which shall be valid until June 30, 2018, and may be renewed provided the licensee has passed Illinois' test of basic skills required under Section 21B-30 of the School Code and Section 25.520 of this Part. *An individual who has passed a test of basic skills for the first licensure renewal is not required to retake the test for further renewals* (Section 21B-20(3) of the School Code);

C) An educator license with stipulations endorsed for provisional career and technical educator issued under this Section, which shall be valid until June 30, 2018, and may be renewed for one, five-year period provided the licensee ~~has passed Illinois' test of basic skills required under Section 21B-30 of the School Code and Section 25.720 of this Part and~~ *has completed a minimum of 20 semester hours of coursework from a regionally accredited institution* and as otherwise provided in Section 21B-20(2)(F) of the School Code and Section 25.72 of this Part;

D) Any educator license with stipulations endorsed for paraprofessional educator shall be valid until June 30 following five years of the license being issued pursuant to this Section.

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- 2) An educator educational interpreter approval shall be valid until June 30 following five years of the approval being issued pursuant to this Section; this subsection (d)(2) does not apply to any interim approval issued.

(Source: Amended at 41 Ill. Reg. _____, effective _____)

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), 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 (Section 21B-20(1) of the School Code [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

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- 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* ([Section 21B-20\(1\) of the School Code](#)){~~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* ([Section 21B-20\(1\) of the School Code](#)){~~105 ILCS 5/21B-20(1)~~}, which for

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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; and

D) complete a program satisfaction survey on the State Board of Education's Educator Licensure Information System (ELIS) before receiving his or her professional educator license;

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) coursework *in the methods of instruction of the exceptional child* (Section 21B-35(a)(3) of the School Code) in cross-categorical special education that meets the requirements of subsection (a)(1)(A);
- B) coursework *in methods of reading and reading in the content area* (Section 21B-35(a)(4) of the School Code) that meets the requirements of subsection (a)(1)(B); and
- C) coursework *in instructional strategies for English language learners* (Section 21B-34(a)(5) of the School Code), which shall address bilingual education, English as a Second Language or English as a New Language methods;

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- 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 subsection (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 subsection (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.

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- 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, respectively.

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- 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 41 Ill. Reg. _____, effective _____)

Section 25.48 Short-Term Emergency Approval in Special Education

Beginning September 1, 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, 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)) valid for teaching a different grade range than the grade range sought;
 - 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:

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- A) includes a plan for the individual's acquisition of an LBS I endorsement valid for the grade range to be taught 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.
- 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) 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) and receive the LBS I endorsement under Section 25.43 following passage of the content-area test

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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) 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.

(Source: Amended at 41 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 before September 1, 2018 and applies for or is entitled (that is, the approved programs, the basic skill and content area testing, and practica that are involved) for ~~has~~ the elementary education endorsement ~~issued~~ by September 1, 2019. For candidates prepared in a program approved using the standards set forth at 23 Ill. Adm. Code 20 (Standards for

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Endorsements in Elementary Education), as well as those completing programs on or after September 1, 2018, 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. 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 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.

(Source: Amended at 41 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

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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 [\[105 ILCS 5\]](#) 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:

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- 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).

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- 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

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- 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

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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.

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- 2) Reading Specialist
 - A) Each candidate for the reading specialist endorsement shall hold an Illinois professional educator license or an educator license with stipulations endorsed for provisional educator. The candidate also shall present evidence of two years of teaching experience either on an educator ~~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 the reading specialist endorsement on the professional educator license when he or she presents evidence of having completed the 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

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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.

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- 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;

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- B) safety issues related to alcohol and other drugs;
 - C) driver education for students with disabilities; and
 - D) any other safety-related area.
- 1) 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 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 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:

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- 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.
- 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, 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

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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.
- 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 41 Ill. Reg. _____, effective _____)

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

Section 25.115 Educator Preparation Providers

In order for an institution to offer one or more programs that prepare professional educators, that institution must be recognized, and the educator preparation provider (EPP) responsible for the programs must be recognized, by the State Board of Education in consultation with the State Educator Preparation and Licensure Board (SEPLB). Each program that is offered by a recognized institution must also be individually approved by the State Board of Education in consultation with SEPLB (see Section 25.120). Electronic transmission of written materials pursuant to this Subpart C is required.

- a) In order to be considered for recognition, a degree-granting institution of higher education shall:
 - 1) be regionally accredited;

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- 2) be approved by the Illinois Board of Higher Education to operate as a postsecondary degree-granting institution under the provisions of the Private College Act [110 ILCS 1005] and the Academic Degree Act [110 ILCS 1010] or, if the out-of-state institution is not required to seek authorization to operate from the Illinois Board of Higher Education, be approved to offer educator preparation programs by the state that granted it operating authority; and
 - 3) sponsor a course of study leading to a license issued under Article 21B of the School Code [105 ILCS 5/~~Art. 21B~~] and this Part.
- b) In order to be considered for recognition, an eligible not-for-profit EPP shall conduct or propose to conduct at least one approved program that will prepare professional educators and leads to a license issued pursuant to Article 21B of the School Code and this Part, and the not-for-profit EPP shall meet the definition of "institution" set forth in Section 25.110.
 - c) In the case of a not-for-profit entity, all advertising materials, candidate handbooks, catalogues, and candidate contracts shall display prominently the fact that the entity does not offer higher education credit and that there is no guarantee that the Illinois license or any endorsement affixed to that license earned by the candidate will be honored or accepted for exchange in another state.
 - d) The procedures set forth in this subsection (d) shall apply to initial recognition of an institution and the concurrent recognition of the EPP. The initial approval of the educator preparation programs within that institution shall follow the procedures set forth in Section 25.120.
- 1) An institution shall notify the State Board of Education of its desire to initiate the initial recognition process by submitting a letter of intent to the State Superintendent of Education. Within 30 days after receipt of the notification, the State Superintendent shall respond to the institution, identifying the staff member who will be responsible for assisting the institution and inviting the institution to submit an institutional report to that individual.
 - 2) The institution shall submit an institutional report to the State Superintendent of Education, in the quantity and format specified by the State Superintendent, that includes:

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- A) evidence indicating that the institution meets the conditions described in subsection (a) or (b);
- B) a written description that addresses each of the components set forth in this subsection (d)(2)(B):
 - i) identification of the EPP; its mission, purposes or goals; its authority and responsibilities for professional education; and its coordination of the institution's various educator preparation programs;
 - ii) identification of the dean, chair or director who is officially designated to represent the EPP and is assigned the authority and responsibility for its overall administration and operation;
 - iii) evidence of the institution's commitment and resources for the proposed program, to include the EPP's operational budget and evidence that the institution's president or provost supports the educator programs being proposed;
 - iv) a chart of the administrative and organizational structure of the EPP;
 - v) the written policies and procedures that guide the operations of the EPP;
 - vi) the EPP's policies for monitoring and evaluating its operations, the quality of its offerings, performance of candidates and effectiveness of its graduates; and
 - vii) the EPP's published criteria for admission to and exit from all preparation programs for professional educators, and process for development and submission of summary reports of candidate performance at the time they exit the program.
- 3) State Board of Education staff shall review the institutional report and within 60 days either:

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- A) find the institutional report to be adequate and invite the institution to submit a proposal that meets the requirements of Section 25.120 for each of the programs the institution wishes to implement; or
 - B) find the institutional report not to be adequate, at which time no further review of the institution shall occur unless the institution submits a revised institutional report addressing the deficiencies identified.
- 4) The State Superintendent of Education may authorize the scheduling of an on-site review visit to the institution at the mutual convenience of the affected institution and State Board staff when the program proposal required under Section 25.120 is submitted and found adequate. If the program proposal is found not to be adequate, a site visit may be scheduled to determine if the deficiencies identified are such that it is unlikely the institution will be recognized.
- A) For visits conducted in Illinois, the institution will be required to provide housing (including a work room) for the personnel conducting the review visit; or
 - B) For visits conducted out of state, the institution will be required to provide housing (including a work room), transportation and meals for the personnel conducting the review visit.
- e) From a pool of individuals (i.e., State Board staff or others external to the agency) who have been trained in the applicable standards and procedures, the State Superintendent shall empanel a team to conduct the review visit to verify the information provided by the institution as required by subsection (d)(2). If the team members are not employees of the State Board, a staff member of the State Board of Education or designee (individual who State Board staff requests to serve as a reviewer who is trained to perform duties that could constitute a conflict of interest for State Board staff) shall accompany the team to ensure that applicable standards, procedures, rules and statutes are addressed.
- f) The review team shall prepare a draft report about the onsite visit within 30 business days after the conclusion of the visit, and the institution shall have 30 business days to correct any factual errors. The team shall review the institution's suggested revisions and make appropriate changes. The review team shall provide the final report to the State Superintendent within 30 business days after

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receipt of the institution's suggested corrections. The State Superintendent shall provide the final report to the institution within 10 business days after receiving it.

- g) Within 30 business days after receipt of the final report, the institution shall submit to the State Superintendent either a letter stating agreement with the report's findings or a rejoinder to those findings.
 - 1) The rejoinder must indicate the grounds for disagreement with one or more of the review team's findings and include documentation to support the institution's position.
 - 2) All documentation must describe conditions that existed at the time of the review visit. (Changes made by the EPP after the visit will not be considered.)
 - 3) All documentation must relate directly to the standards and procedures that applied at the time of the review visit.
- h) Staff of the State Board of Education shall convey to SEPLB a recommendation, accompanied by the review team's final report; the institution's letter of agreement or rejoinder; a response to that rejoinder provided by the review team; and any other relevant documentation that was available to the staff.
- i) SEPLB, after reviewing all the relevant materials, shall convey its recommendation to the State Superintendent that the State Board of Education:
 - 1) Recognize the institution and EPP, and approve one or more proposed educator preparation programs, thereby authorizing the institution to conduct the approved programs and to recommend candidates for licensure by entitlement; or
 - 2) Recognize the institution and the EPP, and deny approval of one or more proposed educator preparation programs, thereby authorizing the institution to conduct the approved programs and to recommend candidates for licensure by entitlement for the approved programs and prohibit the conduct of the proposed programs denied approval. Programs denied approval may resubmit a request for program approval at a later date; or

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- 3) Deny recognition of the institution and EPP, and deny approval of one or more educator preparation programs, thereby prohibiting the conduct of the proposed programs.

- j) Actions following upon the recommendation of SEPLB to the State Superintendent of Education shall be as described in Section 25.160.

- k) Recognition of the institution and EPP shall be for a period of seven years. The process for State reauthorization beyond the seven-year period shall be as set forth in Sections 25.125 and 25.127.

- l) EPPs shall enter each candidate for licensure into the Educator Licensure Information System (ELIS) upon entry into the preparation program. Candidates shall be placed in a pre-completion status until recommended for license.

(Source: Amended at 41 Ill. Reg. _____, effective _____)

Section 25.120 Initial Approval of Educator Preparation Programs by the State Board of Education

The procedures set forth in this Section shall apply to the initial approval or redesign of educator preparation programs established by institutions that are already recognized, including those that have been granted initial recognition under Section 25.115. Additional considerations for approval of programs for foreign language are stated in Section 25.147.

- a) The institution shall submit to the State Superintendent of Education a program proposal meeting the requirements set forth in this subsection (a). As applicable to the program being proposed, requirements in addition to this subsection (a) may be found in 23 Ill. Adm. Code 30 (Programs for the Preparation of Principals in Illinois) and 23 Ill. Adm. Code 33 (Programs for the Preparation of Superintendents in Illinois).
 - 1) Evidence that the proposed program meets the applicable professional education and content-area standards established by the State Board of Education; the standards shall include:
 - A) the national content standards accepted by the State Board of Education and listed on the State Board of Education's website at www.isbe.net;

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- B) the applicable content standards set forth at 23 Ill. Adm. Code 20, 21, 23, 26, 27, 28 or 29;
 - C) the standards set forth at 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers) or the Educational Leadership Policy Standards: ISLLC 2008, adopted by the National Policy Board for Educational Administration and posted at http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf (no later additions to or editions of these standards are incorporated), as applicable;
 - D) the State Board of Education's Social and Emotional Learning Standards set forth at 23 Ill. Adm. Code 555.Appendix A to the extent that educators understand the standards and how they apply to students in kindergarten through grade 12; and
 - E) the CAEP 2013 Accreditation Standards posted at <http://caepnet.org/> (no later amendments to or editions of these standards are incorporated).
- 2) A description of the criteria for admission to, retention in and exit from the program, including the required grade point average and minimum grade requirements for the institution.
 - 3) A description of the program assessments to be used, as relevant to the program being proposed, and how the faculty will collect, analyze and use the data from the assessments used.
 - 4) Identification of the faculty members with primary responsibility for preparing professional educators in the program and faculty members' qualifications for their positions.
 - 5) A description of the course of study, field experiences and clinical practice. The descriptions of field experiences and clinical practices shall include:
 - A) the criteria and measures taken to ensure candidates gain experience in diverse settings and with students with varying demographic characteristics;

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- B) the measures taken to ensure that candidates gain experience with technology relevant to the profession; and
 - C) the program's requirements for faculty supervision of field experiences and clinical practice.
- 6) A description and the proportion of coursework offered by distance learning or video-conferencing technology.
- b) After consideration of the proposal, SEPLB shall inform the State Board of Education that SEPLB convey to the State Superintendent its recommendation that the State Board of Education either:
- 1) ApprovesApprove the proposed new educator preparation programs, thereby authorizing the EPP to conduct the programs and to recommend candidates for licensure by entitlement; or
 - 2) DeniesDeny approval of the proposed programs, thereby prohibiting the conduct of the affected programs (a program denied by the State Board of Education will be allowed to resubmit its program proposal for reconsideration at a later time or, after notification of a denial recommendation, a program may withdraw its proposal from consideration within the timelines set forth in Section 25.160(b), at which time no denial action will be taken).
- c) Actions following upon the decisionrecommendation of SEPLB to the State Superintendent of Education shall be as described in Section 25.160.

(Source: Amended at 41 Ill. Reg. _____, effective _____)

Section 25.127 Reporting; Review of State Reauthorized Educator Preparation Providers, and Individual Programs and Entitlement Audits

- a) Annual Reporting for State Reauthorized EPPs
Each EPP shall submit to the State Board the reports set forth in this subsection (a) annually by the deadlines indicated. The data and information contained in the reports shall be used by the State Board as part of its review of an EPP and its programs for State reauthorization. Upon establishment of a state agreement with CAEP, CAEP-accredited EPPs are subject to the review and reporting requirements enumerated at <http://caepnet.org/> rather than the reporting required under this subsection (a).

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- 1) No later than ~~April~~~~November~~ 30 annually, each State reauthorized EPP shall submit data and other information relative to the measures listed in subsections (a)(1)(A) and (B) for the prior reporting year (i.e., September 1 through August 31).
 - A) Impact Measures
 - i) Student learning and development in the prekindergarten through grade 12 setting;
 - ii) Observations of teaching effectiveness;
 - iii) Employer satisfaction; and
 - iv) Completer satisfaction (i.e., completer survey results).
 - B) Outcome Measures
 - i) Completer rate;
 - ii) Graduation rate;
 - iii) Licensure rate; and
 - iv) Employment rate (in a position for which licensure is sought).
- 2) No later than April 1 of each year, each institution shall submit to the State Superintendent of Education, using a form supplied by the State Superintendent, its program completers' pass rates on the tests required for receipt of the professional educator license pursuant to this Part and other information required by Title II of the Higher Education Act (20 USC 1027). Further, each institution shall make this information readily available to the public on an annual basis and shall include it in or with publications routinely sent to potential applicants, school counselors and prospective employers of the institution's program completers.
- 3) Each EPP shall submit a separate annual program report for each State reauthorized program to the State Superintendent of Education, in a format defined by the State Superintendent, no sooner than ~~February~~~~October~~ 1

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and no later than ~~April~~ ~~November~~ 30. Content-specific endorsements (see Section 25.100(a)) shall be considered separate programs for reporting purposes. The annual program report shall:

- A) update any information previously provided;
- B) summarize data about the program's overall structure, faculty and candidates;
- C) provide the results of the applicable content-area test and the Teacher Performance Assessment (TPA):
 - i) If at least 80% ~~percent~~ of an institution's teacher preparation program completers have passed the content area test in each of the preceding three years, the institution shall be deemed to be adequately addressing the Standards for All Illinois Teachers set forth at 23 Ill. Adm. Code 24;
 - ii) If at least 80% ~~percent~~ of an institution's administrative endorsement program completers have passed the applicable content-area tests for administrative endorsement in each of the preceding three years, the institution shall be deemed to be adequately addressing the standards set forth in subsection (e)(2); and
 - iii) beginning with reports submitted in October 2016, if at least 80% ~~percent~~ of candidates during their student teaching experience have passed the TPA, the institution shall be deemed to be adequately addressing the standards set forth in Section 25.120;
- 4) An indication of completer effectiveness from the performance evaluations conducted under Article 24A of the School Code [105 ILCS 5/Art. 24A] shall be provided for principals beginning in 2014 and for teachers beginning in 2018; and
- 5) As relevant to the institution, a report on all programs provided by the institution that have been approved as an alternative route to licensure under Sections 25.65 and 25.67 (through September 30, 2016) or Section 25.60 (beginning January 1, 2013), and Section 25.311 (beginning January 1, 2013) shall be submitted.

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- b) Annual Reporting for CAEP-Accredited EPPs
- 1) An EPP accredited by CAEP shall undergo CAEP's annual reporting process.
 - 2) No later than April 1 of each year, each institution shall submit to the State Superintendent of Education, using a form supplied by the State Superintendent, its program completers' pass rate on the tests required for receipt of the professional educator license pursuant to this Part and other information required by Title II of the Higher Education Act (20 USCA 1027). Further, each institution shall make this information readily available to the public on an annual basis and shall include it in or with publications routinely sent to potential applicants, school counselors and prospective employers of the institution's program completers.
- c) Each EPP shall include in its annual report to ISBE its policy on Teacher Performance Assessment plagiarism and cheating, including the EPP's options for disciplinary action.
- d) Additional Reporting for State Reauthorized EPPs Through April 20, 2019~~November 30, 2018~~
- In addition to the reports required under subsection (a), each EPP shall submit a report to the State Superintendent, in a format specified by the State Superintendent, no sooner than February ~~October~~ 1 and no later than April ~~November~~ 30 of the academic year (i.e., September 1 through August 31) in which a review pursuant to subsection (c) is scheduled. The report shall include:
- 1) a description of how the EPP has addressed any concerns about applicable standards identified in any of the program reports produced pursuant to subsection (a) submitted in each of the last seven years preceding the review;
 - 2) any changes in the institution or in the EPP that affects the operation of the EPP;
 - 3) any new programs approved in the last seven years;
 - 4) the percentage of individuals in the last seven years who completed the program and received a license or endorsement who were hired into a

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related school position in the field for which the license or endorsement was issued; and

- 5) aggregated data regarding the effectiveness of the completers of the program from the performance evaluations conducted under Article 24A of the School Code (to be provided for principals beginning in 2014 and for teachers beginning in 2018).

e) Data Collection Pilot Program
Beginning September 1, 2017, all EPPs must participate in a two-year Statewide data collection pilot program as part of its annual reporting requirement. The pilot program pilot will replace the current State annual program report submission and will be used to inform the State Board's new yearly program reporting process. The pilot program will collect data on each preparation program's enrollees and completers and be tied to employment, testing and survey data collected by the State Board.

f) Periodic Review of State Reauthorized EPPs Through November-April 30, 2019
The recognition of an EPP shall be subject to review every seven years through State reauthorization or CAEP accreditation. This cycle shall begin in accordance with a timeline established by the State Superintendent of Education or designee. The approval of the EPP's programs shall be subject to review in each year after the EPP receives initial State recognition. Actions taken as a result of these reviews shall be as set forth in Section 25.130.

g) Review of State Reauthorized EPPs Starting December 1, 2018

- 1) An EPP planning to be accredited by CAEP shall undergo CAEP's initial or continuing accreditation process for Specialty Professional Association Review with National Recognition or Program Review with Feedback developed by CAEP (see <http://caepnet.org/>). The EPP shall notify the State Board in writing of its continuing accreditation status no later than 30 days after receiving CAEP's notification.
- 2) A State reauthorized EPP shall undergo CAEP's Program Review with Feedback process (see <http://caepnet.org/>) and submit data and information required to the State Superintendent of Education for consideration.

h) State Board of Education staff may visit a recognized institution at any time with one day's advance notice and may ask to speak with faculty, candidates or

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administrators. All records shall be made available to State Board of Education staff upon request.

ig) Changes to State Reauthorized Programs

- 1) Using a format identified by the State Superintendent of Education, a State reauthorized institution may request changes to one or more currently approved programs by submitting documentation of the proposed changes no later than 60 days prior to the date upon which the changes will take effect.
- 2) State Board staff shall review the proposed changes and make a recommendation to SEPLB, which ~~shall submit its recommendation to the State Superintendent. The State Superintendent~~ may accept, modify or reject any of the recommendations of ~~SEPLB-State Board staff~~ issued in accordance with this subsection (gf). In cases in which ~~SEPLB's the State Superintendent's~~ modification or rejection results in an action that has negative consequences for the program, the actions to be taken shall be as described in Section 25.160.

jh) An EPP that decides to change from State reauthorization to CAEP accreditation, or vice versa, must notify the State Board of Education.

k) Audit of Licensure Entitlements

- 1) Pursuant to Section 21B-25 of the School Code [105 ILCS 5], the State Board of Education shall conduct annual audits of recognized institution licensure entitlements.
- 2) Each institution recognized under this Subpart C shall submit to the State Board annually a list of all individuals entitled by the institution in the previous 12 months. For each individual, the institution shall submit the name, Illinois Educator Identification Number (IEIN) and areas in which the individual was licensed or endorsed.
 - A) Each institution shall submit to the State Board of Education by June 30 any data and other information that responds to the requirements of Section 21B-25 of the School Code.

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- B) An audit of each institution shall be conducted at least once every five years in accordance with Section 21B-25 of the School Code. Data and information from the audits shall be used to determine if the EPP has met the requirements of Section 21B-100 of the School Code and this Subpart.
- i) Institutions undergoing an entitlement audit must submit requested documentation to the State Board of Education within six weeks after the request is made.
- ii) In the event that a determination is made that the requirements set forth in Section 21B-100 of the School Code or this Part have not been met, the provisions of section 25.130 of this Part shall apply.
- iii) State Board staff may visit a recognized institution at any time with one day's advance notice and may ask to speak with licensure officers, candidates or administrators if they find a deficiency or other problem during the audit that needs to be addressed. All records shall be made available to the State Board of Education staff upon request.
- iv) Institutions identified as in violation of 21B-100 of the School Code must submit a remediation plan within 60 days after a written request has been received by the institution.
- The plan shall include remedies identified by State Board of Education staff and SEPLB, as well as internal procedures for improvement;
 - The plan shall include a timeline for implementation; and
 - The plan and timeline shall be approved by State Board of Education staff prior to implementation.

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- v) When subsection (k)(2)(B)(iv) is applicable, an institution shall not enter any additional entitlements until evidence that remedies identified by State Board of Education staff and SEPLB have been implemented.

(Source: Amended at 41 Ill. Reg. _____, effective _____)

SUBPART D: SCHOOL SUPPORT PERSONNEL

Section 25.235 Endorsement for School Psychologists

- a) Each candidate for the school support personnel endorsement for school psychologist shall hold a master's or higher degree in psychology or educational psychology with a specialization in school psychology.
- b) Each candidate shall have completed an Illinois program approved for the preparation of school psychologists 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) Each candidate shall have completed both a supervised field experience of at least 250 hours in a school setting and/or child study center and ~~either~~ a one-year, full-time internship under the direction of an intern supervisor or one year of full-time work experience as a school psychologist on a valid out-of-state school psychology certificate or license or on an Illinois educator license with stipulations endorsed for provisional educator with a school support personnel endorsement for school psychologist.
- d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710 of this Part), as well as the test of basic skills, subject to the provisions of Section 25.720 and the timeline for the passage of each test set forth in Section 21B-30 of the School Code. (See also 23 Ill. Adm. Code 23.130.)
- 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 [105 ILCS 5/21B-20] in the event that the individual has failed to meet one or more of the requirements for a professional educator license endorsed for school psychologist.

(Source: Amended at 41 Ill. Reg. _____, effective _____)

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Section 25.245 Endorsement for School Nurses

- a) Each candidate for the school support personnel endorsement for school nursing shall hold a bachelor's degree or higher.
- b) Each candidate shall be licensed as a registered professional nurse in Illinois pursuant to the Nursing and Advanced Practice Nursing Act [225 ILCS 65].
- c) Each candidate shall have completed an Illinois program approved for the preparation of school nurses pursuant to Subpart C or a comparable approved program in another state or country or hold a comparable certificate or license issued by another state or country.
- d) Each candidate shall have met the requirements of either subsection (d)(1) or subsection (d)(2).
 - 1) Completion of an internship that:
 - A) was determined by the approved program to be sufficient in length for the candidate to meet the standards set forth at 23 Ill. Adm. Code 23.120, but in no case consisted of fewer than 300 hours of experiences; and
 - B) was supervised by a school nurse who holds an endorsement issued under this Section with at least two full school years of full-time experience as a school nurse and at least one full school year of full-time experience with the current employer.
 - 2) Completion of two years of experience as a school nurse prior to July 1, 1972.
- 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, subject to the provisions of Section 25.720 and the timeline for the passage of each test set forth in Section 21B-30 of the School Code. (See also 23 Ill. Adm. Code 23.120.)
- f) 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 [105 ILCS 5/~~21B-20~~] in the event that

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the individual has failed to meet one or more of the requirements for a professional educator license endorsed for school nurse.

(Source: Amended at 41 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 have been accrued while the individual held a valid professional educator license endorsed in a teaching field or, until June 30, ~~2021~~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 shall be affixed to a professional educator license provided that the candidate holds a master's degree or equivalent (e.g., juris doctor (J.D.), doctor of philosophy (Ph.D.), doctor of education (Ed.D.)) and either successfully completes each of the requirements specified in 23 Ill. Adm. Code 30 (Programs for the Preparation of Principals in Illinois) or meets each of the requirements specified in Section 21B-35(b-5) of the School Code (also see Section 25.425 of this Part).
- c) Each candidate shall have:
 - 1) *four years of teaching experience or, until June 30, ~~2021~~2019, working in the capacity of school support personnel 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*
 - 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 Section 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*

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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 in 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, except that individuals who received their initial teaching or school support personnel certificate prior to July 1, 1988 are not subject to the requirement to pass the test of basic skills.
- f) 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.

(Source: Amended at 41 Ill. Reg. _____, effective _____)

SUBPART F: GENERAL PROVISIONS

Section 25.410 Reporting Requirements for Revoked or Suspended Licenses; License Application Denials

- a) When a license is suspended or revoked in Illinois or an application for an Illinois educator license is denied, all other states and possessions of the United States shall be informed of this action through a report to the NASDTEC Educator Identification Clearinghouse maintained by the National Association of State Directors of Teacher Education and Certification.
- b) The license of an individual who voluntarily surrenders that license shall be treated as a revoked license. (See Section 21B-45 of the School Code [105 ILCS 5].) An individual who voluntarily surrenders his or her professional educator

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license or educator license with stipulations also surrenders all of the endorsements on that license. (Also see Section 25.411 of this Part.)

(Source: Amended at 41 Ill. Reg. _____, effective _____)

Section 25.425 Individuals Prepared in Out-of-State Institutions

- a) In accordance with Section 21B-35 of the School Code [\[105 ILCS 5\]](#), 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 applicant for an Illinois professional educator license endorsed in a teaching field *who has not been entitled by an Illinois-approved institution of higher education* 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;

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- ii) coursework *in 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;
 - iii) *coursework in 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)(B) of this Part; and
 - iv) coursework *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) professional education, including an internship or equivalent experience;
 - ii) *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;
 - iii) *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
 - iv) *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

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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 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) In accordance with Section 21B-30(f) of the School Code, beginning July 1, 2015, each applicant who has not been entitled by an Illinois-approved institution of higher education for a professional educator license endorsed in a teaching field shall pass the TPA (see Section 25.720(e) of this Part). Any applicant who completed student teaching by August 31, 2015 may pass the Assessment of Professional Teaching (APT) instead (see Section 25.720(d)). If the applicant has not met the requirement to pass the TPA and is not eligible to take the APT, 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 of this Part, 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

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approved to offer a program pursuant to Subpart C, during which time the TPA shall be completed; or

- C) for purposes of meeting both the requirements of Section 21B-30(f) of the School Code and this subsection (a)(4), an applicant who provides evidence with his or her application of having at least one year of full-time teaching experience and having achieved a "proficient" or higher rating, or the equivalent, on his or her most recent performance evaluation shall not be required to pass the TPA.
- 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

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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 a candidate who has not been entitled by an Illinois-approved institution of higher education 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 of this Part, *either prior to or within one year after issuance of the educator license with stipulations endorsed for provisional educator.* (See Section 21B-20(2)(A) of the School Code.)
- 1) *Applicants who have not been entitled by an Illinois-approved educator preparation program at an Illinois institution of higher education 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) Applicants shall be eligible for an educator license with stipulations endorsed for provisional educator, principal or superintendent, provided that they meet the requirements of Section 21B-35(b-5)(1) and (3) of the School Code regarding completion of a program approved by another state or country and issuance of a certificate or license in a teaching field.
 - 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, unless the licensee, during the time in which he or she held the provisional endorsement:
 - A) passed the test of basic skills and the applicable content-area test, as required under Section 21B-20(2)(A)(ii) of the School Code; and

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- B) did not work in a public school or nonpublic school recognized by the State Board of Education pursuant to 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools) at any time during the validity period of the educator license with stipulations endorsed for provisional educator.

- 4) An applicant may request one or more endorsements when he or she initially applies for the professional educator license and pays only one fee required under Section 21B-40 of the School Code. Applications shall be evaluated for only those endorsements requested by the applicant. For those individuals not qualifying for the professional educator license, 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 41 Ill. Reg. _____, effective _____)

Section 25.430 Short-Term Authorization for Positions Otherwise Unfilled

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)); and
 - 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.

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- 2) The short-term authorization described in this Section shall not be available with respect to:
 - A) special education teaching positions;
 - B) driver's education positions~~individuals who lack the required grade level endorsements for the assignment in question;~~ or
 - C) individuals who lack the required grade level endorsements for the assignment in question. ~~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

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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.

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- 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: Amended at 41 Ill. Reg. _____; effective _____)

Section 25.485 Licensure of Persons with Prior Certificate or License Sanctions

A previous denial of licensure or another action against an individual's license may indicate that issuance, renewal, reinstatement or registration of a license would also currently be inappropriate. Accordingly, each applicant for the issuance, renewal, reinstatement or registration of an Illinois professional educator license, an educator license with stipulations or substitute teaching license or for the addition of another credential (e.g., endorsement, approval, designation), including any credential issued under Subpart G, shall be required to indicate on the relevant form whether he or she has ever had a certificate or license denied, suspended or revoked in Illinois or any other state.

- a) Each individual providing an affirmative response to this question shall be required to submit a copy of the notice issued by the responsible agency in the state where the action occurred that includes:
 - 1) the date of the action;
 - 2) the reasons for the action;
 - 3) any penalties that were imposed; and
 - 4) the ending date of each penalty, if applicable.

- b) Subject to subsection (c) or (d), the State Superintendent of Education shall review the information submitted pursuant to subsection (a) and shall determine whether issuance, renewal, reinstatement or registration of a license or issuance of

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one or more additional credentials, as applicable, is appropriate in light of the circumstances surrounding the previous denial or suspension (including the applicant's age and the background of the applicant at the time of the action), any penalty that was imposed, and any evidence the applicant has provided concerning his or her good character that may mitigate the defect in his or her record. (Also see Section 25.480(b).)

- c) The State Superintendent may review any other license held by the applicant to determine if, based on the severity of the misrepresentation, suspension or revocation is warranted.
- d) An application shall not be evaluated from an individual whose previous denial occurred five or fewer years from the date of application.
- e) An application from an individual who has had a license revoked either in Illinois or another state shall not be considered except that the provisions of this subsection shall not apply to any individual who voluntarily surrendered his or her license pursuant to Section 21B-45 of the School Code [105 ILCS 5]/~~21B-45~~, provided that the voluntary surrender was unrelated to ~~a finding of~~ misconduct.
- f) An application from an individual whose license had been suspended shall not be evaluated for a period of time that is equal to the length of the suspension. The start date of this waiting period shall begin on the day following the date on which the suspension was lifted. The provisions of this subsection (f) shall not apply to:
 - 1) any application to register or renew the license that was subject to the suspension, provided that the license was maintained as valid during the term of the suspension; and
 - 2) any application to renew another license that was not subject to the suspension.
- g) Submission of the application following the time period specified in subsection (e) or (f) is not a guarantee that the application will be approved and a license, endorsement, approval or designation issued. An individual may appeal the decision to deny the application in accordance with procedures set forth in the Illinois Administrative Procedure Act [5 ILCS 100/Art. 10].
- h) An individual shall not be entitled to a refund of the application fee in the event that his or her application is subsequently denied.

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(Source: Amended at 41 Ill. Reg. _____, effective _____)

Section 25.490 Licensure of Persons Who Have Been Convicted of a Crime

Convictions related to certain offenses, other than those listed in Section 21B-80(c) of the School Code [105 ILCS 5/~~21B-80~~] that result in automatic revocation or denial of licensure, may lead to denial of licensure if they demonstrate that the applicant is not of good character as required by Section 21B-15 of the School Code. Accordingly, each applicant for the issuance, registration, reinstatement or renewal of an Illinois professional educator license, educator license with stipulations or substitute teaching license or for the addition of another credential (e.g., endorsement, approval, designation), including any credential issued under Subpart G of this Part, shall be required to indicate on the relevant form whether he or she has ever been convicted of or is subject to pending criminal charges for a felony or ~~of~~ any sex, narcotics, or drug offense (whether felony or misdemeanor) in Illinois or any other state.

- a) Each individual providing an affirmative response to this question shall be ineligible to receive, register, reinstate or renew a license or to receive an additional credential if the offense was one of those enumerated in Section 21B-80(c) of the School Code or, if the offense was not one of those enumerated, until he or she provides to the State Superintendent of Education:
 - 1) a certified court record of the conviction, to include sentencing information;
 - 2) evidence that at least one year has elapsed since the end of the sentence for the criminal offense, where "sentence" includes any period of supervision or probation that was imposed either alone or in combination with a period of incarceration or, for criminal offenses enumerated in Section 21B-80(c) of the School Code, evidence that at least seven years have elapsed;
 - 3) a personal statement that meets the requirements outlined in Section 25.480(a); and
 - 4) character references that meet the requirements outlined in Section 25.480(b) of this Part, in which the authors clearly indicate that they have knowledge of the conviction but can also attest to the individual's good character, as defined in Section 21B-15 of the School Code, and rehabilitation.
- b) The State Superintendent shall review the information submitted pursuant to subsection (a) of this Section and determine whether licensure, license

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registration, license renewal, license reinstatement or issuance of one or more additional credentials, as applicable, is appropriate, based on whether the offense was one of those enumerated in Section 21B-80 of the School Code and, if not, whether the evidence of good character, as defined in Section 21B-15 of the School Code, and rehabilitation provided is convincing when taken together with the gravity of the offense, the individual's age and background at the time of the offense, and any criminal penalty that was imposed.

(Source: Amended at 41 Ill. Reg. _____, effective _____)

SUBPART G: PARAPROFESSIONALS;
OTHER PERSONNEL

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 [\[105 ILCS 5\]](#). 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 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 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

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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 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. Sign language interpreter approvals shall be renewed between April 1 and June 30 of each renewal cycle. If the approval is not renewed during this time period it will expire.

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- 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

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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 41 Ill. Reg. _____, effective _____)

Section 25.560 Approval of Interveners for Students Who Are Deaf-Blind

Each intervener who serves students with Deaf-Blindness in the public schools shall be of good character, as defined in Section 21 B-15 of the School Code [105 ILCS 5]. Each intervener 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 intervener shall hold a high school diploma or its recognized equivalent and a statement of approval from the State Superintendent of Education, which shall be identified as valid as an intervener. Each individual who is required to hold a statement of approval shall submit an application to the State Superintendent, accompanied by the fee required under Section 21B-40 of the School Code 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 intervener shall:

A) Have completed 60 semester hours of college credit from one or more regionally accredited institutions of higher education;

B) Hold an associate's degree issued by a regionally accredited institution of higher education; or

C) Have achieved the score identified as passing by the State Board of Education on one of the examinations for paraprofessionals discussed in Section 25.510(b).

2) Each applicant for intervener shall also demonstrate nationally recognized intervener knowledge and skills competencies by holding a National Intervener Credential/Certificate.

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 approval's validity, the individual has completed 50 professional development (PD) hours. The number of PDs to be awarded for

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completion of specific activities shall be as set forth in Section 25.875 of this Part, as applicable. The approval shall be renewed between April 1 and June 30 of each renewal cycle. If the approval is not renewed during this time period it will expire.

c) Continuing Professional Development

1) An individual may accrue units of PD in accordance with the provisions of Section 25.875(k) by participating in conferences, workshops, institutes, seminars, symposia or other similar events that:

A) Are designed to improve the skills and knowledge of interveners;
or

B) Are organized by an entity that is approved pursuant to Section 25.855 or 25.860 and address educational concerns.

2) An individual may accrue the required credit for professional development in accordance with the provisions of Section 25.875(i) by completing college coursework that is part of an intervener training program offered by a regionally accredited institution of higher education or an Illinois community college.

3) Evidence of Completion

A) Along with his or her statement of approval, each individual who will be required to complete continuing education as a condition of renewal shall record activities completed in ELIS. For any activity completed under subsection (c)(1), the individual shall present the attendance form provided by the entity organizing the event.

B) As evidence of completion for college coursework, the individual shall present a grade report or official transcript issued by the institution indicating that he or she has passed the course or courses.

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 interveners.

(Source: Added at 41 Ill. Reg. _____, effective _____)

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SUBPART H: CLINICAL EXPERIENCES

Section 25.620 Student Teaching

- a) The SEPLB recognizes and accepts student teaching only when it is earned during the candidate's final year of his or her educator preparation program and conducted in a public school, ~~or a nonpublic school recognized or seeking recognition pursuant to 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools)~~, or an out-of-state or international school.
- b) Student teaching shall be structured as part of comprehensive field experiences and clinical practice, as a supervised part of a teacher preparation program approved pursuant to Subpart C, and in accordance with the standards referred to in Section 25.115(d).
- c) Student teaching shall be completed within the grade range and in the area of specialization appropriate to the endorsement sought on the professional educator license. Additional student teaching may occur in areas for which the candidate meets the relevant requirements related to staff qualifications in 23 Ill. Adm. Code 1.
- d) Beginning with student teaching conducted in the 2014-15 school year, student teaching must be done under the active supervision of a cooperating teacher who is licensed and qualified to teach in the area, has three years of teaching experience ~~in a public school or nonpublic school recognized or seeking recognition pursuant to 23 Ill. Adm. Code 425~~, has received a proficient or above performance rating in his or her most recent evaluation and is directly engaged in teaching subject matter or conducting learning activities in the area of student teaching. The requirements of this subsection (d) do not apply in cases in which the student teacher:
 - 1) is serving on an educator license with stipulations endorsed for transitional bilingual educator; or
 - 2) is working in a school that is not legally required to employ teachers with licensure and either has two years of teaching experience at that school or presents to the employer the evidence described in Section 25.25(b) documenting that he or she has two years of teaching experience in one or more other schools in which the chief administrator is required to hold a professional educator license endorsed for either general administrative or

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principal and the majority of teachers are required to hold a professional educator license endorsed for the grade levels and in the content area in which they are employed; or

- 3) holds a substitute teaching license and is not subject to the limitations of Section 21B-20(3) of the School Code [105 ILCS 5/~~21B-20(3)~~].
- e) In order for a recognized Illinois teacher education institution to award credit for student teaching, the following requirements must be met.
- 1) The student teacher must be enrolled in a student teaching course at the institution.
 - 2) The school district or nonpublic school and the institution of higher education shall jointly agree to the student teaching placement and the responsibilities of each person to be involved.
 - 3) The school district or nonpublic school shall ensure the requirements of Section 2-3.25o, 10-21.9 or 34-18.5, as applicable to the school district or nonpublic school, have been met.
- f) An individual may receive credit for student teaching or pre-student teaching clinical experiences that are completed during the time for which the individual is paid as a teacher only when the individual:
- 1) holds no educator license issued pursuant to Article 21B of the School Code [~~105 ILCS 5/Art. 21B~~] and performs the student teaching or pre-student teaching clinical experiences in a charter school established under Article 27A of the School Code or a nonpublic school recognized or seeking recognition pursuant to 23 Ill. Adm. Code 425; or
 - 2) is subject to the authorization for payment stated in Section 25(g) of the Grow Your Own Teacher Education Act [110 ILCS 48/25(g)]; or
 - 3) has at least one year of experience in a school or community-based early childhood setting and the student teaching is conducted with his or her current employer and meets the requirements of his or her preparation program; or

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- 4) holds an educator license with stipulations endorsed for transitional bilingual educator, career and technical educator, or provisional career and technical educator and works in a school district; or
- 5) holds only a substitute teaching license and, as an employee of a school district operating under Article 34 of the School Code ~~105 ILCS 5/Art. 34~~, is not subject to the limitations of Section 21B-20(3) of the School Code regarding the number of days a substitute teacher may be employed.

(Source: Amended at 41 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.

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"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). 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 (prekindergarten through grade 12)
(through August 31, 2020)
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, ~~2018-2017~~)
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

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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

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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

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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 41 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

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Except as provided in subsections (b)(1) and (2), each candidate seeking an Illinois license (professional educator license or certain educator 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 or country's test of basic skills as a condition of educator certification or licensure in that state or country or admission to a teacher preparation program approved by that state or country shall not 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 either from the ACT[®] or the SAT[®], provided that either test must include a writing component.

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- A) The State Superintendent shall announce and post on the State Board's website the minimum composite score on each test that will be accepted under this subsection (b)(5).
- i) The minimum composite score to be used for the ACT[®] shall be the average of the college-readiness benchmarks established by ACT[®], rounded up to the next whole number, or at least 22.
 - ii) The minimum writing score for the ACT[®] administered no later than August 31, 2015 shall be the combined English/Writing score of at least 19. For tests administered September 1, 2015 or later, a writing score shall be a minimum of 16.
 - iii) The minimum writing score for the ACT[®] administered on or after September 10, 2016 shall be 6.
 - iii) Before March 5, 2016 the~~The~~ minimum composite score for the SAT[®] shall be 1030 and the minimum writing score shall be 450.
 - iv) On and after March 6, 2016 the minimum composite score (evidence-based reading and writing plus mathematics) for the SAT[®] shall be 1110 and the minimum writing and language test score shall be 26~~The minimum writing score for the SAT[®] shall be 450.~~
- 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.
- C) A minimum composite score for either the ACT[®] or SAT[®] may be achieved by combining multiple subscores from one or multiple test administrations.

- c) Content-Area Tests

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- 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 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 or out-of-state applicant 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) or, in lieu of passing the APT, may provide evidence of meeting the requirements of subsection (e).
- e) **Teacher Performance Assessment (TPA)**
Beginning September 1, 2015, each candidate or out-of-state applicant completing an educator preparation program in a teaching field shall be required to pass the TPA, except as otherwise provided in subsection (d) (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) A person who has *successfully completed an evidence-based assessment of teacher effectiveness*, as required under this subsection (e), *at the time of initial certification or licensure in another state or country shall not be required to complete the TPA.* (See Section 21B-35 of the School Code.)

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- f) Except as provided in subsection (c)(2), for each person seeking an Illinois license, no passing score on a content area test or the APT may be more than 10 years old at the time application is made. (See Section 21B-30 of the School Code.) The 10-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 10 years old will not be accepted as part of an application. The 10-year period discussed in this subsection (f) shall apply to each score that forms part of an application received on or after July 16, 2015, as well as any applications pending on, or for which an evaluation is valid as of, that date.
- 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 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 41 Ill. Reg. _____, effective _____)

25.755 Cancellation of Scores; Voiding of Scores

- a) A person shall have the right to cancel his/her test scores. A cancellation request must be submitted in writing and received by the State Superintendent of Education within seven calendar days after the date of the test. However, a person's right to cancel his or her scores shall be superseded by the right of the State Superintendent of Education to void scores when subsection (b) or (c) applies.
- b) A person's scores will be voided by the State Superintendent ~~of Education~~ due to violation by the person of any of the conditions of testing enumerated in Section 25.750(g) and (k).
- c) The State Superintendent ~~of Education~~ will also void any affected test score in situations such as, but not limited to, the following:

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- 1) any person taking the test violates any of the rules of test participation or terms, conditions, or policies stated in the current ILTS registration bulletin and website, having the purpose or effect of:
 - A) giving any person taking the test an unfair advantage over other examinees;
 - B) affecting, either positively or negatively, the performance of any person taking the test; or
 - C) representing the performance of the named registered examinee by the performance of another person;
- 2) there is any testing irregularity that calls into question:
 - A) the accuracy of the test scores as measures of the actual performances of the examinees; or
 - B) the validity of the test scores as measures of the performances of the examinees in light of the conditions and circumstances under which the test was administered.
- d) The State Superintendent ~~of Education~~ shall notify the person of the action taken within six weeks after the test date. If any person's test materials reveal irregularities that warrant further investigation, the State Superintendent shall forward those materials, including the person's thumbprint, fingerprint, or palm print, as applicable, to the appropriate law enforcement authority and shall notify the affected person within ten days after taking that action. The State Superintendent ~~of Education~~ may require the person to provide a thumbprint or alternate print, if applicable, to the appropriate law enforcement authority for comparison with that provided on the personalized answer document and may void the test score earned by a person who refuses to do so.
- e) No refund will be given to any person whose score is cancelled or voided.
- f) If a score is cancelled or voided for any reason, it will not be reported or entered on any records. Cancellation of an individual's score shall not limit his or her right to retake the test. Voiding of an individual's score shall not limit his or her right to retake the test unless subsection (g) applies.

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- g) In some instances, scores are voided for reasons that render individuals ineligible for licensure in Illinois. When an individual is found to have violated a condition of testing with the intent of falsifying his or her identity or unfairly affecting his or her performance in the current or a future test administration, the violation shall be taken as evidence that the individual is not of good character as required by Section 21B-15 of the School Code [105 ILCS ~~5/21B-15~~].
- 1) In addition to voiding of the person's score on the test at which the violation occurred, any other score achieved by the person during the same test administration shall be voided, and the individual shall be ineligible for any future licensure testing in Illinois.
 - 2) A person who is subject to this subsection (g) shall be ineligible to receive any educator license in Illinois.
 - 3) If a person who is the subject to this subsection (g) already holds an Illinois license, the State Superintendent ~~of Education~~ may initiate the suspension or revocation of that license as provided in Section 21B-75 of the School Code [~~105 ILCS 5/21B-75~~].
 - 4) For violations of subsection (g)(1) or (g)(2) occurring on or after March 1, 2017, a person subject to this subsection (g) may appeal those prohibitions to the State Superintendent in writing. The person will be required to submit supplemental documentation for review as set forth in Section 25.480 and shall be subject to the credibility hearing process in that Section. A review conducted for this purpose shall make conclusions whether the person shall be allowed to participate in future licensure testing in Illinois and whether the person shall be eligible to receive an educator license in Illinois.
- h) In the instances described in subsection (g), records of the individuals' test responses may be maintained by the testing contractor and by the State Board of Education~~ISBE~~ for further investigation. In all other cases when scores are cancelled or voided, examinees' answer documents, including electronic media, will be destroyed and will be irretrievable.

(Source: Amended at 41 Ill. Reg. _____, effective _____)

SUBPART J: RENEWAL OF PROFESSIONAL EDUCATOR LICENSES

Section 25.800 Professional Development Required (Beginning July 1, 2014)

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- a) Pursuant to Section 21B-45 of the School Code [105 ILCS 5/21B-45], renewal of professional educator licenses endorsed in a teaching, administrative or school support personnel field or an educator license with stipulations endorsed for chief school business official (see Section 21B-20 of the School Code) is contingent upon licensees' presentation of proof of professional development activities. For the purposes of this Subpart J, "5-year renewal cycle" for any license shall include July 1 following the license's issuance through the time from the date the license was initially issued to June 30 following five years of the license being issued and every five years thereafter, regardless of whether the total validity period exceeds five years. Any portion of an additional year beyond five years that is included in the 5-year renewal cycle shall not increase the amount of professional development that a licensee is required to complete. If a licensee earns more than the required number of professional development hours during a renewal cycle, the additional hours earned between April 1 and June 30 of the last year of the renewal cycle may be carried over and applied to the next renewal cycle. Illinois Administrators' Academy courses or hours earned in those courses may not be carried over.
- b) Except as provided in Section 25.880 and in subsection (c) of this Section, renewal of an individual's professional educator license shall require the licensee's completion of professional development activities sufficient to satisfy the requirements of Section 21B-45 of the School Code. Each licensee shall:
- 1) enter the information required by Section 21B-45(e) of the School Code into the Educator Licensure Information System (ELIS) prior to renewal for each activity completed; and
 - 2) present the evidence of completion upon request by the regional superintendent or a representative of the State Board of Education or if required as part of an appeal under this Subpart J.
- c) Professional Educator License Endorsed for School Support Personnel
- 1) Any licensee who holds a professional educator license endorsed for school support personnel *who is employed and performing services in Illinois public schools and who holds an active and current professional license issued by the Department of Financial and Professional Regulation related to his or her school support personnel endorsement area* may renew his or her professional educator license by paying only the registration fees required under Section 21B-40 of the School Code. (See

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Section 21B-45(l) of the School Code.) For purposes of this subsection (c), "related to" a school support personnel area shall be:

- A) for a school counselor, a license issued under the Professional Counselor and Clinical Professional Counselor Licensing and Practice Act [225 ILCS 107];
 - B) for a marriage and family therapist, a license issued under the Marriage and Family Therapist Licensing Act [225 ILCS 55];
 - C) for a school psychologist, a license issued under the Clinical Psychologist Licensing Act [225 ILCS 15];
 - D) for a school speech and language pathologist (school support personnel endorsement only (i.e., nonteaching)), a license issued under the Illinois Speech-Language Pathology and Audiology Practice Act [225 ILCS 110];
 - E) for a school nurse, a license issued under the Nurse Practice Act [225 ILCS 65]; and
 - F) for a school social worker, a license issued under the Clinical Social Work and Social Work Practice Act [225 ILCS 20].
- 2) Upon application for renewal of a professional educator license endorsed in school support personnel, the licensee shall indicate in ELIS whether he or she holds a current and active professional license listed in subsection (c)(1) and electronically sign an assurance that the professional development requirements for that license were met.
 - 3) Any licensee who holds the professional educator license endorsed for school support personnel and does not hold one of the other professional licenses listed in subsection (c)(1) shall complete 120 hours of professional development activities and meet all other requirements for educator licensure renewal set forth in this Subpart J.
 - 4) Any licensee who holds a professional educator license endorsed in a teaching field and for speech-language pathologist but does not hold a school support personnel endorsement shall complete 120 hours of professional development activities and meet all other requirements for educator licensure renewal set forth in this Subpart J regardless of whether

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he or she also holds a current and active professional license identified in subsection (c)(1)(D).

d) Credit for CPDUs Earned Prior to July 1, 2014

Any licensee who earned continuing professional development units (CPDUs) by completing any of the activities listed in Section 25.875 prior to July 1, 2014 shall have those CPDUs converted to clock hours as set forth in this subsection (d) and have those CPDUs credited to the 5-year renewal cycle during which the CPDUs were completed. For each subsequent 5-year renewal cycle, the licensee shall meet the applicable requirements of Section 25.805. Any licensee who earned CPDUs prior to July 1, 2014 and has not entered those into ELIS shall do so by using the conversion set forth in this subsection (d).

- 1) One CPDU earned shall equal one clock hour of professional development activities.
- 2) One semester hour of college coursework related to education from a regionally accredited institution (i.e., completion of an advanced degree, receipt of a subsequent endorsement, completion of coursework in an undergraduate or graduate program) shall equal 15 clock hours of professional development activities.
- 3) Except as provided in subsection (e)(7) or (e)(8), if the total credit received in the conversion from CPDUs to clock hours is fewer than 120 clock hours, the licensee shall complete a sufficient number of professional development activities, as required under Section 21B-45 of the School Code and this Subpart J, as may be necessary to reach 120 clock hours before the end of his or her 5-year renewal cycle.

e) Credit for Certain Activities Completed Prior to September 1, 2014

Certain activities completed before August 31, 2014 shall qualify a licensee as meeting all or a portion of the 120 clock hours of professional development required and shall be attributed to the 5-year renewal cycle in which the activity was completed. For each subsequent 5-year renewal cycle, the licensee shall meet the applicable requirements of Section 25.805. Any licensee who earned credit for activities completed prior to September 1, 2014 shall enter his or her completed credit into ELIS by noting the activity completed and the credit earned, as set forth in this subsection (e).

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- 1) Completion of all requirements for an advanced degree from a regionally accredited institution in an education-related field may be used to fulfill 120 clock hours of professional development. The degree must be conferred no later than December 31, 2014 in order to qualify under this subsection (e)(1).
- 2) Completion of all required activities in pursuit of certification or recertification by the National Board for Professional Teaching Standards (NBPTS) may be used to fulfill 120 clock hours of professional development.
- 3) Receipt of a subsequent Illinois endorsement on a professional educator license may be used to fulfill 120 clock hours of professional development. The endorsement must be issued no later than December 31, 2014 to qualify under this subsection (e)(3).
- 4) Becoming "highly qualified" in an additional teaching area may be used to fulfill 120 clock hours of professional development. The criteria applicable to Illinois teachers and the required evidence of completion shall be as set forth in Appendix D. Each individual using this option shall have completed at least some portion of the requirements in the additional field during the 5-year renewal cycle to which the professional development credit is attributed.
- 5) Successful completion of four semester hours of graduate-level coursework on the assessment of one's own performance in relation to the Illinois Professional Teaching Standards may be used to fulfill 120 hours of professional development, provided that the coursework was approved by the State Superintendent of Education; offered by a regionally accredited institution of higher education, either in partnership with a teachers' association or union or with a regional office of education, or by another entity authorized to issue college credit; and included demonstration of performance through the activities listed in this subsection (e)(5) for each of the Illinois Professional Teaching Standards set forth in 23 Ill. Adm. Code 24 (Standards for Illinois Teachers).
 - A) Observation, by the course instructor or another experienced teacher, of the teacher's classroom practice for the purpose of identifying and describing how the teacher:
 - i) made content meaningful for students;

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- ii) motivated individuals and the group and created an environment conducive to positive social interactions, active learning and motivation;
 - iii) used instructional strategies to encourage students' development of critical thinking, problem-solving and performance;
 - iv) communicated using written, verbal, nonverbal and visual communication techniques; and
 - v) maintained standards of professional conduct and provided leadership to improve students' learning.
- B) Review and analysis by the course instructor or another experienced teacher of written documentation prepared by the teacher for at least two lessons that provides evidence of classroom performance related to the Illinois Professional Teaching Standards, with an emphasis on how the teacher:
- i) used his or her understanding of students, assessment data and subject matter to determine learning goals;
 - ii) designed or selected activities and instructional materials and aligned instruction to the relevant Illinois Learning Standards set forth in 23 Ill. Adm. Code 1. Appendix D;
 - iii) adapted or modified curriculum to meet individual students' needs; and
 - iv) sequenced instruction and designed or selected student assessment strategies.
- C) Demonstration of professional expertise on the part of the teacher in reflecting on his or her practice in terms of teaching strengths, weaknesses and implications for improvement according to the Illinois Professional Teaching Standards.
- 6) Successful completion of four semester hours of graduate-level coursework in preparation for meeting the requirements for certification

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by the National Board for Professional Teaching Standards (NBPTS) may be used to fulfill 120 clock hours of professional development, provided that the coursework was approved by the State Superintendent of Education; offered by a regionally accredited institution of higher education, either in partnership with a teachers' association or union or with a regional office of education, or by another entity authorized to issue college credit; and addressed the five core propositions of NBPTS and relevant standards through the activities described in subsection (e)(5), except that references to the Illinois Professional Teaching Standards shall be understood to mean NBPTS.

- 7) A licensee who holds a master's degree in an education-related field reduces the 120 clock hours of professional development required by 40 clock hours.
- 8) A licensee who holds a second master's degree, an education specialist or a doctorate in an education-related field or who has attained NBPTS master teacher designation reduces the 120 clock hours of professional development required by 80 clock hours.
- 9) A licensee with a school support personnel endorsement who holds one of the certifications specified in this subsection (e)(9) shall be deemed to have satisfied the continuing professional development requirements.
 - A) Nationally Certified School Psychologist from the National School Psychologist Certification Board;
 - B) Nationally Certified School Nurse from the National Board for Certification of School Nurses;
 - C) Nationally Certified Counselor from the National Board for Certified Counselors; or
 - D) Certificate of Clinical Competence from the American Speech-Language-Hearing Association.
- f) Holders of a professional educator license who are working solely in a substitute teaching capacity are not subject to the requirements of Section 21B-45 of the School Code or this Subpart J.

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- g) The ending date of the licensee's 5-year renewal cycle in effect on July 1, 2014 is not changed by the provisions of this Subpart J.

(Amended at 41 Ill. Reg. _____, effective _____)

Section 25.840 Appeals to the State Educator Preparation and Licensure Board

- a) ~~A licensee may appeal the lapse of his or her license for The State Superintendent's decision to not renew a license due to the licensee's failure to complete renewal requirements may be appealed to the SEPLB. 1) The notice of nonrenewal shall be sent to the licensee by certified mail, return receipt requested. 2)——~~The licensee shall submit his or her request for an appeal by certified mail, return receipt requested, no later than September 30 of the year the license lapsed~~days after the date of receipt of the notice of nonrenewal~~. The appeal request shall be sent to the State Educator Preparation and Licensure Board, 100 North First Street, Springfield, Illinois 62777-0001.
- b) Within 90 days after receipt of an appeal submitted pursuant to subsection (a), the SEPLB may hold an appeal hearing or make a recommendation based on a review of the record, as enumerated in Section 21B-45(m) of the School Code. If a hearing is to be held, the Board shall notify the licensee of the date, time and place of the hearing.
- 1) The licensee shall submit to the SEPLB any additional information as the SEPLB determines is necessary to decide the appeal.
 - 2) If a hearing is held, the SEPLB may request that the licensee appear before it. The licensee shall be given at least ten days' notice of the date, time and place of the hearing.
 - 3) In verifying whether the licensee has met the renewal criteria set forth in Section 21B-45 of the School Code and this Subpart J, the SEPLB shall consider:
 - A) *the regional superintendent of education's rationale for recommending nonrenewal of the license, if applicable;*
 - B) *any evidence submitted to the State Superintendent along with the individual's electronic statement of assurance for renewal provided in ELIS; and*

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- C) *the State Superintendent's rationale for nonrenewal of the license.*
(See Section 21B-45(m)(2) of the School Code.)
- c) The SEPLB shall notify the licensee of its decision regarding license renewal no later than 30 days after reaching a decision as set forth in Section 21B-45(m) of the School Code. Upon receipt of notification of renewal, the licensee, using ELIS, shall pay the applicable registration fee. If the decision is not to renew the individual's license, the notification shall state the reasons for that decision.
- d) An individual whose license is not renewed because of his or her failure to complete professional development in accordance with this Subpart J may reinstate the license once that license has lapsed (i.e., September 1 of the year in which the license expired) if he or she has;
- 1) paid any accumulated registration fees, including registration fees owed;
 - 2) either paid the penalty or completed the coursework required under Section 21B-45 of the School Code, the latter of which shall not be counted as both satisfying the penalty and meeting the professional development owed; and
 - 3) presented evidence of completing the balance of the professional development activities that were required for renewal of the license previously held.
- e) The SEPLB shall not renew any license if information provided on the application makes the holder subject to the requirements of any of Sections 25.485 through 25.491 of this Part. Any disciplinary action taken against a licensee under any of those Sections shall be in accordance with the rules of the State Board of Education for Contested Cases and Other Formal Hearings (23 Ill. Adm. Code 475). The decision of the State Board of Education is a final administrative decision and shall be subject to administrative review as set forth in Section 21B-90 of the School Code ~~[105 ILCS 5/21B-90]~~.

(Source: Amended at 41 Ill. Reg. _____, effective _____)

Section 25.855 Approval of Professional Development Providers

A licensee may not receive credit for professional development activities completed for the purpose of renewing the professional educator license with respect to activities offered by entities that are not approved under Section 21B-45(g) of the School Code ~~[105 ILCS 5]~~ or this

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Subpart J. The State Superintendent of Education shall post by July 1 of each year a list of the entities approved for this purpose.

- a) Any provider, other than those listed in subsection (b), that received approval to offer educator preparation programs prior to July 1, 2014 may continue to offer professional development activities until December 31, 2014, provided those activities conform to the requirements of Section 21B-45 of the School Code and this Subpart J. Starting January 1, 2015, a provider meeting the requirements of subsection (c) must be granted approval under this Section in order to continue to serve as an approved provider for license renewal purposes.
- b) In accordance with Section 21B-45(g), the entities listed in this subsection (b) are deemed approved to provide professional development activities for the renewal of the professional educator license. No further approval is necessary.
 - 1) The State Board of Education;
 - 2) Regional offices of education and intermediate service centers;
 - 3) Regionally accredited institutions of higher education that have been approved under Subpart C to offer educator preparation programs;
 - 4) Illinois public school districts;
 - 5) Charter schools authorized under Article 27A of the School Code ~~[105 ILCS 5/Art. 27A]~~;
 - 6) Joint education programs established under Article 10 of the School Code ~~[105 ILCS 5/Art. 10]~~ for the purposes of providing special education services or career and technical education; and
 - 7) Any other entity as identified in Section 21B-45(g) of the School Code.
- c) An Illinois professional association that represents one of the groups of educators listed in this subsection (c) may be approved as a provider under this Section. (See Section 21B-45(g)(3) of the School Code.) For purposes of this subsection (c), "represents" means advocating for a group or advocating for or representing a group's interests in local, State or federal legislative processes; acting for, in place of, or on behalf of a group; and/or serving as a spokesman, proxy or attorney for a group. "Represent" also shall refer to Illinois professional associations whose primary purpose is to provide support to or promote the goals of a group of

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educators or conduct research about issues of interest to a group. An eligible Illinois professional association shall represent one or more of the following:

- 1) School administrators holding Illinois educator licensure;
 - 2) Principals holding Illinois educator licensure;
 - 3) School business officials serving in Illinois public schools;
 - 4) Teachers holding Illinois educator licensure (e.g., special education teachers, bilingual education teachers, early childhood teachers, career and technical educators, teachers in various content areas);
 - 5) Boards of education established under Article 10 or Article 34 of the School Code;
 - 6) Illinois public school districts;
 - 7) Parents of students enrolled in Illinois public schools; or
 - 8) School support personnel holding Illinois educator licensure.
- d) Each association eligible under subsection (c) wishing to receive approval shall submit an application in a format specified by the State Board of Education that shall include:
- 1) evidence that the professional development activities to be provided will align to the Standards for Professional Learning (2011) promulgated by Learning Forward, 504 South Locust Street, Oxford OH 45056 and posted at <http://learningforward.org/>;
 - 2) a description of the intended offerings in terms of relevant State learning standards to be addressed, including identification of the expected effect on student achievement or school improvement that will result from the skills and knowledge the licensee is expected to acquire from the activity;
 - 3) a description linking the professional development activities to one or more of the purposes listed in Section 21B-45(h) of the School Code, which are to:

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- A) *increase the knowledge and skills of school and district leaders who guide continuous professional development;*
 - B) *improve the learning of students;*
 - C) *organize adults into learning communities, the goals of which are aligned to those of the school and district;*
 - D) *deepen educator's content knowledge;*
 - E) *provide educators with research-based instructional strategies to assist students in meeting rigorous academic standards;*
 - F) *prepare educators to appropriately use various types of classroom assessments;*
 - G) *use learning strategies appropriate to the intended goals;*
 - H) *provide educators with the knowledge and skills to collaborate;*
and
 - I) *prepare educators to apply research to decision-making;*
- 4) the qualifications and experience the provider will require of presenters to be assigned in each area;
 - 5) the mode of delivery of the professional development; and
 - 6) assurances that the requirements of subsection (e) will be met.
- e) Each provider approved to issue credit for professional development activities under Section 21B-45 of the School Code and this Section shall:
- 1) verify attendance at its professional development activities, provide to participants the standard forms referred to in Section 25.865, and require completion of the evaluation form;
 - 2) maintain participants' evaluation forms for a period of not less than six~~three~~ years and make them available for review upon request by staff of the State Board of Education; and

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- 3) maintain attendance records for each event or activity it conducts for a period of not less than six years.
- f) Applicants may be asked to clarify particular aspects of their materials.
- g) The State Superintendent of Education shall respond to each application for approval no later than 45 days after receiving it.
- h) A provider shall be approved to issue credit for clock hours completed in increments of at least a quarter hour for a given type of activity only if the provider's application provides evidence that:
 - 1) the activities it sponsors or conducts will be developed and presented by persons with education and experience in the applicable content areas; and
 - 2) there is an apparent correlation between the proposed content of the professional development activities, the relevant standards set forth in Section 25.115(e), and one or more of the criteria set forth in Section 21B-45(d) of the School Code and Section 25.805(a) of this Part.
- i) A provider not approved under this Section may work with any provider listed under subsection (b) to offer professional development activities.
- j) Approval of a provider shall be valid until June 30 following the approval's being in effect for ~~five~~^{two} years. Continuation of that approval in year ~~5~~² shall be contingent upon the State Superintendent receiving no evidence of noncompliance with the requirements of this Subpart J.
- ~~k) To request renewal of approval, a provider shall, by no later than March 1 of the year of expiration, submit an application in a format specified by the State Board of Education containing:~~
 - ~~1) a description of any significant changes in the material submitted as part of its approved application, which shall include changes in the courses' sequence, content, materials used, assessments, outcomes or purpose; or~~
 - ~~2) a certification that no significant changes of the type outlined in subsection (k)(1) have occurred.~~

(Source: Amended at 41 Ill. Reg. _____, effective _____)

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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, the sessions in whole each session shall be considered an "activity" for purposes of this Section. The providers shall maintain sign-in sheets for each activity.
- 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 41 Ill. Reg. _____, effective _____)

Section 25.APPENDIX E Endorsement Structure Beginning July 1, 2013

Section 25.100 explains the endorsements issued on the professional educator license and the availability of any content-specific endorsements (previously called "designations"). The relevant provisions of Section 25.100(d) shall apply in cases in which no test is available (see Section 25.710). Any individual holding only an endorsement available prior to July 1, 2004 that was not exchanged for an endorsement available after that date, and, as applicable, content-area endorsement, is limited to teaching only the content encompassed by the endorsement issued prior to July 1, 2004.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Endorsements Currently Available	Content-specific Endorsements Currently Available	Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013	Endorsements Issued Prior to July 1, 2004
Fundamental Learning Areas			
English Language Arts	None	English Language Arts	English Journalism Language Arts Speech
Reading Teacher	None	Reading Teacher	Reading
Reading Specialist	None	Reading Specialist	Reading
Mathematics	None	Mathematics	Mathematics
Science – Content-specific Endorsement Required	Science – Biology Science – Chemistry Science – Earth and Space Science Science – Environmental Science Sciences – Physics	Science endorsement with designations for: Biology Chemistry Earth and Space Science Environmental Science Physics	Biological Science/Biology Botany Physiology Zoology Chemistry Aerospace Astronomy Earth Science Geology Physical Geography/ Physiography Biological Science Physical Science General Science Physics
Social Sciences – Content-specific Endorsement Required	Social Sciences – Economics Social Sciences – Geography Social Sciences – History Social Sciences– Political Science	Social Sciences endorsement with designations for: Economics Geography History Political Science Psychology	Economics Geography U.S. History World History Political Science Psychology Anthropology Sociology

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NOTICE OF PROPOSED AMENDMENTS

Endorsements Currently Available	Content-specific Endorsements Currently Available	Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013	Endorsements Issued Prior to July 1, 2004
	Social Sciences – Psychology Social Sciences – Sociology and Anthropology	Sociology and Anthropology	
Physical Education	None	Physical Education	Physical Education
Health Education	None	Health Education	Health Education
Dance	None	Dance	Dance
Drama/Theatre Arts	None	Drama/Theatre Arts	Theatre and Drama
Music	None	Music	Music Instrumental Music Vocal Music
Visual Arts	None	Visual Arts	Art
Foreign Languages – Content-specific Endorsement Required	Foreign Languages – Arabic Foreign Languages – Chinese (Cantonese or Mandarin) Foreign Languages – French Foreign Languages – German Foreign Languages – Hebrew Foreign Languages – Italian Foreign Languages – Japanese Foreign Languages – Korean Foreign Languages – Latin	Foreign Languages endorsement with designations for: Arabic (2008) Chinese (Cantonese or Mandarin) French German Hebrew Italian Japanese Korean Latin Russian Spanish Other foreign languages, provided the candidate completed a major in the	Arabic Cantonese, Mandarin French German Hebrew Italian Japanese Korean Latin Russian Spanish Other foreign languages, as applicable

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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Endorsements Currently Available	Content-specific Endorsements Currently Available	Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013	Endorsements Issued Prior to July 1, 2004
	Foreign Languages – Russian Foreign Languages – Spanish Other foreign languages, provided the candidate meets the requirements of Section 25.100(i).	foreign language designated.	
Additional Teaching Fields			
Agricultural Education	None	Agricultural Education	Agricultural Business and Management Agriculture Agricultural Power and Machinery Horticulture Agricultural Resources
Business, Marketing, and Computer Education – Content-specific Endorsement Optional	Business Computer Programming	Business, Marketing, and Computer Education endorsement with a designation for: Business Computer Programming	Accounting Basic Business Business Computer Programming Business/Marketing/Management Information Processing Information Processing/Secretarial Marketing
Computer Applications	None	Computer Applications	Computer Applications
Computer Science	None	Computer Science	Computer Science
Family and Consumer	Family and Consumer Sciences	Family and Consumer Sciences endorsement	Child and Day Care Services

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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Endorsements Currently Available	Content-specific Endorsements Currently Available	Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013	Endorsements Issued Prior to July 1, 2004
Sciences – Content-specific Endorsement Required	– Apparel and Textiles Family and Consumer Sciences – Living Environments Family and Consumer Sciences – Nutrition, Wellness, and Hospitality	with designations for: Apparel and Textiles Living Environments Nutrition, Wellness, and Hospitality	Consumer Education and Resource Management Fashion and Clothing Services Food and Nutrition Services Home Economics Institutional and Home Management Services Interior Furnishings Services/Living Environments Interpersonal, Family Relationships, Parenting
Health Careers	None	Health Careers	Health Occupations
Gifted Education Teacher	None	None	None
Gifted Education Specialist	None	None	None
Teacher Leader	None	Teacher Leader	None
Technology Education	None	Technology Education	Industrial Technology Education Construction Electronics Graphic Communications Transportation Manufacturing Industrial Technology Public Service Drafting/Design Autobody Repair

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Endorsements Currently Available	Content-specific Endorsements Currently Available	Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013	Endorsements Issued Prior to July 1, 2004
			Heating, Ventilation, and Air Conditioning
Technology Specialist	None	Technology Specialist	Computer Technology Instructional Technology
Library Information Specialist	None	Library Information Specialist	Media
Safety and Driver Education	None	Safety and Driver Education	Safety and Driver Education
Bilingual Education	Bilingual Education – Target Language	Bilingual Education endorsement with a designation for: Target Language	Bilingual Education with a Target Language Designation
English as a New Language (ENL) – Content-specific Endorsement Optional (secondary or K-12)	ENL – Bilingual Education (language-specific)	ENL endorsement with a designation for: Bilingual Education (language-specific)	Bilingual Education English as a Second Language
English as a Second Language (ESL)	None	ESL	ESL
Middle School (departmentalized)	Subject-specific	Middle School endorsement with subject specific designations	Middle-Grades Junior High School
Middle Grades (grades 5-8) (February 2018)	Subject-specific	Middle School (departmentalized)	Middle Grades Junior High School

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NOTICE OF PROPOSED AMENDMENTS

Endorsements Currently Available	Content-specific Endorsements Currently Available	Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013	Endorsements Issued Prior to July 1, 2004
Elementary			
Self-Contained General Education (grades K-9)	None	Self-Contained General Education	Self-Contained General Education
Self-Contained General Education (grades 1-6)	None	None	None
Early Childhood			
Early Childhood Special Education	None	Early Childhood Special Education	
Early Childhood Prekindergarten and Self-Contained General Education (kindergarten-grade 3)	None	Early Childhood Self-Contained General Education	Early Childhood
Special Education			
Learning Behavior Specialist I (LBS I)	None	LBS I	LBS I
Learning Behavior Specialist II – Content-specific Endorsement Required	LBS II/Transition Specialist LBS II/Technology Specialist LBS II/Bilingual Special Education Specialist LBS II/Deaf-Blind Specialist LBS II/Behavior Intervention Specialist LBS II/Curriculum	An LBS II endorsement with designations for: LBS II/Transition Specialist LBS II/Technology Specialist LBS II/Bilingual Special Education Specialist LBS II/Deaf-Blind Specialist LBS II/Behavior Intervention Specialist	LBS II/Transition Specialist LBS II/Technology Specialist LBS II/Bilingual Special Education Specialist LBS II/Deaf-Blind Specialist LBS II/Behavior Intervention Specialist LBS II/Curriculum Adaptation Specialist LBS II/Multiple

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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Endorsements Currently Available	Content-specific Endorsements Currently Available	Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013	Endorsements Issued Prior to July 1, 2004
	Adaptation Specialist LBS II/Multiple Disabilities Specialist	LBS II/Curriculum Adaptation Specialist LBS II/Multiple Disabilities Specialist	Disabilities Specialist
Speech-Language Pathologist (teaching)	None	Speech-Language Pathologist	Speech-language impaired
Teacher of Blind or Visually Impaired	None	Blind or Visually Impaired	Blind or partially sighted
Teacher of Deaf or Hard of Hearing	None	Deaf or Hard of Hearing	Hearing Impaired
Administrative			
Chief School Business Official	None	Chief School Business Official	Chief School Business Official
Director of Special Education	None	Director of Special Education	Director of Special Education
General Administrative (through June 30, 2014)	None	General Administrative	General Administrative
Principal (2013)	None	General Administrative	General Administrative
Superintendent	None	Superintendent	Superintendent
<u>Supervisory – endorsement area (special education only and school support personnel)</u>	<u>None; see Section 25.497 of this Part.</u>	<u>Supervisory – endorsement area</u>	<u>Supervisory</u>
Teacher Leader	None	Teacher Leader	None
School Support Personnel			
School Counselor	None	School Counselor	Guidance

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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Endorsements Currently Available	Content-specific Endorsements Currently Available	Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013	Endorsements Issued Prior to July 1, 2004
School Nurse	None	School Nurse	School Nurse
School Psychologist	None	School Psychologist	School Psychologist
School Social Worker	None	School Social Worker	School Social Worker
Speech-Language Pathologist (non-teaching)	None	Non-Teaching Speech-Language Pathologist	Non-Teaching Speech-Language Pathologist
Supervisory—endorsement area (special education only and school support personnel)	None; see Section 25.497 of this Part.	Supervisory—endorsement area	Supervisory

(Source: Amended at 41 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 24, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Libi Gil, Ph.D., Chief Education Officer *LG*
Jason Helfer, Ph.D., Deputy Superintendent for Teaching and Learning *JH*

Agenda Topic: Intergovernmental Agreement with ROE #51 for KIDS Regional Professional Development (PD) Consultants and PD Coordinator

Materials: None

Staff Contact(s): Lynn Burgett, Division Supervisor, Early Childhood
Marci Johnson, Director, Teaching and Learning

Purpose of Agenda Item

The Division of Early Childhood requests the Board to authorize the State Superintendent to enter into an intergovernmental agreement (IGA) with Regional Office of Education 51. This IGA will allow the hiring of Kindergarten Individual Developmental Survey (KIDS) regional professional development consultants, as well as a PD coordinator. The total amount does not exceed \$1.1 million for one year or a maximum of \$5.1 million over a five-year period covering activities from July 2017-June 2022.

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts

The IGA with ROE 51 to provide KIDS professional development consultants will address the following goal:

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

- All kindergartners are assessed for readiness.

Background Information

A group of educators, advocates, and experts was invited in early 2010 to participate in a planning initiative to explore whether and how to adopt an Illinois statewide kindergarten readiness survey. The KIDS Advisory Committee gathered information from national experts and administrators in other states and then recommended a data collection process known as KIDS. The KIDS pilot began in fiscal year 2012, with full implementation beginning in FY 2018.

The Joyce Foundation paid for KIDS coaches during the pilot years through a subcontract with ROE 51. Coaches provide KIDS implementation training, which includes instruction on how to use the tool, generate reports, and how to collect data about child development through observations. The first day of the training is required and goes over the tool itself; the second day is optional and goes over how to use the tool in the classroom. Coaches also provide on-site support to teachers, administrators, and other district staff. KIDS coaches provide support with KIDStech, which is the software system used to input child developmental ratings. Coaches also provide local support to district administrators and teachers by

interpreting data, planning curriculum, creating webinars, and offering access to other resources.

Funds provided by the Joyce Foundation were no longer available at the end of FY 2016, yet feedback showed on-site coaching to be one of the most valuable resources for successful KIDS implementation. Early Learning Challenge funds are being used to maintain the KIDS coaches through the end of FY 2017 in order to continue to provide this valuable regional and local support.

Financial Background

Original funds for KIDS coaches have come from the Joyce Foundation and the Early Learning Challenge Grant through a subcontract with ROE 51. This request is to enter into an IGA with ROE 51 in order to allow the hiring of regional KIDS professional development consultants, as well as a KIDS PD coordinator. KIDS PD consultants will provide the necessary yearly trainings, updates to training materials, local and regional support, and webinars to help ensure successful statewide implementation and sustainability.

The total amount of the IGA will not exceed \$1.1 million for one year or a maximum of \$5.1 million over a five-year period covering activities from July 2017-June 2022. The Early Childhood Block Grant (ECBG) will fund this IGA.

The financial background of this contract/grant 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
FY18	\$	\$		\$ 942,934	\$	\$942,934
FY19	\$	\$		\$972,097	\$	\$972,097
FY20	\$	\$		\$ 1,002,161	\$	\$ 1,002,161
FY21	\$	\$		\$1,033,156	\$	\$1,033,156
FY22	\$	\$		\$1,065,109	\$	\$1,065,109
Total	\$	\$				\$5,015,457

Business Enterprise Program (BEP)

Intergovernmental agreements do not require a BEP goal.

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

Policy Implications: None

Budget Implications: The IGA will be fully funded with ECBG funds.

Legislative Action: None

Communication: None

Pros and Cons of Various Actions

Pros: Using ECBG funds to pay for KIDS PD consultants directly benefits any school that chooses to use this resource to receive training and/or on-site support 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 approve the intergovernmental agreement with ROE 51 in order to continue to provide KIDS training and coaching through KIDS professional development consultants.

Next Steps

Upon Board authorization, agency staff will proceed with executing an intergovernmental agreement with ROE 51 to provide KIDS professional development consultants.

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 24, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent *AS*
Libi Gil, Ph.D., Chief Education Officer *LG*
Jason Helfer, Ph.D., Deputy Superintendent Teaching and Learning *JH*

Agenda Topic: Grant with Illinois State University for the National Board Certification Initiative

Materials: None

Staff Contact(s): Emily Fox, Division Administrator, Educator Effectiveness

Purpose of Agenda Item

The Educator Effectiveness Division requests the Board to authorize the State Superintendent to award a discretionary grant to the National Board Resource Center at Illinois State University (ISU) for \$1 million for fiscal year 2018. Awarding this grant will enable ISU to serve as the fiscal agent for the Illinois Teaching Excellence Program.

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

This grant between ISBE and ISU relates to the Board's strategic goal of preparing highly effective teachers and school leaders.

Background Information

The National Board for Professional Teaching Standards (NBPTS) is an independent, nonprofit, nonpartisan, non-governmental organization that was created in 1987 to provide voluntary national certification of teachers who meet rigorous, advanced standards through a series of performance-based assessments. This national accreditation process was developed in response to two high-profile reports prepared during the mid-1980s that focused on the necessity for education reforms, including improving teaching as a profession.

Three of the first 86 National Board Certified Teachers (NBCTs) in January 1995 were from Illinois. The number of Illinois NBCTs since that time has grown to 6,034. Illinois is ranked sixth in the nation for its total number of NBCTs. Currently, there are 25 specialized National Board (NB) areas of certification.. There were 6,034 NBCTs in FY 2016, including 43 new NBCTs and 117 newly renewed NBCTs. There is a goal to have 1,244 new candidates in FY 2017.¹

The increase in Illinois' number of NBCTs is due in part to the support systems created by the Illinois General Assembly through the Illinois Teaching Excellence Program and other supportive initiatives sponsored by ISBE. Illinois has used federal and state funds since 1998 to promote interest and participation in the NBPTS certification program and to support professional development for mentoring of classroom teachers throughout the state by NBCTs.

¹ NBPTS revised its certification process during the 2014-15 cycle. There are four components that a candidate must successfully complete. A candidate can complete the entire process in one year or complete one component at a time. Candidates have five years to successfully complete all components.

In addition, state and federal funds have also supported teachers and school counselors applying for NB candidacy by paying all or a portion of their NB candidacy fees.

In 2011, Public Act 097-0607 changed how funding was to be used for NB supports. Under the new law, any funds appropriated for the Illinois Teaching Excellence Program must be used to provide monetary assistance and incentives for qualified educators who are employed by school districts and who have or are in the process of obtaining licensure through the National Board for Professional Teaching Standards. The goal of the program is to improve instruction and student performance.

ISU has managed the Illinois National Board for Professional Teaching Standards program since FY 2006. It has partnered with Illinois National Board Certified Teachers, Regional Offices of Education/Intermediate Service Centers, and school districts in all regions of the state to arrange services to recruit and support candidates in targeted schools and counties. The coordinators identify schools with 50 percent or more students who receive free or reduced-price lunches and schools in counties with no NBCTs. They solicit NBCTs throughout the state and arrange awareness presentations to teachers in targeted schools and provide presentations to teachers in counties with no NBCTs. Additional awareness presentations are arranged with NBCTs beyond the targeted schools. The NBCT coordinators arrange the assessment and application support services. The NBCT leaders also arrange training for NBCTs to do mentor training through the Illinois Comprehensive Support System.

Financial Background

Per 105 ILCS 5/21B-70 effective July 1, 2011, the Illinois State Board of Education is required to have a specific budget line for this appropriation. These funds have been awarded to Illinois State University since 2016. Prior to FY 2016, the National Board for Professional Teaching Standards was given the grant.

	Current State Grant Funding	Current Federal Grant Funding	Requested State Grant Funding	Requested Federal Grant Funding	Total Grant per Fiscal Year
FY06	\$4,740,000	0	0	0	\$4,740,000
FY07	\$9,605,000	0	0	0	\$9,605,000
FY08	\$11,485,000	0	0	0	\$11,485,000
FY09	\$11,485,000	0	0	0	\$11,485,000
FY10	\$5,742,500	0	0	0	\$5,742,500
FY11	\$2,756,400	0	0	0	\$2,756,400
FY12	\$1,000,000	0	0	0	\$1,000,000
FY13	\$1,000,000	0	0	0	\$1,000,000
FY14	\$1,000,000	0	0	0	\$1,000,000
FY15	\$977,500	0	0	0	\$977,500
FY16	\$1,000,000	0	0	0	\$1,000,000
FY17	\$1,000,000	0	\$	0	\$1,000,000
FY18		0	\$1,000,000	0	\$1,000,000
Total		0	\$1,000,000	0	\$52,791,400

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

Policy Implications: None.

Budget Implications: Funding for the Illinois National Board initiative is dependent upon the state providing a line item to support educators applying for National Board certification.

Legislative Action: None required.

Communication: None required.

Pros and Cons of Various Actions

Pros: Allowing ISU to serve as the fiscal agent for the Illinois Teaching Excellence Program will help simplify the process through which NBCT candidates are funded. Additionally, this approval will allow the Illinois National Board Initiative to continue to grow and increase the number of National Board Certified Teachers in Illinois classrooms.

Cons: None

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to award a grant to the National Board Resource Center at Illinois State University for \$1 million through June 30, 2018, to serve as the fiscal agent for the Illinois Teaching Excellence Program.

Next Steps

Upon Board authorization, agency staff will commence the process of awarding the grant in accordance with the approved motion.

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 24, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent *AMS*
Libi Gil, Ph.D., Chief Education Officer *LG*
Jason Helfer, Ph.D., Deputy Superintendent Teaching and Learning *JH*

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

Materials: None

Staff Contact(s): Emily Fox, Division Administrator, Educator Effectiveness

Purpose of Agenda Item

The Educator Effectiveness Division requests the Board to authorize the State Superintendent to enter into an intergovernmental agreement (IGA) with the National Board Resource Center at Illinois State University (ISU) from July 1, 2017, to June 30, 2018.

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

This IGA between ISBE and ISU relates to the Board's strategic goal of preparing highly effective teachers and school leaders.

Background Information

This contract provides funds for administrative costs to Illinois State University to support the recruitment, training, and mentoring of teachers who are seeking National Board Certification. This work supports the Illinois Teaching Excellence Program grant, which is a line item in the state budget and required in Illinois School Code. The grant awards up to \$1 million to educators who are undergoing the certification process. Illinois State University serves as ISBE's fiscal agent for the grant.

In 2011, Public Act 097-0607 changed how funding was to be used for National Board supports. Under the new law, any funds appropriated for the Illinois Teaching Excellence Program must be used to provide monetary assistance and incentives for qualified educators who are employed by school districts and who have or are in the process of obtaining licensure through the National Board for Professional Teaching Standards. The goal of the program is to improve instruction and student performance.

ISU has managed the Illinois National Board for Professional Teaching Standards program since fiscal year 2006. It has partnered with Illinois National Board Certified Teachers, Regional Offices of Education/Intermediate Service Centers, and school districts in all regions of the state to arrange services to recruit and support candidates in targeted schools and counties.

Financial Background

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

This request is to renew the IGA to extend the end date of the contract through June 30, 2018, and to request an additional amount of funding for FY 2018 of \$298,000. This amendment would bring the total amount of federal funding to \$2,564,928. The funding will come from Teacher Quality Leadership – Title II Federal 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
FY11		\$380,624.80				\$380,625.00
FY12		\$372,807.63				\$372,808.00
FY13		\$277,143.00				\$277,143.00
FY14		\$342,352.86				\$342,352.00
FY15		\$297,116.36				\$298,000.00
FY16		\$298,000.00				\$298,000.00
FY17		\$298,000.00				\$298,000.00
FY18		\$298,000.00				\$298,000.00
TOTALS		\$2,266,045.65				\$2,564,928.00

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

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

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

Legislative Action: None required.

Communication: None required.

Pros and Cons of Various Actions

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

Cons: None

Superintendent’s Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to renew the intergovernmental agreement with the National Board Resource Center at Illinois State University to administer the Illinois National Board Professional Preparation and Support System (subject to appropriation). The IGA will run from July 1, 2017, to June 30, 2018, for \$298,000 and the total contract will not exceed \$2,564,928.

Next Steps

Upon Board authorization, agency staff will commence the process of renewing the intergovernmental agreement in accordance with the approved motion.

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 24, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Libi Gil, Ph.D., Chief Education Officer *LG*
Jason Helfer, Ph.D., Deputy Superintendent for Teaching and Learning *JH*

Agenda Topic: Intergovernmental Agreement with the University of Illinois at Urbana-Champaign: Early Childhood Illinois Early Learning Project Website

Materials: None

Staff Contact(s): Marci Johnson, Director, Center for Teaching and Learning
Lynn Burgett, Division Supervisor, Early Childhood Education

Purpose of Agenda Item

The Early Childhood Division requests the Board to authorize the State Superintendent to enter into an intergovernmental agreement (IGA) with the University of Illinois at Urbana-Champaign. The initial term of the IGA will begin July 1, 2017, and extend through June 30, 2018. There will be four one-year renewals contingent upon sufficient appropriation and satisfactory performance in each preceding year. The estimated costs, including the renewal, will not exceed \$2.5 million.

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts

The Early Learning Project relates to the following Board goals:

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

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.

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

Background Information

Originally, a Request for Proposals (RFP) was approved for release at the January 2017 Board meeting. However, the components of the project and the quality of service through the University of Illinois at Urbana-Champaign were more closely examined and it was determined that this work would not be easily duplicated by any other entity. Therefore, we would like to propose that the work on the Early Learning Project website be accomplished via an intergovernmental agreement with the University of Illinois at Urbana-Champaign instead.

Intergovernmental agreements allow ISBE to access the expertise and resources of other governmental agencies (in Illinois and other states), school districts, community colleges, and public institutions of higher learning to further the initiatives of ISBE.

The Illinois Early Learning Project website offers resources such as: printable tip sheets for caregivers and parents in English, Spanish, and Polish; answers to Frequently Asked Questions; a customized question-answering service; a statewide calendar of events for parents and caregivers; topics related to early care and education; activities related to the Illinois Early Learning Standard Benchmarks; the [Illinois Projects in Practice website](#); and periodic interviews with experts in the field. The current website became publicly accessible in November 2001.

Financial Background

The initial term of the grant will begin July 1, 2017, and extend through June 30, 2018. There will be four one-year renewals contingent upon sufficient appropriation and satisfactory performance in each preceding year. The estimated costs, including renewal, will not exceed \$2.5 million. This IGA is funded with Early Childhood Block Grant state funding.

The financial background of this contract/grant 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
FY18	\$	\$		\$500,000	\$	\$500,000
FY19	\$	\$		\$500,000	\$	\$500,000
FY20	\$	\$		\$500,000	\$	\$500,000
FY21	\$	\$		\$500,000	\$	\$500,000
FY22	\$	\$		\$500,000	\$	\$500,000
Total	\$	\$				\$2,500,000

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

Policy Implications: Not applicable

Budget Implications: This IGA is funded with Early Childhood Block Grant state funding.

Legislative Action: Not applicable

Communication: Not applicable

Pros and Cons of Various Actions

Pros: Teachers, school leaders, parents, and children will have access to this early childhood learning portal that provides guidance, learning aids, FAQs, and more in multiple languages to increase quality in early childhood education.

Cons: Lack of continued funding would result in teachers, school leaders, parents, and children not having access to this early childhood learning portal that provides guidance, learning aids, FAQs, and more in multiple languages. This would undoubtedly result in less effective instruction and education for the youngest students in Illinois.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent enter into an intergovernmental agreement with the University of Illinois at Urbana-Champaign. The initial term of the intergovernmental agreement will begin July 1, 2017, and extend through June 30, 2018. There will be four one-year renewals contingent upon sufficient appropriation and satisfactory performance in each preceding year. The estimated costs, including the renewal, will not exceed \$2.5 million.

Next Steps

Upon Board authorization, agency staff will execute the IGA with the University of Illinois Urbana-Champaign.

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 24, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D, State Superintendent *AS*
Libi Gil, Ph.D., Chief Education Officer *LG*
Jason Helfer, Ph.D., Deputy Superintendent of Education *JH*

Agenda Topic: Teach for America Grant

Staff Contact(s): Emily Fox, Division Administrator, Educator Effectiveness

Purpose of Agenda Item

The Educator Effectiveness Division requests the Board's authorization for the State Superintendent to enter into a grant agreement with Teach for America (TFA) in an amount not to exceed \$1.9 million for fiscal year 2018 for the provision of increasing the number of minority teachers in Illinois.

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

The Teach for America grant supports the following Board goal: Every student will be supported by highly prepared and effective teachers and school leaders.

Background Information

Teach for America's mission is to help fuel the movement to eliminate educational inequity by enlisting our nation's most promising future leaders in the effort. The organization has an immediate impact by recruiting outstanding recent college graduates and professionals to teach for at least two years in low-income communities within Chicago School District 299. Corps members go beyond traditional expectations during their initial two-year commitment to help narrow the achievement gap for their students.

TFA prioritizes recruiting from varied institutions to fuel a rich, diverse talent pipeline into its admissions process. The national recruitment team partners with 89 historically black colleges and universities and several institutions that serve Hispanics. TFA's research-based selection process identifies individuals who demonstrate the leadership qualities that teachers in low-income communities need in order to excel. National and regional efforts resulted in a national applicant pool for the 2016 cohort that was the most diverse to date: 36 percent of incoming corps members either went to school in Illinois or grew up in Illinois and 42 percent were Pell Grant recipients. Last year, Teach for America recruited 250 new teachers (125 were teachers of color) in the city of Chicago, which is up from 125 total teachers (including 85 teachers of color) from 2015. These incoming teachers impacted 6,250 students in school year 2016-17 (up from 4,750 in 2015-2016).

Teach for America builds relationships with principals and school partners to help place corps members where they are needed most. The organization places its members in Chicago Public Schools with at least 75 percent poverty rates (i.e., students receiving free or reduced-price lunch). Teach for America focuses on identifying the high-need content areas of district partners and works to align its recruitment and placement of corps members to these needs. Corps members teach in the focus areas of early childhood, diverse learning, bilingual, and STEM

education for at least two years. This school year, 75 percent of TFA’s members teach these high-need subjects, which is up from 60 percent in the 2014-15 school year.

Teach for America has received funding from the Illinois State Board of Education since FY 2003 in support of recruitment, training, and ongoing professional development of new teachers, veteran teachers, and school leaders. In particular, since FY 2012 the Board has invested in the recruitment and training of teachers and leaders who share the racial and/or socioeconomic background of the students served. The organization believes that great teachers come from all backgrounds, but also recognizes that teachers who share the backgrounds of the students they serve have the potential for profound additional impact. Teach for America places a particular focus on attracting and fostering the leadership of individuals with racial, ethnic, and/or socioeconomic backgrounds that are similar to the students it serves. Over 85 percent of the students served in Illinois by TFA identify as African-American or Latino. The Illinois State Board of Education has recommended \$1.9 million in funding for this purpose in FY 2018. This level of funding will be matched dollar-for-dollar by private funders.

Funding Background

The funding for this grant in FY 2018 will be via a state line item titled Teach for America and will not exceed \$1.9 million. The funding in FY 2018 will support the recruitment of an additional 373 corps members; historically, 50 percent or more of recruits have been teachers of color.’

	Current Grant State Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Grant per Fiscal Year	Current Match Funding
FY 03	\$450,000		\$	\$	\$450,000	\$
FY 04	\$450,000		\$	\$	\$450,000	\$
FY 05	\$450,000		\$	\$	\$450,000	\$
FY 06	\$450,000		\$	\$	\$450,000	\$
FY 07	\$450,000		\$	\$	\$450,000	\$
FY 08	\$450,000		\$	\$	\$450,000	\$
FY 09	\$450,000		\$	\$	\$450,000	\$
FY 10	\$225,000		\$	\$	\$225,000	\$
FY 11	\$225,000		\$	\$	\$225,000	\$
FY 12	\$1,225,000		\$	\$	\$1,225,000	\$
FY 13	\$1,225,000		\$	\$	\$1,225,000	\$
FY 14	\$1,000,000		\$	\$	\$1,000,000	\$
FY 15	\$1,000,000		\$	\$	\$1,000,000	\$
FY 16	\$977,500		\$	\$	\$977,500	\$
FY 17	\$977,500		\$	\$	\$977,500	\$
FY 18			\$1,900,000	\$	\$1,900,000	\$
Total	\$10,005,000		\$	\$	\$11,905,000	\$

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

Policy Implications: To recruit, train, place, and support teachers in high-poverty, low-performing schools. To support a diverse teaching population that better mirrors the students served.

Budget Implications: There is a line item in the ISBE budget for Teach for America. The grant will be funded through the General Revenue Fund.

Legislative Action: N/A

Communication: N/A

Superintendent's Recommendation

I recommend that the following motion be adopted:

The Board hereby authorizes the State Superintendent to enter into a grant agreement with Teach for America in an amount not to exceed \$1.9 million for FY 2018 for the provision of increasing the number of minority teachers in Illinois.

Next Steps

Upon Board authorization, agency staff will complete the grant award process and execute the grant agreement accordingly.

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 24, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *AMS*
Libi Gil, Ph.D., Chief Education Officer *LG*
Jason Helfer, Ph.D., Deputy Superintendent for Teaching and Learning *JH*

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

Materials: List of Fiscal Year 2018 Grant Recipients Exceeding \$1 Million

Staff Contact(s): Lynn Burgett, Division Supervisor, Early Childhood
Marci Johnson, Director, Teaching and Learning

Purpose of Agenda Item

The Early Childhood Division requests the Board to authorize the State Superintendent to enter into continuation grant agreements with Early Childhood Block Grant (ECBG) recipients that may or may not exceed \$1 million for the provision of Early Childhood Preschool for All 3-5, Preschool for All Expansion 3-5, and Prevention Initiative 0-3 for a one-year term. Funding for the ECBG is subject to appropriation by the Illinois General Assembly.

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts

The ECBG programs relate to all of the Board's goals: Every child in each public school system in the State of Illinois deserves to attend a system wherein...

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

Background Information

These programs, which provide direct services to children, are a part of the ECBG appropriation.¹

Preschool for All Children Program

Section 2-3.71(a)(4.5) of the School Code (105 ILCS 5/2-3.71(a)(4.5)) establishes the Preschool for All Children program. The Preschool for All Children program replaces the Prekindergarten Program for Children at Risk of Academic Failure. Eligible applicants for the programs include

¹ The Early Childhood Block Grant also provides funds for infrastructure for other programs (e.g., monitoring, the webpage for the Illinois Early Learning Project).

public school districts, university laboratory schools approved by the Illinois State Board of Education, charter schools, area vocational centers, and public or private not-for-profit or for-profit entities with experience in providing educational, health, social, and/or child development services to young children and their families.

The goal of the Preschool for All Children program is to provide educational services to all 3- to 5-year-old children whose families choose to participate. The program focuses on providing high-quality educational programs for children who are determined to be at risk of academic failure. It also provides funding for programs serving families of low to moderate income whose children are not considered to be at risk academically and other families that choose to participate. The Preschool for All Children program must serve only 3- to 5-year-old children who are not age-eligible for kindergarten (i.e., age 5 on or before September 1 of the school year in which the program is to be implemented).

The Illinois State Board of Education must address two legislatively mandated priorities when awarding Preschool for All Children grants:

1. Applicants that propose to serve primarily children identified as being at risk of academic failure; and
2. Applicants proposing to serve primarily children whose family's income is less than four times the poverty guidelines identified in the *Federal Register*.

Preschool for All Expansion Program

The Preschool for All Expansion program provides a full-day program, meets all the requirements of 23 Illinois Administrative Code Part 235, and provides additional quality components and comprehensive services as outlined in the federal Preschool Development Grant – Expansion Grant model. Preschool for All Expansion has an emphasis on increasing the number of classrooms that meet the Preschool Expansion Model in order to meet the federal match for the Preschool Expansion Grant.

Section 1C-2 of the School Code [105 ILCS 5/1C-2] establishes the ECBG to provide funding on a competitive basis to eligible applicants to provide preschool education and Prevention Initiative programs that emphasize the relationship among early childhood education, parenting education and involvement, and future success in school. The law requires that 20 percent of the block grant be used statewide to fund programs for children birth to age 3 years.

Prevention Initiative Program

Section 2-3.89 of the School Code [105 ILCS 5/2-3.89] further establishes specific requirements for ECBG programs that offer coordinated services to at-risk infants and toddlers and their families. For the purposes of this grant, "at risk" is defined as those children who because of their home and community environment are subject to such language, cultural, economic, and like disadvantages to cause them to be at risk of academic failure as identified through screening procedures. These programs are commonly referred to as the Prevention Initiative. The aim of the Prevention Initiative is to provide voluntary, continuous, intensive, research-based, and comprehensive child development and family support services for expecting parents and families with children from birth to age 3 to help them build a strong foundation for learning and to prepare children for later school success. Specifically, Prevention Initiative programs must include a parent education program relating to the development and nurturing of infants and toddlers and case management services to coordinate existing services available within the region served by the program. Program services are provided through the implementation of an

Individual Family Service Plan. Finally, there must be a community involvement component to provide coordination within the service system.

Numbers of funded entities in each initiative may change throughout the fiscal year as grantees choose not to continue or when joint agreements dissolve. Currently, Preschool for All 3-5 has 453 grantees; Prevention Initiative 0-3 has 146 grantees; and Preschool for All Expansion 3-5 has 23 grantees, which also fulfills the matching requirement of the federal Preschool Development Expansion Grant. Thus, to ensure the full utilization of the enacted appropriation there may be changes to the individual amount awarded to grantees.² Returned, unused, or unallocated allotment amounts may be used during the fiscal year as additional one-time funding to grantees in good standing. Grantees that want to request one-time funding must submit specific requests in writing to the Early Childhood Division. These requests are then considered based on appropriate use of funds for developmental purposes and timeliness of the expenditure within the current fiscal year.

Financial Background

The term of the continuation grants will begin July 1, 2017, and extend through June 30, 2018. All the grants will be funded with ECBG money and state General Revenue Funds.

The total continuing appropriation for FY 2018 of \$443,738,100 includes 37 percent (\$164,183,100) for Chicago Public Schools. The appropriation also includes the statewide infrastructure³ (\$10,310,750) as well as continuation funds for Preschool for All (\$174,448,035), Prevention Initiative (\$39,541,134), and Preschool for All Expansion (\$11,725,201). Additionally, a competitive Request for Proposals will be released for new programs for the Prevention Initiative (\$7,875,000) and Preschool for All (\$23,635,000). The remaining funds are used for administrative costs (\$12,219,880).⁴

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

	Current State Funding	Current Contract Federal Funding		Requested State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY18		\$		\$443,738,100	\$	\$443,738,100
FY17	\$393,738,100	\$		\$	\$	\$393,738,100
FY16	\$196,120,000	\$		\$	\$	\$196,120,000
FY15	\$179,020,557	\$		\$	\$	\$179,020,557
FY14	\$183,541,200	\$		\$	\$	\$183,541,200
FY13	\$184,599,214					\$184,599,214
FY12	\$199,512,000					\$199,512,000
Total	\$	\$				\$1,780,269,171

² Recently, due to warrant delays, a board voted to close a program if funds are not received by August 1, 2017. Should this instance occur in other locations, the funds for the originally identified for a grantee will be reallocated to other grantees.

³ Infrastructure costs include, among others, professional development, programmatic monitoring, the Illinois Early Learning Project website, and the Illinois Early Childhood Assess Map.

⁴ The Illinois State Board of Education and the Governor have proposed an increase for the ECBG of \$50 million for fiscal year 2018. Chicago Public Schools will receive 37 percent (\$18.5 million) of the total appropriation. If the additional funding is awarded, then 25 percent (\$7.875 million) of the ECBG must be used statewide to fund programs for children birth to age 3 years.

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

Policy Implications: N/A

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

Legislative Action: N/A

Communication: N/A

Pros and Cons of Various Actions

Pros: Grantees will have access to high-quality preschool services in Illinois with no delay in services.

Cons: If this request is not approved, Illinois children who are at risk will have fewer resources to ensure educational success. The revised plan allows for uninterrupted services and, pending additional availability of funding, allows new applicants to participate

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to enter into separate grant agreements with the entities listed in the attached materials for the provision of Preschool for All 3-5, Preschool for All Expansion 3-5, and Prevention Initiative 0-3. If additional funding is appropriated, the successful applicants determined through a Request for Proposals process for the provision of Preschool for All Expansion and Prevention Initiative will be awarded grants. The initial term of the grants will begin July 1, 2017, and extend through June 30, 2018.

Next Steps

Upon Board authorization, agency staff will prepare the continuation applications and execute the grant agreements.

Funding	RCDT	District/Agency	FY18 Allotment
3705-00 Preschool for All	09-010-0040-26	CHAMPAIGN CUSD 4	\$1,004,250
3705-00 Preschool for All	41-057-0090-26	GRANITE CITY CUSD 9	\$1,045,545
3705-00 Preschool for All	44-063-2000-26	WOODSTOCK CUSD 200	\$1,112,399
3705-00 Preschool for All	13-041-0800-02	MOUNT VERNON SD 80	\$1,179,249
3705-00 Preschool for All	19-022-0330-02	WEST CHICAGO ESD 33	\$1,239,653
3705-00 Preschool for All	09-010-1160-22	URBANA SD 116	\$1,240,304
3705-00 Preschool for All	65-108-5155-51	EL VALOR CORPORATION	\$1,334,800
3705-00 Preschool for All	31-045-3000-26	CUSD 300	\$1,421,400
3705-00 Preschool for All	48-072-1500-25	PEORIA SD 150	\$1,483,200
3705-00 Preschool for All	07-016-1300-02	COOK COUNTY SD 130	\$1,493,126
3705-00 Preschool for All	06-016-0990-02	CICERO SD 99	\$1,545,000
3705-00 Preschool for All	39-055-0610-25	DECATUR SD 61	\$1,550,818
3705-00 Preschool for All	31-045-1290-22	AURORA WEST USD 129	\$1,607,028
3705-00 Preschool for All	56-099-0860-05	JOLIET PSD 86	\$1,730,400
3705-00 Preschool for All	21-100-8010-60	WILLIAMSON CO SPEC EDUC DISTRICT	\$1,744,738
3705-00 Preschool for All	08-000-0000-00	CARROLL/JO DAVIESS/STEPHENSON ROE	\$1,746,889
3705-00 Preschool for All	50-082-1890-22	EAST ST LOUIS SD 189	\$1,751,000
3705-00 Preschool for All	05-016-0540-04	SCHAUMBURG CCSD 54	\$1,777,780
3705-00 Preschool for All	48-072-3250-26	PEORIA HGHTS C U SCH DIST 325	\$1,804,617
3705-00 Preschool for All	11-015-8010-60	EASTERN ILL AREA OF SPEC EDUC	\$1,959,060
3705-00 Preschool for All	33-000-0000-00	HENDERSON/KNOX/MERCER/WARREN ROE	\$2,037,419
3705-00 Preschool for All	49-000-0000-00	ROCK ISLAND ROE	\$2,039,400
3705-00 Preschool for All	54-092-1180-24	DANVILLE CCSD 118	\$2,066,195
3705-00 Preschool for All	31-045-1310-22	AURORA EAST USD 131	\$2,966,400
3705-00 Preschool for All	15-016-780P-00	ACTION FOR CHILDREN	\$3,306,802
3705-00 Preschool for All	51-084-1860-25	SPRINGFIELD SD 186	\$3,340,088
3705-00 Preschool for All	34-049-0600-26	WAUKEGAN CUSD 60	\$3,516,653
3705-00 Preschool for All	30-039-1860-26	MURPHYSBORO CUSD 186	\$3,807,828
3705-00 Preschool for All	31-045-0460-22	SD U-46	\$3,965,211
3705-00 Preschool for All	65-108-0160-51	THE CENTER RESOURCES FOR	\$4,506,139
3705-00 Preschool for All	04-101-2050-25	ROCKFORD SCHOOL DIST 205	\$9,110,009
3705-01 Prevention Initiative	50-082-022P-00	LESSIE BATES DAVIS NEIGHBORHOOD	\$1,097,840
3705-01 Prevention Initiative	07-016-1500-61	EXC CHILDREN HAVE OPPORTUNITIES	\$1,129,953
3705-01 Prevention Initiative	39-000-0000-00	MACON/PIATT ROE	\$1,277,685
3705-01 Prevention Initiative	15-016-022P-00	CHILDRENS HOME AND AID SOCIETY	\$1,277,759
3705-01 Prevention Initiative	65-108-5520-51	FAMILY FOCUS	\$1,857,163
3705-01 Prevention Initiative	19-022-0330-02	WEST CHICAGO ESD 33	\$1,874,499
3705-01 Prevention Initiative	15-016-335P-00	OUNCE OF PREVENTION FUND	\$2,359,548
3705-PE PFA Expansion	07-016-1440-02	PRAIRIE-HILLS ESD 144	\$1,312,000
3705-PE PFA Expansion	50-082-1890-22	EAST ST LOUIS SD 189	\$2,555,860

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 24, 2017

TO: Illinois State Board of Education

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

Agenda Topic: Recommendations for Qualified Zone Academy Bond (QZAB) Authorization(s)

Materials: None

Staff Contact(s): Deb Vespa, Division Administrator, School Business Services

Purpose of Agenda Item

School Business Services requests the State Superintendent to review with the Board and approve the allocation of the 2015 and 2016 Qualified Zone Academy Bond (QZAB) authorization to school districts. Pursuant to the provisions of Section 1397E of the Internal Revenue Code of 1986, as amended, these requests will utilize the \$14.372 million authorized volume cap granted to Illinois for the 2015 calendar year and the \$14.372 million volume cap for the 2016 calendar year.

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

QZABs support all of the Board's strategic goals through enhanced curriculum, training staff, purchasing equipment, and/or facility improvements.

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

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

Background Information of Grant

The Qualified Zone Academy Bond Program, created under Section 226 of the Taxpayer Relief Act of 1997 (P.L. 105-34), is a source of limited financial bonding ability to assist districts in the financing of rehabilitating or repairing public school facilities, purchasing equipment, or training of staff. The program permits school districts to borrow money from financial institutions at little or no interest cost. Bond purchasers receive federal tax credits instead of interest and the school district's cost of borrowing is substantially reduced. Proceeds of QZABs may be used for four purposes:

- repair or rehabilitation of school buildings
- provision of equipment for the school
- development of course materials for the zone academy
- training teachers and other school personnel

These bonds may not be used for new construction.

The local board must designate the school as a “zone academy.” The school must be located in a federally designated empowerment zone or enterprise community or at least 35 percent of the school’s students must be eligible for free or reduced-cost lunches. The school must establish a public-private partnership, and it must secure written commitments from private entities for qualified contributions. Qualified contributions are equal to 10 percent or more of the capital borrowed on behalf of the zone academy and are defined as any contribution of equipment, technical assistance, employee services as volunteer mentors, internships, field trips, other educational opportunities, or any other property specified by the Local Education Agency. The local board must then receive an allocation of borrowing authority from the Illinois State Board of Education and issue bonds for one or more of the qualified purposes indicated on the previous page.

Districts receiving an allocation from the 2015 authorization have until December 31, 2017, to issue the bonds. Districts receiving an allocation from the 2016 authorization have until December 31, 2018, to issue the bonds. Each district will work with its local bond counsel to ensure the issuance is in accordance with the required provisions of the law.

Financial Background

The QZAB federal bond program has been in effect since 1997 and is generally renewed on a year-by-year basis by congressional action. The individual state allocations are determined by each state’s respective population of individuals below the poverty line.

Congress extended the QZAB Program for another year with the passage of the Tax Increase Prevention Act of 2014. The federal legislation provided for national allocations of \$400 million for calendar years 2015 and 2016. The Internal Revenue Service notice (IRS Notice 2016 – 20) provides that Illinois’ share of these allocations is \$14.372 million for calendar year 2015 and \$14.372 million for calendar year 2016

The 2015 and 2016 approved requests and allocated authorization for districts are summarized below:

DISTRICT	Approved QZAB Request	2015 prorated Allocation @ 43.62%	2016 prorated Allocation @ 43.62%
Amounts available for allocation from 2015-2016		\$14,372,000	\$14,372,000
Bement Community Unit School District 5	\$3,273,149	\$1,427,734	
Bluford Unit District 318	\$1,439,340	\$627,834	
Cerro Gordo Community Unit School District 100	\$5,398,050	\$2,354,607	
Chadwick-Milledgeville Community Unit School District 99	\$9,191,282	\$4,009,199	
Crete-Monee Community Unit School District 201U	\$468,108	\$204,187	
Community Unit School District 300 (Carpentersville)	\$8,178,704	\$3,567,516	
Dakota Community Unit School District 201	\$5,375,209	\$2,180,923	\$163,720
Du Quoin Community Unit School District 300	\$2,000,000		\$872,392
Franklin Community Unit School District 1	\$5,522,490		\$2,408,887
La Moille Community Unit School District 303	\$1,500,000		\$654,294
Madison Community Unit School District 12	\$2,744,000		\$1,196,921
Ohio Community Consolidated School District 17	\$1,600,000		\$697,913
Ohio Community High School District 505	\$1,600,000		\$697,913
Peoria School District 150	\$10,000,000		\$4,361,958
River Trails School District 26	\$5,129,180		\$2,237,327
School District U-46 (Elgin)	\$850,000		\$370,766
Vienna High School District 133	\$1,627,500		\$709,909
Total	\$65,897,012	\$14,372,000	\$14,372,000
Total amount available		\$14,372,000	\$14,372,000
Remaining Authority		\$0.00	\$0.00

Each request was prorated to 43.62 percent to accommodate all eligible districts because the total amount of bonding requests received exceeded Illinois' authorization allocation. Districts were contacted and asked if they were interested in receiving the lower, prorated amount. All districts accepted.

Round Lake Community Unit School District submitted a QZAB application for \$360,000. It was not recommended since it received Qualified School Construction Bond (QSCB) authorization of \$900,000 in February 2016. The ISBE website stated that preference would be given to school districts that did not receive approval for QSCB authorization.

Expected Use of QZAB Allocation

<u>Bement CUSD 5</u>	Replace outdated mechanical systems, renovate electrical systems and plumbing, repair building envelope systems and safety systems
<u>Bluford USD 318</u>	Updates to existing building and equipment for the new addition. Includes updates to mechanical systems, science room equipment, classroom casework, furniture, lockers, gym bleachers and sound equipment, asbestos abatement, telephone and security system, plumbing, etc.
<u>Cerro Gordo CUSD 100</u>	Renovate gymnasium, gymnasium A/C and bleachers, elevator for accessibility, roof replacement, food service equipment, furniture, security equipment, technology, HVAC upgrades and units, renovate track and science labs, etc.
<u>Chadwick-Milledgeville CUSD 399</u>	Replace outdated/inefficient mechanical systems. Renovate electrical and plumbing systems. Repair lighting, safety systems, and building envelope system.
<u>Crete-Monee CUSD 201U</u>	Technology upgrades, design technology course, International Baccalaureate curriculum, and professional development.
<u>CUSD 300 Algonquin</u>	Work at eight schools in the district, including remove asbestos; replace carpet and floor and ceiling tiles; replace various roofs, soffit and gutters, windows. Renovate bathrooms and lockers, remodel auditorium and replace stage curtains, renovate food lab, remove science cabinets, remodel nurse's office, make cafeteria handicapped accessible, fencing around soccer fields, etc.
<u>Dakota CUSD 201</u>	Replace outdated/inefficient mechanical systems. Renovate electrical systems. Repair safety systems and building envelope system. Replace parking lot at the elementary school, technology infrastructure, hardware/ computers, and miscellaneous textbooks.
<u>Du Quoin CUSD 300</u>	Upgrade HVAC systems, including new controls; boiler and air handler system. Replace roof, including new membrane and insulation.
<u>Franklin CUSD 1</u>	Install new energy efficient HVAC system; new windows, doors; new electrical service entrance, controls upgrade; ADA compliant fire alarm system; remodeling; tuck-pointing; furniture, etc.

<u>La Moille CUSD 303</u>	Remodeling of lower level; ADA compliance ramps; additional restrooms, textbooks, laptops, and professional development.
<u>Madison CUSD 12</u>	Academy implementation, including professional development, curriculum, and materials. HVAC energy efficiency upgrades, lighting and ceiling upgrades, ADA compliance, water conservation measures, greenhouse improvements, replace track facilities, renovate computer library.
<u>Ohio CCSD 17</u>	Asbestos abatement, science lab renovations, HVAC upgrades, temperature control upgrades, and building envelope improvements.
<u>Ohio CHSD 505</u>	Asbestos abatement, science lab renovations, HVAC upgrades, temperature control upgrades, and building envelope improvements.
<u>Peoria SD 150</u>	HVAC and electrical upgrades to Manual High School.
<u>River Trails SD 26</u>	Renovate Park View for Early Learning Center, including replacing the HVAC system, classroom remodeling, site improvements, replacement of windows, asbestos removal, fix structural issues, furniture, etc. At River Trails Middle School and Euclid Elementary School, repaving parking lots and misc. upgrades for fire safety, boilers, furniture, technology, and equipment to make a 21st-century environment.
<u>School District U-46</u>	Replace home grandstand and visitor bleachers, rehab paving around/under bleachers, and replace walkway, landscaping, and long jump.
<u>Vienna HSD 133</u>	Replace parking lot, tennis court, HVAC replacement, industrial arts/ag shop renovations, and bus replacement.

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

Policy Implications: None

Budget Implications: School districts will incur a cost to issue the bonds, depending upon the size of the bond issuance.

Legislative Action: None

Communication: Upon Board approval, districts will be notified of their authority to issue the bonds.

Pros and Cons of Various Actions

Pros: School districts that receive the Board's approval to issue such bonds will be able to issue the bonds at a substantially reduced cost.

Cons: The requests are prorated at 43.62 percent because the request for QZABs was greater than the authority approved for Illinois.

Superintendent's Recommendation

I recommend that the following motion be adopted:

Pursuant to the provisions of Section 1397E of the Internal Revenue Code of 1986, as amended (Qualified Zone Academy Bond Program), I move that the Illinois State Board of Education approve the 2015 and 2016 allocation of QZAB authority to the respective districts as listed above.

Next Steps

Upon Board authorization, Agency staff will inform districts and provide certification of approval.

STATE BOARD OF EDUCATION MEETING
May 24, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*

Agenda Topic: National Association of State Boards of Education (NASBE) Dues – Membership Renewal 2018

Materials: Benefits of NASBE Membership

Staff Contact: Katherine Galloway, Board Services Coordinator

Purpose of Agenda Item

Board Services requests the Board to authorize the State Superintendent to pay the membership dues for the National Association of State Boards of Education (NASBE) for 2018.

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

NASBE membership allows members of the Board access to professional training and support to uphold the Board's Strategic Plan:

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

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

Background Information

Each year NASBE invites all 50 states to renew their membership in the association for the coming year.

The Board Services Office has received the NASBE invoice for the 2018 association dues. NASBE is offering the option of contributing to a professional development account for the explicit purpose of State Board professional development provided by NASBE. This professional development account is a way of helping members access the professional development critical to success.

In the past, the Board has opted to include funds for board member professional development. As of April 30, 2017, the balance of the professional development account was \$425.75, which will roll over for future use. Illinois members used approximately \$2,790 during 2017 for travel and participation in NASBE study groups and conferences. It is recommended that the Board contribute \$5,000 to the professional development account. Other options are to contribute

nothing and simply have the current funds roll over or to contribute \$7,500 to the professional development account.

Financial Background

NASBE membership is renewed on a yearly basis, with Board approval required for each renewal. The cost of NASBE dues for 2018 is \$42,519 without any contribution to the Illinois professional development account; an additional contribution of \$5,000 to the professional development fund would make the NASBE dues for 2018 \$47,519.

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

Policy Implications: None

Budget Implications: NASBE dues are paid from General Revenue Fund contractual funds.

Legislative Action: None

Communication: None

Pros and Cons of Various Actions

Pros: NASBE membership gives Board members access to professional development and support.

Cons: None

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to renew NASBE membership for 2018 for the amount of \$42,519 and contribute \$5,000 to the professional development account for a total amount of \$47,519..

Next Steps

Upon Board authorization, agency staff will submit payment for NASBE 2018 membership dues.

NASBE

National Association of
State Boards of Education

Benefits of NASBE Membership

Professional Development. The National Association of State Boards of Education (NASBE) is the only national organization dedicated to providing professional development for members of state boards of education. Throughout the year, members may take advantage of:

- Webinars on topics of high interest to state board of education members
- Special interest meetings and convenings, which bring together state board members and national policy experts to examine key policy issues affecting state boards of education.

Discounted Registration. NASBE hosts a number of larger meetings each year. They offer members the opportunity to hear from national experts and to network with other board members from across the country. Membership includes:

- Two free registrations to the New Member Institute including travel and lodging
- Discounted registration for NASBE's Annual Conference
- Discounted registration for NASBE's Legislative and Policy Forum

Customized Membership Services. At a state board's request, NASBE will conduct a needs assessment, an environmental scan, and a goal-setting process, resulting in the development of a portfolio of services tailored to each state board's needs. NASBE can act as your "policy shop" to find the policy answers you need.

State Board Development and Capacity Building Assistance. NASBE offers member boards free technical assistance in the following areas:

- State board strategic planning
- Boardsmanship
- Board self-evaluation
- Data privacy

NASBE Publications. Members turn to NASBE for accurate and research-based information about the latest issues in education. Regular publications:

- *State Education Standard.* Our journal, written by subject-matter experts, provides cover-to-cover insight into select education policy issues of the day.
- *Education Leaders Reports* cover hot topics as well as over-the-horizon thinking on education. They provide a deep dive into the background on policy issues, relevant research, and practical steps that the research findings imply for state policymaking.
- *State Innovations* provide concise examples of the policymaking experiences of particular state boards of education. These reports serve as a source of new ideas

for other states' policymaking, contacts to enable cross-state networking on key issues, and benchmarking.

- *Policy Updates* are two-page briefs on changes in federal education policy, state policy impacts, and trends in education.
- *Boardsmanship Reviews* offer practical ideas on how to become a better member of a state board of education.

State Stipends. On a number of projects, NASBE offers member states the opportunity to seek stipends that will further their work. Current state stipends are supporting work in the following areas:

- Standards adoption and implementation
- Deeper learning
- Student discipline and school climate
- Developing and supporting education leaders

National Voice. As the national voice of state board of education members in the United States and US territories, NASBE represents its membership on federal education matters before the administration, Congress, and the US Department of Education. Member states are entitled to name one individual to serve on the Government Affairs Committee, which coordinates this work.

Executive Searches. NASBE will assist state boards of education who are seeking a new chief state school officer. Member states receive a substantial discount.

Affiliated Organizations. NASBE recognizes two affiliate organizations whose members do not vote for NASBE officers but are otherwise entitled to the full benefits of membership.

- The National Council of State Boards of Education Executives (NCSBEE) is the national organization serving individuals who provide administrative and other support to state boards of education.
- The National Council of State Education Attorneys (NCOSEA) is composed of attorneys who represent and advise state boards of education.

Governance Opportunities. State boards are encouraged to nominate their members to serve on NASBE committees and the national Board of Directors.

OUR MISSION

The National Association of State Boards of Education exists to strengthen state boards as the preeminent educational policymaking bodies for students and citizens. NASBE is the only national organization giving voice and adding value to the nation's state boards of education. A nonprofit organization founded in 1958, NASBE works to

- strengthen state leadership in educational policymaking,
- promote excellence in the education of all students,
- advocate equality of access to educational opportunity, and
- ensure continued citizen support for public education.

Contact Kristen Amundson, NASBE's executive director, at kristen.amundson@nasbe.org with membership questions.

Agreement

between the

Illinois State Board of Education

and the

**Illinois Federation of
State Office Educators,
Local 3236, IFT-AFT**

AFL-CIO

2017 - 2019

ARTICLE 1 RECOGNITION

Section 1. Recognition

The Employer recognizes the Federation as the sole and exclusive bargaining representative of all permanent full-time and permanent part-time professional employees of the State Board of Education who are assigned to the classifications of Consultant and Principal Consultant and their successor classifications, excluding such employees defined by the Illinois Educational Labor Relations Act to be employed in managerial, supervisory or confidential positions or by agreement of the parties. Any such agreement by the parties will be in accordance with applicable statutory and case law.

Section 2. New Positions

In the event the Employer establishes any new permanent position(s) during the term of this Agreement, the Employer will notify the Federation and will indicate if the position(s) is included in the bargaining unit. If the position(s) is in the bargaining unit and the Employer elects to fill the position(s), it will be posted in accordance with the requirements in Article 9.

If a new position(s) is a successor to a current position(s), the successor position(s) will continue to be recognized as part of the bargaining unit.

Any dispute concerning the inclusion or exclusion of a new position(s) from the professional bargaining unit may be raised by the employee(s) assigned to the position(s) or by the Federation. The dispute must be submitted in writing to the Director of Human Resources/designee.

The Federation or the employee must address such a dispute to the Director of Human Resources/designee within ten (10) working days from the date the new position(s) is posted. The Director of Human Resources/designee will respond to such dispute in writing within ten (10) working days of its receipt. In the event the dispute is not resolved, the Federation may appeal in writing to the Superintendent/designee within ten (10) working days of the decision issued by the Director of Human Resources/designee. The Superintendent will issue his/her final decision in writing within twenty (20) working days following the submission of the appeal by the Federation.

The decision of the Superintendent, for the purpose of this collective bargaining agreement, shall not be subject to grievance/arbitration. If the decision of the Superintendent is unacceptable to the Federation, the Federation may file a petition with the Illinois Educational Labor Relations Board (IELRB).

ARTICLE 2 FEDERATION RIGHTS

Section 1. Bulletin Boards

The Employer will install and maintain locking bulletin boards for Federation use on each floor where bargaining unit members are located in the Springfield office (excluding the first floor), and will provide bulletin board space for unit members at Employer's Chicago office. Such bulletin boards will be conveniently located for use by the Federation to post notices and materials relating to legitimate Federation business, such as the announcement of meetings and

the election of officers. The Federation will assume all costs incidental to the preparation and posting of such notices and materials. The bulletin boards will not be used for posting information that is offensive or otherwise inappropriate, such as materials that are partisan, religious, political or defamatory in nature. If the Employer objects to the character of any information posted by the Federation on the grounds that such information is offensive or inappropriate, then the Federation will, upon receipt of written notice of the grounds for such objection, remove the information until such time as the parties can promptly resolve the objection.

Section 2. Use of Facilities

With prior approval of the Employer, the Federation may use facilities of the Employer for the purpose of holding meetings for employees covered by this Agreement. Such use will in no instance take precedence over the needs of the Employer, provided that the Employer will not arbitrarily use this as the basis for canceling or altering a previously approved/scheduled Federation meeting.

Any other additional request for use of Agency facilities must be submitted in writing to the Superintendent/designee.

Section 3. Use of Interoffice Mail

The Federation will be permitted use of the interoffice mail for a reasonable number of Federation messages and materials to employees covered by this Agreement. The Federation will provide postage for any mailings for employees whose geographical location is other than the Springfield Office. The privileges granted in this section will not apply to messages and materials that are partisan, political, or personally defamatory in nature.

Section 4. Copies of Agreement

The Employer will pay the cost of printing a sufficient number of copies of this Agreement for distribution by the Federation to employees covered by this Agreement through interoffice mail.

Section 5. Information to Federation

Upon reasonable written request, the Employer agrees to provide the Federation, within ten (10) working days, with information necessary to negotiate or administer the specific provisions of this Agreement, or to process grievances in accordance with applicable state and federal law. The written request from the Federation will specify the data requested and the reason(s) the data has been requested. The Federation will be provided with copies of personnel policies that affect employees covered by this Agreement.

Section 6. Federation Activity During Working Hours

Employees will be permitted to attend, without loss of pay, legitimate meetings established by this Agreement or other meetings called by the Employer, when their attendance is required by virtue of their being Federation representatives, witnesses or grievants, and when their attendance does not substantially interfere with the Employer's operations. The Employer will not be responsible for travel costs such as travel per diem, mileage allowance, cost of transportation, cost of overnight accommodations or other types of costs and expenses that Federation representatives may incur as the result of their involvement in negotiations or that Federation representatives, witnesses or grievants may incur in the grievance/arbitration process.

Elected officers and appointed members of the Federation Executive Council will be provided release time to attend Federation meetings necessary to implement the contract. Release time will be granted no more than one (1) time per month for up to thirty (30) minutes. The thirty (30) minutes will be used by the Federation Officers and members of the Executive Council by extending the lunch hour. A calendar of such meetings will be provided to the Employer monthly.

All Federation members will be allowed thirty (30) minutes release time up to two (2) times per calendar year to attend Federation meetings. A calendar of such meetings will be provided to the Employer monthly.

Members of the IFSOE contract negotiations team shall be provided a total of thirty (30) minutes of release time after each meeting with the Agency to develop a proposal and respond to proposals from management.

Section 7. Maintenance of Federation Records

Federation officers may keep Federation seals, records, and information at their work locations; and members of the Federation may be allowed to maintain a reasonable amount of information provided by the Federation at their work locations provided that the officers and members do not work on intra-Federation business during their work day and the records or information maintained do not interfere with the storage of necessary work materials and are not utilized during the work day.

Section 8. Meetings with Employees

This Agreement will not be construed to prevent the Employer from meeting with any employee(s) for the purpose of hearing the views of such employee(s) provided that as to those matters covered by this Agreement, no change or modification of any of the specific terms thereof will be made during the term of this Agreement, except through negotiations and agreement with the Federation and the Employer.

Section 9. Board Agenda and Board Minutes

The Federation will be provided with a copy of the agenda, prior to, and subsequent minutes of each meeting of the State Board of Education that are public records.

Section 10. Names of Employees

The Federation will be provided monthly with a list of all new employees hired or transferred into, or out of, positions covered by this Agreement. Such list will contain each employee's job title, section of employment and work location.

Section 11. Contract Orientation Sessions

At a mutually agreed upon date and time, the Employer and the Federation will convene a contract orientation session of no more than two (2) hours for the sole purpose of familiarizing bargaining unit employees with the new provisions of the Agreement. Attendance of bargaining unit members will be on a voluntary basis.

One contract orientation session will be scheduled in the Springfield office and one also in the Chicago office. One Federation representative will be released from his/her professional assignment at each location to participate. Two representatives of the Federation will be given

release time in order to participate in the session held in the Springfield office. Any travel costs incurred because of the presence of a Federation representative at any of the orientation sessions mentioned in this provision will not be charged to the Agency.

When the Employer schedules Agency orientation meetings for newly hired employees, a Federation representative will be afforded a period of time in order to spend five minutes to welcome the newly hired employees.

Section 12. Access to State Premises by the Federation Representatives

The Employer agrees that non-employee Federation representatives or IFT staff representatives will, after giving prior notice to the Director of Human Resources/designee, have reasonable access to public areas of the premises of the Employer. Such visitations will be solely for the reason of administration of this Agreement and will not interfere with or interrupt the work place.

ARTICLE 3 MANAGEMENT RIGHTS

The Employer has and will continue to retain, whether exercised or not, the sole right to operate and manage its affairs in all respects. The powers or authorities, or aspects thereof, which the Employer has not abridged, delegated or modified by the express provisions of this Agreement are retained by the Employer. The rights of the Employer, through its management officials will include, but will not be limited to, the right to make decisions in the following areas:

- the right to determine the organization of the Illinois State Board of Education;
- to determine the purpose of each of its service areas;
- to exercise control and discretion over the organization and efficiency of operations of the Employer;
- to set standards for services to be offered to the public;
- to make rules;
- to direct the employees of the Employer, including the right to assign work, work schedules and work hours;
- to make assignments of employees pursuant to intergovernmental agreements with other public agencies (all final employee rights and responsibilities will remain with the Employer);
- to hire, examine, promote, train, transfer, assign, and schedule employees in positions with the Employer;
- to classify positions;
- to evaluate employees;
- to suspend, demote, discharge, or take other disciplinary action against employees for just cause;

- to increase, reduce, change, modify, or alter the composition and size of the work force, including the right to relieve employees;
- to reclassify positions to a higher or lower classification;
- to determine the location, methods, means, and personnel by which operations are to be conducted, including the right to determine whether goods or services are to be provided or purchased;
- to establish, modify, combine or abolish job classifications;
- to eliminate, relocate or transfer work in order to maintain a level of efficiency determined necessary by the Employer; and
- to change or eliminate existing methods, equipment or facilities.

Those inherent managerial functions, prerogatives and policy-making rights that the Employer has not expressly modified or restricted by a specific provision of this Agreement are not subject to the grievance procedure contained herein.

The Employer has the sole authority to determine the purpose and mission of the Employer and to prepare and submit budgets to be adopted by the State Legislature.

The Federation recognizes the Employer's commitment to Equal Employment Opportunities and Affirmative Action. The Employer retains the right to take all actions necessary to fulfill that commitment. It is further recognized that the Employer has sole discretion in regard to the contents and implementations of the Affirmative Action Plans as may from time to time exist at the Illinois State Board of Education.

ARTICLE 4 DUES DEDUCTION

Section 1. Deduction

Upon the receipt of lawful written authorizations from employees covered by this Agreement, which may be revoked in writing at any time, the Employer agrees during the term of this Agreement to deduct the semi-monthly Federation membership dues from their pay. The aggregate deductions of all employees will be remitted together with an itemized statement to the Federation by the last day of the succeeding month after such deductions are made in accordance with the then applicable procedures of the Offices of the Comptroller and Treasurer of the State of Illinois.

Section 2. Dues Deduction Authorization Form

Employees who wish to initiate dues deduction pursuant to the provisions of this Article will utilize the appropriate form provided by the Comptroller of the State of Illinois.

Section 3. Indemnification

The Federation shall indemnify, defend and hold the Employer harmless against any claim, demand, suit or liability and for all legal costs arising from any action taken or not taken by the

Employer in compliance with this Article. If the Employer does not comply with this Article, the Federation shall not be held responsible for this section.

ARTICLE 4A FAIR SHARE

Section 1. Payment of Fair Share by Nonmembers

This provision will apply to all permanent full-time and permanent part-time professional non-dues paying unit members.

All new employees covered by this Agreement who choose not to become members of the Federation, commencing on the date of hire with the Agency and continuing during the term of this Agreement, will pay to the Federation each month their fair share of the costs for the services rendered by the Federation that are chargeable to nonmembers under state and federal law.

The Federation will certify to the Employer a fair share amount not to exceed the dues uniformly required of members in conformity with federal and state law and Labor Board rules.

Such fair share payment by nonmembers will be deducted by the Employer from the earnings of the nonmember employees and remitted to the Federation within ten (10) work days of said deduction, unless required to remit a fee to the Labor Board for escrow.

The Employer will cooperate with the Federation to ascertain the names of all employee nonmembers of the Federation from whose earnings the fair share payments will be deducted. The Employer will provide the Federation space to post a notice concerning fair share.

The Federation and the Employer will comply with the rules of the Labor Board concerning notice, objections and related matters contained in its fair share rules.

Upon adoption of any Federation internal appeal procedure, the Federation will supply the Employer with a copy. In addition, the Federation will advise the Employer of subsequent changes therein.

The Federation will comply with all provisions of existing Fair Share Fee Objection Rules filed with the Secretary of State by the Illinois Educational Labor Relations Board. The Federation will adjust the amount of fair share fees to all affected unit members upon the successful appeal of any objector to the Illinois Educational Labor Relations Board.

Any unit member who, based upon bona fide tenets or teachings of a church or religious body of which such unit member is a member, dissents from payment of the fair share fee to the Federation will be required to pay an amount equal to his/her proportionate share to a non-religious charitable organization mutually agreed upon by the unit member affected and the Federation. If the unit member and the Federation cannot mutually agree on a nonreligious charitable organization, the unit member will select an organization from a listing provided by the Illinois Educational Labor Relations Board.

The Federation will indemnify and hold harmless the Employer from and against any and all claims, demands, actions, complaints, suits, legal costs or other forms of liability that will arise out of, or by reason of, action taken by the Employer for the purpose of complying with the

above provisions or in reliance on any list, notice, certification, affidavit, or assignment furnished under any such provisions.

In order for the fair share provision to become effective, the Federation will demonstrate that sixty-three percent (63%) of the eligible unit members are currently paying dues to the Federation. The Employer will immediately cease to implement the aforementioned fair share fee deductions if at any time the eligible dues paying unit members drops below fifty percent (50%) of the total eligible bargaining unit membership. Vacated positions are not to be counted in the fair share unit count until a new employee is appointed by the Employer.

If during the term of the Agreement the Labor Board, or a court of competent jurisdiction, rules any part of this Article void or not enforceable, the Federation and the Employer agree to convene negotiations on this matter immediately for the sole purpose of bringing this Article into compliance with the standards or rulings of said Labor Board or court.

ARTICLE 5 HOURS OF WORK

Section 1. No Guarantee

Nothing contained in this Article will be construed as a guarantee of hours of work per week, per day, or per year, or days of work per week. Nor will it be construed as a guarantee of salary or wages.

Section 2. Hours

The normally scheduled work day for all employees covered by this Agreement will consist of seven and one-half (7 ½) hours, excluding an unpaid lunch period. All Federation employees may choose either a thirty (30) minute or sixty (60) minute unpaid lunch. The meal period shall be scheduled as close to the midpoint of the day as possible. Variations of the scheduled lunch period require approval of the employee's direct supervisor.

The work week is defined as a regular reoccurring period of 168 hours consisting of 7 consecutive 24-hour periods (Monday through Sunday). The normally scheduled work week begins on Monday, ends on Friday, and consists of thirty-seven and one-half (37 ½) hours.

An employee will only be given compensatory time off for travel in accordance with the "Memorandum of Understanding Between Illinois Federation of State Office Educators Local 3236 and the Illinois State Board of Education" which is attached to this Agreement as Appendix C.

Section 3. Work Week - Work Month

The Employer may change the normally scheduled work day, work week, or work month for some or all of the employees to meet Agency needs and responsibilities.

When such changes are necessary, the Employer will make every effort to provide the affected employee(s) with a reasonable period of advance notification and to limit the total work week for each employee to thirty-seven and one-half (37 ½) hours. When changes result in hours worked in excess of the thirty-seven and one-half (37 ½) hour normally scheduled work week for some or all employees, the affected employee(s) will, subject to the following paragraph, be given time off equal to the excess hours worked.

An employee will only be given compensatory time off ("Comp Time"), however, if the specific number of hours accrued in excess of the seven and one-half (7 ½) hour work day or thirty-seven and one-half (37 ½) hour work week were pre-approved in writing by his or her immediate supervisor. Such Comp Time will be used within sixty (60) calendar days of the end of the month in which accrued. An employee must request such use in writing in advance and the immediate supervisor will approve such use based on the Employer's needs and responsibilities. If such request is denied, the time limit to use the hours accrued will be extended by three (3) calendar months.

Section 4. Flexible Time

Employees may upon request and with the approval of the immediate supervisor, vary their work schedule on a short-term or a long-term basis, including the time of arrival, meal periods, and departure times, while still meeting the required number of hours in the work week, work month, and work loads. The request will be provided in writing. Variations of the flexible time concept include by the day, the week, four-day work week, or on a monthly or seasonal basis. The scheduling of flexible time will be by mutual agreement between the employee and his/her immediate supervisor.

Approval of the immediate supervisor shall be for a period of no more than one calendar year (and the immediate supervisor may thereafter, in his or her discretion, renew approval on an annual basis). The immediate supervisor must give full consideration to each individual employee's request for flex-time authorization set forth in this provision and will inform the affected employee in writing the reason for denial. The employee may appeal the immediate supervisor's decision through the employee's normal chain-of-command. A denial at any level is grievable under Article 20 of this contract.

Any approved flexible schedule will place responsibility on both the employee(s) and the immediate supervisor to ensure Agency timekeeping practices and procedures are followed. In no instances will an employee record his/her own time or decide his/her own flex-time schedule.

Section 5. Field-Based Assignment

Issues or concerns related to field-based assignments may be referred to and placed on the agenda of the Labor-Management Meeting referenced in Article 30.

**ARTICLE 6
PROFESSIONAL STATUS**

Section 1. Academic Titles

A bargaining unit employee who has earned a professional academic title may use such title in the normal course of his/her professional duties.

Section 2. Publication and Production

Employees, who in whole or in part, write, prepare, edit or otherwise produce or aid in the production of any publication, film or other materials on Agency time, at Agency expense, at the request of the Agency, or in connection with, or as a result of, their work duties, acknowledge that said publication, film, or materials is the sole and exclusive property of the Employer and further acknowledge that all rights therein of ownership, editing, reproduction, copyright, sale, or

distribution lie solely with the Employer. A bargaining unit member may seek recognition for such publication, film, or other materials, which will be displayed as part of the Foreword.

Employees who do not want to be acknowledged in the Foreword may request that their names not be included.

Section 3. Professional Organization

Employees will not be restricted from membership in professional organizations or holding office in such organizations, provided that such do not create a conflict of interest with the employee's job or interfere with the employee's performance of his/her job duties and responsibilities, or otherwise interfere with the efficiency or effectiveness of the Employer's operations and mission. The decision to belong, or not to belong, to any professional organization is a matter of individual choice and will not obligate the Employer to pay membership costs or approve participation in any professional organization activity.

Section 4. Dues and Fees

When funds are available, the Employer may pay dues or fees in connection with membership in professional organizations deemed germane to the employee's job responsibility.

Section 5. Special Activities

Upon request in writing to the immediate supervisor, an employee may be allowed to work at home or at other appropriate work locations other than the employee's base office, if the employee is working on special projects, preparing reports, or is engaged in some similar activities.

ARTICLE 7 PERSONNEL RECORDS

Section 1. Official Personnel File

There will be one official personnel file for each employee covered by this Agreement maintained in the Human Resources Office of the Employer, except items placed in the file by the employee that exceed the capacity of the file. Such items will be logged into the personnel file stored in the Human Resources Office and may be stored in a secure, off-site location.

Section 2. Access to Files

Upon written request from the employee, an employee or his/her designated representative may review his/her own personnel file maintained by the Employer. Upon written request, the Employer will provide to the field office representative of the Employer, copies of the forms and documents contained in the personnel file of an employee based in a field office which have not been previously forwarded so the employee will have an opportunity to review the contents of his/her personnel file.

Except as required by law, the following authorized persons will have access to the contents of an employee's personnel file or copies thereof without notice to the employee: individuals in the Human Resources Department, Agency attorneys, an agent of the Office of Executive Inspector General pursuant to statutory authority, the employee's immediate supervisor, anyone in the employee's chain of command, and any Division Administrator for the purpose of interviewing an employee for a vacant position for which the employee has made application. An employee

will be notified in writing within twenty-four (24) hours when access to the contents of his/her personnel file is requested by anyone other than the authorized persons listed above. Such notification will include the date and name(s) of the person(s) requesting access to the file and the reason unauthorized access is requested.

Section 3. File Entries

Any written communication to a named employee(s) that expressly discusses potential for discipline must be included in the official personnel file within thirty (30) days of its origination, except as stated in Article 16, Section 1(a).

Written complaints may be placed in an employee's personnel file by any individual in the line of authority responsible for the supervision of the employee. Such complaints must be for just cause. The employee will be notified in writing of any complaint placed in his/her personnel file. Such notification will be within ten (10) work days following the placement of a written complaint in the employee's personnel file. Employees have the right to have their written comments in response to a written complaint placed in their personnel file.

The employee will receive a copy of any materials related to performance or discipline placed in his/her personnel file by anyone other than the employee's immediate supervisor.

After 18 months of successful work performance, and absent any additional written complaint(s) placed in the official personnel file, the employee may request that such documents be removed. The employee will be notified of the disposition of such request in writing.

Employees may have official documents that attest to their qualifications placed in their personnel file. Such documents may include official transcripts, copies of degrees awarded, official evidence of licensure and copies of certification(s). Testimonial documents will not be included in an employee's file for the purpose of establishing or attesting to knowledge, skills, or abilities.

Letters of commendation and compliments, awards or any other written document attesting to the performance of an employee may be placed in the employee's personnel file at the request of the employee or by any individual in the line of authority responsible for the supervision of the employee. Items placed in an employee's personnel file, at the request of an employee, may remain in the employee's personnel file until the employee submits a written request for their removal.

Section 4. Anonymous Comments

No anonymous comments regarding the performance of an employee may be placed in the employee's personnel file.

Section 5. Subpoena

When the personnel file of an employee is subpoenaed, the Employer will notify the employee of the subpoena immediately upon receipt of the subpoena and prior to executing whatever actions are necessary by the Employer to comply with the subpoena, unless such notification is specifically prohibited in writing by the issuing authority.

ARTICLE 8 EVALUATION

Section 1. Purpose

The purpose of employee evaluation is to assess the employee's performance as defined by the evaluation instrument and the duties and responsibilities stated in the Position Action Report (PAR).

Section 2. Evaluation Procedure

Each professional employee will receive a written work performance evaluation prior to the completion of his/her probationary period. An employee will receive one (1) evaluation during the three (3) months preceding his/her anniversary date. Notwithstanding the foregoing, the Employer retains the right to, at any point in time, communicate to an employee, in writing or otherwise, regarding such employee's performance. Where not explicitly identified by the Employer as disciplinary per Article 16, any such communications shall not be grievable.

An employee who is promoted or voluntarily transferred from his/her Division will have an evaluation upon his/her exit if such exit is more than nine (9) months after his/her previous evaluation. Any employee who is involuntarily transferred may request an evaluation upon exit.

Should anyone other than the employee's immediate supervisor or Division Administrator be performing an employee's evaluation, the Employee will be notified in writing of this decision prior to the anniversary date and be allowed to appeal the decision through the grievance process.

Section 3. Evaluation Criteria

- A. The evaluation form/evaluation procedure will be approved by the Employer after discussion with the Union and will include, but not be limited to, any goals and objectives contained in the employee's previous evaluation. The employee must be evaluated using a rating system that includes a written explanation by the evaluator as to their reasoning for grading an individual in the rating category. All affected employees must be fully informed in writing how any new evaluation form/evaluation procedure is to be used in evaluating the performance of affected employees before the new evaluation form/evaluation procedure is approved by the Director of Human Resources and placed in operation. Any training provided on the use of a new evaluation form/evaluation procedure will include a bargaining unit member from each Division.
- B. Within ten (10) work days of the date an evaluation is signed and dated by the immediate supervisor and/or the Division Administrator, said evaluation must be provided to the employee. The employee must sign and date the evaluation within ten (10) work days of receipt as recognition of having read and discussed its content with the individual who signed and dated the evaluation and, in the case of an unsatisfactory evaluation, with such individual and, in the Employer's sole discretion, another management employee in a position more senior to such individual. A statement will appear on the evaluation instrument which states that the employee's signature on the document acknowledges only that the employee has read the evaluation and discussed it with the appropriate individual(s) as set forth in the preceding sentence. This receipt of the dated, signed copy of the evaluation does not indicate agreement or disagreement with the conclusions reached on the evaluation instrument.

- C. An employee may attach a response to the evaluation and other relevant materials within ten (10) work days following the receipt of the evaluation signed and dated by the evaluator.

Section 4. Entry in Personnel File

The evaluation report, all employee comments, and relevant materials will be placed in the employee's permanent personnel file.

Section 5. Inclusion of Comments

Nothing contained herein will prohibit the inclusion of comments, subject to the limitations described in Article 7, Section 2.

**ARTICLE 9
POSTING, SELECTION, PROMOTION, TRANSFER**

Section 1. Definition of Vacancy

A vacancy will be defined as a new position or a vacated bargaining unit position.

Section 2. Position Action Report

A position will be defined by those specific duties and responsibilities stipulated in the Position Action Report (PAR) for a specific position number. Changes to the PAR will be discussed with the affected employee(s) prior to implementation. If there is a substantial change in an employee's duties and responsibilities as reflected in the PAR, the employee may request a meeting with his/her immediate supervisor to discuss whether the PAR should be adjusted. If the matter is still unresolved, the employee may discuss the PAR with the Director of Human Resources or his/her designee.

Section 3. Posting

The Employer will post all vacancies to be filled by selection within the bargaining unit. Such postings will be placed at each office and electronic site maintained by the Employer and will include the classification/category of the position, salary, Division work location, the type and level of education, experience, knowledge, skills and abilities required to be considered as a candidate. All such qualifications must be directly related to the duties, responsibilities, and activities of the job to be performed.

Postings will be posted for no more than thirty (30) work days and not less than ten (10) work days. In unique situations, the Federation and the Employer may jointly agree to a shorter or longer posting time. All postings will first be made internally for five (5) work days.

Section 4. Selection

The selection process will be administered by the Division Administrator to whom the posted position reports, in accordance with the following practices:

- A. Screening

- All employee applicants will be screened by the Director of Human Resources using only objective criteria.

Objective criteria will include, but may not be limited to: (1) specific education requirements; (2) specific skill requirements that are subject to objective evaluation via work history, transcripts, or training certificates; and (3) accumulated experience of a designated type, expressed in years.

Applicants who are identified as having met the requirements of a posted position will have their applications sent to the Division Administrator that the position reports to by the Director of Human Resources. The Division Administrator will have the opportunity to request a second review of materials of those believed to be screened into the wrong category. A request from the Division Administrator for inclusion of a specific application will be considered by the Director of Human Resources with the understanding that all applications for the posted vacancy will be screened based on the same criteria. All employee applicants who have passed the screening will be interviewed at least once.

The Division Administrator, in this situation, will have the option of first interviewing those applicants who have met the preferred as well as the required qualifications.

Employee applicants identified as having failed to meet all of the requirements of a posted position shall be notified in writing by the Director of Human Resources prior to any interviews being conducted for the affected position.

Employee applicants who fail to meet all of the requirements of a posted position may request, within three (3) work days from the date of notification, and will be granted a post-screening conference with the Director of Human Resources or designee. In a post-screening conference the employee applicant will be apprised of the objective requirements that he/she failed to meet to qualify for further consideration. If the employee applicant can, within 48 hours of such conference, produce evidence of meeting the objective criteria, thus satisfying the requirements of the job posting to the Director of Human Resources, the employee applicant shall be included in the pool of candidates to be interviewed. This action shall be taken whether or not the evidence of having met the requirements of a posted position was a part of the application documents submitted by the employee applicant for a vacant position.

B. Interviewing

Interviews will be designed and structured by the Division Administrator to whom the vacant position reports. All interviews will have their structure and content reviewed by the Director of Human Resources. The process and content of competitive interviews will be job related.

Initial and/or final interviews will be conducted by teams. Unless approval is given by the Director of Human Resources, such teams will be comprised of three persons. The Division Administrator to whom the vacant position reports will always be a participant in the interview process. The remaining two members may be designated by the Division Administrator or by the Director of Human Resources. A bargaining unit member may serve as an interviewer on a team provided that the bargaining unit member is in at least a peer position within the same Division. No Operations employee may participate as an interviewer for a vacant position in the professional bargaining unit.

Second or final interviews of top candidates as determined by the initial interview may be conducted when the Division Administrator deems such interviews to be appropriate. Such interviews will comply with the paragraph above.

C. Post Interview Counseling

Any bargaining unit employee may request and be granted a post-interview counseling session. Requests for post-interview counseling will be made within twenty (20) work days after the announcement that the vacancy has been filled. Such counseling will include the Division Administrator who led the interview process and made the hiring recommendation. At the request of the Division Administrator, the Director of Human Resources or designee may participate in post-interview counseling.

Section 5. Notification of Hiring

The Employer will post a notice or otherwise make known within twenty (20) work days after hiring approval is granted that a posted vacancy has been filled, including the name of the person appointed to the position.

Section 6. Promotion

Promotion will be defined as the hiring of an employee, as defined in this article, to a new or vacant bargaining unit position in a classification higher than the employee's current position.

With the hiring of a Lane 3 employee to a vacant bargaining unit position in Lane 4, the employee will be moved to the step on the Lane 4 salary schedule that is higher than but closest in value to the employee's salary prior to the promotion.

The normal selection process (Article 9, Sections 3 and 4) for filling a vacant bargaining unit position will apply.

When the Employer is unable to make a distinction on the basis of skills, abilities, and knowledge of the candidates under consideration for a position and the Employer determines that a selection should be made, the seniority of the individuals under consideration will be the determining factor.

Employees who are promoted under this Article to a new or vacated position will receive a performance evaluation after the first three (3) months in the new position in accordance with the procedures stated in Article 8, Section 2 (Evaluations).

If the Employer determines within the three (3) month probationary period that a promoted employee is not satisfactorily performing the duties and responsibilities of the new position, the employee will be returned to his/her former classification or former position.

The hiring of a Lane 4 employee to a different Lane 4 vacant bargaining unit position through the normal selection process (Article 9, Sections 3 and 4) is considered a lateral transfer and not a promotion for purposes of this article. Such employees will remain on the same salary step and are eligible for a step increase on their original anniversary date.

Section 7. Temporary Reclassification

When an employee is assigned a majority of the duties of a higher classification, the employee will receive compensation as if he/she has been promoted to the higher classification for the

period of time such duties are performed. No bargaining unit employee will be required to work "out of classification" for more than six (6) months. This Section shall not apply to individuals assigned to "acting" titles due to leaves of absence, military leave, etc.

If the immediate supervisor determines the duties and responsibilities are of a permanent nature, requiring a full-time employee, the position will be posted in accordance with this article. The employee performing the "out of classification" duties and responsibilities for the six (6) month period will be included in the applicant pool chosen for interviews.

Section 8. Reassignment and Transfers

Reassignment and transfers will mean the movement on a permanent basis of a position inventory number within the same classification or from one geographical work location to another geographical work location. Reassignments are employer initiated. Transfers are employee initiated.

A. Involuntary Reassignment

The Employer recognizes that it is in the best interest of the employees and the Agency to promote stability by minimizing reassignments. However, when it is determined by the Employer to be in the best interest of the Employer, an employee may be involuntarily reassigned to meet the needs, missions and/or goals of the Employer, provided that employees will not be arbitrarily or capriciously reassigned.

An employee who is involuntarily reassigned will be given ten (10) business days written notice of the reassignment and will be informed in writing sixty (60) calendar days in advance if there is to be a change of geographical work location.

An employee who is involuntarily reassigned to a new geographical work location on a permanent basis, that may or will necessitate a change in residence, will be paid for relocation expenses in accord with applicable laws and regulations in effect at the time of the reassignment.

B. Employee Initiated Transfers

For the purposes of this contract, the two types of employee initiated transfers are geographical and lateral. Requests for geographical transfers will be provided in writing to the employee's immediate supervisor. Employees are not eligible to initiate a transfer during their 6 month probationary period.

1. Geographical Transfers

Employees may request, in writing, a transfer of their current position number to a different Employer office location (Springfield, Chicago, or field-based). All employee requests for geographical transfers will be considered.

The employer will provide a written response to the employee within fifteen (15) days of receipt of the request. If the request is denied, the Employer will provide specific reasons for denial in their response. Such transfers will physically move the employee along with his/her position and current functions to the new geographical location.

Employees transferring in this manner will not be reimbursed for moving expenses and may not request another geographical transfer for at least five (5) years from the effective date of the transfer.

2. Lateral Transfers

An employee may apply for and be appointed to a vacant bargaining unit position in the same classification as the employee's current bargaining unit position through the normal selection process in Article 9, Sections 3 and 4. Employees initiating such transfers will remain on the same step on the salary schedule and will be eligible for a step increase on their anniversary date.

The employee requesting the transfer will be considered with the other employee applicants for the posted position. When it is determined by the Employer that the skills, abilities, and qualifications of the individuals under consideration for the posted position are equal, seniority of the individuals will be the determining factor.

Employees transferring in this manner may not request another transfer for at least one (1) year from the effective date of the transfer.

Any employee transferring pursuant to this Article will retain all earned fringe benefits and accrued seniority.

Section 9. Managerial, Supervisory, and Confidential Vacancies

As a statement of principle and in the interest of encouraging career ladder opportunities, the Employer agrees to post managerial, supervisory, and confidential positions below the level of Assistant Superintendent. The Agency is not required to post the vacancies of the Government Relations and the Communications Department. Sections 2 through 6 of this Article will not be applicable to this section.

Section 10. Legislative Abolishment of Bargaining Unit Positions

In the event that the Employer proposes legislative language to remove or abolish a position or positions from the Agency, the Employer will give prompt notice to the Federation.

ARTICLE 10 HOLIDAYS

Section 1. Holidays

The following days will be recognized as holidays: New Year's Day, Columbus Day, Lincoln's Birthday, Washington's Birthday, Memorial Day, Martin Luther King's Birthday, Independence Day, Labor Day, Veteran's Day, General Election Day, Thanksgiving Day, the Friday after Thanksgiving Day, and Christmas Day.

In addition to the holidays set forth above, employees will be entitled to any additional holidays proclaimed by the Employer and/or proclaimed by the Governor and applicable to other state agencies.

During each year of this agreement, the Employer will prepare a schedule identifying the day on which each of the foregoing holidays will be observed, provided that holidays falling on a

Sunday will be observed on the following Monday, and holidays falling on Saturday will be observed on the preceding Friday.

Section 2. Eligibility for Holiday Pay

In order to be eligible for holiday pay (i.e., no deduction from the employee's salary for the day observed as a holiday), the employee must be in pay status on the scheduled working day immediately preceding and immediately following the day observed as a holiday.

Section 3. Primary Election

The Employer will provide time off on the date of a primary election in accord with the applicable statutes as may from time to time exist.

Section 4. Work on a Holiday

When an employee is notified in writing that he/she is required to work on one of the holidays set forth in Section 1 and such employee actually works as required, that employee will be given time off comparable to two and one-half times the time actually worked on the holiday on dates mutually agreed to by the employee and the immediate supervisor.

**ARTICLE 11
VACATION**

Section 1. Earning of Vacation Days

Employees will earn vacation days only in the months in which they are paid for at least fifteen (15) days of service. The number of days that will be earned in each particular month is listed on the following schedules. Schedule A will apply to employees who have not completed 14 years of continuous service. Schedule B will apply to those employees who have completed a minimum of 14 years of continuous service.

	Schedule A	Schedule B
January	1	2
February	2	2
March	1	1
April	1	2
May	1	1
June	2	2
July	1	2
August	1	1
September	1	2
October	2	1
November	1	2
December	1	2
TOTAL	15	20

New employees will be eligible to take earned vacation days only after the successful completion of their first six months of employment with the Agency. The employee's immediate supervisor may approve the use of vacation time for probationary employees as deemed appropriate.

Section 2. Computation of Continuous Service

For the purpose of computing the years of continuous service, an employee's consecutive years of full-time employment with the State of Illinois or with a public or private educational institution within the State of Illinois will be counted, provided that the interruption between the date of such last employment and the date on which the employee is employed by the Illinois State Board of Education is not more than thirty (30) calendar days. However, at the written request of an employee, the Director of Human Resources may determine that there are extenuating circumstances and approve in writing an exception to the thirty (30) day provision stated herein. Each employee request for an exception to the thirty (30) day provision will be given equal consideration.

The Employer will notify new employees at the time of appointment that they are responsible for requesting written verification of previous service dates with an Agency of the State of Illinois or a public or private educational institution within Illinois and for providing the Director of Human Resources with such verification. Verification must be provided within six (6) months after the date of employment to be considered for retroactive computation of vacation day earnings. Valid verification submitted after this six (6) month limitation will be accepted only for the purpose of adjusting current vacation earning rates.

The Employer agrees to comply with 5 ILCS 360/1 which provides: "After the effective date of this act, computation of vacation time of former State employees re-entering State service shall be determined as though all previous State service which qualified for earning of vacation benefits is continuous with present service."

For purposes of this Section, "State employee" means an "employee" as that term is defined in Section 2 of the "State Salary and Annuity Withholding Act."

The method of computing years of continuous service as stated herein will only be applicable to Section 1 of this Article and will not be applicable to any other provision of this Agreement.

Section 3. Increments

With prior approval of the Employer, an employee may use vacation time in increments of not less than fifteen (15) minutes for personal business, provided the employee notifies his/her Division Administrator and/or Division Supervisor or designated member of management as far in advance as possible and the Employer determines that the use of the vacation time will not interfere with the operating needs of the Employer.

Section 4. Accrual and Payment

Employees may accrue vacation days to which they are eligible. For all employees hired prior to January 1, 2007, any days in excess of two and one-half (2 ½) times the number of vacation days for which the employee is eligible that are not used by the close of business June 30 of each year are forfeited. For all employees hired on or after January 1, 2007, any days in excess of two times the number of vacation days for which the employee is eligible that are not used by the close of business June 30 of each year are forfeited. Forfeiting of vacation time is not applicable when the immediate supervisor's denial of vacation requests caused the excess vacation time (Refer to Section 6). Should an employee leave the Agency, payment for accrued vacation will not exceed the limitation of 2 ½ times for those hired prior to January 1, 2007 or 2 times for those hired on or after January 1, 2007.

Section 5. Vacation Pay

Employees who are utilizing their accrued vacation time while they are in the employ of the Employer will be paid the same rate of pay they would have received had they been performing their assigned duties and responsibilities (including any increases for which the employee is eligible under the provisions of this Agreement).

Section 6. Vacation Schedule

The Federation recognizes that the Employer has the right to determine the number of employees within each classification and Division that may be on vacation at any time. The Employer will determine employees' vacation dates in the order in which requests for such dates are received. Seniority will be the determining factor when the same dates are requested within the same work week by two or more employees.

Subject to this Section, an employee's approved vacation schedule cannot be revoked by the Employer without the employee's consent.

If an employee requests a rescheduling of vacation dates, the dates may be rescheduled provided that such rescheduled dates do not interfere with the operations of the Employer, and do not adversely affect another employee's previously scheduled vacation.

If an employee is transferred after his/her vacation dates are established, the employee may carry over his/her vacation selection to the new job provided that such vacation selection does not interfere with the operations of the Employer or adversely affect the vacation selection of an employee in the new Division.

If an employee's approved vacation schedule is delayed during the last three (3) months of the fiscal year due to the needs of the Employer and such delay results in exceeding the limitations set forth in Section 4 of this Article, the employee may exceed the stated limitation. The employee must reduce the excess vacation days exceeding 2 ½ times the number for which he/she is eligible by the end of the current calendar year or forfeit the excess.

Section 7. Additional Vacation for Agency Service

Beginning with the completion of 10 years of continuous agency service, employees will earn one (1) additional day of vacation per year for each year of continuous agency service completed, to a maximum of 30 days per year. See schedule below.

- Completion of 10 years - 1 day
- Completion of 11 years - 2 days
- Completion of 12 years - 3 days
- Completion of 13 years - 4 days
- Completion of 14 years - 5 days
- Completion of 15 years - 6 days
- Completion of 16 years - 7 days
- Completion of 17 years - 8 days
- Completion of 18 years - 9 days
- Completion of 19 years - 10 days

Such additional day(s) will be earned the month in which such continuous service is completed. Example: An employee who was hired 7/16/91, completing 10 years of continuous service

7/15/01, will earn 1 additional day on July 1, 2001 and will continue to earn additional days each July based on the schedule provided above. Additional vacation days will be posted to the employee's vacation day balance on their creditable service date.

Section 8. Conversion Between Sick Days and Vacation Days

Once at the end of each contract year, at the employee's discretion, any excess of sick days beyond ninety (90) accumulated days will be converted to a vacation day at the maximum rate of one (1) vacation day for two (2) sick days. Upon termination, the employee will not be eligible for remuneration for vacation days acquired under this provision.

It is further agreed that employees who qualify for the conversion of two (2) sick days for one (1) vacation day, as set forth in Section 8 of this provision, will be allowed to convert a maximum of ten (10) sick days to five (5) vacation days each year.

At least thirty (30) days, but no more than sixty (60) days, preceding retirement, an employee may reconvert, only for the purpose of extending retirement service credit, any previously converted unused vacation days to sick days at a ratio of one (1) vacation day for two (2) sick days.

Notwithstanding the foregoing, the conversion of sick days to vacation days does not permit an employee to accrue vacation in excess of the limitations set forth in Section 4 of this Article.

Section 9. Crediting of Additional Vacation Days

The Employer agrees that additional vacation days earned as prescribed in Section 7 of this Article will automatically be credited to the employee. Additional vacation days earned under Section 7 of this Article will be officially added to an affected employee's timesheet, except as provided herein for an employee who retires from Agency service effective prior to the end of a service year in which additional vacation days would have otherwise been earned and credited had the employee worked a full year. If the vacation day total on the official timesheet is in error, the employer will correct the error to reflect the appropriate number of vacation days earned and accrued minus the number of vacation days taken (Refer to Section 10).

With respect to an employee who retires from Agency service effective prior to the end of a service year in which additional vacation days would have otherwise been earned and credited had the employee worked a full year, such employee will be credited with additional vacation days in accordance with the following formula: zero (0) to less than three (3) full months served - no additional vacation days; three (3) full months to less than six (6) full months served - 25% of the annual allotment of additional vacation days as set forth in Section 7; six (6) full months to less than nine (9) full months served - 50% of the annual allotment of additional vacation days as set forth in Section 7; and nine (9) full months to less than twelve (12) full months served - 75% of the annual allotment of additional vacation days as set forth in Section 7.

Section 10. Vacation Leave Official Record

For vacation leave earned during fiscal year 2000 and subsequent fiscal years, the official records in respect to each employee's accumulated vacation leave will be deemed to be correct if at least two (2) years have expired since the end of the fiscal year during which such vacation leave was earned. Accumulated vacation leave will not be adjusted upward or downward after the expiration of such two-year period.

ARTICLE 12 SICK DAYS

Section 1. Eligibility

Employees are entitled to one (1) paid sick day after the fifth (5th) working day of paid status, for each month's service with the Employer.

Section 2. Accumulation

There will be no limit on the number of unused sick days that an employee may accumulate. Employees, at their discretion, will be compensated for accumulated sick days at the time of separation from employment as provided by law.

Section 3. Use of Sick Days

Sick leave may be used in fifteen (15) minute increments. Sick leave may be used for appointments with licensed health care professionals, personal illness or injury, temporary disability, quarantine at home, or an illness in the immediate family or household. In connection with such use, if the Employer has reason to suspect abuse of sick leave then the Employer may require certification from a physician or other licensed health care professional. Should the Employer mandate such certification from a physician or other licensed health care professional of the Employer's choice, then the employee shall be allowed to obtain such certification during their normal work day without loss of pay, time or accrued time benefits and all reasonable and foreseeable costs associated with obtaining such certification will be at the Employer's expense.

Accumulated sick leave may also be used for an extension of bereavement leave in the event of a death in the immediate family or for attending funerals of other family members, including a legal guardian or a person for whom the employee is legal guardian.

Section 4. Notification

Employees taking sick days must notify their immediate supervisor or the employee designated to record attendance on the morning of each day's absence, unless the immediate supervisor has a prior understanding of the duration of the employee's expected sick leave and the absence falls within such duration. Such notification will normally be made within one (1) hour of the employee's scheduled starting time. If the employee is prevented from notifying his/her supervisor due to a bona fide emergency, the employee shall notify his/her supervisor as soon thereafter as reasonably possible.

Section 5. Extension of Sick Days

An additional ten (10) days of sick leave per fiscal year may be granted by the immediate supervisor if an employee's work record warrants an extension of the sick leave. Any such extension will be charged against an employee's later sick leave accumulation.

ARTICLE 13 ACCELERATED COMPENSATION FOR RETIREMENT

Section 1. General Provisions

Upon submittal of an irrevocable notice of resignation to the Director of Human Resources at least 24, or 36 months prior to the effective date of resignation, any employee shall be eligible

for payment of the employee's accumulated compensable leave throughout the duration of the irrevocable contract. Payment for accumulated, compensable leave as set forth above shall be subject to the following provisions:

1. The accumulated compensable leave liquidated under this Section shall not exceed 2 ½ times the number of annual vacation days for which the employee is eligible, plus the number of accumulated compensable sick days.
2. Payments for compensable leave shall be based on the employee's then-current per diem rate of pay.
3. The total number of compensable days liquidated under this Section shall be determined as of the date the irrevocable notice of retirement is submitted to the Director of Human Resources.

Section 2. Crediting of Additional Vacation Days

For retiring employees, additional vacation days as provided in Article 11, Section 7 shall be credited and posted during the final year at the end of each quarter prior to the retirement date.

Section 3. Payment for Compensable Sick Days

Employees, at their discretion, will be compensated for accumulated sick days either through the Accelerated Compensation for Retirement Pay Plan or at the time of separation from employment as provided by law.

ARTICLE 14 LEAVES OF ABSENCE

Section 1. General Leave Provisions

- A. Unless otherwise specified, the general leave provisions of this section will control all types of leaves which are the subject of this Article.
- B. At the sole discretion of the Employer, a leave of absence may be granted to employees for periods not to exceed six (6) months, except as otherwise provided in this Article. The Employer will make a determination within ten (10) work days of the request as to granting/denying of leave request. The decision by the Employer will be given to the employee in writing.
- C. At the request of the employee, a leave of absence may be extended by the Employer for good cause, for a period not to exceed six (6) months beyond the expiration date of the original leave. For leaves of less than sixty (60) calendar days, extension requests must be filed at least fifteen (15) days prior to the expiration date of the leave. For leaves of sixty (60) or more calendar days, extension requests must be filed at least fifteen (15) work days prior to the expiration of the leave.
- D. Except as otherwise provided in this Article, Section 2(F), the total period of all consecutive leaves and leave extensions granted to an employee may not exceed one (1) year.

- E. The Employer's decision to grant or deny any leave or leave extension request will include a consideration of the Employer's perceived or projected operation needs during that period.
- F. If the total leave of absence time, and any extension thereof, granted for a leave does not exceed six (6) months, the employee will be returned at the termination of the leave to his/her former position. If the time granted for the leave and any extensions thereof exceeds six (6) months, the employee will be returned to his/her former or a similar position. If a similar position is not available at the time the leave terminates, the employee may be given an opportunity to return to any vacant position for which the Employer determines the employee is qualified or will be laid off and recalled to the next vacant similar position. It is understood that nothing contained in this Section will conflict with Article 19 (Reduction In Force).
- G. At least three weeks (21 days) prior to the end of the leave period, an employee on a leave of absence must notify the immediate supervisor in writing of the intent to return on the scheduled date.
- H. An employee will continue to accrue seniority when on a leave of absence. An employee, however, will neither accumulate nor earn any other benefits during the leave period unless otherwise specified herein. An employee may voluntarily pay the cost of his/her insurance coverage and that of his/her dependents while on a leave of absence, as well as the costs of other benefits provided that the employee is entitled to make such payments under the statutes as may from time to time exist. It is understood by the parties that the Employer has no discretion as to such payments and that the Agencies of the State which have authority in matters of employee benefits will have the sole authority to make all determinations in regard to the payments specified in this Section.

Section 2. Leaves of Absence Without Pay

- A. **Personal Leave.** An employee may be granted a personal leave. All requests for such leaves must be made in writing. The request must state the reasons for the leave and the duration of the leave.
- B. **Sick Leave.** An employee may be granted a leave of absence due to illness or injury for up to six (6) months only after the individual has exhausted all of his/ her accumulated sick days. The request for such a leave of absence must be accompanied by a written statement from the attending physician with a projection of expected leave duration. The employee will be requested to submit a physician's release prior to commencing work after sick leave. The Employer may require an examination at the Employer's expense by a licensed physician of its choosing to verify the need for the leave of absence and the condition of the employee prior to return from the leave.
- C. **Educational Leave.** The Employer may grant an employee a leave of absence up to a maximum of twelve (12) months for the purpose of engaging in full-time studies at an accredited school which would benefit the Agency by improving the employee's ability to perform the duties of his/her position or by preparing the employee to compete for a higher level position in the Agency. An employee returning from an approved educational leave will be, at the sole discretion of the Employer, placed in his/her former position or a position at the same level of compensation.

All requests for educational leave must be made at least two (2) months prior to the requested date of the commencement of the leave. The request must state the course of study to be taken during the leave and the benefits to be derived from the course of study. Upon written application by the employee at least thirty (30) days prior to employee's scheduled return date, an educational leave may be extended. Educational leaves of absence and any extensions thereof will not exceed twelve (12) months in duration. Any employee granted an educational leave must agree to return to the Agency for a period of time equal to the duration of the educational leave.

- D. **Military Leaves and Peace Corps Leaves.** A leave of absence without pay will be granted to all permanent employees who leave their positions and enter military service, the Peace Corps, Vista or other similar public service programs providing such service is not for more than four (4) years. In the case of leaves for military service, the Employer will comply with the applicable Federal and State statutes as may from time to time exist. In other cases, employees will be restored to a comparable position if they return to work within ninety (90) days after discharge; employees must, however, be qualified to perform the duties of the position.
- E. **Child Care Leave.** The Employer may grant an employee's (male/female) request for a leave of absence without pay for the purpose of child care.
- F. **Family Medical Leave Act (FMLA).** Employees will be eligible for a FMLA leave for a total of twelve (12) weeks in a twelve-month period as provided by and in accordance with the provisions of the Family Medical Leave Act and the policy of the employer.

Section 3. Leaves of Absence With Pay

- A. **Federation Leave.** Upon the request of the President of the Federation, the Employer will provide up to five (5) unit members paid leave for one (1) day to attend any Federation conference or convention per fiscal year. The Federation President will give the Director of Human Resources as much advance notice as possible of the anticipated dates and employees designated to participate in Federation leave.
- B. **Civil Leave.** Time away from work with pay will be allowed to permanent employees for responding to a jury summons, for serving on jury duty, or for complying with subpoenas issued by a legislative, judicial or administrative body in a matter in which the employee is not a party or is a party of interest. In accordance with this provision, an employee will not receive time away from work with pay to pursue his/her own personal litigation, unless such time is taken as an earned vacation day or personal day. When called for the aforementioned reasons, employees must notify the immediate supervisor as far in advance as possible of the days they expect to be absent. A copy of the subpoena or notice of jury duty must be presented to the Director of Human Resources for placement in the employee's personnel file at the time of notification in order for the leave to be granted.
- C. **Community Action Leave.** The Employer will grant a leave with pay, not to exceed one (1) day, to those employees activated to serve in a voluntary capacity in volunteer fire fighting, police, or civil defense rescue organizations when such volunteer organizations are involved in immediate or preventive activities. Such leave will not exceed two (2) days in any twelve-month (12) period. Voluntary participation in the specified volunteer organizations will require the prior approval of the Employer. Employees absent from

work for such reason will be required to obtain a written statement from the authority in charge of the volunteer unit certifying as to the employee's activities during the period of absence.

D. Development Leave.

1. General Provisions. At the sole discretion of the Employer, an employee may be granted a fully- or partially-paid leave of absence in accord with the provisions stated in Section 1, for a maximum of one (1) year, to participate in a program or project which would promote the professional development of the employee and benefit the Agency. These may include: exchange work in other governmental agencies, independent research and writing, or participation in a formal program of study.

An employee who is granted a partially- or fully-paid development leave must agree in writing, in advance of the leave, to return to his/her position with the Employer for a period of one (1) year immediately following the leave. Also in advance of the leave, the employee must agree in writing to reimburse the Employer for all salaries, benefits, travel, tuition or other fees and expenses paid by the Employer with respect to the development leave if the employee should fail to remain with the Employer for one (1) year after his/her return from leave.

During the period of the leave, the employee will be considered in pay status and will accrue appropriate benefits. Any grants, stipends, fees or other payments received for services outside the Agency during the period of the leave will be submitted to the Employer.

2. Employer-Initiated Development Leaves. Selection of employees for development programs that are established or sponsored by the Employer will be subject to the approval of the Superintendent or his/her designee and will be based on a consideration of the present and future needs of the Agency.
3. Employee-Initiated Development Leaves. Approval by the Superintendent or his/her designee of requests for development leave to participate in employee initiated programs or projects will be based on a review of a written proposal submitted by the employee which explains the purpose for which this leave of absence would be used, the potential benefits to the Agency and the employee, and the duration of the leave.

In reviewing such requests, the Employer will consider such things as an employee's areas of expertise, the potential development of the employee and the program, the future needs of the Agency, the potential of the program, employee's service to the Agency, and each candidate's length of service in determining who participates in such programs.

If the Employer convenes a committee to select participants to engage in developmental programs as provided for in this section, at least one (1) bargaining unit employee will be appointed to such committee.

- E. Conference/Workshop Leave. An employee may be granted a leave of absence with pay not to exceed two (2) weeks during any calendar year hereunder to attend

conferences, workshops, training institutes, seminars, grant requirements or training courses which are directly related to the employee's position or the acquisition of skills for such position. When an employee requests permission to attend any such conference, workshop, training institute, seminar, grant requirement or training course, such request will be submitted to the immediate supervisor on ISBE Form 51-89. If any such request is denied, the immediate supervisor will identify the reason for such denial on the form and forward the form to his/her immediate supervisor for review. A copy of such form will also be given to the employee submitting the request.

A request by the employee for authorization to extend any such leave beyond the two-week maximum set forth above will be submitted to the immediate supervisor at the time of the leave request. Any extension granted by the Employer will be charged against the employee's accrued vacation time.

- F. Bereavement Leave. Bargaining unit employees will be eligible for bereavement leave as follows:
1. Up to three (3) leave days for each death in the immediate family. Immediate family will mean the employee's spouse, son, daughter, mother, father, brother, sister, grandparent, grandchild, corresponding in-law or step relation.

One (1) day for each death of an extended family member. Extended family will mean a niece, nephew, aunt, uncle, or cousin.
 2. In accordance with Section 3 of Article 13 hereof, accumulated sick days may be used for extension of bereavement leave in the immediate family or for attending funerals of other family members, including a legal guardian or a person for whom the employee is the legal guardian.
 3. Up to one (1) day to attend the wake, memorial service or burial of any active ISBE employee with whom the employee worked in either the same division, committee assignment or every day due to course of business; provided, however, that management reserves the right to deny requests for such leave where reasonably necessary to ensure efficiency of operations. The Employer may require verification of any death giving rise to the use of bereavement leave.
- G. Military Leave. All bargaining unit employees will be allowed time off with pay to take a required military physical examination.

Any full-time employee who is a member of any reserve component of the armed services or of the Illinois National Guard will be allowed time off with pay for a period not to exceed two (2) weeks during any calendar year for annual or special training or active duty in these organizations. When ordered to report for such service, the employee must present a copy of his/her orders to the Employer when he/she receives the orders.
- H. Maternity/Paternity Leave. All bargaining unit members who provide proof of their pregnancy or that of their female partner in the first twenty (20) weeks of pregnancy or following medical verification of pregnancy will be eligible for four (4) weeks paid maternity leave after a live birth. Maternity and/or Paternity leave shall be limited to one (1) leave per couple for each live birth. All bargaining unit members are eligible for four

(4) weeks of paid Adoption leave with a new adoption. Adoption leave is limited to one (1) leave per couple per year.

Maternity, Paternity and Adoption leaves are for the purpose of bonding with the new member of the household. Maternity and Paternity leave must begin within one (1) year of the date of a live birth or is forfeited. Adoption leave must begin within one (1) year of the initiation of the adoption process or is forfeited. Maternity, Paternity and Adoption leave may be interrupted at the request of the Employer and with agreement of the employee based on Agency need and may not exceed one interruption per Maternity, Paternity and Adoption leave. The Director of Human Resources shall have final approval of any interrupted Maternity, Paternity and Adoption schedules.

ARTICLE 15 PERSONAL DAYS

Section 1. Implementation

Employees are entitled to four (4) personal days without loss of pay during each year of the Agreement subject to the provisions of Section 4 of this Article.

Section 2. Accumulation

Personal days will not accumulate nor will the Employer compensate an employee for unused personal days at the time of separation from employment except as provided below. At the end of each year of this contract, an employee's unused personal days will be converted to sick days.

If the services of an employee are terminated by reason of retirement, disability, or death, the employee or his/her estate, as the case may be, will be paid a lump sum, for the number of days for personal days allotted to the employee, but not used as of the date of termination, in an amount equal to one-half (1/2) pay per working day times the number of such leave days so accumulated and not used.

Section 3. Notification and Usage

Personal days will be requested in advance in writing. In instances precluding making prior arrangements, such as hazardous travel conditions, personal or family emergency, or some unforeseen circumstance, employees must notify their immediate supervisor or the employee designated to record attendance on the morning of the absence. Such notification will normally be made within one (1) hour of the employee's scheduled starting time.

Personal day usage may be taken in fifteen (15) minute increments up to one (1) full day.

Section 4. Annual Allocation

Employees who enter service during a given year will be eligible for personal days on a pro-rata basis as follows:

If hired:	
July 1 - August 31	4 days
September 1 - October 31	3 days
November 1 - December 31	2.5 days
January 1 - End of February	2 days

March 1 - April 30
May 1 - June 30

1.5 days
1 day

Section 5. Attendance Recognition

A regular, full-time employee using three or less sick days in a fiscal year will be given one additional personal day for use in the following fiscal year. Eligible employees for this attendance recognition program include employees who:

1. Have been employed with the Employer for the entire fiscal year;
2. Work a full-time, 37 ½ hour per week schedule; and
3. Have not taken a leave of absence during the fiscal year.

ARTICLE 16 DISCIPLINE

Section 1. Disciplinary Procedures

For just cause, employees will be subject to disciplinary action by the Employer. Prior to the Employer's imposition of a disciplinary sanction involving a written reprimand, suspension or dismissal, the Employer must first convene a pre-disciplinary meeting with the employee pursuant to Section 2 hereof. Notice of the time, place and purpose of such meeting will be given to the employee and the Federation at least forty-eight (48) hours in advance. Employee misconduct will result in disciplinary sanctions ranging from verbal counseling through dismissal according to the following schedule:

- A. **Verbal Counseling.** A record of each verbal counseling will be documented by the employee's immediate supervisor and a copy of such documentation will be provided to the employee and contain the length of time the documentation will remain in existence. However, a copy of such documentation will not be placed in the employee's personnel file. A verbal counseling may not be grieved.
- B. **Written Reprimand.** Any written reprimand will be provided to the employee and a copy of such reprimand will be placed in the employee's personnel file. The written reprimand will identify the length of time such written reprimand will remain in effect. A reprimand in respect to employee tardiness or absenteeism will be removed from the employee's personnel file after one (1) year of satisfactory performance/evaluation. It is the employee's responsibility to request removal of such reprimand from the personnel file.
- C. **Suspension.** The Superintendent (or designee) may impose suspension without pay for up to but no more than thirty (30) work days, subject to applicable wage and hour laws.
- D. **Dismissal.** The Superintendent (or designee) will have the authority to dismiss an employee for just cause.

The Federation and the Employer acknowledge that the initial disciplinary step and appropriate disciplinary sanctions for any employee misconduct will be determined by the Employer based on the severity of the offense and/or the employee's disciplinary record.

An employee may petition the Director of Human Resources for early removal of a written reprimand from such employee's personnel file. Such petition will include the rationale for early

removal. Likewise, the Director of Human Resources can extend this period where there is a pattern or practice of the same or similar violation(s). The Employer will not act arbitrarily or capriciously in determining whether to maintain any written reprimand for the full term initially imposed, including any extensions.

Section 2. Pre-Disciplinary Meetings

For disciplinary action other than verbal counseling, the Employer will hold a pre-disciplinary meeting to be scheduled during the employee's regular hours of employment. An employee (and the Federation President or designee) will be given advance written notice of a pre-disciplinary meeting as follows: at least five (5) working days for a dismissal; at least three (3) working days for a suspension; and at least two (2) working days for a written reprimand. (For example, where a pre-disciplinary meeting notice is sent for a proposed suspension at 3:00 p.m. on a Tuesday, the pre-disciplinary meeting can be held no earlier than 3:00 p.m. that Friday). Such notice shall include: (a) the reason for the pre-disciplinary meeting with sufficient specificity to inform the employee of the alleged misconduct that has given rise to the meeting, including the facts on which the proposed disciplinary sanction is based and the individual(s) with material knowledge of such facts and (b) the proposed disciplinary sanction to be imposed by the Employer if misconduct is established. The employee may elect to be accompanied by a Federation representative at any pre-disciplinary meeting. Nothing herein will prohibit the Employer from imposing discipline if the right to Federation representation is waived.

The employee and/or Federation may request a rescheduled meeting time to accommodate schedules. In such event, the rescheduled time will be within twenty-four (24) hours, unless otherwise agreed to by the parties. Except in cases where the proposed disciplinary sanction is dismissal, the Employer will notify the employee and the Federation of the disciplinary sanction to be imposed, if any, within thirty (30) calendar days after the pre-disciplinary meeting has concluded. Notwithstanding the foregoing, the Federation and the employer may agree to extend such thirty (30) day time period. Except in cases involving potential dismissal, if such thirty (30) day time period expires without disciplinary notice from the Employer or an agreement to extend, then no disciplinary sanction may be imposed in connection with the misconduct that gave rise to the meeting.

Unless otherwise agreed to by the employee and the Federation, pre-disciplinary meetings will be scheduled within thirty (30) calendar days from the date the alleged misconduct became known to the Employer.

If the Office of the Executive Inspector General (OEIG) is investigating the conduct at issue, all of the above processes and timelines are tolled, and the Employer is not required to comply with the above requirements until and unless the OEIG authorizes the Employer to proceed.

ARTICLE 17 INSURANCE

The Employer will comply with the statutes as may from time to time exist regarding insurance. All matters concerning insurance plans and/or coverage will be studied and evaluated by the Labor-Management Committee. Recommendations arrived at by the Committee will be made to the Superintendent and the President of the Federation.

ARTICLE 18 SENIORITY

Section 1. Definition

For purposes of this Contract, the term "seniority" will mean the length of continuous, fulltime service with the Employer in a bargaining unit position from the employee's last date of hire as a permanent employee. Members of AFSCME Local 2811 that move into the IFSOE bargaining unit positions without interruption of service will not carry their accrued AFSCME seniority into the IFSOE bargaining unit.

Employees will not accrue seniority while assigned to positions outside the bargaining unit. If such an employee returns to a bargaining unit position, the employee will be entitled to credit for seniority the time accrued up to the time the employee left a bargaining unit position, but will not be entitled to credit for time accrued in positions excluded from the bargaining unit. However, an employee who holds a position outside of the bargaining unit for eighteen (18) or more calendar months will have no seniority upon return to a bargaining unit position. For purposes of this Article, permanent part-time employees will accrue seniority commensurate with actual time worked with the Employer.

Section 2. Equal Seniority

If seniority is equal, the date on the employees' applications will be used to determine the most senior.

Section 3. Seniority List

The Employer will provide a copy of the Agency seniority list to the President of the Federation every six (6) months.

Section 4. Termination of Seniority

Seniority will be terminated if the bargaining unit employee:

- quits or resigns;
- is terminated;
- retires or is retired;
- is not recalled from a RIF as provided in Article 19, Section 5;
- fails to return from an approved leave of absence at its expiration; or
- occupies an exempt position greater than 18 months.

Section 5. Probationary Employees

Each employee will be considered as a probationary employee for the first six (6) months of continuous full-time service after which his/her seniority will date back to his/her date of hire. Probationary employees may be laid off or terminated at the sole discretion of the Employer without recourse to the grievance procedure.

Section 6. Exceptions

Those individuals granted seniority credit prior to July 1, 2001, for time other than that outlined above will retain such time. Employees of the bargaining unit on July 1, 2001, who previously held a position that was excluded from the bargaining unit due to confidential status will receive

bargaining unit seniority in accordance with the Memorandum of Understanding entitled "Former Managers," effective July 1, 1995.

ARTICLE 19 REDUCTION IN FORCE

The term "days" as used in this Article means calendar days.

Section 1. Reductions In Force

- A. The Federation recognizes the right of the Employer to reduce its workforce for legitimate, non-discriminatory reasons. Prior to initiating a Reduction In Force (RIF) Plan, however, the Employer will determine whether or not the expected attrition in the Agency is such as to alleviate the need for an actual RIF. When feasible, the Employer will also use reassignment as a means to alleviate a RIF.
- B. It is agreed that at least sixty (60) days prior to the RIF, a report will be submitted by the Employer to the Federation outlining the layoff plan (the "RIF Report"). The RIF Report will include at a minimum, (i) the reason for the reduction in force; (ii) the most recent seniority list; (iii) the names of the employees in the positions to be eliminated ("Initially Affected Employees"); (iv) a list of any contractors performing the same bargaining unit work as the Initially Affected Employees; (v) with respect to each Initially Affected Employee, a list of all less senior employees in that classification holding positions for which such Initially Affected Employee is qualified (and a similar list for each employee included on this or any successive list) (all employees included on any such list being defined as "Potentially Affected Employees"); (vi) a list of all currently vacant positions; and (vii) the effective date of the RIF.
- C. During the fifteen (15) days after the Employer's submission of the RIF Report, (i) the Employer will make a representative of Human Resources available to meet with a representative of the Federation at and for reasonable periods of time to determine whether the names of any employees should be added to any of the lists described in subsection B(v) above; and (ii) the Federation may develop a report for submission to the Superintendent/designee outlining all alternatives to a RIF (the primary objective of the Federation's report will be to identify alternatives which may be used when attrition does not alleviate the need for a RIF). The Federation agrees that the Employer shall determine the qualifications of an employee for a particular position as long as such a determination is not made in an arbitrary or capricious manner.

In the event of a RIF, the Employer will determine the appropriate staffing levels within the Agency.

Section 2. Notification

At least thirty-five (35) days prior to the RIF, the Employer agrees to send written notice of the proposed RIF to all Initially Affected Employees and Potentially Affected Employees ("RIF Notices") (copying the Federation on all such RIF Notices). If, however, a bona fide emergency exists, which may include, but not be limited to, the enactment of legislation which results in the elimination of positions and/or a cut in the personal service appropriation, the Employer need only send such RIF Notices as soon as practicable.

Each RIF Notice shall include, without limitation, (a) the list for that employee described in Section 1(B)(v) above (with any additions per Section 1(C)); and (b) any vacant position(s) for which the employee is determined to be qualified.

Section 3. Selection Process

- A. Each Initially Affected Employee shall, in order of seniority, be given the opportunity to (i) bump into the least senior position on the list included with his or her notice; (ii) request to be reassigned to a vacant ISBE bargaining unit position included in such notice (the acceptance of such a position in a lower classification does not eliminate an employee's recall rights under Section 5); or (iii) accept layoff. Those Potentially Affected Employees bumped by Initially Affected Employees shall, in order of seniority, be given the same opportunities (as is the case with any successive round of bumping).
- B. Any employee receiving the notice required by Section 2 will, no less than seven (7) calendar days after the date of such notice, inform the Employer in writing of his/her preferences with respect to the above options. Any employee who does not timely inform the Employer in writing shall be deemed to have accepted layoff.
- C. Within fourteen (14) days prior to the RIF, the Employer shall post the results of the Selection Process, which results shall be based on the preferences submitted by the Initially and Potentially Affected Employees pursuant to Section 3.B.

During any RIF within the Agency, the provisions set forth in Article 3 (Management Rights) of this Agreement concerning Affirmative Action will be considered by the Employer.

The Employer will terminate any contractual professional employees, hourly professional employees, probationary professional employees and part-time professional employees performing the same bargaining unit work as the Initially Affected Employees. For the purposes of this Section, ten (10) month employees will be considered permanent employees.

Section 4. RIF/Recall List

The Employer will maintain a list of those persons who have been laid off for purposes of recall. The Employer will provide the Federation with a copy of such list.

Section 5. Recall

Employees who have been laid off shall have recall rights to their former position or to another vacant IFSOE bargaining unit position in the Agency for which they are qualified for a period of twenty-four (24) months after the effective date of the layoff. Among equally qualified employees, the employee with the greatest seniority will be recalled first. Notice of Recall will be sent by certified mail to the employee's last address on file with the Employer. It will be the employee's responsibility to keep the Department of Human Resources informed in writing of his/her accurate residential address.

The employee will have fifteen (15) calendar days after receipt of such Notice of Recall to notify the Employer in writing of his/her intent to return to work on the date stated in the recall notice.

If the employee refuses the offer of recall in writing, the employee will be dropped from the recall list and the employee's seniority and the employment relationship will be terminated.

If the recalled employee fails to notify the Employer within the time specified herein, or if the Notice of Recall is returned to the Employer, or if after acceptance of recall fails to be available for work within five (5) days, the employee will be dropped from the recall list and the employee's seniority and the employment relationship will be terminated.

Section 6. Displaced Employees

Vacancies filled by employees during a reduction in force or through recall need not be posted.

ARTICLE 20 GRIEVANCE PROCEDURE

Section 1. Purpose

- A. The purpose of this Article is to provide a prompt, efficient investigation and Arbitration of any complaints arising under this Agreement.
- B. In furtherance of such purpose, the parties acknowledge that it is in their mutual interests to resolve grievances at the earliest step in the grievance procedure hereinafter set forth.

Section 2. Grievance Definition and Initiation

- A. A grievance will mean: (1) a complaint arising under this Agreement with respect to an employee that there exists as to him or her a dispute or difference over the meaning, interpretation or application of a specific term(s) of this Agreement; or (2) a complaint arising under this Agreement raised by the Federation that there exists a dispute or difference over the meaning, interpretation or application of a specific term(s) of this Agreement.
- B. A grievance may be pursued by the following parties: (1) an employee as to whom there has been an alleged violation, misinterpretation or misapplication of a specific term(s) of this Agreement; or (2) the Federation on behalf of such employee; or (3) the Federation when there has been a complaint as to some or all Federation members of an alleged violation, misinterpretation or misapplication of a specific term(s) of this Agreement. The Employer will not recognize a grievance if another grievance has already been filed regarding the same or similar alleged violation, misrepresentation or misapplication of this Agreement; provided, however, that the Federation may, at the first step where any employee's grievance is heard, raise any relevant acts or omissions and terms or provisions of the Agreement, which may then be considered at subsequent steps of such grievance.
- C. In order to be accepted by the Employer, a grievance (1) by an employee must be submitted to the Employer with the original signature of that grievant; and (2) by the Federation, must be submitted to the Employer with the original signature of the Federation President or designee. The Employer shall designate an individual in both the Chicago and Springfield offices for receipt of any such grievance submissions.
- D. The written grievance will be presented on a form acceptable to the Employer and the Federation and will contain: (1) a statement of the grievant's complaint which will include a brief summary of the relevant facts in support of the grievance; (2) the date (or approximate date, if the exact date is unknown) of the alleged violation; (3) an identification of the Article(s) and Section (s) allegedly violated; and (4) the remedy

requested. All grievances must be presented no later than fifteen (15) working days from the date the grievant became aware of the occurrence giving rise to the complaint.

Section 3. Representation

Employees have a right to Federation representation at each and every step of the grievance procedure. At any grievance step meeting the Federation ordinarily will have one representative. The Federation may have up to two additional representatives as deemed reasonably necessary by the Federation unless the attendance of the second additional representative would substantially interfere with the operations of the Employer. Any employee attending a grievance step meeting solely as a Federation designated additional representative must use accrued vacation or personal benefit time to cover his or her attendance notwithstanding the provisions of Article 2, Section 6. Nothing in this Section is intended to limit attendance of an IFT representative at a grievance hearing in addition to any Federation representative.

An employee may present a grievance without a Federation representative at Step 1 of the grievance procedure and have it resolved by the Employer. No resolution of any individually processed grievance will be inconsistent with the terms of this Agreement and the Federation will have the right to participate in any meeting with an employee called for the purpose of discussing a grievance. Employees participating in the grievance procedure will not be subjected to discipline or reprisal by either party because of such participation. The Federation will be notified at least forty-eight (48) hours in advance of any scheduled grievance meeting.

Section 4. Procedures

- A. It is acknowledged by the Federation and management that it is usually most desirable for an employee and the immediate supervisor to resolve problems through free and informal communications. The affected employee may, however, proceed to Step 1 of the grievance process without first participating in informal discussions to resolve the complaint.
- B. Step 1. The aggrieved employee and/or Federation will present the grievance in writing to the Division Administrator (or designee) and the Director of Human Resources. The Division Administrator (or designee) will schedule a hearing of the grievance within fifteen (15) working days after receipt of the formal written grievance. The Division Administrator will render a written response to the grievant and the Federation within fifteen (15) working days after the grievance is heard. Grievances challenging a disciplinary action for which there was a pre-disciplinary meeting as prescribed in Article 16, Section 2 shall be filed at Step 2, must be filed within fifteen (15) working days after the Federation's receipt of the notice of the disciplinary sanction imposed, may only be filed by the Federation, and shall follow the procedures set forth in subsection (C) of this Section.
- C. Step 2. In the event the grievance is not resolved at Step 1, the Federation only may appeal such grievance in writing to the Director of Human Resources (or designee) within fifteen (15) working days from the grievant's receipt of the Step 1 response or the date by which such response was due, whichever is earliest. Within fifteen (15) working days after the grievance is presented at Step 2, the Director of Human Resources (or designee) will meet with the grievant and Federation to attempt to resolve the grievance. If the parties are unable to resolve the grievance, the Director of Human Resources (or designee) will render a written response to the grievance within fifteen (15) working days

after such discussion is held and provide a copy of such response to the employee and the Federation.

- D. Step 3. If the grievance remains unresolved at Step 2, the Federation only may appeal such grievance to the Superintendent or designee (who was not a participant at Step 1 or Step 2) within fifteen (15) working days after receipt of the Step 2 response or the date by which such response was due, whichever is earliest. Within fifteen (15) working days after receiving the grievance at Step 3, the Superintendent (or designee) will meet with the grievant and Federation and attempt to resolve the grievance.
- E. Step 4. If the grievance is not resolved at Step 3, only the Federation may refer the grievance to Arbitration within fifteen (15) working days after receipt of the Step 3 response or the date by which such response was due, whichever is earliest.
- F. An employee at Step 1, or the Federation at any grievance step, shall notify the Employer at least forty-eight (48) hours prior to any scheduled grievance step meeting of any need to reschedule the grievance step meeting to accommodate schedules. In such event, the parties will reschedule the grievance step meeting within one (1) business day of the originally-noticed date or unless otherwise agreed by the parties.
- G. Only those acts or omissions and terms or provisions of the Agreement identified at the first step where the grievance is heard may be considered at subsequent steps.
- H. If the grievance is resolved at any step of the grievance procedure, the parties will sign a statement summarizing the terms of resolution within fifteen (15) working days.

Section 5. Arbitration

- A. Selection of Arbitrator. After the Federation has elected Arbitration, the parties will immediately and jointly request the Federal Mediation and Conciliation Service to submit a panel of five (5) arbitrators. Both the Employer and the Federation will have the right to strike two (2) names from the panel. The party requesting arbitration has the right to strike the first name or waive that right; the other party will then strike one (1) name with the parties continuing to strike alternately until one (1) name remains. The remaining person will be the arbitrator. However, if the Federation or the Employer desires to strike all names on this panel of arbitrators and request a new panel, it may do so not more than once. The arbitrator will be notified of his/her selection by a joint letter from the Employer and the Federation requesting that he/she set a time and place for the hearing, subject to the availability of Employer and Federation representatives. Both parties may mutually agree in writing that more than one (1) grievance may be submitted to the same arbitrator.

With respect to a specific grievance, nothing will preclude the parties from mutually agreeing to use an alternate procedure to select an arbitrator or to use a source of arbitrators other than the Federal Mediation and Conciliation Service, provided that any such mutual agreements will have no value as precedent or "past practice."

Nothing will preclude the parties from mutually agreeing to employ the services of a mediator (each party paying half of his/her fee) in an effort to resolve a dispute prior to arbitration, provided that any such mutual agreements will have no value as precedent or "past practice."

- B. Authority and Duties of the Arbitrator. The arbitrator will have no right to amend, modify, nullify, ignore, add to, or subtract from the provisions of this Agreement. The arbitrator will consider and decide only the specific issue submitted and will have no authority to make an award on any other issue not so submitted. The arbitrator will be without power to make an award contrary to or inconsistent with or modifying or varying in any way the applicable laws and rules and regulations having the force and effect of law. The award will be based solely upon his/her interpretation of the meaning or application of the relevant terms of this Agreement to the facts of the grievance submitted.

In any dispute arising under either Article 8 or Article 9 in which an arbitrator voids an Employer's action because the Employer failed to follow the prescribed procedures of the Article which is the subject of the grievance, the arbitrator's remedy power is limited to:

1. Ordering the Employer to follow the applicable prescribed procedure if the Employer elects to make the decision anew; and
2. Making a grievant that was harmed by the Employer's action financially or otherwise whole for the action.

The arbitrator will submit an award within sixty (60) work days following the close of the hearing or the submission of briefs by the parties, whichever is later. The award will be binding on the parties, except if determined to be not binding by an administrative or judicial body of competent jurisdiction.

- C. Expenses of Arbitration. Each party will pay to the arbitrator an equal share of the arbitrator's fee and each will pay to the appropriate third party an equal share for the cost of the first transcript. Each party will be responsible for compensating its own representatives or witnesses and for any additional transcripts requested by that party.

Section 6. Miscellaneous Provisions

- A. The term "working days" as used herein will mean Monday through Friday, exclusive of any observed holiday.
- B. Failure by the employer at any step of the grievance procedure to communicate a decision within the specified time limit will be construed as a denial of the grievant's request for relief and may be appealed by such grievant to the next step. If a grievance is not appealed to the next step within the specified time limit or an agreed upon extension thereof, it will be considered settled on the basis of the Employer's last response. The parties may, by mutual agreement in writing, extend any of the time limits set forth in this Article.
- C. A grievance may be withdrawn at any step of the grievance procedure without establishing a precedent.
- D. Under circumstances where an alleged violation of this Agreement is not capable of being resolved at the preliminary step in the grievance procedure, or under circumstances where a grievable action will become moot during the time necessary to

exhaust all grievance steps, the parties may, by mutual agreement in writing, authorize the grievance to be initiated at an advanced step.

- E. The parties, by mutual agreement, may agree to bypass steps in this procedure, or extend or limit the time between a step or steps, or schedule meetings to discuss the grievance at any or all steps of this procedure. Time limits for response following any such meeting will be determined by the parties.
- F. The Federation may, in its sole discretion, file a grievance at Step 2.
- G. Either party may request the production of relevant documents as reasonably required to facilitate effective and sufficient administration of the grievance procedure as set forth herein. Request to interview witnesses will be made through the appropriate representative of the Employer or Federation, and each party will have the right to have a representative present during any such interview.
- H. Upon notice to the appropriate Division Administrator (or designee), the grievant and/or Federation representative will be permitted reasonable time during working hours to investigate and process a grievance. Notwithstanding the foregoing, the Employer reserves the right to require reasonable documentation of time spent processing grievances.
- I. Those grievances involving termination will start at Step 3 of the grievance process.
- J. The Federation agrees to consolidate Federation and individual grievances based on the same or similar set of facts.

ARTICLE 21 SUBCONTRACTING

The Employer retains the right to subcontract work; the Employer will not transfer funds from the "Personal Service" line item of the budget allocation from the State Legislature for the purpose of subcontracting bargaining unit work in such a manner as would cause the RIF of any bargaining unit employee.

The Employer will notify the Federation of its intent to subcontract the same work performed by bargaining unit employees.

ARTICLE 22 NON-INTERRUPTION OF SERVICES

Section 1. No Interruption of Services

Neither the Federation nor any bargaining unit member during the term of this Agreement will instigate, promote, sponsor, engage in, participate in, or condone any strike, sympathy strike, slow-down, concerted stoppage of work, or any other interruption of the operations of the Employer, regardless of the reason for so doing. Any bargaining unit member who violates this Section may be disciplined by the Employer as set forth in the Discipline Article of this Agreement.

Section 2. No Lockout of Employees

The Employer agrees that it will institute no lockouts of unit members during the term of this Agreement as a result of a labor dispute with the Federation.

**ARTICLE 23
GENERAL PROVISIONS**

Section 1. Duty of Fair Representation

The Federation agrees to fulfill its duty to fairly represent all employees in the bargaining unit, regardless of Federation membership. The Federation agrees that in the event of litigation against the Employer, its officers, officials, or agents, arising out of any action taken or not taken by the Federation in regard to its duty to fairly represent all professional bargaining unit employees, the Federation will indemnify and hold harmless the Employer, its officers, officials, and/or agents for any claims or liability or monetary award arising out of such litigation.

Section 2. No Authorization

No action, statement, settlement, or representation made by any member of the bargaining unit concerning wages, hours, or working conditions will be considered binding, authorized, or impose any obligation upon the Employer unless the Employer has expressly agreed to such.

**ARTICLE 24
NON-DISCRIMINATION**

Section 1. Prohibition Against Discrimination

In accordance with applicable Federal and State law, the Employer and the Federation agree not to discriminate against any professional employee covered by this Agreement on the basis of race, creed, color, religion, national origin, sex, sexual orientation, age, physical or mental disability, or political affiliation.

Section 2. Federation Activity

The Employer and the Federation agree not to discriminate or interfere with the right of employees to exercise any rights granted by this Agreement. Moreover, there will be no discrimination in the administration or enforcement of this Agreement against any employee on account of membership, or non-membership in, or activities on behalf of the Federation.

**ARTICLE 25
WORKING CONDITIONS, HEALTH AND SAFETY**

Section 1. Health and Safety

In furtherance of the joint interests of the Employer and the Federation to promote healthy and safe working conditions, the parties agree to maintain a Health and Safety Committee consisting of the immediate supervisor, Administrative Services, and one unit member each (and/or designee) from the Federation and from AFSCME. The Committee will meet quarterly and at such other times as necessary to adequately address health and safety issues as they arise, and will make advisory recommendations to the Assistant Superintendent of Operations. Such meetings will include periodic inspections of the work place. All such recommendations will be communicated in writing, and the Assistant Superintendent (or designee) will respond to the

Committee in writing within two (2) work days of receiving such recommendation. The Employer will provide release time for each unit member to accommodate Health and Safety Committee work.

Section 2. Protective Clothing

Where the Employer determines necessary, the Employer will provide protective clothing and/or uniforms where working conditions require such.

Section 3. Privacy

The Employer agrees that an employee's personal belongings will not be inspected unless there exists a significant reason for such inspection such as suspected theft or misappropriation of property or the employee consents to such inspection.

Section 4. Evacuation Plans

Upon a recommendation arising out of a Labor-Management Meeting referenced in Article 30, the Employer agrees to submit its most recent emergency evacuation plan(s).

Section 5. Air Quality

The Employer will comply with Federal, State and local laws that deal with air quality as those laws are applicable to the Employer.

Section 6. Method, Equipment and Facility Resources

The Employer has the right as reserved under Article 3 to determine the methods and means by which its operations are to be conducted and to change or eliminate existing methods, equipment or facilities.

When the Employer determines that unique, specialized or different resources are essential to carry out its operations, such resources will be acquired and assigned within the limitation imposed by Agency budget and policy.

Section 7. Employee Protection While on Travel Status

Employees who are engaged in approved business travel, are on official travel status, and are either stranded or prevented from traveling due to the closure of highways, airports, rail facilities, or other means of transportation may be authorized to remain on travel status until a cessation of severe or hazardous weather allows travel to resume. When an employee is stranded or otherwise prohibited from traveling while on Agency business, the employee may remain in work status, and will suffer no loss of pay, accumulated vacation, or personal leave.

This Section does not apply to home-based employees unable to leave their homes to begin their day's activity nor does this Section apply to field-based employees with the same difficulty.

ARTICLE 26 TUITION REIMBURSEMENT

The Employer shall provide \$15,000 during each fiscal year of this Agreement for employee reimbursement of tuition expenses, not to exceed a total of \$1,200 per fiscal year per employee. Any course for which an employee may claim reimbursement must be approved in advance by the Employer. The approved course shall be directly related to the professional duties of the employee requesting reimbursement and taken at any regionally accredited college or university. Reimbursement of tuition expenses shall be limited to two courses per semester/quarter.

The employee shall be reimbursed at the rate of 100% for any course wherein the employee shall earn the grade of A; 75% for any course wherein the employee shall earn the grade of B; 0% for any course wherein the employee shall earn the grade of C or below. If the course is only offered on a pass/fail basis, then the employee shall be reimbursed 75% of tuition expenses for passing the course, or 0% of tuition expenses for failing the course.

In the event dollars remain in the account for tuition reimbursement on June 15 of each year, employees who received reduced reimbursement due to the \$1,200 limit will receive additional monies on a prorated basis until such account is reduced to zero.

ARTICLE 27 SALARY AND BENEFITS

Section 1. Classification of Position and Salary Schedule Placement

The Employer will determine the classifications for each position, responsibilities to be allocated to each position, the scope of each position's authority, as well as the training and experience requirements necessary for any given position as reflected in the vacancy notice/PAR. Positions may be added, combined and/or deleted as necessary by the Employer during the duration of this Agreement so as to meet the needs of the Employer's goal of attaining maximum efficiency and productivity (Subject to Article 9, Section 1).

The Employer will determine placement on the salary schedule for all employees predicated on the employee's relevant experience, education and expertise, including the duties, responsibilities, and qualifications of the of the position to which the employee is assigned.

Section 2. Assignments

If the classification is changed, if a job title is changed, or a classification or job title is added, the Employer will post such changes so as to give all employees notice.

Section 3. Eligibility for Salary Increases

During FY2018 and FY2019, employees will be eligible to receive a step increase after twelve (12) months of satisfactory performance at their current step, as determined by a performance evaluation completed by the appropriate individual(s) identified in Article 8, Section 3. However, if no performance evaluation has been completed by the anniversary date, the employee will automatically advance to the next step. For purposes of this Section, an evaluation is "completed" on the earlier of: (a) the date the employee signs and dates the evaluation; and (b) ten (10) work days after the appropriate individual provides the evaluation in writing to the

employee, as long as such individual has made a reasonable effort to discuss the evaluation with the employee.

Section 4. Minimum and Maximum Salaries

- A. No bargaining unit employee will be paid less than step one (1) of the classification assigned to the employee, except as otherwise agreed to by the parties.
- B. No bargaining unit employee will receive a salary in excess of that stated in Step 17 of his/her assigned classification, except employees that have been on Step 17 of the salary schedule for twelve (12) months and have fifteen (15) continuous years of service with the Employer and have received a satisfactory annual performance evaluation will receive a longevity pay increase on their anniversary date. For FY2018 and FY2019, longevity pay will be \$1,255.00 for bargaining unit employees on Lane 3 and \$1,760.00 for bargaining unit employees on Lane 4. The longevity pay will be paid in a lump-sum payment for each twelve (12) month period that passes after the employee attains Step 17 and will not be reflected on the salary schedule.

Section 5. Payment of Salaries

Employees will be paid on the basis of a salary calculated over a twelve (12) month period with appropriate deductions being made for time for which the employee should not be compensated.

Salary payments will be made as close to the fifteenth (15th) day of the month and last day of the month as possible on a schedule prepared by the Comptroller of the State of Illinois.

**ARTICLE 28
SALARY SCHEDULE**

The salary schedules for Fiscal Years 2018 - 2019 are set forth in Appendix A.

**ARTICLE 29
E-MAIL / INTERNET**

Section 1. Use of E-mail System

The Employer's E-mail system will be used only for business purposes and all E-mail correspondence will be the property of the Employer. However, personal use of an occasional and incidental nature that does not interfere with business activities, is brief in duration, and is not offensive or embarrassing to the Employer or other employees is allowable.

As all E-mail correspondence is automatically stored on a computer back-up system, such correspondence will be subject to review by the Employer at any time. No employee will use the E-mail system to communicate obscene, discriminatory, political, partisan, derogatory, defamatory or other offensive or inappropriate messages.

The system will be available for Federation use in posting information jointly approved by the Federation and Employer and for communicating meeting notices and minutes, notices of Federation activities and other communications germane to the administration of this Agreement.

Section 2. Access to Internet

Access to Internet use via the Employer's equipment and system will be used only for business purposes. However, personal use of an occasional and incidental nature that does not interfere with business activities, is of brief duration, and is not offensive or embarrassing to the Employer or other employees is allowable.

Section 3. Monitoring E-mail/Internet Use

The Employer will not engage in routine monitoring of E-mail messages or employee use of the Internet. System administrators will treat the contents of electronic files as private and confidential provided, however, that the Employer will have the right to access and/or review employee E-mail or Internet activities under circumstances where there is just cause or a legal obligation to do so, or where such access will facilitate the business purposes of the Employer.

Section 4. Discipline

Any violation of this Article may give rise to disciplinary action under Article 16 hereof.

**ARTICLE 30
LABOR - MANAGEMENT MEETING**

The Employer and the Federation agree to hold a Labor-Management Meeting of no more than three (3) hours on a quarterly basis unless mutually agreed otherwise. The President of the Federation and the Director of Human Resources (or their respective designees) will jointly construct an agenda and distribute such agenda to the members of the respective parties with authority to act in matters on the agenda (including without limitation the Superintendent) at least five (5) work days prior to a scheduled meeting. The purpose of these meetings is to discuss items of mutual concern, to discuss the administration of the Agreement, to disseminate general information of mutual interest, and to discuss changes in terms or conditions of employment, which may be of interest to, or would have, an adverse affect on the parties. These meetings will not be used for purposes of collective bargaining or to discuss any matters relating to any specific grievance being processed under the grievance procedure set forth in this Agreement.

Each party will designate a maximum of five (5) representatives to attend these meetings (and make all reasonable efforts to ensure the presence of those with authority to act in matters on the agenda). The meeting will be chaired alternately by an Employer representative and a Federation representative. By mutual agreement, the parties may invite a neutral third party to chair the meetings. Any recommendations arising out of any of these meetings will be directed to the President of the Federation and the Director of Human Resources.

**ARTICLE 31
ENTIRE AGREEMENT**

This Agreement, upon ratification, supersedes and cancels all prior practices and agreements, whether written or oral, unless expressly stated to the contrary herein, and constitutes the complete and entire Agreement between the parties, and concludes collective bargaining for its term.

The parties acknowledge that, during the negotiations which resulted in this Agreement, each had the unlimited right and opportunity to make demands and proposals with respect to any

subject or matter not removed by law from the area of collective bargaining, and that the understandings and agreements arrived at by the parties after the exercise of that right and opportunity are set forth in this Agreement. Therefore, the Employer and the Federation for the duration of this Agreement, each voluntarily and unqualifiedly, waives the right and each agrees that the other will not be obligated to bargain collectively with respect to any subject or matter referred to, or covered in this Agreement.

ARTICLE 32 SAVINGS

If any provision of this Agreement is or will at any time be contrary to or unauthorized by law, then such provision will not be applicable, performed or enforced except to the extent permitted or authorized by law; provided that in such event all other provisions of this Agreement will continue in effect.

ARTICLE 33 TERM OF AGREEMENT

This Agreement shall be effective as of July 1, 2017, and will remain in full force and effect until June 30, 2019. It will automatically be renewed from year to year unless either party notifies the other in writing on or before May 1, 2019, or on or before May 1st in a succeeding year of its desire to terminate this Agreement and to negotiate a successor Agreement. Further, the parties agree that bargaining will commence no later than thirty (30) days following such notice.

ILLINOIS STATE BOARD OF EDUCATION

ILLINOIS FEDERATION OF
STATE OFFICE EDUCATORS,
LOCAL 3236, IFT-AFT, AFL-CIO

Anthony Smith, Ph.D.

V. Sue Taylor

Stephanie Donovan

Gary Greene

Robert Wolfe

Dean Held

Sarah Hatfield

Cara Wiley

Susan Connolly

Roy Williamson

Ed Graham

Andrew Eulass

RATIFIED BY THE ILLINOIS STATE BOARD OF EDUCATION ON MAY 24, 2017

**APPENDIX A
SALARY SCHEDULES**

Lane 3 – Consultant		
	Monthly	Annual
Step 1	3,050	36,600
Step 2	3,185	38,220
Step 3	3,324	39,888
Step 4	3,470	41,640
Step 5	3,625	43,500
Step 6	3,742	44,904
Step 7	3,860	46,320
Step 8	3,983	47,796
Step 9	4,111	49,332
Step 10	4,241	50,892
Step 11	4,376	52,512
Step 12	4,517	54,204
Step 13	4,662	55,944
Step 14	4,810	57,720
Step 15	4,965	59,580
Step 16	5,123	61,476
Step 17	5,231	62,772

Lane 4 – Principal Consultant		
	Monthly	Annual
Step 1	3,946	47,352
Step 2	4,118	49,416
Step 3	4,298	51,576
Step 4	4,488	53,856
Step 5	4,686	56,232
Step 6	4,891	58,692
Step 7	5,107	61,284
Step 8	5,332	63,984
Step 9	5,566	66,792
Step 10	5,811	69,732
Step 11	6,067	72,804
Step 12	6,261	75,132
Step 13	6,463	77,556
Step 14	6,669	80,028
Step 15	6,879	82,548
Step 16	7,100	85,200
Step 17	7,328	87,936

APPENDIX B GLOSSARY

Unless otherwise defined for a specific Article of this Agreement, the following terms shall have the meanings indicated in this glossary.

Discharge - To relieve, dismiss or remove from employment, a termination with cause. Can be grieved under the current collective bargaining agreement.

Extended Family - Employee's aunt, uncle, niece, nephew, cousin.

Immediate Family - Employee's spouse, son, daughter, mother, father, brother, sister, grandparent, grandchild, corresponding in-law or step relation.

Immediate Supervisor - Any employee to whom the bargaining unit member directly reports provided, however, that such term will not be construed to include a bargaining unit employee.

In writing - Correspondence, e-mail, letter, memorandum, or agency form.

Job Category - Within each job classification there are several job categories. A job category generally relates to the center/division in which an employee works. Referred to throughout this contract as "category".

Job Position - Refers to a specific position number within a classification that is currently filled by or will be filled by an individual employee. Referred to throughout this contract as "position" and within the context of Article 1.

Layoff - A temporary or indefinite separation from employment which could result in termination under the terms of the collective bargaining agreement. Differs from a suspension in that it is not necessarily disciplinary in nature. The decision of the Employer to initiate layoffs is non-grievable. Depending on the terms of the collective bargaining agreement, an employee may retain certain rights or benefits while on layoff.

Permanent Full-time Employee - A person employed in a classification included in Article 1 who is regularly scheduled to work 100% time for twelve (12) months of every year.

Permanent Part-time Employee - A person employed in a classification included in Article 1 who is regularly scheduled to work more than 50% time, but less than 100% time, for less than twelve (12) months of every year.

Probationary Employee - Each employee shall be considered as a probationary employee for the first six (6) calendar months of continuous full-time service in a bargaining position.

Public Office Hours - The Public Office Hours (normally scheduled work day) of the Illinois State Board of Education are 8:00 a.m. to 5:00 p.m., Monday through Friday.

The normally scheduled work day shall be a seven and one-half (7 ½) hour period falling within the Public Office Hours, and the normally scheduled work week shall be five (5) normally scheduled work days, Monday through Friday, falling within the Public Office Hours.

Reclassification - The change in the classification of an existing position resulting from significant changes in assigned duties and responsibilities (upward, downward, laterally).

Reevaluation - The assignment of a different salary lane to a class based upon change in relation to other classes or the labor market.

Rejustification - Following the departure of an employee, to show adequate reason for filling the position vacated. A rejustification indicates that there remains a job to be done by a person to be selected.

Temporary Employee - An employee hired for less than one (1) full year of service in a position excluded from the bargaining unit.

Termination - The severance of the employee's relationship with the Employer; all inclusive statement indicating an end of the employment relationship; terminations with cause (discharges) are subject to the grievance procedure, other types of terminations, including but not limited to, terminations caused by death, retirement, resignation and separation of probationary employees are not subject to the grievance procedure.

Termination with Cause - Dismissal of an employee; discharge; may be grieved under the current collective bargaining agreement and processed through the steps of the grievance/arbitration procedure.

APPENDIX C

**Memorandum of Understanding
Between
Illinois Federation of State Office Educators
Local 3236
and
The Illinois State Board of Education**

Compensatory Time off for Travel

Purpose

When an employee's work schedule results in hours worked or creditable travel time in excess of the seven and one-half hour (7 ½) normally scheduled work day or the thirty-seven and one-half (37 ½) hour normally scheduled work week, the affected employee will, subject to this Memorandum of Understanding (MOU) and Article 5, Section 3 of the Bargaining Unit Agreement, be given time off equal to the excess hours worked or traveled.

Approval

An employee will only be given compensatory time off if the specific number of hours accrued in excess of the seven and one-half (7 ½) hour normally scheduled work day or the thirty-seven and one-half (37 ½) hour normally scheduled work week were pre-approved in the ISBE timekeeping system by his/her immediate supervisor or are determined by management to be exigent circumstances (in which case such time shall be addressed in accordance with the "Exigent Circumstances" section of this MOU).

Creditable Travel Time

Creditable travel time is the travel time between the employee's normal work location and a temporary work site (or the location of lodging while at the temporary work site) or between two (2) temporary work sites (or the location of lodging while at the temporary work site) and the waiting time that precedes or interrupts such travel, less normal commuting time (as discussed in the "Offsetting Normal Commuting Time" section of this MOU).

For purposes of determining the amount of creditable travel time when traveling by automobile, the travel time as computed by Mapquest (mapquest.com) will be used.

For purposes of determining the amount of travel time for other modes of transportation (e.g., airplane, bus, train), the departure and arrival time listed on the ticket or official schedule of the transportation company will be used. Waiting time is the time an employee arrives at a transportation hub (e.g., airport, train station) for security check-in, etc., prior to a designated departure time. Except in the case of exigent circumstances (as set forth below), an employee may not earn more than two (2) hours of compensatory time for each occurrence of waiting time.

Non-Creditable Travel Time

Meal times, time during the employee's normal work day, and time in travel status that does not involve transportation (e.g., the evening in a hotel during a work-related conference) are not considered creditable travel time.

Offsetting Normal Commuting Time

Normal commuting time is defined as the amount of time computed by Mapquest needed to travel from an employee's residence to his/her work location as listed on his/her respective PAR.

When an employee travels directly between his/her home and a temporary work site, the employee's normal commuting time, rounded to the nearest quarter hour, or one (1) hour, whichever is less, must be deducted from the creditable travel time.

Normal commuting time, rounded to the nearest quarter hour, or one (1) hour, whichever is less, must also be deducted from the creditable travel time if the employee is required to travel outside of regular working hours between the home and a transportation hub.

Normal commuting time, rounded to the nearest quarter hour, or one (1) hour, whichever is less, must also be deducted from the creditable travel time if the employee is traveling on a work day beginning and/or ending from or to a site that is not his/her home or normal work location (e.g., a hotel). If an employee elects to lodge at a location that is farther away from his/her temporary work location than the closest hotel listed on the state approved hotel list, an employee must only claim the travel time from the closest hotel listed on the state approved hotel list (minus the normal commuting time) unless the alternate lodging has been pre-approved by the employee's immediate supervisor or Division Administrator.

Home and Field-Based Employees

Every home-based employee is expected to be at his/her work location for seven and one-half (7 ½) hours each day. Commuting time from home to/from a work location that exceeds one (1) hour one way (as computed by Mapquest) is creditable travel time and, if pre-approved, employees are eligible to earn compensatory time for this travel. If the nature of the assignment, or business hours of the work location make it impractical to work a seven and one-half (7 ½) hour work day, an employee may seek pre-approval from his/her immediate supervisor or Division Administrator to travel during the normally scheduled work day. If the time spent at the work location and travel time is less than seven and one-half (7 ½) hours, the employee shall work at home to make up the difference.

Every field-based employee is expected to be at his/her work location for seven and one-half (7 ½) hours each day. Commuting time from home to/from his/her work location that exceeds one (1) hour one way (as computed by Mapquest) is creditable travel time and, if pre-approved, employees are eligible to earn compensatory time for this travel.

Exigent Circumstances

In the event that an employee is delayed while on approved travel status due to unforeseen circumstances beyond the employee's control (e.g., road construction, traffic delays, inclement weather), the employee must contact his/her immediate supervisor or Division Administrator as soon as practicable to notify him/her of the delay, if the employee is seeking the additional travel time to be considered creditable travel time.

If the amount of the additional travel time is one (1) hour or more (per travel day), an employee may seek approval to have this additional travel time considered as creditable travel time.

As soon as practicable, but no later than five (5) working days after the completion of travel that involved exigent circumstances, an employee seeking approval to have additional time considered as creditable travel time may submit a request via e-mail to **Comp_Appeal@isbe.net**. This request shall include all pertinent information, including an explanation for the delay, and any written communications between the employee and his/her supervisor and/or Division Administrator regarding said delay. A decision will be rendered by management within thirty (30) calendar days of the e-mail request.

In instances where the actual travel time is less than the amount of time pre-approved, an e-mail shall be sent to **Comp_Appeal@isbe.net** indicating the actual amount of travel so that an adjustment in the timekeeping system can be made.

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ILLINOIS STATE BOARD OF EDUCATION MEETING
May 24, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *AS*
Melissa Oller, Chief Internal Auditor *MO*

Agenda Topic: Presentation of Compliance Examination for the Two Years Ended June 30, 2016

Materials: Compliance Examination Report for the Two Years Ended June 30, 2016
(sent under separate cover)

Purpose of Agenda Item

The Internal Audit Division will provide the Board with the results of the fiscal year 2015-16 Compliance Examination, which includes reported findings as well as the agency's response to those findings.

Relationship to State Board's Strategic Plan and Implications for the Agency

The acceptance of this report confirms the Board's continued efforts to ensure compliance with rules and regulations that are required to support the achievement of all goals identified in the Board's strategic plan.

Background Information

The Auditor General is responsible for conducting a Compliance Examination of the agency on a two-year cycle. The objective of this audit are to determine if the agency is in compliance with legislative mandates.

Analysis and Implications for Legislative Action and Communications

Legislative Action: This audit will be reviewed by the Legislative Audit Commission.

Communication: The audit is issued by the Auditor General and is available to the public.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby accepts the Office of the Auditor General's Illinois State Board of Education Compliance Examination for the Two Years Ended June 30, 2016.

Next Steps

No further actions necessary.

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 24, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education
Karen Corken, First Deputy Superintendent

Ans

KJC

Agenda Topic: 2017 Legislative Session

Materials: None

Staff Contacts: Amanda Elliott, Co-Director of Legislative Affairs
Sarah Hartwick, Co-Director of Legislative Affairs

Purpose of Agenda Item

The purpose of the agenda item is to provide the Board with a summary of items that may be addressed in the Spring Legislative Session and for the Board to be updated on legislative initiatives for the Spring Legislative Session.

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

The Legislative Agenda will support changes that align with the goals identified within the Board's Strategic Plan.

Background Information

Below is a summary of pending legislation. Unless otherwise noted, all bills listed have met the committee deadlines in the bill's chamber of origin.

Licensure

- HB 106 (Batnick/Connelly) adds master's degree in public administration to the list of master's degrees that qualify an individual for a chief school business official endorsement (currently business administration, finance, or accounting).
- HB 655 (Cavaletto/Fowler) requires ISBE to notify Professional Educator License (PEL) holders to renew their license via email (if one is made available) six months prior to the date in which the license is set to lapse.
- HB 3298 (Scherer/Manar) allows individuals who substitute teach for 10 days in their first year of holding a substitute teaching license to apply for and receive a reimbursement of the \$50 application fee from the State Board.

Boards, Commissions, and Reporting

- SB 863 (Bertino-Tarrant/Scherer) requires that three members of the ISBE Board represent the educator community. Removes the provision that prohibits individuals who currently work for or represent school districts from serving on the Board.
- HJR 24 (Willis) requires the P20 Council to establish an Advisory Committee for the purposes of reviewing kindergarten transitions.
- HB 768 (Welch/Holmes) removes the State Charter School Commission's ability to authorize charter schools that have been denied by local school districts.
- HJR 22 (Durkin) requires the State Board of Education to create the Task Force on Modes of School Transportation for Elementary and Secondary Education. The Task

Force must submit its findings and recommendations to the Governor and General Assembly.

- SB 865 (Manar/Mitchell) requires a school district report card to include the total and per pupil pension normal cost amount the state contributed to the Teachers' Retirement System (TRS) in the prior fiscal year for the district's employees.
- HB 2461 (McAsey/Bush) requires school report cards to include the most current data collected and maintained by ISBE regarding gifted education and advanced academic programs, as well as the number of teachers a school employs who hold a PEL endorsed for gifted education.
- SB 449 (Lightford) extends the Performance Evaluation Advisory Council until June 30, 2021 (currently 2017).
- SB 441 (Cullerton, T.) Changes the election of members of a board of school directors, board of education, or board of school inspectors from the consolidated election to the general election.

School Districts

- HB 1254 (Costello/Schimpf) allows the State Superintendent to declare an interrupted school day when a school district closes for the memorial service or funeral of a community member.
- HB 1253 (Tabares/Cullerton, J.) amends the Education Labor Relations Act to remove the permissive subjects of bargaining for Chicago Public Schools. These subjects of bargaining allow the school district to unilaterally, without bargaining, make decisions related to academic achievement and financial stability, such as the length of school day and year and subcontracting.
- HB 243 (Flowers) requires school districts that operate high schools to establish a partnership with a local police department, county sheriff, or police training academy to establish a jobs training program for high school students.
- HB 261 (Mussman/Bennett) authorizes school districts to pay for housing for homeless students living out of district in lieu of providing transportation to the student's school of origin.
- HB 826 (Lilly/Koehler) allows districts to hire school social workers. Requires that school social workers hired by districts must also have an endorsement in social work on their PEL.
- HB 3052 (Jones) requires Chicago Heights School District 170 and Ford Heights School District 169 to consolidate into a new district, Heights School District 170.
- SB 757 (Morrison/Nekritz) allows for a student's scores on any state assessment to be removed from the student's transcripts if requested by a parent.
- HB 2378 (Drury) allows for a student's scores on any state assessment to be removed from the student's transcripts if requested by a parent.
- HB 2977 (Welch/Lightford) requires all public elementary schools to include a unit in cursive writing.
- HB 3139 (Chapa LaVia/Collins)/SB 1947 (Collins/Chapa LaVia) requires all districts to collect and review their chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success.
- HB 3507 (Greenwood/Clayborne) allows for a child to be absent from school on a particular day or days or at a particular time of day for the reason that his or her parent or legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment, a combat zone, or combat-support postings.

- HB 3371 (Sims/Weaver) requires existing biennial in-service suicide training to be at least two hours.
- HB 3869 (Wallace/Hunter) requires in-service training to include training on civil rights and cultural diversity.
- SB 1796 (Hastings) creates the Student Online Personal Protection Act and places prohibitions on the sharing of student data with third party entities.

Budget / Funding

- HB 2808 (Davis) establishes an evidence-based funding formula. HB 2808 has not yet passed the House.
- SB 1 (Manar) establishes an evidence-based funding formula. SA 1 to SB 1 has not yet passed committee.
- HB 425 (Welch/Lightford) provides for Intermediate Service Center director salaries.
- HB 484 (Davis) makes changes to the reimbursement formula for private special education tuition. HB 484 has not yet passed the House.
- HB 760 (Lang/Silverstein) extends the debt limit for East Prairie School District 73.
- SB 1290 (Rezin/Long) extends the debt limit for Waltham Community School District 185.
- HB 2505 (Zalewski) extends the debt limit for Brookfield LaGrange Park School District 95.
- HB 656 (Gordon-Booth/Holmes) changes the TRS federal funds rate from the unfunded liability rate to the normal cost rate (currently about 7 percent).
- SB 1124 (Barickman) establishes an evidence-based funding formula.
- SB 1125 (Barickman) provides for mandate relief if/when SB 1124 (see above) is signed into law.

Wellness

- HB 370 (Mayfield/Link) requires school districts to post the current Department of Children and Family Services (DCFS) child abuse hotline number, instructions to call 911, and instructions for accessing the DCFS website for more information on reporting abuse, neglect, and exploitation in all schools.
- HB 2545 (Davidsmeyer/Weaver) requires all school personnel (instead of just teachers, counselors, social workers, and personnel who work with students in grades 7-12) to go through annual suicide prevention training.
- HB 2663 (Stratton/Lightford) prohibits early childhood education programs that receive state funding from expelling students.
- SB 704 (Lightford) prohibits students from being arrested during school hours while on school grounds or at school-sanctioned activities. This legislation has not passed committee; however, conversations are ongoing.
- HB 2950 (Conyears-Ervin/Van Pelt) requires all schools to provide information on a periodic basis to students concerning what to do if a student is being bullied and what resources are available.
- HB 3745 (Conyears-Ervin/Van Pelt) requires districts to post information about available community programs in both English and in any language where there is a significant population of students whose primary language is not English.

2017 Spring Session

Over the past several months, Legislative Affairs staff has been working with ISBE agency divisions to develop legislative proposals for the 2017 Spring Legislative Session.

- HB 3820 (Crespo/Bertino-Tarrant) removes barriers to licensure and cleans up provisions in the licensure section of the School Code. This legislation has passed committee.
- SB 1480 (McConnaughay) would allow school districts in Illinois to become Districts of Innovation. These districts would be encouraged to develop new or create alternatives to existing instructional and administrative practices intended to improve student learning and student performance. This legislation has not passed committee.
- HB 2612 (Pritchard/Bertino-Tarrant) includes a complete review and rewrite of Article 7 of the School Code, which deals with the detachment of property and annexation of each property to another district or districts, as well as instances where an entire district is dissolved and annexed to another district or districts. An overhaul was completed of the School Code articles concerning the formation of a new district or districts, resulting in Public Act 94-1019 and the creation of Article 11E, but a similar overhaul of the law dealing with annexations has not been completed. This legislation has passed the House.
- HB 3784 (Sosnowski) prohibits districts from dropping students from the district's roster for failure to meet minimum academic standards. This legislation has passed the House.
- HB 2442 (Bennett/Barickman) requires the college entrance exam to be given during the school day. This will ensure greater access to a college entrance exam for all students. This legislation has passed the House.
- SB 1486 (Weaver/McAsey) is a continuation of ISBE's efforts to streamline the School Code provisions and amend or repeal outdated or otherwise problematic provisions of the School Code. ISBE has introduced similar pieces of legislation over the last several years. This legislation has passed committee.
- HB 3083 (Hernandez) deletes obsolete language pertaining to dual language programs. This legislation has passed committee.
- Every Student Succeeds Act (ESSA) -- This initiative is a placeholder pending any necessary legislation to enact Illinois' ESSA State Plan. Legislation has not yet been filed.