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

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

December 13, 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. Resolutions & Recognition

A. Illinois Teacher of the Year ***pp. 3***

IV. Presentations & Updates

A. FY19 Budget Development

1. FY19 Revenue Projections: Clayton Klenke and Jim Muschinske, COGFA
2. FY19 Budget Development: Robert Wolfe, CFO ***pp. 4-26***

B. IARSS Teacher Shortage Survey Results

V. Superintendent's Report - Consent Agenda

A. *Approval of Minutes

1. Plenary Minutes: November 17, 2017 ***pp. 27-30***

B. *Rules for Initial Review

1. Part 1 (Public Schools Evaluation, Recognition, and Supervision) ***pp. 31-64***
2. Part 25 (Educator Licensure) ***pp. 65-161***
3. Part 33 (Programs for the Preparation of Superintendents in Illinois) ***pp. 162-166***
4. Part 252 (Driver Education) ***pp. 167-180***

C. *Rules for Adoption

1. Part 401 (Special Education Facilities under Section 14-7.02 of the School Code) ***pp. 181-231***

D. *Contracts & Grants Over $1 Million

1. Release Migrant Education Program Request for Proposals ***pp. 232-234***
2. Release of Migrant Education Coordination RFSP ***pp. 235-237***
3. Advanced Placement Test Fee Program ***pp. 238-240***
4. Approval of the Release of the Fiscal Year 2019 Broadband Expansion RFP ***pp. 241-242***
5. Student Information Systems Technology Support RFSP ***pp. 243-245***
6. Grant Accountability and Transparency Act Information Technology RFSP ***pp. 246-248***

E. *Draft Annual Report **pp. 249**

End of Consent Agenda

F. Illinois Charter School Commission Appointments ***pp. 250-254***

G. Cut Score Recommendations for Redeveloped Licensure Tests ***pp. 255-259***

H. Common Career Pathways Definition and Guidance ***pp. 260-265***

VI. Discussion Items

A. District Oversight Update

B. Legislative Update

C. ESSA Update

E. Other Items for Discussion

VII. Announcements & Reports

A. Superintendent's/Senior Staff Announcements

B. Chairman's Report

C. Member Reports

VIII. Information Items

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

B. Rulemaking Anticipated for FY 2019 ***pp. 266-277***

IX. Closed Session (as needed)

X. Adjourn

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

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

Illinois State Board of Education

RESOLUTION

Honoring
Lindsey Jensen
December
2017

WHEREAS, **Lindsey Jensen** exemplifies teacher leadership by taking responsibility for things she cares about, including the education of her students, growth of her peers, and the well-being of her community. Lindsey's many contributions include helping to redesign the English curriculum and organizing students and faculty in philanthropic events to raise thousands of dollars for the Special Olympics; and

WHEREAS, Lindsey Jensen graduated from Southern Illinois University with a Bachelor of Science in speech communication and immediately enrolled in a Master's program at Oakland City University, where she earned a Master of Arts in teaching in secondary education; and

WHEREAS, Lindsey Jensen infuses the best of research-based instructional practices with high expectations and infectious positivity to ensure students leave her classroom with an expanded understanding of their own potential and the capacities they need to continue accessing opportunities that interest and challenge them. Lindsey presents content in different ways – including through singing – and gives students the opportunity to demonstrate what they know in different formats; and

WHEREAS, Lindsey Jensen spent a year substitute teaching, during which she learned invaluable lessons that she incorporated into her always-evolving instructional practice. Lindsey is in her tenth year of teaching Advanced Placement English, Shakespeare, American Literature, Poetry, Drama, and Creative Writing at Dwight Township High School in Dwight Public School District 230; and

WHEREAS, Lindsey Jensen is currently earning her doctorate in teaching and learning from Illinois State University, a pursuit that represents Lindsey's continuous efforts to become an even better teacher in service to her students. Lindsey goes the extra mile to help her students receive a well-rounded education and develop the capacities of leaders, including serving as Student Council Adviser, Drama Director, Cheerleading Coach, Spring Musical Director, Gamers Club Supervisor, and Polar Plunge Team Coordinator. Lindsey also supervises student teachers and coaches her colleagues; and

WHEREAS, Lindsey Jensen was named the **2018 Illinois Teacher of the Year** on October 28, 2017;

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

James T. Meeks, Board Chair

Eligio Pimentel, Vice Chair

Cesilie Price, Secretary

Lula Ford, Member

Craig Lindvahl, Member

Ruth Cross, Member

Kevin Settle, Member

Susie Morrison, Member

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 13, 2017

TO: **Illinois State Board of Education**

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

Agenda Topic: **Development of the Fiscal Year 2019 Budget Recommendation on behalf of pre-K through 12th grade educational service providers throughout the state**

***Materials*:** **Graph Evidence-Based Funding – Funding Gap to 90% Adequacy**
Exhibit A State General Funds Appropriation History
Exhibit B Percent of General Funds Budget Allocated to Education
Exhibit C Fiscal Year 2019 General Funds Budget – Advocate Request
Exhibit D Longitudinal View of Board General Fund Recommendations
Exhibit E Longitudinal View of General Fund Appropriations

Purpose of Agenda Item

Finance will be providing the Board with the testimony submitted at the three budget hearings and receiving input from the Board on the development of the Fiscal Year 2019 Budget Recommendation that will be presented at the January 17, 2018 Board meeting.

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

The budget is crucial for all aspects of the State 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-graders 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.

State funding supports critical school functions to uphold efforts toward attaining the Board's goals. This funding provides the most support to Illinois communities most in need.

Background Information

Funding History and Current Conditions

The FY 2018 appropriation level for prekindergarten – 12th grade education is $8.204 billion, which represents a $714.6 million increase over FY 2017 appropriation levels.

It should be noted that $221.3 million of the $714.6 million increase is attributable to making payments to the Chicago Teachers' Pension Fund for the amount of the City of Chicago School

District 299's pension obligation due to normal pension costs. The state's commitment to continue to fund the normal pension costs in FY 2019 and in future fiscal years will come from a direct appropriation to the Chicago Teachers' Pension Fund and will not be reflected in the agency's appropriation.

The Illinois Office of Comptroller (IOC) continues to face challenges in addressing the backlog of unpaid bills. The General Funds backlog of unpaid bills at the IOC as of November 27, 2017, totaled approximately $5.8 billion. IOC has been unable to make payment on 13,256 delayed ISBE vouchers totaling approximately $479.3 million. About $157.7 million is from FY 2017, representing delayed grant payments primarily attributable to Early Childhood and Career and Technical Education Programs. ISBE staff continue to be notified by providers of their concerns regarding the challenges of delayed payments. Providers with limited sources of revenues continue to struggle in providing opportunities for children as a result of payment delays.

Determining the Fiscal Year 2019 Budget

Fiscal Year 2019 Budget Hearings

Three public budget hearings were held throughout the state for the FY2019 budget planning. They were conducted in Springfield, Mount Vernon, and Chicago. Participants (educators, parents, families and community and business leaders) were encouraged to present their stories about the programmatic and financial needs of Illinois' public schools and the students and families they serve. Approximately 120 individuals in total attended the three budget hearings. Testimonials were received via email at ISBEFY19@isbe.net.

Below is a summary of the programs for which funding needs were communicated:

Program	Submitted Testimony	Advocate Request
After School Matters	2	$ 2,443,800
Agricultural Education	14	$ 5,000,000
Arts & Foreign Language	7	$ 1,000,000
Career & Technical Education Innovation	2	$ 38,062,100
Communities Schools	5	$ 15,000,000
Competency-Based Pilot	1	$ 1,000,000
After School Programs	3	$ 20,000,000
Early Childhood Block Grant (ECBG)	24	$ 497,838,100
EducationSuperHighway/District Broadband Expansion	4	$ 6,300,000
Evidence-Based Funding	4	$ 11,600,000,000
National Board of Certified Teachers	1	$ 1,000,000
North Chicago CUSD 187	1	$ 3,366,944
Philip J. Rock Center & School	2	$ 3,577,800
Principal Mentoring	1	$ 1,000,000
Regional Safe School Program/Alternative Ed	22	$ 11,300,000

Program	Submitted Testimony	Advocate Request
Regional Safe Schools Cooperative Education Program (RSSCEP)/Voc Ed	18	$ 1,700,000
ROE Foundational Services	18	$ 4,300,000
ROE School Services	13	$ 8,000,000
School Bus Driver Training	13	$ 70,000
Southwest Organizing Project (SWOP) – Parent Mentor Program	4	$ 2,500,000
State & District Technology Support – Learning Technology Center	2	$ 2,443,800
Teach For America	1	$ 1,900,000
Truancy Alternative & Optional Education Program	22	$ 14,500,000

In addition to the testimony for specific budget line items, testimony was presented on policy changes sought by stakeholders. Those policy changes are:

- The inclusion of prekindergarten English Learner enrollments in the determination of school districts' Adequacy Target calculations for Evidence-Based Funding.
- The Illinois Alliance of Administrators of Special Education submitted testimony requesting an equitable funding mechanism for high-need/high-cost students placed in public school systems.
- Professional development funding in the identification of students at risk for dyslexia and providing appropriate and evidence-based instruction for students with dyslexia.

Evidence-Based Funding

Evidence-Based Funding (Public Act 100-0465) dramatically changes the configuration of the budget recommendation due to:

- The integration of five programs into Evidence-Based Funding:
  - General State Aid
  - Special Education Personnel Reimbursement
  - Funding for Children Requiring Special Education Services
  - Special Education Summer School Reimbursement
  - Bilingual Education Reimbursement

- The establishment of a Minimum Funding Level of $350 million in new state funds, which are intended to keep pace with inflation and continue to advance equity through the Evidence-Based Funding Formula. The $350 million will be distributed as follows:
  - $300 million for Tier Distribution
  - $50 million for the Property Tax Relief Pool Grant (Any amount not distributed through the grant will be distributed through the Tier Distribution)

The enactment of Public Act 100-0465 has provided a more equitable distribution formula and a path towards adequacy. The fact remains that the primary funding source for education in the State of Illinois is the property tax system. At this point in time the state has not fulfilled its Constitutional mandate to assume the primary responsibility for financing the system of public

education. Considering federal funds support our highest needs children and families we believe primary responsibility is ensuring that every district can meet at least 90% of their individual adequacy target through a combination of state and local funding support.

Mandated Categorical Reimbursements (MCATS)

Approximately 11 percent of the FY 2018 General Funds appropriation is distributed through the MCATS. Those lines items are:

Program	Fiscal Year 2018 Estimated Proration Level
Regular/Vocational Transportation	84%
Special Education Transportation	91%
Special Education Private Tuition	96%
Special Education Orphanage	100%
Orphanage Tuition	100%
Illinois Free Breakfast/Lunch	29%

The final projections for FY 2019 MCATS will be completed by staff in late December and the Board will be provided appropriation amounts for fully funded and FY 2018 proration levels. The results of those projections and consideration of federal Maintenance of Effort requirements will be reflected in the Superintendent's recommendation to be presented in January.

Standards and Assessments

Competitive procurements will have to be executed for the High School Assessment as well as for the administration and services contract for the Grades 3-8 Accountability Assessment. The FY 2018 General Funds Appropriation amount of $51 million provided sufficient funding to reimburse school districts for their administration of the PSAT in 9th and 10th grades.

Final cost estimates are being determined for the FY 2019 assessments, where added complexity exists due to two contracts being procured. They will be included in the Superintendent's recommendation to be presented in January.

Academic Improvement

Early Childhood Education

Educators, parents and community members have requested $493 million or a $50 million increase to comport with the funding commitment made in the state's application for Federal Pre-School Expansion Grant Funding. Fiscal Year 2019 will be the fourth year of a five-year commitment to increase Early Childhood Education funding by $50 million per year.

Arts and Foreign Language

The FY 2018 General Funds appropriation did not include an appropriation for arts and foreign language as recommended in the Board's budget recommendation. FY 2018 marks the second time over a 10-year period where an appropriation for arts and foreign language was not enacted. Educators and community members submitted testimony requesting $1 million for FY 2019.

College and Career Readiness

Testimony was received for a continued appropriation level of $38 million for career and technical education to meet Federal Maintenance of Effort requirements. Additionally, testimony

was received in support of funding for the Competency-Based Education pilot that was recommended by the Board for FY 2018, for which an appropriation was not enacted.

Technology
Educators and community members submitted testimony in continued support of the State and Technology Support (Learning Technology Centers) and funding to take advantage of the Federal Communications Commission's federal match for schools to expand broadband availability through the E-rate program.

Targeted Special Education
Educators and parents testified about continued support for the Philip J. Rock Center and School, which is a residential facility that provides programming for deaf-blind students as well as professional support for deaf-blind students throughout the state.

Educator Quality and Support
Community members provided testimony for $2.9 million in support of Teach for America and National Board Certification funding that was included in the FY 2018 budget. Staff recommendations are being reviewed for other line items to include in the Superintendent's budget recommendation that will support the Board's goal that all students are supported by highly prepared and effective teachers and school leaders for inclusion.

Other Statewide District Categorical Assistance
District Consolidation Costs
Staff are developing projections for district consolidation costs, and those estimates will be included in the Superintendent's recommendation.

District Interventions
Various representatives from the North Chicago CUSD 187 submitted testimony requesting continued state support for the debt service on Alternate Revenue Bonds in the approximate amount of $3.4 million.

Student Health and Safety Initiatives
Educators and students testified in support of $25.8 million for Alternative Education services. This amounts to 60.5 percent of the amount appropriated in FY 2009, when appropriations provided $42.6 million in funding opportunities for Alternative Education services. That is the highest level of funding for this line item in the last decade.

Focus on the Community
After School Matters – Community members requested $2.4 million for FY 2019, which would match the appropriation level for FY 2018. The After School Matters program provides programming to high school students in the City of Chicago.

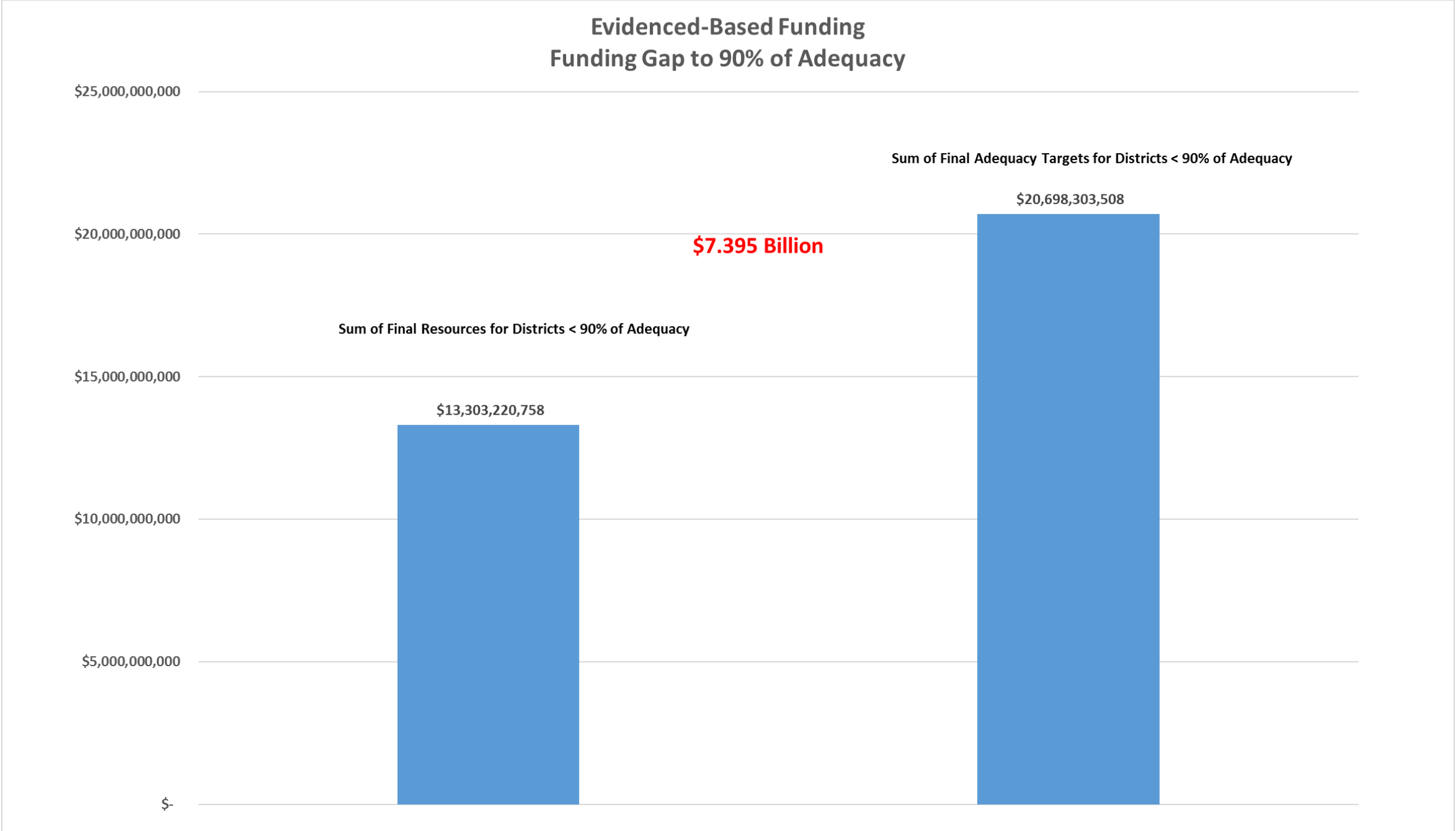
Healthy Communities Incentive Fund – Community members requested $15 million for FY 2019 to be utilized exclusively for Community School Programming.

After School Programming – Community members requested $20 million for FY 2019 for the After School Programming. The FY 2018 budget appropriated at $15 million for this purpose.

Southwest Organizing Project – Educators and parents requested $2.5 million to support the Parent Mentoring Programs located throughout the state.

Next Steps

Staff will present the Superintendent's FY 2019 budget recommendation for consideration by the Board at its January meeting based on feedback from the Board.



Source: Model of House Amendment 1 to Senate Bill 1 May 30, 2017

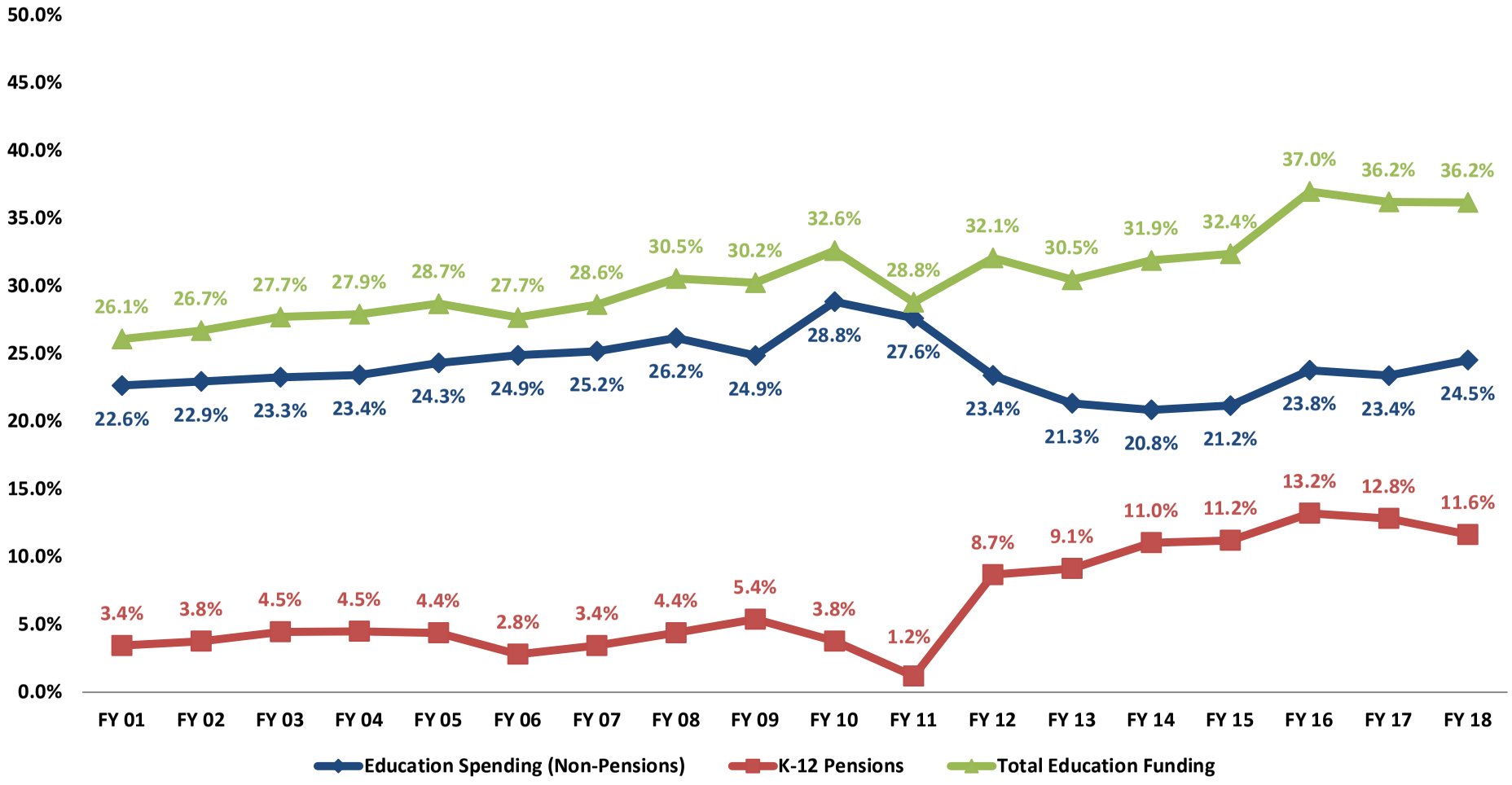
ILLINOIS STATE BOARD OF EDUCATION
General Funds Appropriation History FY09 - FY18
December 13, 2017
Exhibit A

$000's	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16*	FY17	FY18	% of FY18 TOTAL
GENERAL FUNDS											
General State Aid	4,607,668	4,615,976	4,600,305	4,448,105	4,286,753	4,442,198	4,425,274	4,717,188	5,078,589	-	0.00%
Evidence Based Funding	-	-	-	-	-	-	-	-	-	6,455,160	78.68%
Chicago Teacher Pension Fund	-	-	-	-	-	-	-	-	-	221,300	2.70%
Mandated Categoricals	1,799,805	1,944,078	1,845,847	1,781,628	1,755,948	1,749,948	1,716,949	1,762,739	1,781,211	880,036	10.73%
Early Childhood Education	380,261	342,235	342,235	325,124	300,192	300,192	293,438	314,661	393,738	443,738	5.41%
ADA Block Grant	74,841	18,710	-	-	-	-	-	-	-	-	0.00%
Reading Improvement Block Grant	76,140	68,526	-	-	-	-	-	-	-	-	0.00%
Bilingual Education	75,652	68,087	63,381	63,381	63,381	63,381	62,248	61,681	65,541	29,000	0.35%
Transitional Assistance	19,210	-	-	-	-	-	-	-	-	-	0.00%
District Consolidation Costs	7,850	3,700	3,700	1,800	2,805	2,900	3,309	3,309	5,046	3,100	0.04%
Textbook Loans	42,827	42,827	42,827	-	-	-	-	-	-	-	0.00%
Other Grants	292,582	151,621	96,805	108,095	117,066	105,579	231,106	78,715	142,020	150,183	1.83%
Agency Operations	25,004	26,800	24,662	22,254	23,654	23,181	22,659	15,178	23,312	21,526	0.26%
TOTAL GENERAL FUNDS	**7,401,840**	**7,282,560**	**7,019,761**	**6,750,387**	**6,549,799**	**6,687,380**	**6,754,984**	**6,953,471**	**7,489,457**	**8,204,043**	**100.00%**

$000's	Change FY08-FY09	Change FY09-FY10	Change FY10-FY11	Change FY11-FY12	Change FY12-FY13	Change FY13-FY14	Change FY14-FY15	Change FY15-FY16	Change FY16-FY17	Change FY17-18	Change FY09-FY18
General State Aid	132,468	8,308	(15,671)	(152,201)	(161,352)	155,446	(16,925)	291,915	361,401	(5,078,589)	(4,607,668)
Evidence Based Formula	-	-	-	-	-	-	-	-	-	6,455,160	6,455,160
Chicago Teacher Pension Fund	-	-	-	-	-	-	-	-	-	221,300	221,300
Mandated Categoricals	111,905	144,274	(98,232)	(64,218)	(25,680)	(6,000)	(32,999)	45,789	18,473	(901,176)	(919,769)
Early Childhood Education	37,007	(38,026)	-	(17,112)	(24,931)	-	(6,754)	21,223	79,077	50,000	63,477
ADA Block Grant	-	(56,131)	(18,710)	-	-	-	-	-	-	-	(74,841)
Reading Improvement Block Grant	-	(7,614)	(68,526)	-	-	-	-	-	-	-	(76,140)
Bilingual Education	1,100	(7,565)	(4,706)	-	-	-	(1,133)	(567)	3,860	(36,541)	(46,652)
Transitional Assistance	14,210	(19,210)	-	-	-	-	-	-	-	-	(19,210)
District Consolidation Costs	-	(4,150)	-	(1,900)	1,005	95	409	-	1,737	(1,946)	(4,750)
Textbook Loans	(1)	-	-	(42,827)	-	-	-	-	-	-	(42,827)
Other Grants	24,300	(140,961)	(54,816)	11,290	8,971	(11,486)	125,527	(152,391)	63,305	8,163	(142,399)
Agency Operations	1,359	1,795	(2,138)	(2,408)	1,400	(473)	(522)	(7,481)	8,134	(1,786)	(3,478)
TOTAL GENERAL FUNDS	**322,348**	**(119,280)**	**(262,799)**	**(269,375)**	**(200,588)**	**137,581**	**67,604**	**198,487**	**535,986**	**714,586**	**802,203**

*FY16 payrolls were sustained via court order due to veto of HB4151. FY17 appropriations were used to cover administration shortfalls in FY16 pursuant to PA99-524.

Illinois State Board of Education
Percent of General Funds Budget Allocated to Education
FY 2001 – FY 2018
December 13, 2017
Exhibit B



Source: Illinois Office of the Comptroller

ILLINOIS STATE BOARD OF EDUCATION
FY 2019 General Funds - Advocate Request
December 13, 2017
Exhibit C

$000s	FY18 Board Recommendation	FY18 Enacted Budget PA 100-21	FY19 Advocate Request	Comparison of FY19 Advocate Request to FY18 Appropriation: $ Increase (Decrease)	Comparison of FY19 Advocate Request to FY18 Appropriation: % Increase (Decrease)
GENERAL FUNDS					
Evidence Based Funding					
Evidence Based Funding	0.0	6,455,159.9	11,600,000.0	5,144,840.1	79.7%
Chicago Teacher Pension Fund	0.0	221,300.0		(221,300.0)	-100.0%
Subtotal, Evidence Based Funding	***0.0***	***6,676,459.9***	***11,600,000.0***	***4,923,540.1***	***73.7%***
Subtotal, General State Aid & Evidence Based Funding	***5,078,585.9***	***6,676,459.9***	***11,600,000.0***	***4,923,540.1***	***73.7%***
Mandated Categoricals					
Sp Ed - Personnel Reimbursement	444,200.0	0.0		0.0	NA
Sp Ed - Funding for Children Requiring Sp Ed Services	307,140.5	0.0		0.0	NA
Sp Ed - Orphanage Tuition	99,100.0	68,177.6		(68,177.6)	-100.0%
Sp Ed - Private Tuition	234,800.0	135,265.5		(135,265.5)	-100.0%
Sp Ed - Summer School	13,400.0	0.0		0.0	NA
Sp Ed - Transportation	508,500.0	387,682.6		(387,682.6)	-100.0%
Subtotal, Special Ed Categoricals	***1,607,140.5***	***591,125.7***		**(591,125.7)**	**-100.0%**
Illinois Free Lunch/Breakfast	15,575.0	9,000.0		(9,000.0)	-100.0%
Orphanage Tuition	19,600.0	17,000.0		(17,000.0)	-100.0%
Transportation - Regular/Vocational	250,900.0	262,909.8		(262,909.8)	-100.0%
Subtotal, Mandated Categoricals	***1,893,215.5***	***880,035.5***	***0.0***	***(880,035.5)***	***-100.0%***
Standards and Assessments					
Assessments	51,000.0	51,000.0		(51,000.0)	-100.0%
Subtotal, Standards, Assessments and Accountability	***51,000.0***	***51,000.0***	***0.0***	***(51,000.0)***	***-100.0%***
Academic Improvement					
Early Childhood Education	443,738.1	443,738.1	493,738.1	50,000.0	11.3%
Arts and Foreign Language	1,000.0	0.0	1,000.0	1,000.0	NA
Bilingual Education	102,057.5	29,000.0		(29,000.0)	-100.0%

$000s	FY18 Board Recommendation	FY18 Enacted Budget PA 100-21	FY19 Advocate Request	Comparison of FY19 Advocate Request to FY18 Appropriation $ Increase (Decrease)	Comparison of FY19 Advocate Request to FY18 Appropriation % Increase (Decrease)
College and Career Readiness					
Advance Placement Classes	1,000.0	500.0		(500.0)	-100.0%
Low-Income Advanced Placement	630.0	0.0		0.0	NA
Agricultural Education	5,300.0	5,000.0	5,000.0	0.0	0.0%
Competency Based Pilot	1,000.0	0.0	1,000.0	1,000.0	NA
Career and Technical Education Programs	38,062.1	38,062.1	38,062.1	0.0	0.0%
Subtotal Career and College Readiness	*45,992.1*	*43,562.1*	*44,062.1*	500.0	1.1%
Subtotal, Academic Improvement	***592,787.7***	***516,300.2***	***538,800.2***	**22,500.0**	**4.4%**
School Reform and Accountability					
District Broadband Expansion	5,000.0	0.0	6,300.0	6,300.0	NA
School Support Services (Lowest Performing Schools)	5,000.0	1,002.8		(1,002.8)	-100.0%
State and District Technology Support	4,500.0	2,443.8	2,443.8	0.0	0.0%
Subtotal, School Reform and Accountability	***14,500.0***	***3,446.6***	***8,743.8***	**5,297.2**	153.7%
Targeted Special Education					
Autism	0.0	100.0		(100.0)	-100.0%
Blind and Dyslexic	846.0	846.0		(846.0)	-100.0%
Community and Residential Services Authority	579.0	579.0		(579.0)	-100.0%
Materials Center for the Visually Impaired	1,421.1	1,421.1		(1,421.1)	-100.0%
Philip J. Rock Center and School	3,577.8	3,577.8	3,577.8	0.0	0.0%
Subtotal, Targeted Special Education	***6,423.9***	***6,523.9***	***3,577.8***	**(2,946.1)**	**-45.2%**
Educator Quality and Support					
National Board Certification	1,000.0	1,000.0	1,000.0	0.0	0.0%
Teach for America	1,900.0	977.5	1,900.0	922.5	94.4%
Teacher of the Year	130.0	0.0		0.0	NA
Diverse Educator Recruitment	700.0	0.0		0.0	NA
Performance Evaluations	200.0	0.0		0.0	NA
Principal Mentoring Program	1,000.0	0.0	1,000.0	1,000.0	NA
Teacher Mentoring Program	2,000.0	0.0		0.0	NA
Subtotal, Educator Quality and Support	***6,930.0***	***1,977.5***	***3,900.0***	**1,922.5**	97.2%
Other Statewide District Categorical Assistance					
District Consolidation Costs	3,100.0	3,100.0		(3,100.0)	-100.0%
District Interventions	6,560.2	6,560.2		(6,560.2)	-100.0%
Charter Schools Revolving Loan Fund Deposit	2,000.0	0.0		0.0	NA
Subtotal, Other Statewide District Categorical Assistance	***11,660.2***	***9,660.2***	***0.0***	**(9,660.2)**	**-100.0%**

$000s	FY18 Board Recommendation	FY18 Enacted Budget PA 100-21	FY19 Advocate Request	Comparison of FY19 Advocate Request to FY18 Appropriation $ Increase (Decrease)	Comparison of FY19 Advocate Request to FY18 Appropriation % Increase (Decrease)
Student Health and Safety Initiatives					
Alternative Learning/Regional Safe Schools	11,300.0	6,300.0	11,300.0	5,000.0	79.4%
Homeless Education	3,000.0	0.0		0.0	NA
Truant Alternative and Optional Education	14,500.0	11,500.0	14,500.0	3,000.0	26.1%
Subtotal, Health & Safety Initiatives before lump sums	***28,800.0***	***17,800.0***	***25,800.0***	8,000.0	44.9%
Educator Investigations/Hearings--Lump Sum	250.0	179.9		(179.9)	-100.0%
Subtotal, Student Health and Safety Initiatives	***29,050.0***	***17,979.9***	***25,800.0***	**7,820.1**	**43.5%**
Focus on the Community					
After School Matters	2,443.8	2,443.8	2,443.8	0.0	0.0%
After School Programs	0.0	15,000.0	15,000.0	0.0	0.0%
After School Programs- Chicago	0.0	0.0	5,000.0	5,000.0	NA
Community Health Initiative Fund	15,000.0	0.0	15,000.0	15,000.0	NA
Southwest Organizing Project	2,000.0	1,466.3	2,500.0	1,033.7	70.5%
Subtotal, Focus on the Community	***19,443.8***	***18,910.1***	***39,943.8***	**21,033.7**	**111.2%**
Miscellaneous					
Tax Equivalent Grants	222.6	222.6		(222.6)	-100.0%
Subtotal, Miscellaneous	***222.6***	***222.6***	***0.0***	**(222.6)**	***-100.0%***
Subtotal Grants without GSA/MCATS	***732,018.2***	***626,021.0***	***620,765.6***	***(5,255.4)***	***-0.8%***
TOTAL - GRANTS	***7,703,819.6***	***8,182,516.4***	***12,220,765.6***	***4,038,249.2***	***49.4%***
ADMINISTRATION --GENERAL FUNDS					
GRF Administrative Lump Sum	23,530.9	21,526.4		(21,526.4)	-100.0%
Subtotal, Lump Sums	***23,530.9***	***21,526.4***	***0.0***	**(21,526.4)**	**-100.0%**
TOTAL - ADMINISTRATION AND LUMP SUMS	**23,530.9**	**21,526.4**	**0.0**	***(21,526.4)***	***-100.0%***
TOTAL, including Fund for the Advancement of Education	**7,727,350.5**	**8,204,042.8**	**12,220,765.6**	**4,016,722.8**	**49.0%**

$000s	FY18 Board Recommendation	FY18 Enacted Budget PA 100-21	FY19 Advocate Request	Comparison of FY19 Advocate Request to FY18 Appropriation $ Increase (Decrease)	Comparison of FY19 Advocate Request to FY18 Appropriation % Increase (Decrease)
OTHER STATE FUNDS					
ADMINISTRATION--OTHER STATE FUNDS					
Ordinary & Contingent Expenses - Indirect Cost Recovery	7,015.2	7,015.2		(7,015.2)	-100.0%
Ordinary & Contingent Expenses - Chicago Teacher Cert. Fees	2,208.9	2,208.9		(2,208.9)	-100.0%
Ordinary & Contingent Expenses - Teacher Certificate Fees	6,000.0	6,000.0		(6,000.0)	-100.0%
Ordinary & Contingent Expenses - School Infrastructure Fund	600.0	600.0		(600.0)	-100.0%
Subtotal, Lump Sums	***15,824.1***	***15,824.1***	***0.0***	**(15,824.1)**	-100.0%
TOTAL - ADMINISTRATION	***15,824.1***	***15,824.1***	***0.0***	***(15,824.1)***	***-100.0%***
GRANTS--OTHER STATE FUNDS					
After School Rescue Fund	200.0	200.0		(200.0)	-100.0%
Charter Schools Revolving Loan Fund	2,000.0	200.0		(200.0)	-100.0%
Drivers Education Fund	18,750.0	18,750.0		(18,750.0)	-100.0%
Personal Property Replacement Tax Fund - ROE Salaries	10,800.0	10,800.0	10,800.0	0.0	0.0%
Personal Property Replacement Tax Fund - ROE Services	6,970.0	6,970.0	8,000.0	1,030.0	14.8%
Personal Property Replacement Tax Fund - Bus Driver Training	70.0	70.0	70.0	0.0	0.0%
Teacher Certificate Fee Revolving Fund - Teacher Mentoring	750.0	750.0		(750.0)	-100.0%
School District Emergency Financial Assistance Fund	1,000.0	1,000.0		(1,000.0)	-100.0%
School Technology Revolving Loan Fund	7,500.0	7,500.0		(7,500.0)	-100.0%
State Board of Education Special Purpose Trust Fund	8,484.8	8,484.8		(8,484.8)	-100.0%
Temporary Relocation Expenses Revolving Grant Fund	1,000.0	1,000.0		(1,000.0)	-100.0%
State Charter School Commission Fund	1,000.0	1,000.0		(1,000.0)	-100.0%
Subtotal, Grants	***58,524.8***	***56,724.8***	***18,870.0***	**(37,854.8)**	-66.7%
TOTAL - GRANTS	***58,524.8***	***56,724.8***	***18,870.0***	***(37,854.8)***	***-66.7%***
OTHER STATE FUNDS TOTAL	**74,348.9**	**72,548.9**	**18,870.0**	**(53,678.9)**	**-74.0%**

$000s	FY18 Board Recommendation	FY18 Enacted Budget PA 100-21	FY19 Advocate Request	Comparison of FY19 Advocate Request to FY18 Appropriation $ Increase (Decrease)	Comparison of FY19 Advocate Request to FY18 Appropriation % Increase (Decrease)
FEDERAL FUNDS					
ADMINISTRATION					
Operations					
Personal Services	17,990.2	17,990.2		(17,990.2)	-100.0%
Retirement Pick-Up	119.9	119.9		(119.9)	-100.0%
Retirement	7,732.7	7,732.7		(7,732.7)	-100.0%
Social Security/Medicare	1,259.3	1,259.3		(1,259.3)	-100.0%
Group Insurance	5,252.8	5,252.8		(5,252.8)	-100.0%
Sub-Total Personal Services and Benefits	***32,354.9***	***32,354.9***	***0.0***	(32,354.9)	-100.0%
Contractual	34,415.0	34,415.0		(34,415.0)	-100.0%
Travel	2,030.0	2,030.0		(2,030.0)	-100.0%
Commodities	430.0	430.0		(430.0)	-100.0%
Printing	498.0	498.0		(498.0)	-100.0%
Equipment	1,000.0	1,000.0		(1,000.0)	-100.0%
Telecommunications	459.0	459.0		(459.0)	-100.0%
Subtotal, Operations	***71,186.9***	***71,186.9***	***0.0***	**(71,186.9)**	**-100.0%**
TOTAL-- ADMINISTRATION	***71,186.9***	***71,186.9***	***0.0***	***(71,186.9)***	***-100.0%***
GRANTS					
Career and Technical Education					
Career and Technical Education - Basic	55,000.0	55,000.0		(55,000.0)	-100.0%
Subtotal, Career and Technical Education	***55,000.0***	***55,000.0***	***0.0***	***(55,000.0)***	**-100.0%**
Child Nutrition					
Child Nutrition Programs	1,062,500.0	1,062,500.0		(1,062,500.0)	-100.0%
Subtotal, Child Nutrition	***1,062,500.0***	***1,062,500.0***	***0.0***	***(1,062,500.0)***	**-100.0%**
Individuals with Disabilities Act					
Individuals with Disabilities Education Act	754,000.0	754,000.0		(754,000.0)	-100.0%
Individuals with Disabilities Education Act - Deaf and Blind	500.0	500.0		(500.0)	-100.0%
Individuals with Disabilities Education Act - Preschool	29,200.0	29,200.0		(29,200.0)	-100.0%
Individuals with Disabilities Education Act - State Improvement	5,000.0	5,000.0		(5,000.0)	-100.0%
Subtotal, Individuals with Disabilities Act	***788,700.0***	***788,700.0***	***0.0***	(788,700.0)	***-100.0%***

$000s	FY18 Board Recommendation	FY18 Enacted Budget PA 100-21	FY19 Advocate Request	Comparison of FY19 Advocate Request to FY18 Appropriation $ Increase (Decrease)	Comparison of FY19 Advocate Request to FY18 Appropriation % Increase (Decrease)
Title Programs (excluding Assessments)					
Title I - Advanced Placement Program	3,300.0	3,300.0		(3,300.0)	-100.0%
Title I	1,090,000.0	1,090,000.0		(1,090,000.0)	-100.0%
Title II - Math/Science Partnerships	18,800.0	18,800.0		(18,800.0)	-100.0%
Title II - Teacher/Principal Training	160,000.0	160,000.0		(160,000.0)	-100.0%
Title III - Language Acquisition	50,400.0	50,400.0		(50,400.0)	-100.0%
Title IV	200,000.0	200,000.0		(200,000.0)	-100.0%
Title V - Charter Schools	21,100.0	21,100.0		(21,100.0)	-100.0%
Title VI - Rural and Low Income Schools	2,000.0	2,000.0		(2,000.0)	-100.0%
Title X - Homeless Education	5,000.0	5,000.0		(5,000.0)	-100.0%
Subtotal, Title Programs (excluding Assessments)	***1,550,600.0***	***1,550,600.0***	***0.0***	**(1,550,600.0)**	**-100.0%**
Assessments					
Assessments	35,000.0	35,000.0		(35,000.0)	-100.0%
Subtotal, Assessments	***35,000.0***	***35,000.0***	***0.0***	***(35,000.0)***	**-100.0%**
Other Grants					
Adolescent Health	500.0	500.0		(500.0)	-100.0%
Abstinence Education	5,600.0	5,600.0		(5,600.0)	-100.0%
Congressional Special Projects	5,000.0	5,000.0		(5,000.0)	-100.0%
Longitudinal Data System	5,200.0	5,200.0		(5,200.0)	-100.0%
Substance Abuse and Mental Health Services	5,300.0	5,300.0		(5,300.0)	-100.0%
Early Learning Challenge	35,000.0	35,000.0		(35,000.0)	-100.0%
Preschool Expansion	35,000.0	35,000.0		(35,000.0)	-100.0%
Subtotal, Other Grants	***91,600.0***	***91,600.0***	***0.0***	**(91,600.0)**	**-100.0%**
TOTAL - GRANTS	**3,583,400.0**	**3,583,400.0**	**0.0**	**(3,583,400.0)**	**-100.0%**
TOTAL - FEDERAL FUNDS	**3,654,586.9**	**3,654,586.9**	**0.0**	**(3,654,586.9)**	**-100.0%**
GRAND TOTAL	**11,456,286.3**	**11,931,178.6**	**12,239,635.6**	**308,457.0**	**2.6%**

ILLINOIS STATE BOARD OF EDUCATION
Longitudinal View of Board Budget Recommendations FY 2009 - FY 2018
December 13, 2017
Exhibit D

($000s)	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	10 Year Avg	FY18 to 10 Year Avg
General State Aid	4,549,989.6	4,722,633.4	4,651,579.1	5,132,502.9	4,649,390.8	5,031,849.5	5,321,528.2	5,088,908.9	5,077,679.3	5,078,585.9	4,930,464.8	148,121.1
MCATS	1,798,864.7	1,926,936.8	1,940,938.7	1,938,750.7	1,785,805.0	1,760,619.6	1,806,922.4	1,813,036.5	1,574,396.3	1,893,215.5	1,823,948.6	69,266.9
Standards and Assessments												
Assessments	29,982.0	32,514.2	24,161.8	26,334.7	27,400.0	35,500.0	54,534.4	49,600.0	53,100.0	51,000.0	38,412.7	12,587.3
Growth Model	5,000.0	3,000.0	3,500.0	2,400.0	2,400.0	2,400.0	0.0	0.0	0.0	0.0	1,870.0	(1,870.0)
Longitudinal Data System	0.0	2,000.0	250.0	0.0	0.0	0.0	2,311.3	2,386.0	0.0	0.0	694.7	(694.7)
Standard Aligned Classroom	700.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	70.0	(70.0)
Response to Intervention	3,890.0	2,000.0	1,340.0	1,072.0	0.0	0.0	0.0	0.0	0.0	0.0	830.2	(830.2)
ADP and Standards Materials and Training	0.0	2,000.0	1,120.0	3,300.0	2,000.0	2,000.0	0.0	0.0	0.0	0.0	1,042.0	(1,042.0)
sub-total	***39,572.0***	***41,514.2***	***30,371.8***	***33,106.7***	***31,800.0***	***39,900.0***	***56,845.7***	***51,986.0***	***53,100.0***	***51,000.0***	**42,919.6**	**8,080.4**
Academic Improvement												
Arts and Foreign Language	4,000.0	4,000.0	2,000.0	1,280.0	1,000.0	500.0	500.0	1,000.0	1,000.0	1,000.0	1,628.0	(628.0)
Extended Learning Time	0.0	0.0	0.0	0.0	0.0	0.0	10,000.0	5,000.0	0.0	0.0	1,500.0	(1,500.0)
Gifted Education	5,000.0	0.0	0.0	0.0	0.0	0.0	65.0	0.0	0.0	0.0	506.5	(506.5)
Bilingual Education	75,652.0	83,557.0	75,652.0	66,881.2	70,381.2	74,381.2	75,652.0	75,652.0	75,652.0	102,057.5	77,551.8	24,505.7
On-Line Database	0.0	2,500.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	250.0	(250.0)
Early Childhood Education	392,861.4	392,761.4	381,161.4	340,711.8	345,000.0	340,192.4	325,123.5	350,192.4	393,738.1	443,738.1	370,548.1	73,190.0
Kindergarten Readiness	0.0	0.0	0.0	1,523.5	0.0	0.0	0.0	0.0	0.0	0.0	152.4	(152.4)
Extended Learning Opportunities (Summer Bridges)	22,238.1	22,238.1	20,715.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6,519.2	(6,519.2)
Reading Improvement Block Grant	79,139.8	76,139.8	68,525.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	22,380.5	(22,380.5)
Textbook Loan Program	42,826.5	42,826.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	8,565.3	(8,565.3)
sub-total	***621,717.8***	***624,022.8***	***548,054.5***	***410,396.5***	***416,381.2***	***415,073.6***	***411,340.5***	***431,844.4***	***470,390.1***	***546,795.6***	**489,601.7**	**57,193.9**
College and Career Readiness												
Advance Placement Classes	1,646.9	1,646.9	1,647.0	527.0	527.0	750.0	2,500.0	2,500.0	1,630.0	1,630.0	1,500.5	129.5
Science, Technology, Engineering & Match (STEM) Career Pathways	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,000.0	0.0	0.0	100.0	(100.0)
Agricultural Education	3,381.2	3,381.2	3,043.1	1,947.6	1,800.0	1,800.0	2,000.0	3,000.0	3,000.0	5,300.0	2,865.3	2,434.7
Competency Based Pilot	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,000.0	100.0	900.0
Career and Technical Education Programs	38,562.1	38,562.1	38,562.1	38,562.1	38,562.1	38,062.1	38,062.1	38,062.1	38,062.1	38,062.1	38,312.1	(250.0)
sub-total	***43,590.2***	***43,590.2***	***43,252.2***	***41,036.7***	***40,889.1***	***40,612.1***	***42,562.1***	***44,562.1***	***42,692.1***	***45,992.1***	**42,877.9**	**3,114.2**
School Reform and Accountability												
High Priority School Intervention	0.0	0.0	1,500.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	150.0	(150.0)
District Broadband Expansion	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5,000.0	500.0	4,500.0
School Support Services(Lowest Performing Schools)	0.0	0.0	0.0	5,000.0	3,000.0	5,000.0	5,000.0	5,000.0	5,000.0	5,000.0	3,300.0	1,700.0
Statewide System of Support	3,342.7	4,842.7	1,671.4	1,002.8	0.0	0.0	0.0	0.0	0.0	0.0	1,086.0	(1,086.0)
Children's Mental Health Partnership	4,500.0	3,000.0	2,700.0	1,620.0	2,000.0	300.0	300.0	0.0	0.0	0.0	1,442.0	(1,442.0)
State and District Technology Support	6,669.7	4,169.7	6,346.2	6,300.0	3,000.0	3,000.0	5,600.0	4,034.5	2,500.0	4,500.0	4,612.0	(112.0)
Digitized Educational Materials Program	0.0	0.0	0.0	500.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	(50.0)

($000s)	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	10 Year Avg	FY18 to 10 Year Avg
District Accountability System	0.0	0.0	0.0	900.0	0.0	0.0	0.0	0.0	0.0	0.0	90.0	(90.0)
sub-total	***14,512.4***	***12,012.4***	***12,217.6***	***15,322.8***	***8,000.0***	***8,300.0***	***10,900.0***	***9,034.5***	***7,500.0***	***14,500.0***	**11,230.0**	**3,270.0**
Regional Office of Education												
Regional Office of Education	17,440.0	17,309.0	14,522.1	14,420.0	14,820.0	16,670.0	0.0	0.0	0.0	0.0	9,518.1	(9,518.1)
Special Education												
Autism	450.0	450.0	100.0	100.0	100.0	250.0	100.0	0.0	0.0	0.0	155.0	(155.0)
Blind and Dyslexic	1,343.8	1,218.8	816.6	816.6	894.0	816.6	846.6	846.0	1,010.0	846.0	945.5	(99.5)
Community and Residential Services Authority	575.0	600.0	575.0	592.3	627.0	592.3	592.3	620.0	592.3	579.0	594.5	(15.5)
Materials Center for the Visually Impaired	2,121.0	2,121.0	1,421.1	1,421.1	1,421.1	1,421.1	1,421.1	1,421.1	1,421.1	1,421.1	1,561.1	(140.0)
Phillip J Rock Center	3,577.8	3,577.8	3,577.8	3,577.8	3,577.8	3,577.8	3,577.8	3,577.8	3,577.8	3,577.8	3,577.8	0.0
State Charter School Funding for Children with Disabilities	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	300.0	0.0	30.0	(30.0)
sub-total	***8,067.6***	***7,967.6***	***6,490.5***	***6,507.8***	***6,619.9***	***6,657.8***	***6,537.8***	***6,464.9***	***6,901.2***	***6,423.9***	**6,863.9**	**(440.0)**
Educator Quality and Support												
Grow Your Own Teachers	3,750.0	3,500.0	1,750.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	900.0	(900.0)
National Board Certification	13,242.5	11,485.0	5,742.5	2,000.0	1,000.0	1,000.0	1,000.0	1,000.0	1,000.0	1,000.0	3,847.0	(2,847.0)
Performance Evaluations	0.0	0.0	2,500.0	500.0	200.0	200.0	200.0	200.0	200.0	200.0	420.0	(220.0)
Principal Mentoring Program	3,100.0	2,100.0	2,077.0	900.0	900.0	900.0	1,000.0	1,000.0	1,000.0	1,000.0	1,397.7	(397.7)
Superintendent Mentoring	250.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	25.0	(25.0)
Teach for America	650.0	450.0	225.0	1,225.0	1,975.0	1,975.0	1,950.0	1,000.0	1,900.0	1,900.0	1,325.0	575.0
Diversified Educator Recruitment	0.0	0.0	0.0	0.0	0.0	0.0	700.0	700.0	700.0	700.0	280.0	420.0
Teacher Recruitment (Golden Apple & New Leader)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	8,420.0	0.0	0.0	842.0	(842.0)
Teacher Instructional Support	0.0	0.0	0.0	0.0	0.0	0.0	10,000.0	5,000.0	5,000.0	0.0	2,000.0	(2,000.0)
University of Chicago Teacher/Principal Pipeline	0.0	0.0	0.0	1,300.0	0.0	0.0	0.0	0.0	0.0	0.0	130.0	(130.0)
Teacher Mentoring Programs	14,000.0	14,000.0	9,380.0	6,315.2	3,157.6	5,000.0	5,000.0	3,000.0	1,000.0	2,000.0	6,285.3	(4,285.3)
Teacher of the Year	135.0	135.0	0.0	0.0	0.0	0.0	0.0	130.0	130.0	130.0	66.0	64.0
sub-total	***35,127.5***	***31,670.0***	***21,674.5***	***12,240.2***	***7,232.6***	***9,075.0***	***19,850.0***	***20,450.0***	***10,930.0***	***6,930.0***	**17,518.0**	**(10,588.0)**
Other Statewide District Categorical Assistance												
Charter Schools - Transition Impact Aid	3,421.5	3,421.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	684.3	(684.3)
Charter Schools Revolving Loan Fund Deposit	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2,000.0	200.0	1,800.0
Charter Schools - Start Up Grants	500.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	(50.0)
Transition Assistance	5,000.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	500.0	(500.0)
District Consolidation Costs	7,850.0	3,700.0	3,720.0	4,600.0	4,600.0	3,950.0	3,970.0	4,700.0	4,800.0	3,100.0	4,499.0	(1,399.0)
District Interventions	0.0	0.0	0.0	0.0	0.0	0.0	13,090.0	11,200.0	0.0	6,560.2	3,085.0	3,475.2
Regional Consolidation Incentive Fund	0.0	0.0	0.0	0.0	0.0	0.0	10,000.0	0.0	0.0	0.0	1,000.0	(1,000.0)
School District Emergency Fin Asst Fund Deposit	0.0	0.0	0.0	0.0	0.0	13,640.0	0.0	0.0	0.0	0.0	1,364.0	(1,364.0)
Emergency Relief for School Districts	0.0	0.0	0.0	0.0	0.0	0.0	5,000.0	0.0	0.0	0.0	500.0	(500.0)
Financial Oversight/School Management Assistance	0.0	0.0	0.0	0.0	150.0	0.0	0.0	0.0	0.0	0.0	15.0	(15.0)
sub-total	***16,771.5***	***7,121.5***	***3,720.0***	***4,600.0***	***4,750.0***	***17,590.0***	***32,060.0***	***15,900.0***	***4,800.0***	***11,660.2***	**11,897.3**	**(237.1)**

($000s)	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	10 Year Avg	FY18 to 10 Year Avg
Student Health and Safety Initiatives												
ADA Block Grant	74,841.0	74,841.0	18,710.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	16,839.2	(16,839.2)
Alternative Learning/Regional Safe Schools	18,535.5	18,535.5	16,682.0	9,341.9	9,341.9	9,341.9	16,682.0	11,300.0	11,300.0	11,300.0	13,236.1	(1,936.1)
Re-Enrolling Students	4,000.0	4,000.0	3,600.0	3,600.0	0.0	0.0	0.0	0.0	0.0	0.0	1,520.0	(1,520.0)
School Breakfast Incentive Program	723.5	723.5	361.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	180.9	(180.9)
Homeless Education	3,000.0	0.0	0.0	0.0	1,000.0	3,000.0	3,000.0	3,000.0	3,000.0	3,000.0	1,900.0	1,100.0
Truant Alternative and Optional Education	23,078.1	20,078.1	18,070.3	14,059.0	14,059.0	12,000.0	18,070.0	14,500.0	14,500.0	14,500.0	16,291.5	(1,791.5)
School Security Grant Program	0.0	0.0	0.0	0.0	0.0	20,000.0	0.0	0.0	0.0	0.0	2,000.0	(2,000.0)
Temporary Relocation Fund Deposit	100.0	100.0	400.0	0.0	0.0	0.0	350.0	0.0	0.0	0.0	95.0	(95.0)
Educator Investigations/Hearings	750.0	495.0	500.0	375.0	375.0	184.0	184.0	326.4	250.0	250.0	368.9	(118.9)
sub-total	***125,028.1***	***118,773.1***	***58,324.4***	***27,375.9***	***24,775.9***	***44,525.9***	***38,286.0***	***29,126.4***	***29,050.0***	***29,050.0***	**52,431.6**	**(23,381.6)**
Miscellaneous												
After School Matters	1,000.0	0.0	500.0	0.0	0.0	0.0	0.0	0.0	2,443.8	2,443.8	638.8	1,805.0
Community Health Initiative Fund	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	15,000.0	15,000.0	3,000.0	12,000.0
Southwest Organizing Project	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2,000.0	2,000.0	400.0	1,600.0
Education Funding Advisory Board	0.0	0.0	0.0	0.0	0.0	0.0	0.0	250.0	0.0	0.0	25.0	(25.0)
Illinois Governmental Internship Program	129.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	13.0	(13.0)
Jobs for Illinois Graduates	4,000.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	400.0	(400.0)
Technology Immersion Pilot Project	5,000.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	500.0	(500.0)
Target Initiatives	54,098.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5,409.8	(5,409.8)
Tax Equivalent Grants	222.6	222.6	222.6	222.6	222.6	222.6	222.6	222.6	222.6	222.6	222.6	0.0
ISBE Admin	28,791.8	29,926.4	29,043.3	26,915.2	24,927.3	23,987.7	23,787.7	23,380.9	23,380.9	23,530.9	25,767.2	(2,236.3)
Total Board Budget Request	**7,363,923.8**	**7,583,700.0**	**7,360,911.3**	**7,663,398.0**	**7,015,614.4**	**7,415,083.8**	**7,770,843.0**	**7,535,167.2**	**7,320,486.3**	**7,727,350.5**	**7,475,647.8**	**251,702.7**
Actual Appropriation	**7,401,839.6**	**7,282,559.8**	**7,019,761.2**	**6,750,386.7**	**6,549,799.1**	**6,687,380.4**	**6,754,984.2**	**6,953,471.0**	**7,489,456.8**	**8,204,042.8**	**7,109,368.2**	**1,094,674.6**
Difference	**37,915.8**	**-301,140.2**	**-341,150.1**	**-913,011.3**	**-465,815.4**	**-727,703.4**	**-1,015,858.8**	**-581,696.1**	**168,970.5**	**476,692.3**	**-366,279.7**	**842,972.0**

ILLINOIS STATE BOARD OF EDUCATION

Longitudinal View of Board Budget Recommendations FY 2009 - FY 2018

December 13, 2017

Exhibit D

($000s)	FY09	% of Total	FY10	% of Total	FY11	% of Total	FY12	% of Total	FY13	% of Total	FY14	% of Total	FY15	% of Total	FY16	% of Total	FY17	% of Total	FY18	% of Total
GSA	4,549,989.6	61.79%	4,722,633.4	62.27%	4,651,579.1	63.19%	5,132,502.9	66.97%	4,649,390.8	66.27%	5,031,849.5	67.86%	5,321,528.2	68.48%	5,088,908.9	67.54%	5,077,679.3	69.36%	5,078,585.9	65.72%
MCATS	1,798,864.7	24.43%	1,926,936.8	25.41%	1,940,938.7	26.37%	1,938,750.7	25.30%	1,785,805.0	25.45%	1,760,619.6	23.74%	1,806,922.4	23.25%	1,813,036.5	24.06%	1,574,396.3	21.51%	1,893,215.5	24.50%
Early Childhood	392,861.4	5.33%	392,761.4	5.18%	381,161.4	5.18%	340,711.8	4.45%	345,000.0	4.92%	340,192.4	4.59%	325,123.5	4.18%	350,192.4	4.65%	393,738.1	5.38%	443,738.1	5.74%
Bilingual	75,652.0	1.03%	83,557.0	1.10%	75,652.0	1.03%	66,881.2	0.87%	70,381.2	1.00%	74,381.2	1.00%	75,652.0	0.97%	75,652.0	1.00%	75,652.0	1.03%	102,057.5	1.32%
Career Tech	38,562.1	0.52%	38,562.1	0.51%	38,562.1	0.52%	38,562.1	0.50%	38,562.1	0.55%	38,062.1	0.51%	38,062.1	0.49%	38,062.1	0.51%	38,062.1	0.52%	38,312.1	0.50%
Other	479,202.2	6.51%	389,322.9	5.13%	243,974.7	3.31%	119,074.1	1.55%	101,548.0	1.45%	145,991.3	1.97%	179,767.1	2.31%	145,934.4	1.94%	137,577.6	1.88%	145,674.2	1.89%
Admin	28,791.8	0.39%	29,926.4	0.39%	29,043.3	0.39%	26,915.2	0.35%	24,927.3	0.36%	23,987.7	0.32%	23,787.7	0.31%	23,380.9	0.31%	23,380.9	0.32%	25,767.2	0.33%
	7,363,923.8		7,583,700.0		7,360,911.3		7,663,398.0		7,015,614.4		7,415,083.8		7,770,843.0		7,535,167.2		7,320,486.3		7,727,350.5	

ILLINOIS STATE BOARD OF EDUCATION
Longitudinal View of General Funds Appropriations FY 2009 -FY 2018
December 13, 2017
Exhibit E

($000s)	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16*	FY17	FY18	10 Year Avg	FY18 to 10 Year Avg
General State Aid (GSA)	4,607,668.0	4,615,975.7	4,600,305.1	4,448,104.5	4,286,752.5	4,442,198.3	4,425,273.6	4,632,188.2	4,765,229.0	-	4,082,369.5	(4,082,369.5)
Evidence-Based Funding (EBF)	-	-	-	-	-	-	-	-	-	6,455,159.9	645,516.0	5,809,643.9
Chicago Teacher Pension Funds	-	-	-	-	-	-	-	-	-	221,300.0	22,130.0	199,170.0
Hold Harmless Distribution Funding (HB 317)	-	-	-	-	-	-	97,000.0	-	-	-	9,700.0	(9,700.0)
GSA Loss Limit	-	-	-	-	-	-	-	85,000.0	313,356.9	-	39,835.7	(39,835.7)
MCATS	1,799,804.8	1,944,078.4	1,845,846.5	1,781,628.3	1,755,948.3	1,749,948.3	1,716,949.4	1,762,738.6	1,781,211.1	880,035.5	1,701,818.9	(821,783.4)
Standards and Assessments												
Assessments	29,982.0	28,606.8	26,334.7	24,000.0	27,400.0	27,400.0	43,596.5	-	46,182.5	51,000.0	30,450.3	20,549.8
Growth Model	3,000.0	3,000.0	2,400.0	-	-	-	-	-	-	-	840.0	(840.0)
Longitudinal Data System	-	250.0	-	-	-	-	-	-	-	-	25.0	(25.0)
Response to Intervention	2,000.0	1,340.0	1,072.0	-	-	-	-	-	-	-	441.2	(441.2)
ADP and Standards Materials and Training	-	500.0	400.0	2,000.0	2,000.0	-	-	-	-	-	490.0	(490.0)
sub-total	***34,982.0***	***33,696.8***	***30,206.7***	***26,000.0***	***29,400.0***	***27,400.0***	***43,596.5***	**-**	***46,182.5***	***51,000.0***	**32,246.5**	**18,753.6**
Academic Improvement												
Arts and Foreign Language	4,000.0	2,000.0	1,280.0	1,000.0	500.0	-	488.8	500.0	500.0	-	1,026.9	(1,026.9)
Gifted Education	7,000.0	-	-	-	-	-	-	-	-	-	700.0	(700.0)
Bilingual Education	75,652.0	68,086.8	63,381.2	63,381.2	63,381.2	63,381.2	62,248.4	61,681.2	65,540.7	29,000.0	61,573.4	(32,573.4)
Early Childhood Education	380,261.4	342,235.3	342,235.3	325,123.5	300,192.4	300,192.4	293,438.1	314,661.3	393,738.1	443,738.1	343,581.6	100,156.5
Extended Learning Opportunities (Summer Bridges)	22,238.1	20,715.3	-	-	-	-	-	-	-	-	4,295.3	(4,295.3)
Reading Improvement Block Grant	76,139.8	68,525.8	-	-	-	-	-	-	-	-	14,466.6	(14,466.6)
Textbook Loan Program	42,826.5	-	-	-	-	-	-	-	-	-	4,282.7	(4,282.7)
sub-total	***608,117.8***	***501,563.2***	***406,896.5***	***389,504.7***	***364,073.6***	***363,573.6***	***356,175.3***	***376,842.5***	***459,778.8***	***472,738.1***	**429,926.4**	**42,811.7**
College and Career Readiness												
Advance Placement Classes	1,646.9	823.5	527.0	-	527.0	500.0	488.8	500.0	500.0	500.0	601.3	(101.3)
Agricultural Education	3,381.2	3,043.1	1,947.6	1,800.0	1,800.0	1,250.0	1,759.5	1,800.0	1,800.0	5,000.0	2,358.1	2,641.9
Career and Technical Education Programs	38,562.1	38,562.1	38,562.1	38,562.1	38,062.1	38,062.1	38,062.1	38,062.1	38,062.1	38,062.1	38,262.1	(200.0)
sub-total	***43,590.2***	***42,428.7***	***41,036.7***	***40,362.1***	***40,389.1***	***39,812.1***	***40,310.4***	***40,362.1***	***40,362.1***	***43,562.1***	**41,221.6**	**2,340.5**
School Reform and Accountability												
Lowest Performing Schools	-	-	-	1,002.8	1,002.8	1,002.8	980.2	-	1,002.8	1,002.8	599.4	403.4
Statewide System of Support	3,342.7	1,671.4	1,002.8	-	-	-	-	-	-	-	601.7	(601.7)
Children's Mental Health Partnership	3,000.0	2,700.0	1,620.0	1,620.0	300.0	300.0	293.3	-	-	-	983.3	(983.3)
State and District Technology Support	4,169.7	4,169.7	3,335.8	3,000.0	3,000.0	2,500.0	2,443.8	-	4,783.8	2,443.8	2,984.7	(540.9)
Classroom Cubed	2,000.0	1,000.0	-	-	-	-	-	-	-	-	300.0	(300.0)

($000s)	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16*	FY17	FY18	10 Year Avg	FY18 to 10 Year Avg
sub-total	***12,512.4***	***9,541.1***	***5,958.6***	***5,622.8***	***4,302.8***	***3,802.8***	***3,717.3***	***-***	***5,786.6***	***3,446.6***	**5,469.1**	**(2,022.5)**
Regional Office of Education												
Regional Office of Education	16,090.0	14,589.4	13,620.1	70.0	2,295.1	-	-	-	-	-	4,666.5	(4,666.5)
Special Education												
Autism	100.0	100.0	100.0	100.0	100.0	100.0	97.8	-	100.0	100.0	89.8	10.2
Blind and Dyslexic	1,218.8	816.6	816.6	816.6	816.6	816.6	816.6	846.0	846.0	846.0	865.6	(19.6)
Community and Residential Services Authority	575.0	575.0	575.0	592.3	592.3	592.3	579.0	475.0	579.0	579.0	571.4	7.6
Materials Center for the Visually Impaired	2,121.0	1,421.1	1,421.1	1,421.1	1,421.1	1,421.1	1,389.1	1,421.1	1,421.1	1,421.1	1,487.9	(66.8)
Phillip J Rock Center	3,577.8	3,577.8	3,577.8	3,577.8	3,577.8	3,577.8	3,497.3	-	7,155.6	3,577.8	3,569.8	8.1
sub-total	***7,592.6***	***6,490.5***	***6,490.5***	***6,507.8***	***6,507.8***	***6,507.8***	***6,379.8***	***2,742.1***	***10,101.7***	***6,523.9***	**6,584.5**	**(60.6)**
Educator Quality and Support												
Grow Your Own Teachers	3,500.0	3,150.0	-	-	-	-	-	-	-	-	665.0	(665.0)
National Board Certification	11,485.0	5,742.5	2,756.4	1,000.0	1,000.0	1,000.0	977.5	1,000.0	1,000.0	1,000.0	2,696.1	(1,696.1)
Principal Mentoring Program	3,100.0	2,077.0	830.8	-	-	-	-	-	-	-	600.8	(600.8)
Teach for America	450.0	225.0	225.0	1,225.0	1,225.0	1,000.0	1,000.0	977.5	977.5	977.5	828.3	149.3
Teacher Mentoring Programs	14,000.0	9,380.0	5,628.0	-	-	-	-	-	-	-	2,900.8	(2,900.8)
Teacher of the Year	135.0	-	-	-	-	-	-	-	-	-	13.5	(13.5)
sub-total	***32,670.0***	***20,574.5***	***9,440.2***	***2,225.0***	***2,225.0***	***2,000.0***	***1,977.5***	***1,977.5***	***1,977.5***	***1,977.5***	**7,704.5**	**(5,727.0)**
Other Statewide District Categorical Assistance												
Charter Schools - Transition Impact Aid	3,421.5	-	-	-	-	-	-	-	-	-	342.2	(342.2)
Transition Assistance	19,209.9	-	-	-	-	-	-	-	-	-	1,921.0	(1,921.0)
District Consolidation Costs	7,850.0	3,700.0	3,700.0	1,800.0	2,805.0	2,900.0	3,309.3	3,309.3	5,046.0	3,100.0	3,752.0	(652.0)
School District Emergency Fin Asst Fund Deposit	-	-	-	-	-	1,500.0	-	-	-	-	150.0	(150.0)
East St. Louis District 189	-	-	-	-	9,000.0	3,000.0	-	-	-	-	1,200.0	(1,200.0)
District Interventions	-	-	-	-	-	-	12,795.5	11,200.0	-	6,560.2	3,055.6	3,504.6
sub-total	***30,481.4***	***3,700.0***	***3,700.0***	***1,800.0***	***11,805.0***	***7,400.0***	***16,104.8***	***14,509.3***	***5,046.0***	***9,660.2***	**10,420.7**	**(760.5)**

($000s)	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16*	FY17	FY18	10 Year Avg	FY18 to 10 Year Avg
Student Health and Safety Initiatives												
ADA Block Grant	74,841.0	18,710.3	-	-	-	-	-	-	-	-	9,355.1	(9,355.1)
Alternative Learning/Regional Safe Schools	18,535.5	16,682.0	9,341.9	9,341.9	6,539.3	6,300.0	6,158.3	6,300.0	6,300.0	6,300.0	9,179.9	(2,879.9)
Re-Enrolling Students	4,000.0	3,600.0	3,600.0	-	-	-	-	-	-	-	1,120.0	(1,120.0)
School Breakfast Incentive Program	723.5	361.8	-	-	-	-	-	-	-	-	108.5	(108.5)
Homeless Education	3,000.0	-	-	-	-	-	-	-	-	-	300.0	(300.0)
Truant Alternative and Optional Education	20,078.1	18,070.3	14,059.0	14,059.0	12,000.0	11,500.0	11,241.3	11,500.0	11,500.0	11,500.0	13,550.8	(2,050.8)
Temporary Relocation Fund Depost	100.0	100.0	-	-	-	-	-	-	-	-	20.0	(20.0)
Educator Misconduct	375.0	375.0	375.0	184.0	184.0	184.0	179.9	-	179.9	179.9	221.7	(41.8)
sub-total	***121,653.1***	***57,899.4***	***27,375.9***	***23,584.9***	***18,723.3***	***17,984.0***	***17,579.5***	***17,800.0***	***17,979.9***	***17,979.9***	**33,856.0**	**(15,876.1)**
Miscellaneous												
After School Matters	500.0	5,000.0	4,000.0	2,500.0	2,500.0	2,000.0	2,443.8	2,443.8	2,443.8	2,443.8	2,627.5	(183.7)
After School Programs	-	-	-	-	-	-	-	-	15,000.0	15,000.0	3,000.0	12,000.0
Jobs for Illinois Graduates	129.9	-	-	-	-	-	-	-	-	-	13.0	(13.0)
Technology Immersion Pilot Project	4,000.0	-	-	-	-	-	-	-	-	-	400.0	(400.0)
Tax Equivalent Grants	222.6	222.6	222.6	222.6	222.6	222.6	222.6	222.6	222.6	222.6	222.6	-
ISBE Admin	25,004.2	26,799.5	24,661.8	22,254.0	23,654.0	23,180.9	22,659.4	15,178.0	23,312.0	21,526.4	22,823.0	(1,296.6)
Legislative Add-ons												
IL Coalition for Immigrant and Refugee Rights (SWOP)	-	-	-	-	1,000.0	1,000.0	1,466.3	1,466.3	1,466.3	1,466.3	786.5	679.8
Target Initiatives	56,820.6	-	-	-	-	350.0	3,128.0	-	-	-	6,029.9	(6,029.9)
sub-total	***56,820.6***	***-***	***-***	***-***	***1,000.0***	***1,350.0***	***4,594.3***	***1,466.3***	***1,466.3***	***1,466.3***	**6,816.4**	**(5,350.1)**
Actual Appropriation	**7,401,839.6**	**7,282,559.8**	**7,019,761.2**	**6,750,386.7**	**6,549,799.1**	**6,687,380.4**	**6,754,984.2**	**6,953,471.0**	**7,489,456.8**	**8,204,042.8**	**7,109,368.2**	**1,094,674.6**
Increase/Decrease	**NA**	**(119,279.8)**	**(262,798.6)**	**(269,374.5)**	**(200,587.6)**	**137,581.4**	**67,603.8**	**198,486.8**	**535,985.8**	**714,586.0**	**89,133.7**	**625,452.3**

*FY16 payrolls were sustained via court order due to veto of HB4151. FY17 appropriations were used to cover administration shortfalls in FY16 pursuant to PA99-524.

ILLINOIS STATE BOARD OF EDUCATION
Longitudinal View of General Funds Appropriations FY 2009 -FY 2018
December 13, 2017
Exhibit E

($000s)	FY09	% of Total	FY10	% of Total	FY11	% of Total	FY12	% of Total	FY13	% of Total	FY14	% of Total	FY15	% of Total	FY16*	% of Total	FY17	% of Total	FY18	% of Total
GSA	4,607,668.0	62.25%	4,615,975.7	63.38%	4,600,305.1	65.53%	4,448,104.5	65.89%	4,286,752.5	65.45%	4,442,198.3	66.43%	4,425,273.6	65.51%	4,717,188.2	67.84%	5,078,585.9	67.81%	0.0	0.00%
EBF	0.0	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%	6,455,159.9	78.68%
MCATS	1,799,804.8	24.32%	1,944,078.4	26.69%	1,845,846.5	26.30%	1,781,628.3	26.39%	1,755,948.3	26.81%	1,749,948.3	26.17%	1,716,949.4	25.42%	1,762,738.6	25.35%	1,781,211.1	23.78%	880,035.5	10.73%
Early Childhood	380,261.4	5.14%	342,235.3	4.70%	342,235.3	4.88%	325,123.5	4.82%	300,192.4	4.58%	300,192.4	4.49%	293,438.1	4.34%	314,661.3	4.53%	393,738.1	5.26%	443,738.1	5.41%
Bilingual	75,652.0	1.02%	68,086.8	0.93%	63,381.2	0.90%	63,381.2	0.94%	63,381.2	0.97%	63,381.2	0.95%	62,248.4	0.92%	61,681.2	0.89%	65,540.7	0.88%	29,000.0	0.35%
Career Tech	38,562.1	0.52%	38,562.1	0.53%	38,562.1	0.55%	38,562.1	0.57%	38,062.1	0.58%	38,062.1	0.57%	38,062.1	0.56%	38,062.1	0.55%	38,062.1	0.51%	38,062.1	0.46%
Other	474,887.1	6.42%	246,822.0	3.39%	104,769.2	1.49%	71,333.1	1.06%	81,808.5	1.25%	70,417.2	1.05%	196,353.2	2.91%	43,961.6	0.63%	109,006.9	1.46%	336,520.8	4.10%
Admin	25,004.2	0.34%	26,799.5	0.37%	24,661.8	0.35%	22,254.0	0.33%	23,654.0	0.36%	23,180.9	0.35%	22,659.4	0.34%	15,178.0	0.22%	23,312.0	0.31%	21,526.4	0.26%
	7,401,839.6		**7,282,559.8**		**7,019,761.2**		**6,750,386.7**		**6,549,799.1**		**6,687,380.4**		**6,754,984.2**		**6,953,471.0**		**7,489,456.8**		**8,204,042.8**	

*FY16 payrolls were sustained via court order due to veto of HB4151. FY17 appropriations were used to cover administration shortfalls in FY16 pursuant to PA99-524.

Draft—Pending Approval

Illinois State Board of Education Meeting
November 17, 2017

Updated 12-12-17

Chicago Location: Thompson Center
Conference Room 16-503
100 W. Randolph, Chicago, IL

ROLL CALL

Vice Chairman Eligio Pimentel called the meeting to order at 9:30 a.m. Dr. Tony Smith was in attendance and a quorum was present.

Members Present
Eligio Pimentel
Lula Ford
Kevin Settle
Susie Morrison
Cesilie Price
Ruth Cross

PUBLIC PARTICIPATION

Christine Palmieri, parent of a student enrolled at Chicago Public Schools (CPS) and a member of a Chicago Special Education Political Action Committee, presented a letter requesting that the Illinois State Board of Education intervene on behalf of students with special needs in the Chicago Public Schools.

Rod Estvan, education policy analyst at Access Living, expressed concern about the transparency of the program codes used in the CPS budget. He also shared his concern about transportation for CPS students with special needs.

Cynthia Riseman Lund, representative of the Illinois Federation of Teachers (IFT), expressed appreciation for the ISBE year of inquiry on teacher preparation. She urged ISBE to include teachers in the discussion. She shared that IFT was in favor of continuing financial support for North Chicago Community Unit School District 187. She also expressed concern on the behalf of the IFT about the approval of degree-granting status to American Intercontinental University.

Ashley Fretthold, attorney at Legal Assistance Foundation, expressed concern about the Procedural Manual for special education and the related guidance documents in use at Chicago Public Schools.

Troy LaRaviere, president of the Chicago Principals and Administrators Association, expressed concern about funding for special education in Chicago schools and changes in special education guidance by Chicago Public Schools.

Natasha Carlsen is co-chair of Chicago Teachers Union Special Education Committee, a member of their special education task force, and a special education teacher at a Chicago Public Schools. She expressed concern about burdensome CPS data collection policies for special education.

Kurt Hilgendorf, policy adviser at the Chicago Teachers Union, expressed concern about access to special education services and expressed organizational support for an investigation into Chicago Public Schools by the Illinois State Board of Education.

Jackie Ross, representative from Equip for Equality, commented on how special education services are identified in the current CPS manual and expressed her concern that it was out of compliance with Illinois and federal law.

Terri Smith, parent of a special needs child in Chicago Public Schools and an advocate for special needs parents, expressed concern about her daughter's access to special needs equipment. She shared similar stories about special needs students in Chicago Public Schools.

Mary Hughes, special education volunteer advocate with 19th Ward Parents for SPED, expressed concern about CPS's policies regarding special education services.

CLOSED SESSION

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

> ~~Section c (11) for the purpose of considering pending or probable litigation against or affecting the Board, and further moved that Board members may invite anyone they wish to be included in this closed session.~~
>
> Section 2 (c) (2) Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees.

Ruth Cross seconded the motion and it passed with a unanimous voice vote.

The Board meeting reconvened at 10:40 a.m.

CONSENT AGENDA

Lula Ford moved that the State Board of Education approve the consent agenda as stated. Ruth Cross seconded the motion and it passed unanimously with a roll call vote.

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 October 17 Board meeting.

Rules for Initial Review

Part 27 (Standards for Endorsements in Specific Teaching Fields)

The proposed rulemaking replaces the current state content area standards for teaching fields with national standards for each individual endorsement. Educator Preparation Programs are required to align their program by 2024.

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemakings for Part 27 (Standards for Endorsements in Specific Teaching Fields), including publication of the proposed amendments in the *Illinois Register.*

Rules for Adoption

Part 650 (Charter Schools)

The proposed amendments establish criteria to distribute loan funds to charter schools for certain costs incurred during the initial charter term. Specifically, all applications must be received by March 15 of each fiscal year. ISBE will make determinations on whether a charter school will receive funds within 15 days after the award determination date. All loans must be repaid by the end of the initial charter term.

The State Board of Education hereby adopts the proposed rulemaking for Charter Schools (23 Illinois Administrative Code 650). Further, the Board authorizes the State Superintendent of Education to make such technical and nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

Contracts and Grants Over $1 Million

Title V State Abstinence Education Grant Request to Increase

The Safe and Healthy Climate Division requests the Board to authorize the State Superintendent to revise the State Abstinence Education Grant fiscal year 2018 appropriation in excess of $1 million. The total amount to be awarded in FY 2018 will not exceed $5,324,559.

The State Board of Education hereby authorizes the State Superintendent to increase the FY 2018 allocation to AMTC & Associates LLC to $5,324,559.

Early Childhood Block Grant Prevention Initiative Training and Technical Assistance: Birth to 3 Years Grant

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to revise the Prevention Initiative Training and Technical Assistance grant appropriation in excess of $1 million over the remaining four years of the five-year grant cycle.

The State Board of Education hereby authorizes the State Superintendent to increase the allocation for the Early Childhood Block Grant Prevention Initiative Training and Technical Assistance: Birth to 3 Years Grant awarded to the Ounce of Prevention Fund. The maximum amount is not to exceed $9.75 million for the five-year grant cycle. The renewals will be contingent upon a sufficient appropriation and satisfactory performance in each preceding grant period.

END OF THE CONSENT AGENDA

In response to Part 27, Susie Morrison asked if the long-term intent of this would be to replace the Illinois program review that is currently undergone by teacher preparation programs. Jason Helfer, deputy superintendent for Teaching and Learning, replied that it was not necessarily the long-term vision to require Illinois institutions to go through a national teacher preparation accreditation process. He indicated that aligning with national standards allows testing companies to use the national standards to more regularly update their exams and that institutions of higher education were already individually deciding to align with national standards.

There was a discussion about ISBE policy regarding program reporting requirements that are currently in place and the percentage of programs currently receiving national accreditation.

Kevin Settle asked if there were negative consequences for universities. Jason Helfer replied that there are minimal opportunities for negative consequences if ISBE provides the time for institutions with approved educator preparation programs to align coursework to these standards.

APPEAL FOR INSTITUTION RECOGNITION FOR AMERICAN INTERCONTINENTAL UNVERSITY

Lula Ford expressed concern about a public participant's mention of predatory recruitment practices at American Intercontinental University (AIU). Helfer responded that in order to receive operational authority and degree-granting authority, AIU must be approved and in good standing with IBHE. ISBE works closely with IBHE on educator preparation programs.

Ruth Cross moved that the State Board of Education hereby authorizes the State Superintendent to grant approval of institution recognition for American Intercontinental University. Cesilie Price seconded and it passed with a unanimous voice vote.

AFSCME CONTRACT

Cesilie Price moved that the State Board of Education hereby approves the Collective Bargaining Agreement between ISBE and AFSCME Local 2811 for FY 2018 through FY 2020 based on the terms negotiated therein. Lula Ford seconded the motion and it passed unanimously with a roll call vote.

DISCUSSION ITEMS

District Oversight Update

John Price and Dora King provided on an update on North Chicago Community Unit School District 187 and expressed appreciation for the partnership with ISBE. He requested to continue working with ISBE staff to support District 187 in the future, as well as the inclusion of structural deficit in ISBE's budget proposal.

Legislative Update

Sarah Hartwick, co-director of Governmental Relations at ISBE, provided an update on a bill to amend Public Act 100-0465. She also shared changes made and considered to address the teacher shortage.

Susie Morrison asked about next steps regarding the year of inquiry. Libi Gil, chief education officer at ISBE, indicated that they were in the process of engaging stakeholders.

There was a discussion about other state's policies toward teacher recruitment and retention.

Budget Update

Robert Wolfe, chief financial officer at ISBE, provided an update on the budget hearing process. He spoke about changes in school financial operations due to site-based accounting.

Lula Ford expressed approval for the collaborative effort to implement site-based accounting.

Every Student Succeeds Act Update

Jason Helfer, deputy superintendent for Teaching and Learning, provided an update on the P-2, 3-8, and CCR subcommittees developing indicators for the accountability system. He informed the Board that the first meeting of the Technical Advisory Council will be in mid-December, and that it will start working on the growth metric.

Claudia Quezada, executive director of Innovation Systems Support, provided an update on the IL-EMPOWER pilot program. She shared that, thus far,18 districts confirmed their participation in the pilot. Claudia also reported that approval status would be sent to IL-EMPOWER partner applicants early next week and that, once sent, this information would be shared with the Board.

Superintendent Smith shared that additional data about the providers will be provided to the Board.

Other Items for Discussion

ANNOUNCEMENTS AND REPORTS

Superintendent/Senior Staff Announcements

Superintendent Smith shared that ISBE held an internal agency-wide meeting on November 16, 2017.

Member Reports

Ruth Cross presented on the National Association of State Boards of Education conference. She highlighted a presentation about an app called Food Finder, which displays locations where free food is available across the country.

Kevin Settle shared that he visited Charleston in order to present the Board's motion to recognize Nell Wiseman from the October 2017 meeting.

INFORMATION ITEMS

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

MOTION FOR ADJOURNMENT

Lula Ford moved that the meeting be adjourned. Ruth Cross seconded the motion and it passed with a unanimous voice vote. The meeting adjourned at 12:05 p.m.

Respectfully Submitted,

Cesilie Price
Board Secretary

Mr. James T. Meeks
Chairman

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 13, 2017

TO: **Illinois State Board of Education**

FROM: **Tony Smith, Ph.D., State Superintendent of Education**
Libi Gil, Ph.D., Chief Education Officer

Agenda Topic: **Part 1 (Public Schools Evaluation, Recognition, and Supervision)**

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

***Staff Contact(s)*: Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning**
Jeffrey Aranowski, Executive Director, Safe & Healthy Climate
Emily Fox, Division Administrator, Educator Effectiveness
Shawn Backs, Principal Consultant, Nutrition & Wellness Programs
Kristy Jones, Waiver Coordinator
Lindsay M. Bentivegna, Agency Rules Coordinator

Purpose of Agenda Item
Educator Effectiveness and Safe & Healthy Climate request the Board to authorize the State Superintendent to adopt a motion authorizing solicitation of public comment on the proposed amendments.

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts
The proposed amendments relate to the Board's goals that:

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

- 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
The proposed rulemaking is the result of Public Act 100-0465, PA 100-0013, and general cleanup needed for Part 1. In each case, the proposed rules will offer greater flexibility to school districts in administering educational programs.

Public Act 100-0465 -- PA 100-0465, known as the Evidence-Base Funding Bill, also made changes to the process by which school districts and other eligible entities are approved for waivers of or modifications to the School Code or rules promulgated by ISBE. It also eliminated the statutory restriction on the number of physical education waivers that an eligible entity may request. In recognition of these statutory changes, the proposed rules eliminate references to restrictions on the number of physical education waivers that may be requested by an eligible entity. Staff further recommend additional rule changes to clarify that waiver or modification requests related to Every Student Succeeds Act (ESSA) compliance shall not be honored;

institute formal deadlines by which School Code waiver requests must be filed; and provide definitions for “waiver” and “modifications.”

PA 100-0465 also made significant changes to physical education participation requirements. Specifically, physical education is no longer required daily for all students. Rather, pupils must participate “in a course of physical education for a minimum of three days per five-day week.” The law was also amended to allow a school board, “on a case-by-case basis, [to] excuse pupils in grades 7 through 12 who participate in an interscholastic or extracurricular athletic program from engaging in physical education courses.” The proposed rules implement those changes made by PA 100-0465 and recommend other related changes.

Public Act 100-0013 -- PA 100-0013 allows individuals holding a valid career and technical educator, part-time, or provisional endorsement on an educator license with stipulations, but do not have a bachelor's degree, to substitute teach in any career and technical education classroom. The proposed rules implement this change in law.

General Cleanup -- Aside from updating citations and other perfunctory changes, staff recommend that amendments be made to Section 1.530 (School Health Services). Statute allows, but does not require, the State Superintendent to financially penalize districts that do not comply with minimum standards for student immunizations, health screenings, and related reporting requirements. Staff recommend that this penalty be repealed from the rules as the agency has never used this provision and it is unreasonably punitive in today’s fiscal climate.

Specifically, this rulemaking makes the following changes:

- Section 1.100
    - Clarifies waivers from the School Code or administrative rules that implement ESSA or the Illinois ESSA State Plan are prohibited.
    - Defines waiver to mean a petition to discontinue the implementation of a mandate.
    - Defines modification to mean a petition to partially implement a mandate.
    - Creates deadlines for receipt of waiver applications for consideration on the fall and spring waiver reports.
        - August 15 for the fall waiver report.
        - January 15 for the spring waiver report.
    - Removes all statutory references to limitations on physical education waivers.
- Sections 1.420 and 1.440
    - Clarify physical education must be taught in accordance with Section 27-6 of the School Code.
- Section 1.425
    - Replaces frequency requirement for physical education from daily to three days per five-day week.
    - Clarifies physical education does not need to be made up if there is a student nonattendance day or school is otherwise closed on a day when physical education is scheduled.
    - School districts must make every effort to ensure all students have the ability to participate in physical education three days a week.
    - Limits interscholastic and extracurricular athletic programs to those programs that are sponsored by the school district as defined by policy.
    - School districts shall consider the statutory allowances in Section 27-6 of the School Code when developing their exemption policies.

    - Notes student exemption for participation in physical fitness assessments in same manner as student exemptions for participation in a physical education course.
    - Clarifies the Brockport Physical Fitness Testing can be used for students with known orthopedic, intellectual, and or/ visual disabilities whose Individualized Education Program and/or 504 Plan identifies FitnessGram® as not appropriate.
- Section 1.530
    - Removes the Section that includes the penalty of reducing General State Aid for noncompliance with Section 27-8.1 of the School Code (Health examinations and immunizations).
- Section 1.790
    - Clarifies individuals holding a valid career and technical educator, part-time, or provisional endorsement on an educator license with stipulations, but do not have a bachelor's degree, may substitute teach in any career and technical education classroom.

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 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 authorizes solicitation of public comment on the proposed rulemaking for:
>
> > Public Schools Evaluation, Recognition and Supervision (23 Illinois Administrative Code 1),
>
> including publication of the proposed amendments in the *Illinois Register.*

Next Steps
Upon Board authorization, agency staff will submit the proposed amendments to the Administrative Code Division for publication in the *Illinois Register* to elicit public comment. Additional means, such as the *Superintendent's Weekly Message* and the agency's website, will be used to inform interested parties of the opportunity to comment on this rulemaking.

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

PART 1
PUBLIC SCHOOLS EVALUATION, RECOGNITION AND SUPERVISION

SUBPART A: RECOGNITION REQUIREMENTS

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

SUBPART B: SCHOOL GOVERNANCE

Section
1.210 Approval of Providers of Training for School Board Members under Section 10-16a of the School Code
1.220 Duties of Superintendent (Repealed)
1.230 Board of Education and the School Code (Repealed)
1.240 Equal Opportunities for all Students
1.242 Temporary Exclusion for Failure to Meet Minimum Academic or Attendance Standards
1.245 Waiver of School Fees
1.250 District to Comply with 23 Ill. Adm. Code 180 (Repealed)
1.260 Commemorative Holidays to be Observed by Public Schools (Repealed)
1.270 Book and Material Selection (Repealed)
1.280 Discipline

1.285 Requirements for the Use of Isolated Time Out and Physical Restraint
1.290 Absenteeism and Truancy Policies

SUBPART C: SCHOOL DISTRICT ADMINISTRATION

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

SUBPART D: THE INSTRUCTIONAL PROGRAM

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

SUBPART E: SUPPORT SERVICES

Section
1.510 Transportation
1.515 Training of School Bus Driver Instructors
1.520 Home and Hospital Instruction
1.530 Health Services
1.540 Undesignated Epinephrine Auto-injectors; Opioid Antagonists

SUBPART F: STAFF LICENSURE REQUIREMENTS

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

SUBPART G: STAFF QUALIFICATIONS

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

1.APPENDIX A	Professional Staff Educator Licensure
1.APPENDIX B	Certification Quick Reference Chart (Repealed)
1.APPENDIX C	Glossary of Terms (Repealed)
1.APPENDIX D	State Goals for Learning
1.APPENDIX E	Evaluation Criteria – Student Performance and School Improvement Determination (Repealed)
1.APPENDIX F	Criteria for Determination – Student Performance and School Improvement (Repealed)
1.APPENDIX G	Criteria for Determination – State Assessment (Repealed)

AUTHORITY: Implementing Sections 2-3.25, 2-3.25g, 2-3.44, 2-3.96, 2-3.159, 10-17a, 10-20.14, 10-21.4a,10-22.43a, 21B-5, 21B-20, 22-30, 22-60, 24-24, 26-13, 27-3.5, 27-6, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, 27-23.3 and 27-23.8 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/2-3.6, 2-3.25, 2-3.25g, 2-3.44, 2-3.96, 2-3.159, 10-17a, 10-20.14, 10-21.4a, 10-22.43a, 21B-5, 21B-20, 22-30, 22-60, 26-13, 27-3.5, 27-6, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, 27-23.3 and 27-23.8].

SOURCE: Adopted September 21, 1977; codified at 7 Ill. Reg. 16022; amended at 9 Ill. Reg. 8608, effective May 28, 1985; amended at 9 Ill. Reg. 17766, effective November 5, 1985; emergency amendment at 10 Ill. Reg. 14314, effective August 18, 1986, for a maximum of 150 days; amended at 11 Ill. Reg. 3073, effective February 2, 1987; amended at 12 Ill. Reg. 4800, effective February 26, 1988; amended at 14 Ill. Reg. 12457, effective July 24, 1990; amended at 15 Ill. Reg. 2692, effective February 1, 1991; amended at 16 Ill. Reg. 18010, effective November 17, 1992; expedited correction at 17 Ill. Reg. 3553, effective November 17, 1992; amended at 18 Ill. Reg. 1171, effective January 10, 1994; emergency amendment at 19 Ill. Reg. 5137, effective March 17, 1995, for a maximum of 150 days; amended at 19 Ill. Reg. 6530, effective May 1, 1995; amended at 19 Ill. Reg. 11813, effective August 4, 1995; amended at 20 Ill. Reg. 6255, effective April 17, 1996; amended at 20 Ill. Reg. 15290, effective November 18, 1996; amended at 22 Ill. Reg. 22233, effective December 8, 1998; emergency amendment at 24 Ill. Reg. 6111, effective March 21, 2000, for a maximum of 150 days; amended at 24 Ill. Reg. 12985, effective August 14, 2000; amended at 25 Ill. Reg. 8159, effective June 21, 2001; amended at 25 Ill. Reg. 16073, effective November 28, 2001; amended at 26 Ill. Reg. 1157, effective January 16, 2002; amended at 26 Ill. Reg. 16160, effective October 21, 2002; amended at 28 Ill. Reg. 8486, effective June 1, 2004; emergency amendment at 28 Ill. Reg. 13637, effective September 27, 2004, for a maximum of 150 days; amended at 29 Ill. Reg. 1891, effective January 24, 2005; amended at 29 Ill. Reg. 11811, effective July 13, 2005; amended at 29 Ill. Reg. 12351, effective July 28, 2005; amended at 29 Ill. Reg. 15789, effective October 3, 2005; amended at 29 Ill. Reg. 19891, effective November 23, 2005; amended at 30 Ill. Reg. 8480, effective April 21, 2006; amended at 30 Ill. Reg. 16338, effective September 26, 2006; amended at 30 Ill. Reg. 17416, effective October 23, 2006; amended at 31 Ill. Reg. 5116, effective March 16, 2007; amended at 31 Ill. Reg. 7135, effective April 25, 2007; amended at 31 Ill. Reg. 9897, effective June 26, 2007; amended at 32 Ill. Reg. 10229, effective June 30, 2008; amended at 33 Ill. Reg. 5448, effective March 24, 2009; amended at 33 Ill. Reg. 15193, effective October 20, 2009; amended at 34 Ill. Reg. 2959, effective February 18, 2010; emergency amendment at 34 Ill. Reg. 9533, effective June 24, 2010, for a maximum of 150 days; amended at 34 Ill. Reg. 17411, effective October 28, 2010; amended at 35 Ill. Reg. 1056, effective January 3, 2011; amended at 35 Ill. Reg. 2230, effective January 20, 2011; amended at 35 Ill. Reg. 12328, effective July 6, 2011; amended at 35 Ill. Reg. 16743, effective September 29, 2011; amended at 36 Ill. Reg. 5580, effective March 20, 2012; amended at 36 Ill. Reg. 8303, effective May 21, 2012; amended at 38 Ill. Reg. 6127, effective February 27, 2014; amended at 38 Ill. Reg. 11203, effective May 6, 2014; amended at 39 Ill. Reg. 2773, effective February 9, 2015; emergency amendment at 39 Ill. Reg. 12369, effective August 20, 2015, for a maximum of 150 days; amended at 39 Ill. Reg. 13411, effective September 24, 2015; amended at 40 Ill. Reg. 1900, effective January 6, 2016; amended at 40 Ill. Reg. 2990, effective January 27, 2016; amended at 40 Ill. Reg. 4929, effective March 2, 2016; amended at 40 Ill. Reg. 12276, effective August 9, 2016; emergency amendment at 40 Ill. Reg. 15957, effective November 18, 2016, for a maximum of 150 days; amended at 41 Ill. Reg. 126, effective December 27, 2016; amended at 41 Ill. Reg. 4430, effective April 5, 2017; amended at 41 Ill. Reg.6924 , effective June 2, 2017; emergency amendment at 41 Ill. Reg. 8932, effective June 28, 2017, for a maximum of 150 days; amended at 41 Ill. Reg. 14044, effective November 3, 2017; amended at 42 Ill. Reg. _____, effective _____.

SUBPART A: RECOGNITION REQUIREMENTS

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

a) As authorized in Section 2-3.25g of the School Code [105 ILCS 5~~/2-3.25g~~], an eligible applicant, as defined in 2-3.25g(a), or *any Independent Authority established under Section 2-3.25f-5 of the School Code* may petition for:

1) Approval~~State Board approval~~ of waivers or modifications of State Board of Education rules and of modifications of School Code mandates, which may be requested to meet the *intent of the rule* or *mandate in a more effective, efficient or economical manner or when necessary to stimulate innovation or to improve student performance*[105 ILCS 5/2-3.25g(b)]; and/or

2) Approval~~General Assembly approval~~ of waivers of School Code mandates, which may be requested *when necessary to stimulate innovation or to improve student performance or the intent of mandate in a more effective, efficient or economical manner* [105 ILCS 5/2-3.25g(b)]~~only to stimulate innovation or improve student performance~~.

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

1) Waivers or modifications from State Board rules or School Code mandates implementing compliance with the Every Student Succeeds Act or the Every Student Succeeds Act State Plan~~pertaining to those areas enumerated in Section 2-3.25g(b) of the School Code [105 ILCS 5/2-3.25g(b)]~~ are not permitted.

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

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

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

~~iii) the timing of administration of the State assessment;~~

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

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

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

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

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

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

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

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

2~~B~~) Waivers or modifications of mandates pertaining to the use of student performance data and performance categories for teacher and principal evaluations, as required under Article 24A of the School Code ~~[105 ILCS 5/Art. 24A]~~, are not permitted and *on September 1, 2014, any previously authorized waiver or modification from such requirements shall terminate* (Section 2-3.25g(b) of the School Code).

3~~2~~) Waivers of mandates contained in Section 5-1 of the School Code ~~[105 ILCS 5/5-1]~~ or in Section 5-2.1 of the School Code ~~[105 ILCS 5/5-2.1]~~ also shall not be requested.

c) As used in this Section, "waiver" means a petition to discontinue the implementation of a mandate and "modification" means a petition to partially implement a mandate.

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

1) Identification of the rules or mandates involved, either by quoting the exact language of or by providing a citation to the rules or mandates at issue. Applicants unable to determine the exact language or citation may obtain a copy of, or citation to, the rules or mandates involved by contacting the State Board of Education Regulatory Support Division~~Legal Department~~ by mail at 100 North First Street, Springfield,

Illinois, 62777-0001, by email at waivers@isbe.net, or by telephone at 217-782-5270.

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

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

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

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

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

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

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

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

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

7) The time period for which the waiver or modification is sought. Pursuant to Section 2-3.25g of the School Code, this time period may not exceed five years, except for requests made pursuant to subsection (c)(6) of this

Section, which may not exceed one year (see Section 17-1.5(d) of the School Code)~~, and except for requests for relief from the mandate set forth in Section 27-6 of the School Code, which may not exceed two years~~.

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

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

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

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

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

g~~f~~) Applications must be postmarked not later than 15 calendar days following the local governing board's approval. (See Section 2-3.25g(d) of the School Code.) Applications addressed other than as specified on the application form shall not be processed.

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

1) An applicant submitting an incomplete application shall be contacted by staff of the State Board regarding the need for additional information and

the date by which the information must be received in order to avoid the application's return as ineligible for consideration.

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

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

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

1) *is not based upon sound educational practices;*

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

3) *compromises equal opportunities for learning; or*

4) *does not address the intent of the rule or mandate in a more effective, efficient or economical manner or does not have improved student performance as a primary goal.* [105 ILCS 5/2-3.25g(d)]

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

kj) Applications shall be received by August 15 to be considered for the fall waiver report and January 15 to be considered for the spring waiver report. The State Superintendent of Education shall periodically notify school districts and other potential applicants of the date by which applications must be postmarked in order to be processed for inclusion in the next report to the General Assembly. Each application will be reviewed for completeness. Complete applications shall be submitted to the General Assembly in the next report. Incomplete applications shall be treated as discussed in subsections (hg)(1) and (hg)(3).

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

~~l) The limitation on renewals established in Section 2-3.25g(c) of the School Code shall apply to each waiver or modification of Section 27-6 of the School Code that is approved on or after January 1, 2008. Once an eligible applicant has received approval for a waiver or modification of that Section on or after January 1, 2008, any request submitted by that applicant for a subsequent time period shall be considered a renewal request, regardless of the rationale for the request or the schools or students to be affected. No applicant shall receive approval for more than two renewals after January 1, 2008, and no applicant shall receive approval for more than six years cumulatively beginning with that date.~~

(Source: Amended at 42 Ill. Reg. _____, effective _____)

SUBPART D: THE INSTRUCTIONAL PROGRAM

Section 1.420 Basic Standards

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

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

c) Every school district shall:

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

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

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

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

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

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

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

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

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

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

2) Section 18-8.05(F)(2)(h) of the School Code allows for a determination under rules of the State Board regarding the necessity for a second year's attendance at kindergarten for certain students so they may be included in

a district's calculation of average daily attendance. Districts may count these students when they determine through an assessment of their individual educational development that a second year of kindergarten is warranted.

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

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

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

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

4) Sections 18-12 and 18-12.5 of the School Code set forth requirements for a school district to claim General State Aid in certain circumstances when one or more, but not all, of the district's school buildings are closed either for a full or partial day. A school district shall certify the reasons for the closure in an electronic format specified by the State Superintendent within 30 days from the date of the incident.

A) If the certification is submitted under Section 18-12 of the School Code, it shall indicate whether instruction was provided to students using an e-learning day authorized under Section 10-20.56 of the School Code and Section 1.422 of this Part.

B) If the certification is submitted for reasons of a public health emergency under Section 18-12.5 of the School Code, it shall be accompanied by a signed statement from the local health department to the State Superintendent that includes:

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

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

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

5) Attendance for General State Aid Purposes

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

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

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

D) For the purposes of determining average daily attendance for General State Aid under Section 10-20.56 or 10-29 of the School Code, a school district operating a remote educational program shall document the clock hours of instruction for each student, and make available to the State Superintendent or his or her designee upon request, a written or online record of instructional time for each student enrolled in the program that provides sufficient evidence of the student's active participation in the program (e.g., log in and log off process, electronic monitoring, adult supervision, two-way interaction between teacher and student, video cam). "Clock hours of instruction" shall be calculated in accordance with Section 18-8.05(F)(2)(j) of the School Code.

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

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

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

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

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

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

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

3) Each public school district, including charter schools, offering a kindergarten program, whether full-day or half-day, shall report to the State Board of Education on the 14 State Readiness Measures listed in subsection (h)(3)(A) annually on each student enrolled in kindergarten, except as otherwise provided under this subsection (h)(3). The Kindergarten Individual Development Survey (KIDS) shall be available to school districts for this purpose. Data for each student, based on local instruction and assessment practices, shall be reported through the KIDSTech rating system. A school district is not obligated to administer KIDS in any school year in which the State does not provide funding sufficient for the cost of reporting or access to professional development for teachers and administrators.

A) For the purpose of this subsection (h)(3), the 14 State Readiness Measures shall address, at a minimum:

i) language and literacy development:

- communication and use of language (Expressive);
- reciprocal communication and conversation;
- comprehension of age-appropriate text;
- phonological awareness;
- letter and word knowledge;

ii) cognition; math:

- classification;
- number sense of quantity;
- number sense of math operations;
- shapes; and

iii) approaches toward learning and social and emotional development:

- curiosity and initiative in learning;
- self-control of feelings and behavior;
- engagement and persistence;
- relationships and social interactions with familiar adults;
- relationships and social interactions with peers.

B) Each school district shall report electronically the results of the observations conducted and evidence collected once each school year (i.e., after 40 days of enrollment beginning with the first day of official attendance). The data required under this subsection (h)(3)(B) shall be reported for any student who was enrolled in a

kindergarten classroom at least 30 days before the date on which the data is required to be reported.

C) By August 1 of each school year, each school district shall provide to the State Superintendent the name, title, email address and telephone number for the district staff personnel who will serve as the KIDS contact persons, using a form prescribed for this purpose. Staff personnel serving as the KIDS contact person can be anyone that the district chooses, but preferably is someone who is working closely with the kindergarten teachers and can act as a liaison between SBE and the kindergarten teachers. This can include teachers and administrators.

D) Each KIDS contact person designated under subsection (h)(3)(C) shall participate in, at a minimum, a KIDS administrator training sponsored by the State Board no later than 30 days after the beginning of the school year. A KIDS contact person need only take the KIDS administrator training once.

E) All teachers teaching in a public or charter school classroom containing kindergarten students shall complete or have had completed the KIDS teacher training sponsored by the State Board.

F) Beginning in the 2017-18 school year and thereafter, a public school district, including charter schools, shall report the data required under subsection (h)(3)(B) for each student enrolled in kindergarten.

G) The 14 State Readiness Measures shall be reported for kindergarten children taught in a self-contained special education classroom or an alternative setting unless a special education team deems it inappropriate, at which time the justification for this decision must be recorded in the Individualized Education Program.

H) The 14 State Readiness Measures shall be reported for kindergarten children who are English learners unless the school district deems that required Language and Literacy Measures should be substituted with more appropriate non-required measures.

i) Career Education

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

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

j) Co-Curricular Activities

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

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

k) Consumer Education and Protection

1) A program in consumer education shall include at least the topics required by Section 27-12.1 of the School Code.

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

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

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

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

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

n) Health Education

1) Each school system shall provide a program in compliance with the

Critical Health Problems and Comprehensive Health Education Act [105 ILCS 110].

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

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

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

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

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

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

1) General
The program shall include an organized collection of resources that circulate to students and staff in order to supplement classroom instruction, foster reading for pleasure, enhance information literacy, and support research, as appropriate to students of all abilities in the grade levels served. A district that relies solely upon the collection of a local public library shall maintain evidence that students receive instruction, direction, or assistance in locating and using resources that are applicable to these purposes from an individual who is qualified under Section 1.755 and who is acting on behalf of the school district.

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

in light of local circumstances.

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

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

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

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

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

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

B) A district that is otherwise unable to fulfill the requirements of this subsection (o)(4) shall ensure that the overall direction of the

library media program (e.g., selection and organization of materials, provision of instruction in information and technology literacy, structuring the work of library paraprofessionals) is accomplished with the advice of an individual who is qualified pursuant to Section 1.755.

p) Physical Education

Appropriate activity related to physical education shall be required as provided for ~~of all students each day unless otherwise permitted~~by Section 27-6 of the School Code. The time schedule shall compare favorably with other courses in the curriculum. Safety education as it relates to the physical education program should be incorporated. See Section 1.425 for additional requirements that apply to the provision of physical education instruction.

q) School Support Personnel Services

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

1) Guidance and Counseling Needs;

2) Psychological Needs;

3) Social Work Needs;

4) Health Needs.

r) Social Sciences and History

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

1) analyze the principles of representative government, the Constitutions of both the United States and the State of Illinois, the proper use of the flag, and how these concepts have related and currently do relate in actual practice in the world (see Section 27-21 of the School Code);

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

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

4) *include the study of that period in world history known as the Holocaust* (Section 27-20.3 of the School Code);

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

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

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

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

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

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 1.425 Additional Criteria for Physical Education

The requirements of this Section apply to a school's provision of physical education required under Section 27-6 of the School Code [105 ILCS 5].

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

b) Appropriate activity related to physical education shall be required of all students at least three days per five day instructional week except when an appropriate medical excuse is submitted (see Section 1.425 (d)). A school board may also choose to allow for student exemptions as permitted by Section 27-6 of the School Code (see Section 1.425(e)). If a student nonattendance day is scheduled for a day that would otherwise include physical education or the school building is not open to students, physical education for that day does not need to be made up (i.e., if physical education is regularly scheduled for Monday, Wednesday and Friday, but a teacher inservice is scheduled on a given Monday, physical

education for that Monday does not have to be moved to Tuesday or Thursday.) School districts shall however make every effort to ensure all students have the ability to participate in physical education at least three days per week even when school is in session fewer than five days in a given week.
~~If a district determines that it is difficult to implement a program of physical education that involves all students daily, the administration should consult one of the program service personnel from the State Board of Education for assistance in the development of an acceptable program.~~

c) *The physical education and training course offered in grades 5 through 10 may include health education* (Section 27-5 of the School Code).

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

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

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

~~2)~~ ~~A board shall have no authority to honor parental excuses based upon students' participation in athletic training, activities or competitions conducted outside the auspices of the school district, except as otherwise authorized under Section 27-6(b) of the School Code.~~

2~~3~~) For each type of excuse that will be considered ~~"~~appropriate~~"~~, the school board shall identify in its policy any evidence or support it will require. For example, a board may require a signed statement from a member of the clergy corroborating the religious basis of a request.

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

e) Under Section 27-6(b) of the School Code, *a school board may excuse pupils from engaging in physical education courses if those pupils request to be excused*

for any of the following reasons. A school board which chooses to allow any of these exemptions shall establish a policy to excuse pupils on an individual basis. The district shall maintain records showing that, in disposing of each request to be excused from physical education, the district applied the criteria set forth in Section 27-6 of the School Code to the student's individual circumstances.

1) *Students in grades 7-12 on a case-by-case basis, for participation in an interscholastic or extracurricular athletic program.* Interscholastic and extracurricular athletic programs are limited to those programs that are sponsored by the school district as defined by school district policy.

2) Students in grades 11-12

A) ongoing *participation in interscholastic athletics;*

B) *enrollment in a course required for admittance into postsecondary education; or*

C) *enrollment in a course required for high school graduation provided that failure to take such classes will result in the pupil being unable to graduate;*

3) Students in grades 9-12

A) ongoing participation *in marching band for credit;* or

B) *enrollment in a Reserve Officer's Training Corps (ROTC) program sponsored by the school district;*

4) Students in grades 3-12

A) *eligibility for special education services and the student's parent or guardian agrees or there is a determination by the student's individualized education program (IEP) team that the student needs this time for special education support and services;* or

B) participation in *an adaptive athletic program outside school setting as outlined in the student's IEP and as documented according to school board policy.* (See Section 27-6 of the School Code.)

5~~f~~) A board shall have no authority to honor parental excuses based upon students' participation in athletic training, activities or competitions conducted outside the auspices of the school district. ~~Pursuant to Section 27-6(b) of the School Code, each school board that chooses to excuse pupils enrolled in grades 9 through 12 (or grades 3 through 12 for a student eligible for special education) from engaging in physical education~~

~~courses under that subsection shall establish a policy to excuse pupils on an individual basis and shall have the policy on file in the local district office. The district shall maintain records showing that, in disposing of each request to be excused from physical education, the district applied the criteria set forth in Section 27-6 to the student's individual circumstances.~~

f~~g~~) Assessment and Reporting

In accordance with Section 27-6.5 of the School Code, each school shall *use a scientifically-based, health-related physical fitness assessment for grades 3 through 12 and periodically report fitness information to the State Board of Education to assess student fitness indicators.*

1) For the purposes of this subsection (f~~g~~), each school shall administer the FitnessGram® (http://www.fitnessgram.net/; also see subsection (f~~g~~)(3)) to students in grades 3 through 12 (except as noted in subsection (f~~g~~)(1)(A) and as exempted under Section 27-6 of the School Code) for the components and using the test items listed in subsections (f~~g~~)(1)(A) through (f~~g~~)(1)(D). Beginning in school year 2016-17, the FitnessGram® shall be administered at least annually in the second semester of the school year; however, schools also are encouraged to administer the assessment at the start of the school year in order to receive pre- and post-results.

   A) Aerobic Capacity, grades 4 through 12, either the PACER test or the Mile Run test.

   B) Flexibility, either the Back-Saver Sit and Reach test or the Trunk Lift test.

   C) Muscular Endurance, the Curl-up test.

   D) Muscular Strength, the Push-up test.

2) As applicable, a school shall use the methodologies of the Brockport Physical Fitness Testing accessible at http://www.pyfp.org/ to meet the requirements of this subsection (f~~g~~) for any student with known orthopedic, intellectual, and/or visual ~~with~~ disabilities whose Individualized Education Program (IEP) and/or 504 Plan identifies the FitnessGram® as not appropriate.

3) In order to ensure that the FitnessGram® and Brockport protocols are followed, school personnel administering the assessments shall participate in training related to the proper administration and scoring of the assessment by reviewing the chapters of the FitnessGram® Test Administration Manual titled "Test Administration", "Aerobic Capacity", and "Muscular Strength, Endurance and Flexibility" and, if applicable, the Brockport Physical Fitness Test Manual for students with disabilities,

which are accessible at http://www.pyfp.org/. Each school district shall maintain evidence of an individual's successful completion of the training and make it available to the State Board of Education upon request.

4) *Fitness scores shall not be used for grading students or evaluating teachers* under the provisions of Article 24A of the School Code (Section 27-6.5(b) of the School Code).

5) Each school district shall annually report aggregate data regarding the total number of students whose fitness results for each of the components listed in subsection (fg)(1) were identified as meeting the "healthy fitness zone" or as "needs improvement zone".

A) Data shall be submitted electronically to the State Board of Education no later than June 30 of each school year, beginning in school year 2016-17, using the Illinois State Board of Education Web Application Security System (IWAS).

B) Data shall be reported for students in grades 5, 7 and 10 only and include:

i) the total number of students tested by grade and gender;

ii) the total number of students achieving at the "healthy fitness zone" by grade and gender;

iii) the total number of students identified as "needs improvement zone" by grade and gender.

h) Each school district shall establish procedures and protocols to ensure the confidentiality of individual student assessment results consistent with the requirements of the Illinois School Student Records Act [105 ILCS 10] and the Family Educational Rights and Privacy Act (20 USC 1232g).

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 1.440 Additional Criteria for High Schools

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

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

1) Language Arts

2) Science

3) Mathematics

4) History of the United States

5) Foreign Language

6) Music

7) Art

8) Career and Technical Education − Orientation and Preparation

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

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

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

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

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

b) Required Participation

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

2) Appropriate activity related to physical education shall be required as provided for~~of all students each day unless otherwise permitted~~ by Section 27-6 of the School Code. The time schedule shall compare favorably with other courses in the curriculum. Safety education as it relates to the physical education program should be incorporated. See Section 1.425 for additional requirements that apply to the provision of physical education instruction.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

f) Additional requirements for graduation may be adopted by local boards of education.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

SUBPART E; SUPPORT SERVICES

Section 1.530 Health Services

a) Each school shall maintain records for each student that reflect compliance with the examinations and immunizations prescribed by Section 27-8.1 of the School Code [105 ILCS 5] and the applicable rules and regulations of the Illinois Department of Public Health at 77 Ill. Adm. Code 665 (Child and Student Health Examination and Immunization Code). The information relative to examinations and immunizations shall be placed in the student permanent record in accordance with 23 Ill. Adm. Code 375 (Student Records).

~~1)~~ School districts shall, by November 15 of each school year, report to the State Superintendent of Education the number of students who have received the necessary health examinations and immunizations, the number of students who are not exempt and have not received the necessary health examinations and immunizations, and the number of students exempt from the health examination and immunization requirements for religious or medical reasons, in the manner prescribed by the State Superintendent.

~~2) Any school district that, for two years in a row and in any combination, either fails to deliver its report to the State Superintendent of Education by November 15 or delivers a report that does not comply with the percentage requirements of Section 27-8.1 of the School Code shall be issued a Notice of Non-Compliance. Unless, within seven school days after the mailing of the notice, the district presents written evidence to the State Superintendent that it has delivered the report required by Section 27-8.1 and the report complies with the percentage requirements of that Section, the State Superintendent shall reduce by 10 percent each subsequent payment to the district of General State Aid funds under Section 18-8.05 of the School Code, provided that all amounts withheld shall be restored to the district after compliance is documented. The reduction in the district's General State Aid payments shall commence on January 1 and shall occur semi-monthly thereafter, provided that all amounts withheld shall be restored to the district after compliance is documented.~~

b) Students participating in interscholastic athletics shall have an annual physical examination.

1) A district shall include as *part of any agreement, contract, code, or other written instrument that the district requires a student athlete and his or*

her parents or guardian to sign before participating in practice or interscholastic competition information relative to the school board's adopted concussion and head injury policy. (See 105 ILCS 5/10-20.54 and 34-18.46.)

2) A district shall ensure that each student athlete and his or her parent or guardian receive and read information relative to concussions that meets the requirements of Section 22-80 of the School Code [105 ILCS 5/22-80]. A student shall *not participate in an interscholastic athletic activity for a school year until he or she and his or her parent or guardian, or another person with legal authority to make medical decisions for the student,* acknowledge by written signature the receipt and review of this information. (Section 22-80(e) of the School Code)

c) Each district shall adopt an emergency procedure to be followed in cases of injury to or sudden illness of students and/or staff, which shall include policy and procedures relative to student athletes that meet the requirements of Section 22-80 of the School Code.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

SUBPART G: STAFF QUALIFICATIONS

Section 1.790 Substitute Teacher

a) To serve as a substitute teacher, a person shall hold a valid substitute teaching license issued pursuant to Section 21B-20(3) of the School Code [105 ILCS 5].

1) Any individual who holds a valid and active Illinois educator license and at least a bachelor's degree may serve as a substitute teacher without having to also hold the substitute teaching license.

2) Any individual who may serve as a substitute teacher for driver's education must be endorsed for driver's education pursuant to 23 Ill. Adm. Code 25.100(k).

3) Any individual who holds a valid career and technical educator, part-time or provisional endorsement on an educator license with stipulations but does not have a bachelor's degree may substitute teach in any career and technical education classroom. (See Sections 21B-20(2)(E) and (F)) of the School Code.)

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

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

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

2) A person who holds a professional educator license or an educator license with stipulations endorsed for a teaching field may teach for no longer than 120 paid school days for any one licensed teacher who is under contract with the school district.

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

(Source: Amended at 42 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 13, 2017

TO: **Illinois State Board of Education**

FROM: **Tony Smith, Ph.D., State Superintendent of Education**
Libi Gil, Ph.D., Chief Education Officer

Agenda Topic: **Part 25 (Educator Licensure)**

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

***Staff Contact(s)*: Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning**
Jeffrey Aranowski, Executive Director, Safe & Healthy Climate
Emily Fox, Division Administrator, Educator Effectiveness
Lindsay M. Bentivegna, Agency Rules Coordinator

Purpose of Agenda Item
The Educator Effectiveness Division requests the Board to authorize the State Superintendent to adopt a motion authorizing solicitation of public comment on the proposed amendments.

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts
The proposed amendments relate to the Board's goals that:

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

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

Background Information
This rulemaking will implement changes made to Article 21B of the School Code (Educator Licensure) in PA 99-920, PA 100-0013, PA 100-0267, and PA 100-0288. These changes include the following:

- Section 25.15
  - Removes the requirement that substitute teachers may renew their licenses provided they have passed the test of basic skills. Substitute teachers will now be able to apply and pay a fee for renewal.
- Section 25.25
  - Removes the requirement for specific majors for the endorsement sought.
  - Clarifies subsequent endorsements added to educator licenses with stipulations endorsed for provisional educator (ELS-PEDU) may be added but will have the same expiration date as the license.
  - Added requirements for provisional in-state educator endorsements.
    - Candidates must meet the following:
      - Hold at least a bachelor's degree;
      - Complete all components of an approved educator preparation program, except the Teacher Performance Assessment (TPA);

                - Passed the test of basic skills and applicable content-area test; and
                - attempted a TPA and received a minimum score.
- Section 25.43
    - Clarifies the special education endorsement requirements. Individuals who have a Professional Educator License (PEL) or an educator license with stipulations must complete coursework addressing the following:
        - Survey of exceptional children;
        - Characteristics of special education students;
        - Methods of teaching special education; and
        - Psychological assessment for children with disabilities.
- Section 25.48
    - Extends the date in which short-term emergency approval in special education can be sought to July 1, 2020.
    - Clarifies the types of licenses and endorsements individuals must have in order to be eligible for the short-term approval.
    - Removes the requirement that the applicant's plan must be approved by a higher education entity.
- Section 25.72
    - Adds the passage of the test of work proficiency for renewal to the requirements for endorsements for provisional career and technical educators.
    - Removes the 20-semester hour minimum from a regionally accredited institution.
    - Updates the requirements for driver education endorsements.
        - Decreases to nine from 12 the number of semester hours in driver education.
        - Adds 12 semester hours in at least four of the following:
            - First aid;
            - Psychology of adolescents or young adults;
            - Any safety-related issue relevant to driver education;
            - Advanced driver education in the use of simulation and multiple car programs;
            - Health and wellness;
            - Care and prevention of injuries;
            - Issues related to alcohol or drug abuse; or
            - Driver education for students with disabilities.
    - Expands the types of endorsements that may be held to teach gifted education.
- Sections 25.2.15, 25.225, 25.230, 25.235
    - Allows school support personnel to hold comparable, valid out-of-state certificates or licenses that allow the holder to work in a public school.
- Sections 25.260
    - Adds requirements for Endorsements for School Marriage and Family Therapists
        - All holders must:
            - Hold a master's degree or higher ;
            - Complete an Illinois program approved for school marriage and family therapists;
            - Complete a supervised practicum of at least 100 clock hours unless the applicant has a comparable, valid out-of-state certificate or license to practice in public schools or at least one year experience as school marriage and family therapist on an

Illinois educator license with stipulations endorse for provisional educator with a school support personnel endorsement; and
- Pass the test of basic skills and applicable content-area test.

- Section 25.265
  - Adds requirements for Interim Approval for School Marriage and Family Therapist Interns
    - All interns must:
      - Be of good character;
      - Pass all required tests; and
      - Submit the application fee.
    - Interim approval will be valid until June 30 immediately following three years after the approval.
- Section 25.337
  - Removes June 30, 2021, as the last date school support personnel can apply for the principal endorsement to align with statute.
- Section 25.345
  - Adds master's degree in public administration to degrees candidates for the chief school business official may hold to align with statute.
- Section 25.355
  - Moves two-year, full-time administrative or supervisory experience to the Section on superintendent endorsements rather than in the administrative rules for superintendent program acceptance.
- Section 25.400
  - Updates the deadline for individuals to register their licenses from six months to January 1 of the next fiscal year.
- Section 25.430
  - Clarifies that individuals holding a PEL or an ELS-PEDU may receive short-term approval for an assignment.
- Section 25.520
  - Updates the substitute teaching license renewal requirements to only require an application and payment of a fee.
- Section 25.720
  - Clarifies that the test of basic skills is required for initial licensure only.
  - Updates the minimum writing score for the ACT to 6 as of September 10, 2016.
  - Allows applicants for the career and technical educator license and provisional career and technical educator license renewal to take the WorkKeys® in lieu of the test of basic skills.
  - Individuals who have passed another state's or country's content test as a condition of certification or licensure do not have to take the Illinois content test.
  - Removes the 10-year validity period for a content test of the Assessment of Professional Teaching.
- Section 25.800
  - Clarifies that individuals holding PELs endorsed for school support personnel may utilize national board certification for renewal.
  - Clarifies that licensees must complete one Illinois Administrator Academy course within one year of entering a position that requires an administrator endorsement.
- Section 25.830
  - Clarifies that all licensees must complete all professional development (PD) by June 30 and have those hours entered into the Educator Licensure Information

System by August 31. Any PD completed after June 30 will count toward the next renewal cycle.

- Section 25.860
    - Clarifies that the Regional Office of Education (ROE) and Intermediate Service Center (ISC) shall conduct audits of PD in school districts within its regions.
    - Providers that do not conduct PD activities in the year before an audit will be considered discontinued and must reapply.
    - ISBE will audit the ROEs and ISCs to review the data and information collected.

These amendments were shared with the State Educator Preparation and Licensure Board (SEPLB) at its December 1 meeting. SEPLB did not raise any concerns.

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 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 authorizes solicitation of public comment on the proposed rulemaking for:
>
> Part 25 (Educator Licensure),
>
> including publication of the proposed amendments in the *Illinois Register.*

Next Steps
Upon Board authorization, agency staff will submit the proposed amendments to the Administrative Code Division for publication in the *Illinois Register* to elicit public comment. Additional means, such as the *Superintendent's Weekly Message* and the agency's website, will be used to inform interested parties of the opportunity to comment on this rulemaking.

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

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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 amendment at 24 Ill. Reg. 16109, effective October 12, 2000; peremptory amendment suspended at 25 Ill. Reg. 3718, effective February 21, 2001; peremptory amendment repealed by joint resolution of the General Assembly, effective May 31, 2001; emergency amendments at 25 Ill. Reg. 9360, effective July 1, 2001, for a maximum of 150 days; emergency expired November 27, 2001; emergency amendments at 25 Ill. Reg. 11935, effective August 31, 2001, for a maximum of 150 days; amended at 25 Ill. Reg. 16031, effective November 28, 2001; amended at 26 Ill. Reg. 348, effective January 1, 2002; amended at 26 Ill. Reg. 11867, effective July 19, 2002; amended at 26 Ill. Reg. 16167, effective October 21, 2002; amended at 27 Ill. Reg. 5744, effective March 21, 2003; amended at 27 Ill. Reg. 8071, effective April 28, 2003; emergency amendments at 27 Ill. Reg. 10482, effective June 26, 2003, for a maximum of 150 days; amended at 27 Ill. Reg. 12523, effective July 21, 2003; amended at 27 Ill. Reg. 16412, effective October 20, 2003; emergency amendment at 28 Ill. Reg. 2451, effective January 23, 2004, for a maximum of 150 days; amended at 28 Ill. Reg. 8556, effective June 1, 2004; emergency amendments at 28 Ill. Reg. 12438, effective August 20, 2004, for a maximum of 150 days; 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; peremptory amendment at 35 Ill. Reg. 14663, effective August 22, 2011; amended at 35 Ill. Reg. 16755, effective September 29, 2011; amended at 36 Ill. Reg. 2191, effective January 24, 2012; amended at 36 Ill. Reg. 12455, effective July 23, 2012; emergency amendment at 36 Ill. Reg. 12903, effective July 24, 2012, for a maximum of 150 days; amended at 37 Ill. Reg. 199, effective December 19, 2012; amended at 37 Ill. Reg. 8379, effective June 12, 2013; amended at 37 Ill. Reg. 16729, effective October 2, 2013; amended at 38 Ill. Reg. 11261, effective May 6, 2014; amended at 38 Ill. Reg. 18933, effective September 8, 2014; amended at 38 Ill. Reg. 21788, effective November 3, 2014; amended at 39 Ill. Reg. 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. 8813, effective June 28, 2017; emergency amendment at 41 Ill. Reg. 8949, effective June 28, 2017, for a maximum of 150 days; amended at 41 Ill. Reg. 14075, effective November 3, 2017; amended at 42 Ill. Reg. _____, effective _____.

SUBPART A: DEFINITIONS

Section 25.15 Types of Licenses; Exchange

Article 21B of the School Code [105 ILCS 5] 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. 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. 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 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 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 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 *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) 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) 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 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. 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 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.~~

B) An individual holding an alternative provisional teaching certificate issued under Section 21-5b or 21-5c of the School Code 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 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 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 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 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 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 ELIS (see https://www.isbe.net/Pages/Educator-Licensure-Information-

System.aspxhttp://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 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); 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) 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);

B) A substitute teaching license issued under this Section, which shall be valid until June 30, 2018, and may be renewed upon application and payment of the fee required by Section 21B-40 of the School Code to register the licenseprovided 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 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.

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 42 Ill. Reg. _____, effective _____)

Section 25.25 Requirements for the Professional Educator License

TheBeginning 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). (Thirty-two semester hours in the endorsement area sought is required for teaching endorsements.) Each applicant must complete , 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]), which shall focus on the characteristics and methods of instruction for cross-categorical special education students so that all teachers:

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

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

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

B) *methods of reading and reading in the content area* (Section 21B-20(1) of the School Code), 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;

C) *methods of reading and reading in the content area* (Section 21B-20(1) of the School Code), which for school support personnel shall address each of the following standards:

i) understands how students acquire reading competency;

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

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

iv) uses the skills and strategies specific to their school support personnel specialty to support or enhance reading skill development, as applicable; 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, hold a valid, comparable certificate or license in another state or country (if seeking a teaching endorsement), or 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;

4) pursuant to Section 21B-35 of the School Code, hold a valid, comparable certificate or license in another state or country or 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:

1~~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~~.

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

c) For the purposes of this Part:

1) a "valid, comparable 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 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.

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 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. Only one educator license with stipulations endorsed for provisional educator may be issued to an educator; subsequent endorsements may be added but will have the same expiration date as the license.

i) If a candidate has completed all of the requirements for an Illinois-approved educator preparation program at an Illinois institution of higher education as listed in subsection (i)(1), but has not successfully passed a teacher performance assessment (TPA), the candidate may be entitled for an educator license with stipulations endorsed for a provisional in-State educator by the institution where the program was completed.

1) The candidate must meet the following have:

A) at least a bachelor's degree;

B) completed all components of an approved educator preparation program, excluding passing the TPA;

C) passed a test of basic skills and applicable content test, as required by Section 21B-30 of the School Code; and

D) attempted a TPA and received a minimum score on that assessment, as established by the State Board in consultation with the State Educator Preparation and Licensure Board

2) The provisional in-State educator endorsement on an educator license with stipulations is valid for one full fiscal year after the date of issuance and may not be renewed.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 25.43 Endorsements ~~Standards~~ for ~~Licensure of~~ Special Education Teachers

a) The professional educator license endorsed in special education shall be available to individuals who:

1) meet the requirements of Section 25.25 and meet the requirements of subsection (b); or

2) meet the requirements of subsection (f).

~~The professional educator license endorsed in the following special education areas shall be issued to persons who hold a bachelor's degree from a recognized college or university and who meet the requirements of Section 25.25 of this Part and the requirements of subsection (b) of this Section: Learning Behavior Specialist I (LBS I), Teacher of Students who are Blind or Visually Impaired, Teacher of Students who are Deaf or Hard of Hearing, Speech-Language Pathologist (master's degree required), and Early Childhood Special Education. Individuals holding any of the endorsements set forth in subsections (b)(1) through (4) of this Section may also receive a Learning Behavior Specialist II endorsement (see subsection (e) of this Section).~~

b) The applicable special education endorsement on a professional educator license shall be issued only to an individual who completes an approved program and demonstrates that he or she meets the relevant standards by passing the test required pursuant to Section 25.720 ~~of this Part~~ applicable to endorsement as:

1) Learning Behavior Specialist I (23 Ill. Adm. Code 28.200);

2) Teacher of Students who are Blind or Visually Impaired (23 Ill. Adm. Code 28.210);

3) Teacher of Students who are Deaf or Hard of Hearing (23 Ill. Adm. Code 28.220);

4) Speech-Language Pathologist (23 Ill. Adm. Code 28.230; also requires a master's degree); and/or

5) Early Childhood Special Education (23 Ill. Adm. Code 28.240).

c) A holder of an LBS I endorsement on the professional educator license endorsed for special preschool-age 21 shall not serve students in early childhood special education programs unless he or she has also acquired an early childhood special education approval pursuant to 23 Ill. Adm. Code 226.810(f) (Special Education Teaching Approval). This requirement shall not apply to teachers of students who are blind or visually impaired or deaf or hard of hearing or to speech-language pathologists.

d) An endorsement for early childhood special education shall be issued to an individual who completes an approved program and demonstrates that he or she meets the standards set forth at 23 Ill. Adm. Code 28.240.

e) An additional endorsement (Learning Behavior Specialist II (LBS II)) shall be available to holders of the professional educator license endorsed for any of the endorsements set forth in subsections (b)(1) through (4) ~~of this Section~~. This shall be an optional credential issued to candidates who complete programs approved in accordance with Subpart C ~~of this Part~~ and who meet the standards applicable to one or more of the areas of specialization identified in 23 Ill. Adm. Code 28.310 through 28.370:

1) LBS II/Transition Specialist;

2) LBS II/Technology Specialist;

3) LBS II/Bilingual Special Education Specialist;

4) LBS II/Deaf-Blind Specialist;

5) LBS II/Behavior Intervention Specialist;

6) LBS II/Curriculum Adaptation Specialist; and/or

7) LBS II/Multiple Disabilities Specialist.

f) An individual who holds a valid professional educator license or an educator license with stipulations endorsed for provisional educator with an early childhood, elementary, middle grades, secondary or special teaching endorsement, or a valid educator license with stipulations endorsed for transitional bilingual educator shall receive a LBS1 endorsement to teach in special education if he or she has successfully completed college-level coursework addressing each of the following areas and demonstrates that he or she meets the relevant standards by passing the test required pursuant to Section 25.720:

1) Survey of exceptional children;

2) Characteristics of special education students;

3) Methods of teaching special education; and

4) Psychological assessment for children with disabilities.

(Source: Amended at 42 Ill. Reg. _____, effective June 12, 2013)

Section 25.48 Short-Term Emergency Approval in Special Education

Beginning July 1, 2020~~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 (Special Education Facilities Under Section 14-7.02 of the School Code~~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 a valid ~~an Illinois~~ professional educator license or an educator license with stipulations endorsed for a provisional educator with an early childhood, elementary, middle grades, secondary or special teaching endorsement,~~teaching field~~ or a valid~~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 25.43(f)~~226.810(b);~~ and

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

A) a description of ~~includes~~ a plan for the individual's acquisition of an LBS I endorsement valid for the grade range to be taught by completing college-level coursework addressing the following areas~~a supervised clinical experience that qualifies for college credit, as well as coursework covering~~:

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

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

iii) psychological assessment for children with disabilities. ~~adaptations or modifications of the general curriculum to meet the needs of students with the disabilities encompassed by the LBS I credential; and~~

B) a description of ~~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. The employing entity shall provide the following: ~~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.~~

1) a statement of assurance that supervision will be provided by individual who holds a professional educator license endorsed for special education supervision pursuant to Section 25.497.

2) a statement of assurance that the employing entity has exhausted all recruitment efforts and has been unable to secure the services of an individual who is appropriately licensed for the teaching position in question.

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 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 for a holder of an educator license with stipulations endorsed for transitional bilingual educator will not expire when the transitional bilingual educator endorsement expires; however, for the short-term

approval to remain in effect, the holder must have either an educator license with stipulations endorsed for provisional educator or a professional educator license.

hg) 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 42 Ill. Ref. _____, effective _____)

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

This Section establishes requirements in addition to those set forth in Section 21B-50 of the School Code [105 ILCS 5/~~21B-50~~] for an institution of higher education or a not-for-profit entity recognized and approved to offer educator preparation programs under Subpart C to provide an alternative approach to obtaining a professional educator license.

a) General Requirements
Each alternative educator licensure program shall:

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

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

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

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

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

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

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

3) Involve a partnership of the institution or not-for-profit entity offering the alternative educator program with a public school district or nonpublic school that meets the criteria set forth in Section 21B-50(d) of the School Code. Candidates also may serve:

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

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

C) in a charter school.

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

b) Candidate Qualifications

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

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

A) apply for an educator license with stipulations endorsed for provisional alternative educator, which shall be issued upon the presentation of evidence of having met the requirements set forth

in Section 21B-50(c) of the School Code and payment of the fee required under Section 21B-40 of the School Code; and

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

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

A) complete any additional coursework relative to the standards set forth in 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers) and the content-area standards for the teaching field of the endorsement, as required under Section 25.120;

B) pass the Teacher Performance Assessment (TPA) no later than the end of the first semester of the second year of residency; and

C) be recommended for second year of residency in accordance with the program's process established pursuant to subsection (c)(6)(C).

c) Proposal Requirements

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

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

B) Any program coordinator assigned to the candidates under this subsection (c)(1) shall meet the requirement for training under subsection (c)(7).

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

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

endorsement and represents at least 32 semester hours of credit in that content area.

A) Any transcript evaluation the program conducts pursuant to this subsection (c)(3) shall be provided to the State Superintendent for his or her approval no later than 45 days before the candidate is to be admitted into the program.

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

4) Each proposal shall provide an assurance that all candidates will be required to pass the TPA no later than the end of the first semester of their second year of residency.

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

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

i) *instructional planning*;

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

iii) *classroom management*; and

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

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

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

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

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

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

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

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

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

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

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

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

between the participating entity responsible for the program and the school districts where candidates will practice. Each agreement shall describe:

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

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

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

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

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

8) Each proposal shall delineate any criteria, in addition to a candidate's receiving a rating of "proficient" or higher at the conclusion of the comprehensive assessment required under subsection (c)(7), by which candidates will be recommended for the professional educator license endorsed in the content area and grade level of the candidate's residency practice by the participating entity responsible for the program.

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

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

d) Program Approval

Proposals for the establishment of alternative programs for teacher licensure meeting the specifications of this Section and Section 21B-50 of the School Code shall be approved by the State Superintendent ~~of Education~~ pursuant to the requirements set forth in Section 25.120, in consultation with the State Educator Preparation and Licensure Board.

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

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

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 25.70 Endorsement for Career and Technical Educator

The requirements of this Section apply to individuals seeking an educator license with stipulations endorsed for career and technical educator pursuant to Section 21B-20(2)(E) of the School Code [105 ILCS 5~~/21B-20(2)(E)~~]. The requirements of this Section (except for those specific to license renewal) do not apply to provisional vocational certificates exchanged for an educator license with stipulations endorsed for career and technical educator under Section 25.15.

a) Each applicant for an educator license with stipulations endorsed for career and technical educator shall present evidence of having completed 60 semester hours of college coursework from a regionally accredited institution, as well as evidence of having completed 2,000 hours of work experience outside the field of education in each area to be taught. The required evidence of this work experience shall be written statements from former supervisors who can be reached for verification or, in cases in which supervisors are no longer available to verify the individual's employment, affidavits by the applicant describing the work experience.

b) Each educator license with stipulations endorsed for career and technical educator issued on or after July 1, 2013 shall be valid until June 30 immediately following five years after the license is issued (see Section 21B-20(2)(E) of the School Code). Renewal of the license after that five-year period shall be contingent upon:

1) passage of the test of basic skills or test of work proficiency for renewal required under Section 21B-30 of the School Code ~~[105 ILCS 5/21B-30]~~ and Section 25.720 of this Part, except that individuals holding the

educator license with stipulations endorsed for career and technical educator before January 1, 2015 shall be exempt from the provisions of this subsection (b)(1); and

2) the licensee's fulfillment of the applicable requirements of this Section.

c) For purposes of this subsection (c), coursework completed for license renewal purposes shall be considered "related to education" if it leads to a professional educator license or, for individuals holding a professional educator license, an endorsement on that license for the skill area of instruction, or if it relates to the field of an individual's current teaching assignment or any other field of teaching assignment. Beginning July 1, 2014, each affected licensee shall complete:

1) 120 hours of professional development activities in each 5-year renewal cycle that align to the criteria set forth in Section 25.805(a); or

2) 60 hours of professional development activities in each 5-year renewal cycle that align to the criteria set forth in Section 25.805 for any licensee holding a current National Board for Professional Teaching Standards (NBPTS) master teacher designation.

d) Credit for CPDUs generated for completion of activities before June 30, 2014 shall be calculated on the basis of this subsection (d). Licensees shall be responsible for completing any additional professional development activities as may be needed to reach a total of 120 clock hours before the end of their 5-year renewal cycle, as applicable. (See Section 25.800(d) and (e).)

1) One CPDU shall be equivalent to 1 clock hour of credit under the system to be implemented July 1, 2014.

2) One semester hour of college coursework from a regionally accredited institution of higher education shall be equivalent to 15 clock hours under the system to be implemented July 1, 2014.

3) Completion of any of the activities listed in Section 25.800(e) shall fulfill all or a portion of the professional development required.

e) The provisions of Sections 25.855 and 25.865 shall apply to the awarding of credit for activities offered by approved providers, provided that:

1) the references to Section 21B-45 of the School Code are not applicable to the educator license with stipulations endorsed for career and technical educator; and

2) references to Subpart J of this Part shall be understood as referring to this Section where necessary to the context.

f) Each educator license with stipulations endorsed for career and technical educator shall be maintained as "valid and active" or "valid and exempt" for each school year of its validity. Periods of exemption shall be determined as discussed in Section 25.880. In addition, individuals holding the educator license with stipulations endorsed for career and technical educator who are working in a position for less than 50 percent of full-time equivalency in any particular school year *shall be considered to be exempt and shall be required to pay only the registration fee in order to renew and maintain the validity of the license* (Section 21B-45(e)(5) of the School Code).

g) Each licensee shall:

1) enter into the Educator Licensure Information System (ELIS) any credit earned on or after July 1, 2014, including the name of the activity completed, the date on which it occurred, the number of professional development hours received and the name of the provider prior to renewal; and

2) at the time of license renewal, electronically sign a statement in ELIS, assuring that he or she has completed the professional development required to renew the license or if required as part of an appeal under Section 25.840.

h) Beginning July 1, 2015, a licensee who fails to enter into ELIS his or her completed professional development prior to renewal shall be unable to include credit for those activities among the clock hours needed to satisfy renewal requirements.

i) A licensee with respect to whom the State Superintendent of Education has recommended nonrenewal of the educator license with stipulations endorsed for career and technical educator due to failure to complete the professional development requirements set forth in this Section may appeal to the State Educator Preparation and Licensure Board (SEPLB) within 30 days after receipt of the notice of nonrenewal in accordance with the provisions of Section 25.840, except that references to the requirements of Section 21B-45(m) of the School Code shall not apply in the case of the educator license with stipulations endorsed for career and technical educator.

j) Within 90 days after receiving the appeal, ~~the~~ SEPLB shall review the State Superintendent's recommendation regarding the renewal of the educator license with stipulations endorsed for career and technical educator and notify the affected licensee in writing as to whether his or her license has been renewed or not renewed. This notification shall be by certified mail, return receipt requested and shall occur within 30 days after ~~the~~ SEPLB makes its determination, subject to the right of appeal set forth in this subsection (j).

1) Within 60 days after receipt of an appeal filed by a licensee challenging the State Superintendent's recommendation for nonrenewal, ~~the~~ SEPLB shall determine whether it will hold an appeal hearing or make a determination based on the information outlined in Section 21B-45(m)(2) of the School Code. If a hearing will be held, the State Board of Education staff shall notify the licensee of the date, time and place of the hearing.

2) The licensee shall submit to ~~the~~ SEPLB any additional information the Board determines is necessary to decide the appeal.

3) ~~The~~ SEPLB may request that the licensee appear before it. The licensee shall be given at least 10 days' notice of the date, time and place of the hearing.

4) In verifying whether the licensee has met the renewal criteria set forth in this Section, ~~the~~ SEPLB shall review the recommendation of the State Superintendent and all relevant documentation.

k) ~~The~~ SEPLB shall notify the licensee in writing, within 30 days after reaching a decision, as to whether the educator license with stipulations endorsed for career and technical educator has been renewed. Upon receipt of notification of renewal, the licensee shall pay the applicable registration fee for the next 5-year renewal cycle using ELIS. If the decision is not to renew the license, the notice to the licensee shall be transmitted by certified mail, return receipt requested, and shall state the reason for the decision. The decision of ~~the~~ SEPLB is final and subject to administrative review as set forth in Section 21B-70 of the School Code ~~[105 ILCS 5/21B-70]~~.

l) An individual whose educator license with stipulations endorsed for career and technical educator is not renewed because of his or her failure to meet the requirements of this Section may renew the license once it has lapsed (i.e., on September 1 of the calendar year in which the license expired) if he or she has paid all back fees, including registration fees, owed and:

1) 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

2) presented evidence of having completed the balance of the professional development activities that were required for renewal of the license previously held.

m) The provisions of Section 25.840(e) shall apply to the renewal of the educator license with stipulations endorsed for career and technical educator.

n) An individual who performs services on an educator license with stipulations endorsed for career and technical educator and concurrently also on a professional educator license that is subject to renewal requirements shall be subject to the provisions of Subpart J.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 25.72 Endorsement for Provisional Career and Technical Educator

The requirements of this Section apply to individuals seeking an educator license with stipulations endorsed for provisional career and technical educator pursuant to Section 21B-20(2)(F) of the School Code [105 ILCS 5~~/21B-20(2)(F)~~].

a) Each applicant for an educator license with stipulations endorsed for provisional career and technical educator shall present evidence of having completed 8,000 hours of work experience in the skill area for which the applicant is seeking employment. (See Section 21B-20(2)(F).) The required evidence of this work experience shall be written statements from former supervisors who can be reached for verification or, in cases in which supervisors are no longer available to verify the individual's employment, affidavits by the applicant describing the work experience.

b) At the time application is made for the educator license with stipulations endorsed for provisional career and technical educator, the school district that will employ the individual requesting the license shall verify, in writing, to the State Superintendent that:

1) the district is unable to find a qualified individual holding a professional educator license endorsed for the skill area of instruction or educator license with stipulations endorsed for career and technical educator in the skill area of instruction; and

2) the current circumstances existing in the district require the employment of an individual licensed in the skill area of instruction.

c) The educator license with stipulations endorsed for provisional career and technical educator is valid *until June 30 immediately following five years after the endorsement was issued*. [105 ILCS 5/21B-20(2)(F)]

d) In accordance with Section 21B-20(2)(F) of the School Code, the educator license with stipulations endorsed for provisional career and technical educator shall be renewed once only for a five-year period provided that the individual seeking the renewal~~:~~

~~1)~~ has passed a test of basic skills or test of work proficiency for renewal, as required under Section 21B-30 of the School Code and Section 25.720 of this Part, except that individuals holding the educator license with stipulations endorsed for provisional career and technical educator before January 1, 2015 shall be exempt from the provisions of this subsection (d).~~(1); and~~

~~2) has completed a minimum of 20 semester hours of coursework from a regionally accredited institution.~~

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 25.100 Teaching Endorsements on the Professional Educator License

Beginning July 1, 2013, the structure of teaching endorsements available on the Illinois professional educator license is changed. Appendix E provides a list of the available endorsements and shows for each endorsement the related endorsements that were previously issued. Any semester hours of credit presented toward fulfillment of the requirements of this Section shall be posted on the candidate's official transcript and may be taken in on-line or electronically-mediated courses, provided that college credit is provided for the coursework by a regionally accredited institution of higher education. All professional education and content-area coursework that forms part of an application for licensure, endorsement or approval that is received on or after February 1, 2012, must have been passed with a grade no lower than "C" or equivalent in order to be counted towards fulfillment of the applicable requirements.

a) Content-specific endorsements (e.g., science − biology, social science − economics) shall be required in conjunction with some endorsements, as shown in Appendix E. Except in the case of foreign language, a licensee shall be authorized to teach all the subjects encompassed by a particular endorsement, regardless of the content-specific endorsement or endorsements received in conjunction with that endorsement. However, a licensee may not teach honors courses, as these are defined by the employing district, or Advanced Placement courses in a subject for which he or she does not hold the content-specific endorsement. For example, a secondary science teacher with a content-specific endorsement for science − biology may not teach honors physics or chemistry unless he or she holds a content-specific endorsement in science − physics or science − chemistry.

b) The provisions of subsection (a) do not apply to endorsements in a particular content area available prior to July 1, 2004 that were not exchanged for the endorsement currently available. Individuals holding these endorsements shall teach only the specific content encompassed by the endorsement issued. For instance, an individual who holds an endorsement in biology (rather than "sciences" with a content-area endorsement in science − biology) shall teach only biology and no other science content. An individual who wishes to teach other

subjects in the same field or grade levels shall be required to apply for the relevant new endorsement in keeping with Section 21B-40 of the School Code [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, each professional educator license *shall be specifically endorsed by the State Board of Education for each content area* and grade-level range *for which the holder of the license is qualified* to teach and for which application has been made.

2) The professional educator license issued shall be endorsed in keeping with the program completed and the related content-area test passed by the candidate and for any other subject in which the individual:

A) meets the requirements of subsection (d), (f), (g), (h), (i), (j) or (k); or

B) has accumulated 24 semester hours of college credit demonstrably related to the subject area, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, with at least 12 semester hours at the upper-division or graduate level, as defined by the institution offering the coursework, and has passed the applicable content-area test.

d) Certain endorsements or content-specific endorsements listed in Appendix E have no corresponding content-area test (see Section 25.710). The provisions of this subsection (d) shall apply to the issuance of these endorsements and content-specific endorsements.

1) For an applicant who is receiving an Illinois professional educator license endorsed for a teaching field, the institution that offered the approved program completed by the applicant shall indicate that the applicant has met the standards applicable to the endorsement or the particular content-specific endorsement, except that the requirements of subsection (k) shall apply to the issuance of endorsements in safety and driver education beginning with applications received on or after February 1, 2012.

2) An applicant prepared out of state, or an applicant who is already licensed in Illinois and is seeking to add a new endorsement or a content-specific endorsement in one of these subjects, other than an endorsement in safety and driver education, shall:

A) present verification from an institution with an approved educator preparation program that he or she is prepared in the area covered by the endorsement or content-specific endorsement sought; or

B) present evidence of completion of 24 semester hours of coursework (subject to further limitations as set forth in this Section) in the area covered by the endorsement or content-specific endorsement sought.

3) An applicant prepared out of state or an applicant who is already licensed in Illinois and is seeking to add a new endorsement in safety and driver education shall be subject to the requirements set forth in subsection (k).

e) Addition of Endorsements to Currently Held Professional Educator Licenses
Individuals seeking to endorse currently held professional educator licenses shall apply for the endorsements, using the Educator Licensure Information System (ELIS), and pay the fee required under Section 21B-40 of the School Code.

1) When an applicant qualifies for an endorsement, its issuance shall be reflected on ELIS.

2) An endorsement will be issued for any subject in which the individual:

A) meets the requirements of subsection (d), (f), (g), (h), (i), (j) or (k); or

B) for other content areas not referenced in subsection (e)(2)(A), has accumulated 24 semester hours of college credit demonstrably related to the subject area, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education (with at least 12 semester hours at the upper-division or graduate level, as defined by the institution offering the coursework, for secondary endorsements) and has passed the applicable content-area test; any coursework to be considered (whether undergraduate or graduate level) shall be posted on the individual's official transcript.

f) Special provisions shall apply to the issuance of endorsements in the sciences and social sciences. The requirements of subsections (f)(1) through (4) relate to endorsements and content-specific endorsements in these fields based on the standards found at 23 Ill. Adm. Code 27.140 through 27.260. (See Appendix E.)

1) An individual seeking to add an endorsement and a content-specific endorsement in either of these fields who does not already hold that endorsement with one of its other available content-specific endorsements

shall be required to pass the content-area test for the content-specific endorsement sought and either:

A) be recommended for the endorsement and the content-specific endorsement by an institution with an approved program in the subject area based on having completed coursework sufficient to address the applicable content-area standards; or

B) present evidence of having accumulated 32 semester hours of college coursework in the field, from one or more regionally accredited institutions, that meets the following requirements:

i) at least 12 semester hours of credit must have been earned in the subject area of the content-specific endorsement sought; and

ii) some portion of the coursework completed must have addressed at least two additional content-specific endorsements within the field; and

iii) in the case of the sciences, the coursework completed must have included both biological and physical science.

2) The requirement stated in subsection (f)(1) shall apply whenever an individual seeks to add his or her first endorsement in one of these fields.

3) An individual may receive a subsequent content-specific endorsement in the same field if he or she has:

A) passed the applicable content-area test and completed 12 semester hours of coursework in the subject area of the content-specific endorsement; or

B) completed a major in the content area of the content-specific endorsement.

4) An individual who holds an endorsement in the sciences or social sciences under the structure that was in effect prior to July 1, 2004 may receive an endorsement and a content-specific endorsement in that field under the new structure by passing the content-area test for the content-specific endorsement sought and~~, effective with applications received on or after February 1, 2012,~~ completing 12 semester hours of coursework in the subject area of the content-specific endorsement. He or she may then qualify for additional content-specific endorsements in the field pursuant to subsection (f)(3).

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

1) Reading Teacher
This endorsement shall not be issued alone as an individual's first teaching credential. An individual who holds an Illinois professional educator license and who receives an endorsement for some teaching field other than reading shall be eligible to receive this additional endorsement on that license when he or she presents evidence of:

A) having passed the applicable content-area test (i.e., reading teacher or reading specialist) and having been recommended for the endorsement by virtue of completing an approved reading teacher preparation program based on the standards set forth at 23 Ill. Adm. Code 27.110 that requires at least 24 semester hours of graduate or undergraduate coursework in reading (as posted on the individual's official transcript), including a practicum involving clinical experience with two or more students and at two or more grade levels, at an institution that is recognized to offer teacher preparation programs in Illinois; or

B) having passed the applicable content-area test and having completed 24 semester hours of graduate or undergraduate coursework in reading (as posted on the individual's official transcript), including a practicum, at one or more regionally accredited institutions of higher education, provided that all the following areas were addressed:

i) foundations of reading;

ii) content-area reading;

iii) assessment and diagnosis of reading problems;

iv) developmental and remedial reading instruction and support;

v) developmental and remedial materials and resources; and

vi) literature appropriate to students across all grade ranges.

2) Reading Specialist

A) Each candidate for the reading specialist endorsement shall hold an Illinois professional educator license 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 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 concentration in the language, totaling 32 semester hours or as otherwise identified by a regionally accredited institution on the individual's official transcript and passed the applicable content-area test.

2) For individuals who currently hold professional educator licenses with at least one endorsement for a foreign language, an endorsement for a different foreign language may be added when an individual has passed the applicable content-area test.

3) For individuals who currently hold professional educator licenses endorsed in teaching fields other than foreign language, an endorsement for a foreign language may be added upon completion of 24 semester hours of college credit in the language, either as an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, and passage of the applicable content-area test. The endorsement issued shall be for only the grade levels for which the individual's professional educator license currently is endorsed. This subsection (h)(3) also is applicable to candidates seeking a professional educator license for the first time to be endorsed in a teaching field other than foreign language.

4) Section 25.95 sets forth additional provisions for licensure in foreign languages under specified circumstances.

i) Requirements for Elementary, Middle Grades and Bilingual Education

1) The requirements of Section 25.97, rather than the requirements of this Section, shall apply to credentials and assignments in the elementary grades.

2) The requirements of Section 25.99, rather than the requirements of this Section, shall apply to credentials and assignments in the middle grades, except that Section 25.99 shall be read in conjunction with this Section with respect to reading and library information specialist assignments in the middle grades.

3) The requirements of 23 Ill. Adm. Code 1.780, 1.781 and 1.782, rather than the requirements of this Section, shall apply to credentials and assignments in the areas of bilingual education and English as a Second (New) Language.

j) An additional endorsement for "technology specialist" shall be issued only upon presentation of evidence that the applicant has completed at least 24 semester hours of college coursework demonstrably related to the subject area at one or more regionally accredited institutions of higher education that is aligned to 23 Ill. Adm. Code 27.470 (Technology Specialist), and has passed the relevant content-area test.

k) An~~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 general safety;

2) 912 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 maneuvers; and

3) 12 semester hours chosen from at least four of the following areas:

A) First aid;

B) Psychology of adolescents or young adults;

C) Any safety-related issue relevant to driver education;

D) Advanced driver education in the use of simulation and multiple car programs;

E) Health and wellness;

F) Care and prevention of injuries;

G) Issues related to alcohol or drug abuse; or

H) Driver education for students with disabilities.~~3 semester hours in first aid and cardiopulmonary resuscitation; and~~

~~4) 6 semester hours chosen in any combination from:~~

~~A)~~ ~~the use of technology in instruction;~~

~~B)~~ ~~safety issues related to alcohol and other drugs;~~

~~C)~~ ~~driver education for students with disabilities; and~~

~~D)~~ ~~any other safety-related area.~~

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

1) Gifted Education Teacher
This endorsement shall not be issued alone as an individual's first teaching credential. An individual who holds an Illinois professional educator license endorsed at any of the grade levels of early childhood, elementary, middle, or secondary, or for special ~~K-12~~teaching~~, 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:

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 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 42 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;

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] 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:

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:

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 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

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 licensure.

(Source: Amended at 42 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's~~Board of Education's~~ website at www.isbe.net;

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 Professional Standards for Educational Leaders (2015)~~Educational Leadership Policy Standards: ISLLC 2008~~, adopted by the National Policy Board for Educational Administration and posted at http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf~~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;

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 either:

1) Approves the proposed new educator preparation programs, thereby authorizing the EPP to conduct the programs and to recommend candidates for licensure by entitlement; or

2) Denies 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 decision of SEPLB shall be as described in Section 25.160.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

SUBPART D: SCHOOL SUPPORT PERSONNEL

Section 25.200 Relationship Among Endorsements in Subpart D

The school support personnel endorsement shall be placed on the professional educator license issued pursuant to Section 21B-20(1) of the School Code [105 ILCS 5] and Section 25.25 of this Part. Each professional educator license held by an individual may be endorsed for one or more school support areas described in Section 21B-25(2)(G) of the School Code ~~[105 ILCS 21B-25(2)(G)]~~ and this Subpart D. These areas are school social worker, school counselor, school psychologist, school nurse, ~~and~~ non-teaching speech-language pathologist, and marriage and family therapist.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 25.215 Endorsement for School Social Workers

a) Each candidate for the school support personnel endorsement for school social worker shall hold a master's or higher degree in social work with a specialization in school social work awarded by a graduate school of social work accredited by the Council on Social Work Education.

b) Each candidate shall have completed an Illinois program approved for the preparation of school social workers pursuant to Subpart C 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 400 contact hours, supervised by a field instructor holding a master's or higher degree in social work, and a school social work internship of at least 600 contact hours in a school setting or have one year of professional experience as a school social worker on a valid, comparable out-of-state school social work certificate or license that allows the holder to work as a school social worker in that state's public schools, or an Illinois educator license with stipulations for provisional educator with a school support personnel endorsement for school social worker.

d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710), as well as the test of basic skills, 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 [105 ILCS 5]. (See also 23 Ill. Adm. Code 23.140.)

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 social worker.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 25.225 Endorsement for School Counselors

a) Each applicant for the school support personnel endorsement for school counselor shall hold a master's or higher degree awarded by a regionally accredited institution of higher education in school counseling~~, another counseling or related field (e.g., social work or psychology), or an educational field~~.

b) Each applicant shall have completed an Illinois program approved for the preparation of school counselors 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 a supervised counseling practicum of at least 100 clock hours that provided interaction with individuals and groups of school

age and included at least 40 hours of direct service work. Except as provided in subsection (e), each applicant shall have completed a structured and supervised internship that is part of an approved program.

1) The internship shall be of a length that is determined by the approved program to be adequate to enable candidates to meet the standards set forth at 23 Ill. Adm. Code 23.110 but shall entail at least 600 hours and last no less than one semester, during which the candidate shall engage in the performance of various aspects of the counseling role and shall be gradually introduced to the full range of responsibilities associated with that role. However, the internship for an individual with at least two years of teaching experience may, at the discretion of the institution offering the approved program, consist of no fewer than 400 hours. In each case at least 240 hours of the internship shall involve direct service work with individuals and groups of school age.

2) The internship shall occur in a school setting except that, at the discretion of the institution, a maximum of one-third of the hours required may be credited for experiences in other related settings such as hospitals or day care settings that, in the judgment of the institution, expose the candidate to the needs of school-aged children and prepare the candidate to function as a school counselor.

d) Except as provided in subsections (e) and (f), each applicant shall either:

1) hold or be qualified to hold a professional educator license endorsed for teaching; or

2) have completed, as part of an approved program, coursework addressing:

A) the structure, organization and operation of the educational system, with emphasis on P-12 schools;

B) the growth and development of children and youth, and their implications for counseling in schools;

C) the diversity of Illinois students and the laws and programs that have been designed to meet their unique needs; and

D) effective management of the classroom and the learning process.

e) An applicant who holds another state's certificate or license in school counseling shall not be subject to the requirements of subsection (c) or subsection (d) ~~of this Section~~ if he or she presents evidence of at least one year of full-time experience as a school counselor on a valid, comparable out-of-state school counseling certificate or license that allows the holder to work as a school counselor in that

state's public schools or on an Illinois educator license with stipulations endorsed for provisional educator with a school support personnel endorsement for school counselor.

f) An applicant who has completed an approved school counseling program in another state that includes an internship meeting the requirements of subsection (c) shall not be subject to the requirements of subsection (d).

g) 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 23.110.)

h) 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 counselor.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 25.230 Nationally Certified School Psychologist

An individual who is a Nationally Certified School Psychologist may qualify for a school support endorsement for school psychologist under the requirements of this Section, rather than the requirements set forth in Section 25.235 (Endorsement for School Psychologists).

a) Each candidate shall hold valid national certification issued by the National Association of School Psychologists (http://www.nasponline.org/index.aspx) that allows the holder to work as a school psychologist in public schools.

b) Each candidate shall meet the requirements for the professional educator license issued pursuant to Section 21B-20(1) of the School Code [105 ILCS 5] and Section 25.25 of this Part.

c) Each candidate shall be required to pass the applicable content-area test (see Section 25.710 of this Part), as well as the test of basic skills, subject to the provisions of Section 25.720 of the School Code. (See also 23 Ill. Adm. Code 23.130.)

(Source: Amended at 42 Ill. Reg. _____, effective _____)

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:

1) a one-year, full-time internship under the direction of an intern supervisor; or

2) one year of full-time work experience as a school psychologist on a valid, comparable out-of-state school psychology certificate or license that allows the holder to work as a school psychologist in that state's public schools 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 [105 ILCS 5]. (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 42 Ill. Reg. _____, effective _____)

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 [105 ILCS 5]. (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]~~ in the event that the individual has failed to meet one or more of the requirements for a professional educator license endorsed for school nurse.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 25.252 Endorsement for Non-Teaching Speech-Language Pathologists

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

a) Each applicant shall hold one of the licenses identified in Section 14-1.09b(b)(1) of the School Code ~~[105 ILCS 5/14-1.09b(b)(1)]~~.

b) Each applicant shall hold a master's or doctoral degree earned through completion of a program that meets the requirements of Section 14-1.09b(b)(2) of the School Code ~~[105 ILCS 5/14-1.09b(b)(2)]~~. For the purposes of this subsection (b), *a*

course of study or program approved or accredited (Section 14-1.09b(b)(2) of the School Code) includes those courses of study or programs that hold either accreditation or the status of "accreditation candidate" issued by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association at the time that the applicant completed the program.

c) Each applicant shall have met the requirements of Section 14-1.09b(b)(3) of the School Code [105 ILCS 5/14-1.09b(b)(3)].

1) *A program of study that meets the content-area standards for speech-language pathologists approved by the State Board of Education in consultation with the* SEPLB is a relevant preparation program that has been approved pursuant to Subpart C.

2) A comparable out-of-state program is one that leads to qualification as either a teaching or a non-teaching speech-language pathologist.

3) A comparable out-of-state certificate is one authorizing employment in the public schools in either capacity.

4) The required 150 clock hours of supervised, school-based professional experience shall consist of activities related to the aspects of practice that are addressed in the content-area standards for speech-language pathologists (see Section 25.250 and 23 Ill. Adm. Code 28 (Standards for Certification in Special Education)) with respect to:

A) planning and intervention;

B) the learning environment;

C) service delivery;

D) professional conduct and ethics; and

E) facilitation and advocacy.

5) The required evidence of completion for the 150 clock hours of supervised, school-based professional experience shall be a letter signed by the chief administrator or other designated official of the employing school district or nonpublic school documenting the nature and duration of the individual's experience with students with disabilities in a school setting. This letter shall indicate how the experience related to the knowledge and/or performance aspects of each of the standards identified in subsection (c)(4).

d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710), as well as the test of basic skills, 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.

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 non-teaching speech-language pathologists.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 25.260 Endorsement for School Marriage and Family Therapists

a) Each candidate for school family therapist personnel endorsement for school marriage and family therapist shall hold a master's or higher degree in marriage and family therapy awarded by a regionally accredited institution of higher education.

b) Each candidate shall have completed an Illinois program approved for the preparation of school marriage and family therapists pursuant to Subpart C or hold a comparable certificate or license issued by another state or country (see Section 25.425).

c) Each candidate shall have completed a supervised marriage and family therapist practicum of at least 100 clock hours that provided interaction with individuals and groups of school age and included at least 40 hours of direct service work. Except as provided in subsection (d), each applicant shall have completed a structured and supervised internship, as part of an approved program.

1) The internship must occur in a school setting and include at least 600 clock hours and last no less than one semester, during which the candidate shall engage in the performance of various aspects of the marriage and family therapist role and shall be gradually introduced to the full range of responsibilities associated with that role. However, the internship for an individual with at least two years of teaching experience may, at the discretion of the institution offering the approved program, consist of no fewer than 400 hours. In each case, at least 240 hours of the internship shall involve direct service work with individuals and groups of school age and may include students' families.

2) The internship shall occur in a school setting except that, at the discretion of the institution, a maximum of one-third of the hours required may be credited for experiences in related settings outside the schools that, in the

judgment of the institution, expose the candidate to the needs of school-aged children and prepare the candidate to function as a marriage and family therapist.

d) An applicant shall not be subject to the requirements of subsection (c) if he or she presents evidence of holding a valid and comparable out-of-state license that is valid for serving as a marriage and family therapist in the public schools of that state or provides evidence of at least one year of full-time experience as a school marriage and family therapist on an Illinois educator license with stipulations endorsed for provisional educator with a school support personnel endorsement for school marriage and family therapist.

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 [105 ILCS 5]. (See also 23 Ill. Adm. Code 23.140.)

f) Nothing in this Section is intended to preclude the candidate from seeking the issuance of an educator licensee with stipulations endorsed for provisional educator 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 endorsed for a school marriage and family therapist.

(Source: Added at 42 Ill. Reg. _____, effective _____)

Section 25.265 Interim Approval for School Marriage and Family Therapist Interns

An individual who wishes to participate in an internship enabling him or her to meet the requirements described in Section 25.260 may obtain an interim approval as a school marriage and family therapist intern.

a) Each applicant shall be of good character, as defined in Section 21B-15 of the School Code [105 ILCS 5].

b) Each applicant shall be required to pass the tests required under section 25.260(e).

c) Each applicant shall submit the application fee required under Section 21B-40 of the School Code along with an application to the State Board of Education and a transcript indicating compliance with subsection (a).

d) Interim approval as a school marriage and family therapist intern shall be valid until June 30 immediately following three years after the approval being issued and shall not be renewable.

(Source: Added at 42 Ill. Reg. _____, effective _____)

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

Section 25.311 Alternative Route to Superintendent Endorsement (Beginning January 1, 2013)

This Section establishes the requirements in addition to those set forth in Section 21B-55 of the School Code [105 ILCS 5/~~21B-55~~] for programs offering an alternative route to obtain a superintendent endorsement on the professional educator license for those individuals who have *been employed for a period of at least five years in a management-level position*. [105 ILCS 5/21B-55(d)(2)]

a) General Requirements
An institution of higher education or a not-for-profit entity recognized and approved to offer educator preparation programs under Subpart C may establish a program under this Section. Each alternative superintendent endorsement program shall:

1) include an intensive course of study covering each of the areas listed in Section 21B-55(c) of the School Code that is provided in a shorter amount of time than what is required to complete a superintendent endorsement preparation program approved pursuant to Subpart C and offered immediately preceding the candidate's placement into a school district under subsection (a)(2) of this Section;

2) provide for the candidate's placement as a full-time superintendent or assistant superintendent in an Illinois public school district for one school year; and

3) conduct a comprehensive assessment of the candidate's performance by school officials, which shall include at least the president of the board of education of the district of placement and, if the candidate is serving as an assistant superintendent, the district superintendent.

b) Candidate Qualifications

1) In order to be admitted to an alternative superintendent endorsement program, each candidate shall pass Illinois' test of basic skills required under Section 21B-30 of the School Code and Section 25.720 of this Part.

2) In order to serve as superintendent or assistant superintendent, each candidate shall apply for and be issued an educator license with stipulations endorsed for alternative provisional superintendent upon the presentation of evidence of having met the requirements set forth in Section 21B-55(d) of the School Code and payment of the fee required under Section 21B-40 of the School Code.

A) For the purposes of previous employment, "management-level position" does not include any management position in a public or nonpublic school that serves any of prekindergarten through grade 12.

B) A "minimum of a master's degree" means the completion of a master's degree or other degree beyond the bachelor's degree level (e.g., juris doctor (J.D.), doctor of philosophy (Ph.D.), doctor of education (Ed.D.)).

C) Each candidate shall pass the content-area test for superintendent.

3) *Successful completion of an alternative route to superintendent endorsement program shall be deemed to satisfy any other supervisory, administrative, or management experience requirements established by law, and, once completed, an individual shall be eligible for a superintendent endorsement on a professional educator license* [105 ILCS 5/21B-55] upon application and payment of the fee required under Section 21B-40 of the School Code.

c) Proposal Requirements

1) Each proposal to establish an alternative program shall describe the roles and responsibilities of the participating institution of higher education or not-for-profit entity and the school districts in which candidates will be assigned for the year of practice as full-time superintendents or assistant superintendents.

2) Each proposal shall describe the proposed course of study, which shall:

A) describe how individual candidates' education and experience will be used in determining the portions of the course of study he or she will be required to complete;

B) demonstrate how candidates will acquire knowledge of content and skills equivalent to the content and skills contained in a superintendent endorsement preparation program approved pursuant to Subpart C with regard to:

i) educational management;

ii) governance and organization; and

iii) instructional and district planning; and

C) include a preservice assessment of each candidate's performance to be conducted by the institution of higher education at the conclusion of the course of study in order to determine the candidate's readiness for the year-long assignment as a superintendent or assistant superintendent. Each proposal shall state the criteria for the institution's determination of candidates' readiness.

3) Each proposal shall describe the proposed arrangements for candidates' assignment to a position as superintendent or assistant superintendent and shall provide for these to be set forth in a formal, written agreement between the participating institution of higher education and the school districts where candidates will practice. Each agreement shall address the nature and intensity of the support to be provided to candidates by experienced district-level administrators, university staff and/or other professionals with relevant experience, including at least:

A) the qualifications and experience of these individuals;

B) the estimated amount of time these individuals will devote to advising and assisting candidates; and

C) the specific roles of the assisting individuals.

4) Each proposal shall describe the proposed method of assessing candidates' performance for the year referred to in this Section and shall provide for these to be set forth in a formal, written agreement between the participating institution of higher education or not-for-profit entity and the school districts where candidates will practice. Each agreement shall include:

A) the roles of all parties who will participate in the evaluation of candidates; and

B) assessment methods capable of demonstrating whether a candidate has acquired knowledge and skills equivalent to those required of candidates in a superintendent endorsement preparation program approved pursuant to Subpart C.

5) Each proposal shall delineate the criteria by which candidates will be recommended for the superintendent endorsement on the professional educator license by the participating institution of higher education or not-for-profit entity.

6) Each proposal shall include an assurance that if a candidate, during his or her year of practice, will be evaluating any principals, the program shall

facilitate and ensure the candidate's successful completion of the prequalification process and passage of the assessment required under Section 24A-3 of the School Code ~~[105 ILCS 5/24A-3]~~.

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

Alternative Superintendent Endorsement Program
100 North First Street
Springfield, Illinois 62777

d) Program Approval
Proposals for the establishment of alternative superintendent endorsement programs meeting the specifications of this Section and Section 21B-55 of the School Code shall be approved by the State Superintendent ~~of Education~~ pursuant to the requirements set forth in Section 25.120 of this Part, in consultation with the State Educator Preparation and Licensure Board~~SEPLB~~.

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

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 25.337 Principal Endorsement (2013)

a) This endorsement is required for principals and assistant principals.

b) A principal endorsement shall be affixed to a professional educator license provided that the candidate 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 [105 ILCS 5] (also see Section 25.425 of this Part).

c) Each candidate shall have:
4 total years of teaching ~~or, until June 30, 2021,~~ or 4 total years of working in the capacity of school support personnel in an Illinois public school or nonpublic school recognized by the State Board of Education in accordance with 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools) or in an out-of-state public school or out-of-state nonpublic school meeting out-of-state recognition standards comparable to those approved by the State Superintendent of Education [105 ILCS 5/21B-25].

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 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~~ 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 42 Ill. Reg. _____, effective _____)

Section 25.345 Endorsement for Chief School Business Official

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

a) Each candidate for the chief school business official's endorsement shall hold a master's degree or equivalent awarded by a regionally accredited institution of higher education. For the purposes of this subsection (a), "equivalent" shall mean the completion of a degree beyond the bachelor's degree level (e.g., juris doctor (J.D.), doctor of philosophy (Ph.D.), doctor of education (Ed.D.)).

b) Each candidate, other than a candidate whose master's degree was earned in *business administration, finance,* ~~*or*~~ *accounting* *or public administration* (Section 21B-25(2)(C) of the School Code [105 ILCS 5~~/21B-25(2)(C)~~]), shall have completed 24 semester hours of graduate coursework in an Illinois program approved for the preparation of school business officials pursuant to Subpart C of this Part or a comparable approved program in another state or country or hold a comparable certificate or license issued by another state or country (see Section 25.425 of this Part) and either have:

1) *two years' full-time administrative experience in school business management* (Section 21B-25(2)(C) of the School Code); or

2) *two years of university-approved practical experience*.

c) Each candidate whose master's degree was earned in *business administration, finance,* ~~*or*~~ *accounting* *or public administration* shall complete *an additional six semester hours of internship in school business management from a regionally accredited institution of higher education* (Section 21B-25(2)(C) of the School Code) that is conducted under the supervision of an individual who holds a current Illinois endorsement for chief school business official or who serves as the school district's chief financial officer. Institutions may consider a candidate's work experience in a school business office that is comparable to the responsibilities of a chief school business official as meeting a portion or all of the six-semester-hour internship requirement. For purposes of this subsection (c), one semester hour shall be equivalent to a minimum of 15-clock hours of experience that a candidate documents as completing.

d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710), as well as the test of basic skills pursuant to Section 25.720, except that individuals holding a professional educator license who received their initial teaching, school support personnel or administrative certificate prior to July 1, 1988 are not subject to the requirement to pass the test of basic skills.

e) Educator License with Stipulations

1) 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(2)(A) of the School Code in the event that he or she has failed to meet one or more of the requirements for a professional educator license endorsed for chief school business official.

2) A candidate who does not meet the requirements of Section 25.25(a) of this Part regarding coursework pertaining to the exceptional child and reading may apply for an educator license with stipulations endorsed for chief school business official by meeting the requirements set forth either in subsection (b) or (c) of this Section. (Also see Section 21B-20(2)(K) of the School Code.) An individual holding an educator license with stipulations endorsed for chief school business official shall be considered fully qualified to serve as a chief school business official provided he or she meets any renewal requirements set forth in Subpart J of this Part.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 25.355 Endorsement for Superintendent (Beginning September 1, 2016)

The requirements of this Section apply to individuals seeking a superintendent endorsement on or after September 1, 2016.

a) This endorsement is required for superintendents and assistant superintendents.

b) A superintendent endorsement 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 33 (Programs for the Preparation of Superintendents in Illinois) or meets each of the requirements specified in Section 21B-35(b-5) of the School Code [105 ILCS 5] (see Section 25.425).

c) In accordance with Section 21B-25(2)(D) of the School Code ~~[105 ILCS 5/21B-25(2)(D)]~~, each candidate shall hold an Illinois professional educator license and have two years of full-time administrative or supervisory experience ~~working full-time~~ in a general administrative position or as a principal, director of special education or chief school business official either:

1) on the Illinois general administrative, principal, director of special education or chief school business officer endorsement in:

A) an Illinois public school; or

B) a nonpublic school recognized under 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools) whose chief administrator is required to hold a professional educator license endorsed for general administrative or principal and when a majority of the teachers employed in the school are required to hold a professional educator license endorsed in the teaching field specific to each teacher's assignment; or

2) while holding a credential required by the employing state in order to serve as principal, director of special education or chief school business official that is comparable *in validity and educational and experience requirements* (Section 21B-25(2)(D) of the School Code) to the applicable Illinois endorsement, if the candidate completed a comparable out-of-state program for the applicable credential held. (See also Section 25.425 of this Part.)

d) 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, school support personnel or administrative certificate prior to July 1, 1988 are not subject to the requirement to pass the test of basic skills.

e) Nothing in this Section is intended to preclude the candidate from seeking the issuance of an educator license with stipulations endorsed for provisional educator under Section 21B-20 of the School Code in the event that he or she has failed to meet one or more of the requirements for a professional educator license endorsed for superintendent.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 25.365 Endorsement for Director of Special Education

This endorsement, to be affixed to a professional educator license, shall be required for directors and assistant directors of special education beginning July 1, 2005.

a) Each candidate for the director of special education endorsement shall hold a master's degree or equivalent awarded by a regionally accredited institution of higher education. For the purposes of this subsection (a), "equivalent" shall mean the completion of a degree beyond the bachelor's degree level (e.g., juris doctor (J.D.), doctor of philosophy (Ph.D.), doctor of education (Ed.D.)).

b) Each candidate shall:

1) have completed an Illinois program approved for the preparation of directors of special education pursuant to Subpart C or a comparable approved program specific to directors of special education in another state or country or hold a comparable certificate or license issued by another state or country, provided that the requirements met by the applicant for the out-of-state program or certificate or license included completion of at least one course each in:

A) special education law;

B) special education finance;

C) supervision of programs for children with disabilities; and

D) cross-categorical special education methods; or

2) submit, along with the application for the endorsement and the applicable fee, a copy of a letter of approval as an administrator of special education issued by the State Board of Education at any time; or

3) submit, along with the application for the endorsement and the applicable fee, evidence of holding an administrative certificate or a professional educator license endorsed for an administrative position and having

completed 30 semester hours of coursework, distributed as specified in this subsection (b)(3).

A) at least one course in each of the areas described in subsection (b)(1); and

B) additional coursework to reach the required total of 30 semester hours, chosen from the areas of:

i) curricular adaptations/modifications and assistive technology;

ii) facilitation of the least restrictive environment for all students;

iii) characteristics of students with disabilities;

iv) collaboration with parents and school personnel;

v) transition services for students with disabilities; and

vi) educational and psychological diagnosis and remedial techniques.

c) Each candidate shall have two years' full-time experience providing special education services:

1) in the public schools, as a special education teacher, a speech-language pathologist, a school social worker, or a school psychologist; or

2) in a nonpublic school, if the candidate holds the appropriate corresponding Illinois professional educator license endorsed in a special education teaching field or for school support personnel as a speech-language pathologist, a school social worker, ~~or~~ a school psychologist, school counselor, school nurse or marriage and family therapist.

d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710), as well as the test of basic skills pursuant to Section 25.720, 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.

e) Nothing in this Section is intended to preclude the candidate from seeking the issuance of an educator license with stipulations endorsed for provisional educator under Section 21B-20 of the School Code in the event that he or she has failed to

meet one or more of the requirements for a professional educator license endorsed for director of special education.

(Source: Amended at 42 Ill Reg. _____, effective _____)

SUBPART F: GENERAL PROVISIONS

Section 25.400 Registration of Licenses; Fees

Section 21B-40 of the School Code [105 ILCS 5~~/21B-40~~] requires the registration of an individual's educator license (i.e., professional educator license, educator license with stipulations or substitute teaching license) and establishes the amount of the registration fee to be paid for each full or partial year in the license's validity period. An individual shall register the license immediately (i.e., no later than January 1 of the next fiscal year~~six months~~) after the date on which the license initially was issued and between April 1 and June 30 in the last year of each 5-year renewal cycle. (See Sections 21B-40(a)(4) and 21B-45(k) of the School Code.) Registration fees and requirements applicable in specified situations shall be as set forth in this Section.

a) An individual shall pay a separate fee to register each license held (i.e., professional educator license, educator license with stipulations or substitute teaching license) for the license's period of validity (i.e., the time period during which the license is valid). An individual who does not hold an educator license but who has an approval issued pursuant to this Part is not subject to the requirements of this Section.

b) An individual is required to register his or her license in each region where he or she teaches or in any county of the State, if the individual is not yet employed, but is required to pay a registration fee in only one region. Therefore, an individual who moves from one region to another after paying a registration fee for a particular period of time:

1) shall be required to register his or her license in the new region; but

2) shall not be required to pay any additional registration fee.

c) When a registration fee is paid, the amount due shall be the amount required to register the license for its entire period of validity.

d) Pursuant to Section 25.450 of this Part, a licensee may immediately reinstate the license if it has lapsed (i.e., been expired for a period of six months or more due to failure to register the license) by payment of all accumulated registration fees and either payment of the penalty or completion of the coursework required under Section 21B-45 of the School Code. The amount due for each year in the renewal cycle shall be the fee that was in effect at that time, rather than the annual amount applicable at the time when the fees are paid.

e) The provisions of subsection (d) do not apply to individuals who are ineligible to register their licenses due to the renewal requirements set forth in Section 21B-45 of the School Code and Subpart J not being met by September 1 of the year in which the license expired. A license subject to this subsection (e) shall be immediately (i.e., within six months) reinstated:

1) upon payment of all accumulated registration fees;

2) either payment of the penalty or completion of 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) completion of any outstanding professional development activities required for renewal.

f) The amount of the fee that was in effect for any given year shall remain in effect for that year, regardless of when the fee is paid.

g) In accordance with Section 21B-45(e)(5) of the School Code, *a licensee working in a position that does not require* a professional teaching license or an educator license with stipulations *or working in a position for less than 50* percent of full-time equivalency *for any particular* school *year is considered to be exempt and shall be required to pay only the registration fee in order to renew and maintain the validity of the license*.

h) In accordance with Section 21B-45(e)(6) of the School Code, a licensee with a license in retired status *shall not be required to pay registration fees until returning to a position that requires educator licensure, at which time the licensee shall immediately pay a registration fee and complete renewal requirements for that year*. (See Subpart J regarding renewal requirements.) The requirements of this subsection (h) do not apply to a licensee whose license is in retired status, who holds a professional educator license, and who works only as a substitute teacher for less than 50 percent of full-time equivalency for any particular school year.

i) *An unregistered license is invalid after September 1 for employment and performance of services in an Illinois public or State-operated school or cooperative and a charter school.* (Section 21B-45(a) of the School Code)

j) The other provisions of this Section notwithstanding, no fee paid in connection with the registration of one or more licenses shall have the effect of extending the period of validity of any other license that is subject to additional renewal requirements that have not been met.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 25.405 Military Service; Licensure

a) The provisions of subsection (b) ~~of this Section~~ shall apply to any individual who:

1) holds a professional educator license endorsed for teaching, school support personnel~~,~~ or an administrative area; and

2) is unavailable for employment on that license due to military service, including service in any reserve capacity.

b) For any individual as described in subsection (a) ~~of this Section~~, the period of validity of any license held shall be tolled during the period of his or her unavailability.

1) The time remaining on any license held, and the time when the individual can continue to hold any type of license held, shall be the same when he or she becomes available for employment on the license as was the case when he or she became unavailable under this subsection (b).

2) An individual subject to this subsection (b) shall not owe a fee for any period of time when his or her license's validity is tolled pursuant to this subsection (b).

3) An individual subject to this subsection (b) shall give written notification to the appropriate regional superintendent of schools that he or she has been called to active military service and shall enclose a copy of the military order. Upon return from active duty, the individual shall provide written notification of his or her availability and shall enclose a copy of the release order. This information shall be used to establish the tolling period.

c) An active member of the U.S. Armed Forces or any reserved component of the U.S. Armed Forces or the National Guard of any state, commonwealth, or territory of the United States or District of Columbia, as well as a spouse of such an individual, who meets the requirements of Section 21B-20(2)(A) of the School Code [105 ILCS 5] may obtain an educator license with stipulations endorsed for provisional educator without first passing Illinois' test of basic skills or the applicable content-area test.

1) The individual shall be required to pass the tests referred to in this subsection (c), as well as complete any other deficiencies identified, during the two-year validity period of the educator license with stipulations before he or she may apply for and be eligible to receive a professional educator license.

2) The educator license with stipulations shall not be renewed. (See Section 21B-20(2)(A) of the School Code.)

(Source: Amended at 42 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*~~. (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 or completed ant Illinois approved program must hold a valid, comparable out-of-state license or have completed a program that met the following requirements.

A) For those who have completed traditional preparation programs, these requirements include:

i) college coursework in professional education, including pre-student teaching clinical experiences or equivalent experience, and student teaching or equivalent experience;

ii) 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 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 are seeking an endorsement for superintendent, the applicant's preparation shall be evaluated in accordance with the criteria specified in Section 25.360.

E) For those who are seeking an endorsement for chief school business official, the applicant's preparation shall be evaluated in accordance with the criteria specified Section 25.345.

F) For those who are seeking an endorsement for director of special education, the applicant's preparation shall be evaluated in accordance with the criteria specified in Section 25.365.

GD) For those who have completed alternative certification or licensure programs, these requirements include graduation from a regionally accredited institution ~~with a bachelor's degree that directly corresponds to the endorsement sought and meets the requirements for that endorsement as set forth in Section 25.100~~, either an intensive course of study approved by that state for this purpose or a valid, comparable out-of-state license, 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 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 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 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 Section 25.720 of this Part; and

   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 42 Ill. Reg. _____, effective _____)

Section 25.430 Short-Term Approval for Teachers at All Grade Levels

Subject to the provisions of this Section, an individual holding a professional educator license or an educator license with stipulations endorsed for provisional educator may receive short-term approval for assignment in a position in which he or she does not hold necessary qualifications. Nothing in this Section is intended to modify existing endorsement requirements pursuant to Section 25.100.

a) Applicability

1) The short-term approvals described in this Section shall be available until June 30, 2020 with respect to:

A) individuals who lack full qualifications in a content area;

B) individuals who lack the required grade level endorsements for an assignment; or

C) positions in which there is not a content area test for the endorsement.

2) The short-term approval shall be available in 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.

3) The short-term authorization described in this Section shall not be available with respect to:

A) special education teaching positions; or

B) driver's education positions.~~; or~~

~~C) individuals who lack the required grade level endorsements for the assignment in question.~~

b) Application Procedures and Validity

1) A licensed teacher seeking short-term approval under this Section shall file an application in the Educator Licensure Information System.

2) The application for short-term approval shall be approved by the State Superintendent if the applicant provides proof of completion of nine semester hours of college coursework in the content area of assignment or provides proof of passing the content area test for the assignment.

3) Short-term approvals issued pursuant to this Section shall expire on June 30 immediately following the third full fiscal year after the approval was issued and shall not be renewed.

4) Prior to expiration of the approval, individuals must apply for and receive the applicable endorsement pursuant to Section 25.100 to continue teaching in the assigned area.

c) Filing of Information by School Districts
The employing entity hiring an individual under this Section shall file the following with the regional superintendent in a format designed by the State Superintendent:

1) a description of the vacant position, including the subject area and the grade level;

2) a description of the entity's inability to fill the position with a fully qualified individual;

3) a statement of assurance that the employing entity has not honorably discharged anyone in the past year who was fully qualified for the position;

4) a statement of 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.

d) Each regional superintendent overseeing the entity that employs an individual for a position under this Section shall upload the information specified in subsection (b)(1) through (4), on a form supplied by the State Superintendent, into the Educator Licensure Information System account of the employed individual within 10 business days after the individual is hired.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 25.450 Lapsed Licenses

a) A lapsed license is a professional educator license or an educator license with stipulations endorsed for career and technical educator or chief school business official for which renewal requirements have not been completed by September 1

of the year in which it expired, or a professional educator license that has not been registered for a period of six or more months since the expiration of its last registration, or was not registered by January 1 of the fiscal year following its initial issuance. For purposes of this Section, the licenses listed in subsections (a)(1) through (3) do not lapse.

1) A professional educator license exchanged for a certificate that was issued between July 1, 1929 and July 1, 1951.

2) A substitute teaching license issued under Section 21B-20(3) [105 ILCS 5] of the School Code.

3) An educator license with stipulations issued under Section 21B-20(2) of the School Code endorsed in an area other than career and technical educator or chief school business official.

b) In accordance with Section 21B-45(a) of the School Code, a lapsed license shall be immediately (i.e., within six months) reinstated if the individual pays any back fees, including all registration fees, that he or she owes and either:

1) pays a $500 penalty; or

2) provides evidence of *completing nine semester hours of coursework from a regionally accredited institution of higher education in the content area that most aligns with one or more of the educator's endorsement areas* [105 ILCS 5/21B-45(b)]. For the purposes of this subsection (b)(2):

A) coursework shall not be counted as both satisfying the penalty and meeting any professional development owed under subsection (b)(3);

B) coursework may include content or methods classes for cross-categorical special education, reading, English language learners (i.e., bilingual education, English as a Second Language or English as a New Language); and

C) the validity period for any coursework used for license reinstatement shall expire on September 1 immediately following the fifth full year after the date of the coursework's completion; or

3) for those licensees whose licenses lapsed on September 1 due to failure to complete renewal requirements, completes all outstanding professional development activities required for renewal.

c) The penalty referenced in subsection (b)(1) cannot be paid in advance of the individual's license lapsing. In other words, once the license expires due to failure

to pay registration fees or complete license renewal requirements, the individual has the option of:

1) if the license expired due to failure to pay registration fees and the license has not yet lapsed;

   A) waiting six months before paying the penalty or presenting evidence of completing the coursework required under subsection (b)(2); or

   B) paying all registration fees owed; or

2) if the license expired due to failure to complete renewal requirements and the license has not yet lapsed, completing the applicable renewal requirements and/or paying all registration fees owed.

SUBPART G: PARAPROFESSIONALS; OTHER PERSONNEL

Section 25.520 Substitute Teaching License

a) A substitute teaching license may be issued to an applicant who has met the requirements of Section 21B-20(3) of the School Code [105 ILCS 5~~/21B-20(3)~~].

b) A substitute teaching license is valid until June 30 immediately following five years after the license was issued and may be renewed upon application and payment of the fee required under Section 21B-40 of the School Code to register the license~~if the individual has passed a test of basic skills, as authorized under Section 21B-30 of the School Code (see Section 25.720). *An individual who has passed a test of basic skills for* his or her *first licensure renewal is not required to retake the test again for further renewals.* (Section 21B-20(3) of the School Code) For purposes of this subsection (b), "a test of basic skills" is either the Illinois test of basic skills, as described in Section 25.720, or the WorkKeys® assessment offered by ACT with at least the score identified by the State Board of Education in consultation with the SEPLB~~.

c) *If an individual has had his or her professional educator license or educator license with stipulations suspended or revoked or has not met the renewal requirements for licensure* under Subpart J or Section 25.70*, then that individual is not eligible to obtain a substitute teaching license.* (Section 21B-20(3) of the School Code)

(Source: Amended at 42 Ill. Reg. _____, effective _____)

SUBPART I: ILLINOIS LICENSURE TESTING SYSTEM

Section 25.720 Applicability of Testing Requirement and Scores

a) It is the individual's responsibility to take the appropriate tests. Upon request, the State Board of Education shall assist individuals in identifying appropriate tests.

b) Basic Skills Test
Except as provided in subsections (b)(1) and (2), each candidate seeking an initial 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]. 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.)

2~~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.

3~~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.

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 through September 9, 2016~~or later~~, a writing score shall be a minimum of 16. The minimum writing score shall be 6 or higher on tests administered September 10, 2016 or later.

iii) The minimum writing score for the ACT® administered on or after September 10, 2016 shall be 6.

iv) Before March 5, 2016, the minimum composite score for the SAT® shall be 1030 and the minimum writing score shall be 450.

v) 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.

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.

4) In lieu of passing the test of basic skills, applicants for career and technical educator license and provisional career and technical educator license renewal may pass the WorkKeys® assessment offered by ACT with at least the score identified by the State Board in consultation with the State Educator Preparation and Licensure Board.

c) Content-Area Tests

1) Each candidate seeking an Illinois professional educator license or endorsement on that license, whether his or her first license or endorsement or a subsequent license or endorsement, shall be required to pass a content-area test for each endorsement area for which there is an applicable test (see Section 21B-30(d) of the School Code; also see Section 25.710). Further, Section 21B-30(d) of the School Code requires passage of this test before a candidate begins student teaching or begins serving as a teacher of record. A person who has passed another state's or country's content test 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 content test before receiving. (See Section 21B-35 of the School Code.)~~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). The TPA is a performance-based assessment designed to measure an educator's knowledge, skills and preparedness.

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.)

~~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.~~

fg) 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.

g~~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 42 Ill. Reg. _____, effective _____)

SUBPART J: RENEWAL OF PROFESSIONAL EDUCATOR LICENSES

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

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 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 or national certification board may renew his or her professional educator license by paying only the registration fees required under Section 21B-40 of the School Code. (See 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 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).

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;

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 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.

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.

h) A licensee must complete one Illinois Administrator Academy course within one year of entering a position requiring an administrative endorsement.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 25.830 Verification of Completed Activities; Renewal Process

a) *A licensee shall enter any professional development credit earned prior to renewal. The licensee shall enter electronically into* the Educator Licensure Information System *(ELIS) the name, date, and location of the activity, the number of professional development hours* earned, *and the provider's name* (Section 21B-45(e) of the School Code [105 ILCS 5]), except that:

1) any Illinois Administrators' Academy course completed shall be entered by the provider rather than the licensee; and

2) a licensee who holds both a professional educator license endorsed in school support personnel and one of the professional licenses listed under Section 25.800(c) shall indicate in ELIS if his or her professional license is active and current.

b) A licensee must complete all professional development hours by June 30 and enter those hours into ELIS by August 31 of the year in which the 5-year renewal cycle ends. Professional development completed after June 30 of the year in which the 5-year renewal cycle ends will be counted towards the renewal requirements for the licensee's next renewal cycle.

c) A licensee who fails to enter into ELIS his or her completed professional development prior to renewal shall be unable to include credit for those activities among the clock hours needed to satisfy renewal requirements.

d~~c~~) A licensee who fails to complete an Administrators' Academy course in a given fiscal year as required by Section 21B-45(e)(2) or (3) of the School Code shall be required to complete two courses for each one missed. He or she may complete these courses at any time during the remainder of the 5-year renewal cycle or prior to the reinstatement of a license that has lapsed pursuant to Section 25.450 of this Part.

e~~d~~) Accumulation of the number of hours of professional development activities required under Section 21B-45(e) of the School Code and entering them into ELIS shall not entitle the licensee to renewal of the license. Renewal of the licensee's license shall be determined by the State Superintendent of Education.

fe) In accordance with Section 21B-45(e)(5), licensees who are working in positions that do not require a professional educator license and those who are working in positions that require a professional educator license for less than 50 percent of full-time equivalency in a school year are "exempt" and do not have to complete professional development activities; however, prior to renewing the license, the licensee shall record that status in ELIS indicating the starting and ending date of the exemption and the reason the exemption was requested. (See Section 25.880.)

gf) A licensee whose professional educator license is in "retired status", as defined in Section 21B-45(e)(6) of the School Code, is not subject to renewal requirements; however, prior to renewing the license, the licensee shall record that status in ELIS. The licensee's "retired" status shall take effect in the next full 5-year renewal cycle following the cycle in which the licensee retired. The licensee shall complete and record in ELIS the professional development required to be completed in the 5-year renewal cycle during which the licensee retired (i.e., at least 20 percent of the total professional development required in the 5-year renewal cycle for each year in which the license was valid and active).

hg) A licensee who does not enter all of his or her professional development activities prior to September 1 of the year in which the 5-year renewal cycle ends may not be able to preserve his or her right of appeal regarding a recommendation for nonrenewal of his or her license.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 25.860 Reporting by and Audits of Providers

Each provider listed under Section 25.855(b) or approved under Section 25.855(c) is subject to the requirements of this Section.

a) Each provider shall submit to the State Board of Education by June 30 annually a list of the subcontractors used in the previous 12 months for professional development activities for which credit was provided in accordance with this Subpart J. For each subcontractor, the provider shall submit the name and summary of each activity provided and the outcomes anticipated, including the dates the activity occurred.

b) Each provider shall submit to the State Board of Education by June 30 annually any data and other information that responds to the requirements of Section 21B-45(j)(2) of the School Code.

c) An audit of each provider shall be conducted at least once every five years in accordance with Section 21B-45(j)(3) of the School Code. Regional offices of education and intermediate service centers shall conduct audits of school districts within their regions. Data and information from the audits, as well as collected

pursuant to subsections (a) and (b) of this Section, shall be used to determine if the provider has met the requirements of Section 21B-45 of the School Code and this Subpart J.

1) In the event that a determination is made that applicable standards have not been met, the State Board ~~of Education~~ may withdraw approval for one or more types of activities or of the provider.

2) A licensee may not receive credit for any professional development activity that is designed for entertainment, promotional or commercial purposes; that is solely inspirational or motivational; or that addresses purposes other than those listed in Section 25.855(d)(3), and the State Board may disapprove any activity found to be of this nature.

A) When an activity is disapproved under this subsection (c), the provider may continue to offer the activity but shall not provide to any participants the standard form referred to in Section 25.865 and shall immediately revise all relevant notices and advertisements to indicate the nature of the activity. The provider shall be required to state in each notice or advertisement that the activity generates no credit applicable to license renewal. Individuals who complete the activity once it is accurately described shall not claim credit for it.

B) Individuals who have completed an activity that is later disapproved under this subsection (c) shall not be penalized with respect to professional development credit accrued for that activity.

3) Providers that do not conduct professional development activities in the year prior to an audit shall be considered discontinued and must reapply to be a professional development provider in accordance with Section 25.855 (Approval of Professional Development Providers).

d) The State Board will audit the Regional Offices of Education and Intermediate Service Center to review the data and information collected.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

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.

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 42 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 13, 2017

TO: **Illinois State Board of Education**

FROM: **Tony Smith, Ph.D., State Superintendent of Education**
Libi Gil, Ph.D., Chief Education Officer

Agenda Topic: **Part 33 (Programs for the Preparation of Superintendents in Illinois)**

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

***Staff Contact(s)*: Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning**
Jeffrey Aranowski, Executive Director, Safe & Healthy Climate
Emily Fox, Division Administrator, Educator Effectiveness
Lindsay M. Bentivegna, Agency Rules Coordinator

Purpose of Agenda Item

The Educator Effectiveness Division requests the Board to authorize the State Superintendent to adopt a motion authorizing solicitation of public comment on the proposed amendments.

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

The proposed amendments relate to the Board's goals that:

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

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

Background Information

The proposed amendment is being made in response to a request from higher education. The amendment removes the two year full-time administrative or supervisory experience requirement for candidates to enter a superintendent preparation program. Section 21B-25(2)(D) of the School Code requires two years full-time administrative or supervisory experience in order to receive the superintendent endorsement. Some in higher education asked that this requirement be move to Section 25.355 (Endorsement for Superintendent (Beginning September 1, 2016)) to better align the administrative rules to the School Code.

Additionally, removing this requirement from the candidate selection rules and adding it to the endorsement rules will allow a greater pool of candidates to enter superintendent preparation programs. These candidates can then continue to gain the requisite experience while completing the program.

These amendments were shared with the State Educator Preparation and Licensure Board (SEPLB) at its December 1 meeting. SEPLB did not raise any concerns.

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 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 authorizes solicitation of public comment on the proposed rulemaking for:
>
> Part 33 (Programs for the Preparation of Superintendents in Illinois),
>
> including publication of the proposed amendments in the *Illinois Register.*

Next Steps
Upon Board authorization, Agency staff will submit the proposed amendments to the Administrative Code Division for publication in the *Illinois Register* to elicit public comment. Additional means, such as the *Superintendent's Weekly Message* and the agency's website, will be used to inform interested parties of the opportunity to comment on this rulemaking.

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

PART 33
PROGRAMS FOR THE PREPARATION OF SUPERINTENDENTS IN ILLINOIS

Section

33.10 Definitions
33.20 Purpose and Applicability
33.30 General Program Requirements
33.40 Internship Requirements
33.45 Assessment of the Internship
33.50 Coursework Requirements
33.60 Candidate Selection
33.70 Program Approval and Review

33.APPENDIX A Competencies for Superintendents
33.APPENDIX B Standard 2: Required Assessments
33.APPENDIX C Standard 2: Assessment Rubric

AUTHORITY: Implementing Section 21B-25 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/21B-25 and 2-3.6].

SOURCE: Adopted at 38 Ill. Reg. 18948, effective September 8, 2014; amended at 39 Ill. Reg. 6668, effective April 27, 2015; amended at 40 Ill. Reg. 13667, effective September 15, 2016; amended at 42 Ill. Reg. _____, effective _____.

Section 33.60 Candidate Selection

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

a) Hold a valid and current Illinois professional educator license endorsed in general administrative, principal, chief school business official or director of special education.

b) Have ~~at least two years' full-time administrative or supervisory~~ experience in a public school district or nonpublic school recognized in accordance with 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools) on one of the following endorsements to the professional educator license or, for out-of-state candidates, the requisite experience while holding a certificate or license that is comparable to the respective Illinois credential:

1) General Administrative;

2) Principal;

3) Director of Special Education; or

4) Chief School Business Official.

c) Passage of the test of basic skills if the candidate had not been required to take the test for receipt of his or her Illinois professional educator license or previously issued administrative certificate (see 23 Ill. Adm. Code 25.720(b) (Applicability of Testing Requirements and Scores)).

d) Submission of a portfolio that presents evidence of a candidate's achievements during his or her administrative experience in each of the following categories:

1) Support of all students in the classroom to achieve high standards of learning;

2) Significant leadership roles in the school (e.g., curriculum, assessment or instructional development, school management or budgeting, evaluation of staff, mentoring);

3) Strong oral and written communication skills;

4) Analytic abilities needed to collect and analyze data for school and district improvement;

5) Demonstrated respect for family and community;

6) Strong interpersonal skills; and

7) Strong demonstrated leadership skills and abilities.

e) For purposes of subsection (d), "evidence" includes, but is not limited to:

1) Evaluations of the candidate's administrative abilities from supervisors that attest to school and district improvement;

2) Evidence of leadership roles held and descriptions of the impact the candidate has had on the classroom, school or district, or the constituents served;

3) An analysis of school or district data (e.g., student scores) that describes how the data were used to inform instructional planning and implementation, including an explanation of what standards were

addressed, the academic achievement or school improvement outcomes, and steps taken when expected outcomes did not occur;

4) Information about the candidate's work with families and/or community groups and a description of how this work affected school or district operations, policies and procedures;

5) Examples of the candidate's analytical abilities as evidenced by a description of how he or she used the results from student assessments to improve student learning; and

6) Evidence of curriculum development, student assessments or other initiatives that resulted from the candidate's involvement with school committees.

f) Each applicant shall interview face to face with no fewer than two of the program's full-time faculty members and shall, at a minimum, discuss the contents of his or her portfolio and complete on site a written response to a scenario presented by the interviewers.

(Source: Amended at 42 Il. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 13, 2017

TO: **Illinois State Board of Education**

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

Agenda Topic: **Part 252 (Driver Education)**

***Materials*: Recommended Rules**

***Staff Contact(s)*: Jeffrey Aranowski, Executive Director, Safe & Healthy Climate**
Tim Imler, Division Administrator, Funding and Disbursements
Lindsay Bentivegna, Agency Rules Coordinator

Purpose of Agenda Item
The Funding and Disbursements Division requests the Board to authorize the State Superintendent to adopt a motion authorizing solicitation of public comment on the proposed amendments.

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

Background Information
This Part is being modified to align with the enactment of PA 100-0465 effective August 31, 2017. Additionally, the Funding and Disbursements Division is making other changes to this Part that will allow school districts flexibility to allow for classroom instruction via other electronic means for students who, in certain circumstances, are in danger of having to repeat driver's education due to an anticipated absence that is not related to qualifying home or hospital instruction or chronic truancy. This change is being made in response to inquiries from driver education teachers that the division has received over the last few years regarding whether electronic participation is acceptable under the current rules. The application of providing electronic instruction shall be under the authority of school district policy. The complete course shall not be provided electronically.

PA 100-0465 removed the requirement for districts to seek a waiver of ISBE rules in order to contract for driver education with a licensed Secretary of State commercial driver training school. Contracting references were deleted from the waiver law in Section 2-3.25g of the School Code and remaining language was moved to Section 27-24.2 (Safety education; driver education course).

Specific changes are as follows:

- Section 252.10 – Definitions
    - Classroom instruction is being modified to state face-to-face classroom instruction is preferred, but schools may allow electronic means.
    - Driver Education Act and School Code are being defined.
- Section 252.20 – Administration and Procedures
    - Course organization is being updated to reflect the modifications to classroom instruction. Students who are home or hospital eligible and absent from school for a minimum of 10 days due to a medical condition per the qualifying provisions in Section 14-13.01 may be provided electronic instruction. In addition, students who are not home/hospital eligible and are not identified as chronically or habitually truant may be provided electronic instruction on a case-by-case basis for a limited period in accordance with district policy. This change provides autonomy to the district to offer the instruction based on the student's unique circumstances and unanticipated absences that may result in the student retaking the entire course. However, under no circumstances can the entire course be offered electronically.
    - Contracting is being modified to allow school districts to contract with a licensed Secretary of State commercial driver training school, provided that the district submits the Driver Education – Commercial Driver Education Training School Contract Reporting Form to ISBE.
- Sections 252.30 – Terms of Reimbursement for Public School Participation in the Course and 252.40 – Driver Education Personnel Requirements
    - Statutory cross-references are being updated to reflect the change to the waiver law.
    - Obsolete language is being removed.
- 252.Appendix A – Driver Education – Commercial Driver Education Training School Contract Reporting Form
    - This form is being added to ensure uniform reporting by school districts electing to contract with a commercial driver training school.

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 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. Additionally, not proceeding with the rulemaking will cause the agency's rules to be in conflict with the School Code in light of changes made in PA 100-465.

Superintendent's Recommendation
I recommend that the following motion be adopted:

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

Part 252 (Driver Education)

including publication of the proposed amendments in the *Illinois Register.*

Next Steps

Upon Board authorization, agency staff will submit the proposed amendments to the Administrative Code Division for publication in the *Illinois Register* to elicit public comment. Additional means, such as the *Superintendent's Weekly Message* and the agency's website, will be used to inform interested parties of the opportunity to comment on this rulemaking.

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER g: SPECIAL COURSES OF STUDY

PART 252
DRIVER EDUCATION

Section
252.10 Definitions
252.20 Administration and Procedures
252.25 Eligibility of Students
252.30 The Terms of Reimbursement for Public School Participation in the Course
252.40 Driver Education Personnel Requirements
252.50 Commercial Schools (Transferred)

252.APPENDIX A Driver Education - Commercial Driver Training School Contract Reporting Form

AUTHORITY: Implementing and authorized by the Driver Education Act [105 ILCS 5/27-24 through 27-24.10].

SOURCE: Adopted September 4, 1975; codified at 8 Ill. Reg. 1585; emergency amendment at 9 Ill. Reg. 15558, effective October 1, 1985, for a maximum of 150 days; amended at 10 Ill. Reg. 12922, effective July 22, 1986; Section 252.50 transferred to 92 Ill. Adm. Code 1060.240 (Secretary of State) pursuant to Section 5-80(d) of the Illinois Administrative Procedure Act [5 ILCS 100/5-80(d)] and Section 6-411 of the Illinois Driver License Law [625 ILCS 5/6-411] at 11 Ill. Reg. 1631; amended at 18 Ill. Reg. 16307, effective October 25, 1994; amended at 22 Ill. Reg. 7577, effective April 17, 1998; amended at 26 Ill. Reg. 10476, effective July 1, 2002; amended at 28 Ill. Reg. 15481, effective November 22, 2004; amended at 29 Ill. Reg. 15936, effective October 3, 2005; amended at 32 Ill. Reg. 10922, effective July 7, 2008; amended at 33 Ill. Reg. 15273, effective October 20, 2009; amended at 34 Ill. Reg. 3018, effective February 18, 2010; amended at 37 Ill. Reg. 6639, effective May 2, 2013; amended at 39 Ill. Reg. 6705, effective April 27, 2015; amended at 42 Ill. Reg. _____, effective _____.

Section 252.10 Definitions

"Behind-The-Wheel Instruction" is that part of the driver education course that consists of individual practice driving with a driver education instructor who meets the requirements of Section 252.40 ~~of this Part~~ and provides learning experiences for the student as an operator of a dual-control car in traffic on public highways.

"Classroom Instruction" is that part of the driver education course consisting of learning experiences centered in the classroom. The preferred instruction method is face-to-face interaction in a traditional classroom setting; however, instruction

may be provided electronically via other means and shall be provided in accordance with Section 252.30(c)(2).

"Declaration of Intent" is a student's application for enrollment in a driver education course.

"Driver Education Act" means 105 ILCS 5/27-24 through 27-24.8.

"Driver Education Course", as used in this Part, is any driver education course approved by the State Superintendent as meeting at least the minimum requirements of the Driver Education Act ~~[105 ILCS 5/27-24 through 27-24.8]~~ and this Part and consists of all those learning experiences provided by a school or school district for the purpose of helping students learn to use motor vehicles safely and efficiently. Driver education courses must include classroom and behind-the-wheel instruction as a unified course (see Section 252.20(c)(1) ~~of this Part~~).

"Dual-Control Car" is a motor vehicle that has special safety and instructional equipment in addition to the regular legally prescribed equipment, which shall consist of a second foot brake positioned for use by the instructor, an outside rearview mirror on the right side of the vehicle, and a sign identifying the vehicle as a driver education car (see 625 ILCS 5/6-410).

"Eligible Student" is a student who meets the conditions of Section 27-24.2 of the School Code ~~[105 ILCS 5/27-24.2]~~ for enrollment in a driver education course.

"Enrollment", for purposes of an approved driver education course, means the period of time beginning 30 days prior to the time a student begins classroom instruction through the conclusion of the driver education course.

"Observation Time" refers to that time during which a student is riding in the back seat of a dual-control car observing instructions of the teacher and procedures and techniques of the driver who is participating in behind-the-wheel instruction.

"School Code" means 105 ILCS 5.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 252.20 Administration and Procedures

a) Availability of the Course – Any public school district maintaining grades 9 through 12 must provide the driver education course for any legal resident of the district between the ages of 15 and 21 years who requests the course, provided the resident is eligible as set forth in Section 27-24.2 of the School Code. All eligible students who reside in a school district must be provided an equal opportunity to enroll in driver education, and school districts are obligated to make the driver

education course available within a reasonable length of time after each individual's declaration of intent is made. A "reasonable length of time" shall be determined based on the student's individual needs and the school district's ability to meet those needs, provided that the course must be offered within 12 months after the declaration of intent.

1) Public school districts that include high schools must provide the driver education course for all eligible students of the district who attend a nonpublic school that does not offer the course.

2) Nonpublic schools may offer a driver education course at their own expense.

3) Public school districts that include high schools must provide the driver education course for all eligible Illinois students, regardless of the district of their residence, who attend a nonpublic school located within that school district's boundaries when application is made by the administrators of the nonpublic school. The application shall constitute a declaration of intent by the affected student or students. *By April 1 the nonpublic school shall notify the district offering the course of the names and district numbers of the nonresident students desiring to take such a course the next school year. The district offering the course shall notify the district of residence of those students affected by April 15.* [105 ILCS 5/27-24.4]

4) An eligible student may elect to enroll in a driver education course at a commercial driver training school at his or her expense.

b) When to Offer the Course – The classroom portion of the course shall be during the school day and may be offered at other times (i.e., before or after school, in the evenings or on weekends). The school district shall determine when to offer the behind-the-wheel portion of the course during the regular school year, which may be during the school day, at times other than during the school day, or through a combination of both options; however, this subsection (b) shall not authorize a school district to offer behind-the-wheel instruction only during the summer. (Also see subsection (c)(2).)

1) Enrollment in a driver education course must be closed at the inception of the course, except as provided in subsection (b)(2)~~ of this Section~~. Another course may be started when enrollment warrants.

2) A student who transfers to a new school after the inception of the driver education course at that school may be allowed to enroll in the course under the following conditions.

A) The driver education course in which the student was enrolled at the previous school offered 30 clock hours of classroom instruction and 6 clock hours of behind-the-wheel instruction.

B) The length of time the student previously participated in the driver education course (prior to his or her transfer) is sufficient to allow the student to complete the course at the new school within the time during which it is offered.

C) The new school has received verification, either by mail or in an electronic format, of the student's previous participation in the driver education course (i.e., length of time in the course, grades received). The verification shall be placed in the student's temporary school record as defined in 23 Ill. Adm. Code 375.10 (Definitions).

3) *A* high school *student may be allowed to commence the classroom instruction part of the driver education course prior to reaching age 15 if the student will be eligible to complete the entire course within 12 months after being allowed to commence classroom instruction.* (See Section 27-24.2 of the School Code.)

c) Course Organization – Driver education courses must be organized according to the standards established in the Driver Education Act ~~[105 ILCS 5/27-24 through 27-24.10]~~ and this Part.

1) The classroom and the behind-the-wheel instruction shall be aligned to the course content standards set forth at 92 Ill. Adm. Code 1060.181 (Teen Accreditation Classroom and Behind-the-Wheel Requirements).

2) The classroom and the behind-the-wheel instruction each must be scheduled regularly throughout a period of not less than six complete weeks (four weeks allowable in summer courses and for schools using block scheduling). Per the qualifying provisions set forth in Section 14-13.01 of the School Code, students who are eligible for home or hospital instruction shall be provided classroom instruction as defined in Section 252.10. Students who are not eligible for home or hospital instruction or not identified as being chronically or habitually truant per the provisions of Section 26-2a of the School Code shall be afforded classroom instruction on a case-by-case basis in accordance with the student's unique circumstances and school district policy. Under no circumstances shall the entire course be provided electronically.

3) Behind-the-wheel instruction shall not begin until the student has started classroom instruction; however, a student may be enrolled in both portions of the course on a concurrent basis.

4) At least one but not more than three student observers must be in the car during behind-the-wheel instruction. At least one hour of observation time is required for each hour of behind-the-wheel instruction. This subsection (c)(4) does not apply when a student's Individualized Education Program stipulates that the student receive behind-the-wheel instruction separately.

d) Dual-Control Cars – The instructor shall occupy the front passenger seat. The driver education car is to be used for instructional purposes. A school district may not use the driver education car for purposes other than those designated by agreement or contract.

e) Contracting – In fulfilling the requirements of the Driver Education Act, a public school district must either offer the course in its own school or must provide the course for its students, and any other legal residents of the school district who request the course, through a joint agreement with another public school district or through the provisions of cooperative school district programs. *A school district may contract with a commercial driver training school* approved by the Secretary of State *to provide both the classroom instruction part and the behind-the-wheel part or either one separately*. (See Section 27-24.4 of the School Code.) If a school district elects to contract with an SOS approved commercial driver training school the school district shall submit the Driver Education - Commercial Driver Training School Contract Reporting form to the State Board. (See Section 252.APPENDIX A). Each instructor employed by the commercial driver training school serving public school students under the age of 18 must meet the personnel requirements as provided in Section 252.40.~~Schools offering a driver education course shall not contract for the course from any individual or commercial driver training school, except as provided in subsection (e)(1) of this Section or through a waiver approved pursuant to Section 2-3.25g of the School Code [105 ILCS 5/2-3.25g].~~

1) A public school district may contract for the provision of the behind-the-wheel portion of the course for students who have physical limitations that would require the use of a specially equipped car or for students who require other specialized instruction (e.g., vision or hearing impairments, cognitive disabilities) provided that:

A) the facility is approved by the Illinois Secretary of State (SOS) as meeting all of the requirements of Chapter 6, Article IV of the Illinois Vehicle Code [625 ILCS 5/Ch. 6 Art. IV] and of rules promulgated by SOS (see 92 Ill. Adm. Code 1030 (Issuance of Licenses));

B) each instructor providing instruction to the public school district's students is certified as a Driver Rehabilitation Specialist by the ADED – the Association for Driver Rehabilitation Specialists (see http://www.aded.net/ ~~http://www.driver-ed.org/i4a/pages/index.cfm?pageid=1)~~, 200 First Avenue NW, Suite 505, Hickory, North Carolina 28601); and

C) the facility conducts an evaluation of the student's physical and cognitive abilities to determine the individualized course of instruction.

2) Subject to the limitations set forth in Section 24-24.2~~2-3.25g(d)~~ of the School Code, a district that provides driver education through a contract with a commercial driver training school ~~pursuant to an approved waiver~~ shall:

A) *post the contract with the commercial driver training school on its website or, if it does not maintain a website, make the contract available upon request;*

B) *notify the State Board of Education within 15 calendar days of an instructor leaving the program or a new instructor being assigned. The notice shall include the instructor's name, birth date and driver's license number, and the personal identification number assigned by the State Board*; and

C) *maintain a record~~, for the term of the waiver's approval,~~ of all materials related to the commercial driving school contract ~~application for the waiver,~~ which shall be made available to parents and guardians upon request.* (See Section 27-24.2 of the School Code.)

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 252.30 The Terms of Reimbursement for Public School Participation in the Course

a) Claims for Reimbursement – These *shall be made under oath or affirmation of the chief school administrator for the district employed by the school board or authorized driver education personnel employed by the school board* [105 ILCS 5/27-24.6].

1) Reimbursement shall be determined in accordance with the provisions of Sections 27-24.4 and 27-24.5 of the School Code ~~[105 ILCS 5/27-24.4 and 27-24.5]~~.

2) *The school district that is the residence of an eligible pupil who attends a nonpublic school in another district that has furnished the driver education course shall reimburse the district offering the course the difference between the actual per capita cost of giving the course the previous school year and the amount reimbursed by the State* (Section 27-24.4 of the School Code), subject to the limitations regarding the reimbursement amount that are set forth in Section 27-24.2 of the School Code. This arrangement shall also apply in the case of tuition students who receive driver education from the districts where they are enrolled rather than from their respective districts of residence.

3) The district may charge a reasonable fee not to exceed the amount specified in Section 27-24.2 of the School Code to students who participate in a driver education course approved in accordance with this Part. No other fee or portion thereof shall be charged to students and attributed to the driver education course. As used in this Part, "reasonable fee" means a fee calculated by dividing the sum of documented annual district costs for items such as instructional materials (if not included in the district's textbook rental fee), the cost of driver education cars, car maintenance costs, fuel, and insurance by the number of students enrolled or participating in the driver education course. The district's costs used in this calculation shall not include any portion of the salaries or benefits of school district personnel. For purposes of this calculation, the cost of driver education cars that are purchased by the district shall be amortized over a five-year period, and the cost of leasing cars shall be included in the fee calculation in the year the costs are incurred.

4) The driver education fee shall be waived with respect to any student who applies pursuant to this subsection and who is eligible for free lunches or breakfasts pursuant to the School Breakfast and Lunch Program Act [105 ILCS 125] and 23 Ill. Adm. Code 305 (School Food Service), and with respect to other students in accordance with the district's policy adopted in accordance with 23 Ill. Adm. Code 1.245 ~~Section 1.245~~ (Waiver of School Fees) ~~of the rules of the State Board of Education (see 23 Ill. Adm. Code 1 (Public Schools Evaluation, Recognition and Supervision))~~.

b) Transfer Student – For any transfer student as defined in Section 252.20(b)(2) ~~of this Part~~, reimbursement shall be claimed only by the school district to which the student has transferred.

c) Cooperative School Programs – In fulfilling the requirements for reimbursement, a school district must provide a driver education course or participate in a special education cooperative or be part of an approved joint school agreement with another public school district.

d) Contracting – School districts providing the driver education course through a contract as provided under Section 252.20(e)~~(1) of this Part or under a waiver granted pursuant to Section 2-3.25g of the School Code [105 ILCS 5/2-3.25g] (see 23 Ill. Adm. Code 1.100)~~ shall make a claim for reimbursement by submitting, in a format specified by the State Superintendent of Education, the names of the students successfully completing the course and the date of course completion for each.

e) Records – Daily attendance records shall be kept by the teachers in the manner prescribed in Section 27-24.6 of the School Code and are to be used to certify claims made under the Act.

1) Records in either paper or electronic format must be maintained by the school to substantiate daily lessons, time behind the wheel, observation time, and periodic as well as final evaluation of each student. Also recorded shall be the beginning and ending dates of classroom and behind-the-wheel instruction. Students are to be identified by their instructional permit number, name, address and other personal information.

2) The records are to be on file in the office of the driver education supervisor, principal, or other manager at the time reimbursement and/or certification is requested.

3) Driver education participation records are to be kept and be readily available for a period of not less than three years.

4) All records are subject to yearly audit by State auditors.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 252.40 Driver Education Personnel Requirements

a) Qualifications of Teachers – All persons who teach a driver education course must meet the applicable standards of this subsection (a).

1) ~~A driver education instructor who teaches in a public school district shall hold a professional educator license endorsed for the secondary grades and either have an endorsement for safety and driver education or meet the requirements of 23 Ill. Adm. Code 1.730(q) through January 31, 2012.~~ Each individual first assigned to teach safety and driver education in a public school district on or after February 1, 2012 shall be required to hold a professional educator license endorsed for both the secondary grades and safety and driver education pursuant to 23 Ill. Adm. Code 25.100(k).

2) ~~A driver education instructor who teaches in a nonpublic school is not required to be certified but must hold a baccalaureate degree, or equivalent~~

~~as determined by the employing school, and meet the requirements of 23 Ill. Adm. Code 1.730(q) through January 31, 2012.~~ Each individual first assigned to teach safety and driver education in a nonpublic school on or after February 1, 2012 shall meet the course requirements of 23 Ill. Adm. Code 25.100(k).

3) A driver education instructor who teaches in either a public school district or in a nonpublic school must:

A) possess good physical health as determined in accordance with Section 24-5 of the School Code ~~[105 ILCS 5/24-5]~~; and

B) hold a valid driver's license in good standing that has been issued by the state in which he or she resides. For the purposes of this subsection (a)(3)(B), a driver's license issued in Illinois shall not be considered valid and in good standing if it is revoked, suspended, expired or cancelled as described in Sections 6-201 through 6-209 of the Illinois Driver Licensing Law [625 ILCS 5~~/6-201 through 6-209]~~ or if restrictions have been placed on driving privileges through either a restricted driving permit under Section 6-205(c)(1) or a monitoring device driving permit under Section 6-206.1.

4) Additional requirements will not be retroactive as pertaining to those qualified under standards applicable prior to September 1, 1962, so long as they continue to teach driver education in the same district, except in the event the method of instruction has been changed to include simulation and/or multiple-car laboratory instruction. (See 23 Ill. Adm. Code 1.730(q).) The prescribed additional requirements effective July 1, 1969, must be met.

5) When schools have a department chairman or a person designated to supervise the driver education program, this person must be qualified as described in this Section.

b) Invalid Driver's License – The State Board of Education, using information provided by the Secretary of State, shall on a regular basis provide to school districts and nonpublic schools employing driver education instructors who possess Illinois driver's licenses a list of driver education instructors who are in possession of an invalid driver's license as described in subsection (a)(3)(B) ~~of this Section~~. It shall be the responsibility of the school district or nonpublic school employing an instructor who holds an out-of-state license to ensure that that license is valid and in good standing (e.g., has not been revoked, suspended, expired, or cancelled or is restricted by the state issuing the license).

1) After receiving the list, or confirmation that an out-of-state license is invalid, the school district or nonpublic school shall inform each of the

instructors in writing of the determination that he or she is in possession of an invalid license and that he or she has no more than five school days to provide evidence to the school district or nonpublic school disputing the determination.

2) If the initial determination is found to be correct (i.e., the instructor's license is not valid), then the driver education instructor shall be removed from the driver education program immediately.

3) A driver education instructor who is removed from his or her teaching position due to an invalid license shall not be allowed to teach a driver education course for three years following the reinstatement of a valid driver's license.

4) For the purposes of this subsection (b), a driver education instructor shall not be subject to the three-year suspension described in subsection (b)(3) ~~of this Section~~ if:

A) the invalid license is restored to good standing, and

B) the reason that the license was invalidated is due to a non-serious violation not related to driving ability or performance (e.g., failure to renew a license, failure to pay traffic fines, not possessing a mandatory insurance card).

c) Administrators and teachers of State-approved high school driver education courses shall not acquire an interest in, teach in, or solicit for a commercial driver training school.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 252.APPENDIX A Driver Education - Commercial Driver Training School Contract Reporting Form

Illinois State Board of Education
100 North First Street, E-320
Springfield, Illinois 62777-0001

DRIVER EDUCATION - COMMERCIAL DRIVER TRAINING SCHOOL CONTRACT REPORTING FORM

FUNDING AND DISBURSEMENTS DIVISION

1. REGION, COUNTY, DISTRICT, TYPE CODE	8. IL SEC OF STATE LICENSED COMMERCIAL ☐ School Classroom Only ☐ Behind-the-Wheel Only ☐ Both	
2. DISTRICT NAME		
3. DISTRICT ADDRESS (Street, City, State, Zip Code)	9. NAME OF COMMERCIAL DRIVER TRAINING SCHOOL	ISOS LICENSE NUMBER
4. SCHOOL YEAR ☐ New ☐ Renewal	10. TRAINING SCHOOL ADDRESS (Street, City, State, Zip Code)	
5. CONTRACT DATE WITH COMMERCIAL DRIVER TRAINING SCHOOL (mm/dd/yyyy) / /	11. NAME OF COMMERCIAL DRIVER TRAINING SCHOOL INSTRUCTOR	
6. PUBLIC HEARING DATE (mm/dd/yyyy) / /	12. ISBE ILLINOIS EDUCATOR IDENTIFICATION NUMBER	
7. DISTRICT WEBSITE ADDRESS	13. DATE OF BIRTH (mm/dd/yyyy)	14. DRIVER LICENSE NUMBER

_____ _____
Name of District Superintendent (Print or Type) Date

_____
Original Signature of District Superintendent

(Source: Added at 42 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 13, 2017

TO: **Illinois State Board of Education**

FROM: **Tony Smith, Ph.D., State Superintendent of Education**
Libi Gil, Ph.D., Chief Education Officer

Agenda Topic: **Part 401 (Special Education Facilities under Section 14-7.02 of the School Code)**

***Materials*: Recommended Rules**

***Staff Contact(s)*: Heather Calomese, Executive Director for Special Education**
Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning
Jeffrey Aranowski, Executive Director, Safe & Healthy Climate
Mark Schudel, Division Administrator, Special Education Services
Robert Kroll, Division Supervisor, Special Education Services
Rupa Ramadurai, Assistant General Counsel
Lindsay M. Bentivegna, Agency Rules Coordinator

Purpose of Agenda Item

The Division of Special Education Services requests the Board to authorize the State Superintendent to adopt a motion adopting the proposed amendments.

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 every school offers a safe and healthy learning environment for all students.

Background Information

This rulemaking is intended to create greater clarity and specificity to providers and public school districts attempting to serve special education students who are placed in nonpublic special education programs. The rules are being revised with student safety, academic, and social emotional outcomes at the forefront consistent with the Board's goals. Proposed changes outline with greater specificity that Part 401 programs are to be considered and classified as a highly restrictive option when less restrictive options on the continuum of alternative placements have already been exhausted and are not appropriate for the student. The changes are designed to provide equity for students placed in these programs in terms of services and instructional time.

This rulemaking process was initiated in August 2016. Between August and December of 2016, staff reviewed this Part to identify modifications necessary to provide clarity of program requirements to new and existing private facilities and public school districts, create a more efficient system for the utilization of Part 401 programs, and ensure equity for all public school students placed in such programs. Through this review, staff identified aspects of the rules that were not in alignment with Board goals and, as such, were in need of modification in order to promote school readiness, timely graduation, ensure highly prepared and effective school staff, and create safe and healthy learning environments for all students.

ISBE recognizes the importance of eliciting stakeholder input for drafts of rules. Thus, upon the completion of the internal review and revision process and prior to submitting these rules to the Board for approval, ISBE conducted stakeholder meetings on January 13, 2017, and March 30, 2017. In the case of the former, stakeholders included the National Association of Private Special Education Centers, the Illinois Association of Private Special Education Centers (IAPSEC), the Illinois Center for Autism, the Menta Group, and the Chicago Public Schools. ISBE encouraged and engaged in frank and transparent conversation during the course of the meetings. Stakeholders were encouraged to take the rules with them and formulate suggestions to modify them. ISBE requested this initial feedback to be submitted within two weeks. Several stakeholders requested additional time to respond. In light of those requests, ISBE provided another week for the receipt of suggestions. The suggestions shared at the meeting and submitted to special education staff subsequently provided invaluable insight into the scope and substance of these rules.

ISBE staff revisited the rules in depth after the January stakeholder meeting and began to make substantive changes to address stakeholder concerns. Major areas that were revised included, but were not limited to, updating the definition of "programmatic outcomes" to clarify that ISBE will provide technical support to the program; removing the word "restrictive" throughout the rules; providing consistency in terms (e.g., all references to calendar days be changed to school days to allow providers ample time to meet deadlines); and adding that nonapproved providers may reapply during the initial application period one calendar year from the effective date of the nonapproval.

On March 15, 2017, the Board approved the modifications to Part 401 to be released for public comment. At this Board meeting, ISBE heard from a concerned stakeholder who had been present at the January stakeholder meeting and who reiterated continuing concerns with the rules. In response, ISBE staff met with IAPSEC on March 30, 2017, and pledged to review these concerns and make changes accordingly[1]. ISBE staff met in the weeks that followed to discuss these concerns.

The proposed amendments were published on March 31, 2017, and public comments were accepted through May 15, 2017. ISBE received and reviewed 17 comments in addition to IAPSEC's concerns and spent the ensuing months responding to and incorporating a number of requested changes. The summary and analysis of those public comments, along with any recommendations for changes in the proposal as a result, are provided in this memo.

Ultimately, the time, care, and consideration in the development of these rules create greater clarity and specificity to providers and public school districts serving special education students in need of and already placed in nonpublic special education programs. The revisions focus upon student safety, academic, and social emotional outcomes and are aligned with Board goals. If adopted, these rules will detail with greater specificity how Part 401 programs are considered when the continuum of alternative placements have been exhausted and found not to be appropriate for the student, and, consequently, when only a highly restrictive option will

[1] No changes were made in what appeared in the *Illinois Register* as a result of this meeting. By the time the meeting was held, the *Illinois Register* was already printed and, as such, it was not possible to incorporate changes in time. Further, once printed in the *Illinois Register*, any substantive changes must be approved by the State Board. Any changes resulting from the March 31, 2017, meeting and the subsequent public comments received are incorporated into this draft.

ensure that the student makes academic progress and receives a free and appropriate public education (FAPE). The changes provide equity for students placed in these programs in terms of the identification of appropriate supports, services, and instructional time.

Additionally, due to the intricacy of this rulemaking and the extended time in the development of this work, many of the initial compliance dates provided for in the rules have been pushed back to allow providers ample time to adjust practices in order to meet the requirements of the new regulations.

This rulemaking makes the following specific changes:

- Section 401.2
    - Clarifies that the requirements of this Part do not preclude an approved provider from serving other students who are not reimbursable under Section 14-7.02 of the School Code, so long as the services being provided to students served in accordance with Section 14-7.02 remain sufficient and appropriate for the student to make progress and meet FAPE.
- Section 401.5: Defines the following:
    - Combination Program
    - Educational Program
    - Facility
    - Individualized Education Program (IEP) Team
    - Imminent Danger
    - Individual Student Aide (noninstructional services)
    - Paraprofessional Educator
    - Program
    - Programmatic Outcomes
    - Residential – Only
    - School Code
    - School Days
- Section 401.10:
    - Clarifies that eligible applicants must be nonpublic special education programs that provide highly specialized options when an IEP team determines no less restrictive setting will meet the student's needs, consistent with the Regulatory Intent Section and Definitions Section.
    - Starting with the 2020-21 school year, the regular school year must consist of 176 days of student attendance with at least five instructional hours per day, which may not include lunch, passing time, or recess unless specified in the student's IEP. Providers may have two days of parent/teacher conferences for a total number of student attendance days of 174. Educational programs outside of the regular school year in Illinois must provide at least 120 instructional hours per year. Out-of-state facilities may have fewer than 120 instructional hours per year if the responsible authority in that state approves those hours.
    - Clarifies that, beginning in the 2020 and 2021 renewal cycles, if the responsible authority in another state does not recognize a program at an out-of-state facility, that program is ineligible for Illinois approval.
    - Starting in the 2019-20 school year, providers that use disciplinary or behavioral techniques that are prohibited in Illinois are not eligible for approval.
    - All facilities are required to participate in a scheduled nonpublic special education orientation when submitting initial applications.
    - Approved programs must have program changes/additions approved by the State Superintendent prior to implementation.

    - Initial applications that do not meet the requirements of this Part will be sent notices of deficiencies. If the deficiencies are not remedied within one year of receipt of that notice, the provider will receive a denial of application.
- Section 401.30:
    - Generally, the changes in this Section reflect ISBE's responsibility to explicitly provide feedback on applications to approved providers and to ensure that there is consistent, continuous, and collaborative communication in resolving deficiencies. ISBE does so by providing a specific time frame for a provider to respond to deficiencies outlined by the agency and through check-ins throughout that time period to assess progress collaboratively. Throughout the proposed amendments, ISBE will provide specific time frames during which providers must resolve deficiencies depending upon what status that provider is placed.
    - Providers on "Nonapproved" status are ineligible to receive reimbursement pursuant to Section 14-7.02 of the School Code.
    - Clarifies that, if the State Superintendent finds the reason for "Nonapproved" status is a danger to student health or safety, then the program will stay on the last assigned status prior to nonapproval, pending the outcome of an administrative hearing.
    - Clarifies that admission holds placed on an out-of-state residential facility by the licensing agent is a reciprocal admissions hold for Illinois public school districts to make placements.
    - Initial applicants that are not approved may resubmit the initial application one year after the effective date of nonapproval.
- Section 401.110: Clarifies that public school districts are responsible for monitoring the programs in which they place students and that public school districts must continue to ensure students placed in a program receive all programing and related services required by his or her IEP.
- Section 401.130: Updates operational schedule requirements such that, starting with the 2019-20 school year, the regular school year must consist of 176 days of student attendance with at least five instructional hours per day (the current rule requires at least five hours per school day). Providers may have two days of parent/teacher conferences for a total number of student attendance days of 174.
- Section 401.140:
    - Clarifies that providers that use disciplinary or behavioral techniques prohibited in Illinois are not eligible for approval beginning in the 2019-20 school year.
    - States the maximum number of students enrolled in a program is five students per licensed teacher, but may be increased to 10 students if a full-time paraprofessional or other professional staff is provided.
    - Clarifies the type of situation a provider can request a deviation from class size requirements (e.g., when a facility experiences an unforeseen loss of staff due to resignation immediately before the start of the school year and the facility is actively looking for, but has not yet found, a replacement).
    - Section 401.220: Clarifies that Illinois facilities must maintain the most recent State Fire Marshal inspection report (not to be more than 36 months old) or, if the State Fire Marshal inspection report is unavailable, an inspection report not more than 12 months old from a local governmental agency.
- Section 401.230:
    - Clarifies that the public school of residence must be notified after five or more consecutive days of absence. (Currently, the school must be informed after five or more days of consecutive unexcused absences.)

    - Requires responsible staff at the facility to notify the public school of residence of a student's change in residence or guardianship immediately.
- Section 401.240: Clarifies that licenses issued by the Illinois Department of Financial and Professional Regulation or similar out-of-state licensing agency are acceptable credentials for professional and paraprofessional staff.
- Section 401.260: Clarifies that staff records must be maintained at the school for inspection. Criminal background investigations will be submitted to the public school districts currently contracting with the facility. Staff will be checked against the Illinois Murderer and Violent Offender Against Youth Registry or an out-of-state comparable registry.
- Section 401.270: Clarifies that student records must be stored in a secured central location on the premises of the facility.
- Section 401.280: Providers shall not pre-bill public school districts but rather must bill for services after those services have actually been provided. They can charge for related services or room and board as outlined in the IEP.

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 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:
>
> > Special Education Facilities under Section 14-7.02 of the School Code (23 Ill. Adm. Code 401)
>
> Further, the Board authorizes the State Superintendent of Education to make such technical and nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

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

Summary and Analysis of Public Comment
23 Ill. Adm. Code 401
Special Education Facilities Under Section 14-7.02 of the School Code

Comment: 401.2 Regulatory Intent
Six commenters expressed concern with the addition of this Section titled Regulatory Intent. Commenters were unsure of the intended impact on nonpublic special education facilities, which also serve non-IEP. Non-IEP students may include students placed by other state agencies, the courts, or students who are placed privately by a parent. Commenters continued that the term "approved provider" may be limiting to only IEP students and argued that it would be contrary to the Individuals with Disabilities Education Improvement Act (IDEA) to condition approval of a program based on its refusal to serve non-IEP students and that, ultimately, this would result in harm to Illinois students. School districts may also incur a higher per diem cost if privately placed students are no longer allowed to be placed in those programs. Finally, commenters stated this new language may negatively impact the ability of schools under this Part to serve a student on a diagnostic basis when an IEP is not currently in place. Another commenter asked for clarification as to whether the phrase "administer special education programs" used in this Section excludes non-14-7.02 programming from the facility. Commenters also stated that it is problematic that the term "available" rather than "appropriate" is being used, and some went on to suggest that pursuant to the concept of free and appropriate public education (FAPE), the term "appropriate" should replace "available."

Analysis
The intent behind adding the Regulatory Intent Section was to be clear as to what threshold a public school district's IEP team must meet when having exhausted all other placement options for a specific student with an IEP and having identified a particular nonpublic special education facility that will meet the students' needs as delineated in the IEP. SBE agrees with the comments presented and affirms that the intent was not to condition the approval of nonpublic programs that understandably accept and educate a variety of placement-types, including, but not limited to, non-IEP students placed by a court or agency or privately by a parent and/or guardian. This Section is also intended to clarify that Part 401 is intended to serve as guidance around the appropriate selection and operation of IEP students placed at these programs pursuant to the very specific provisions of Section 14-7.02 of the School Code [105 ILCS 5]. Only then is a student placed in a program that is subject to the rules in this Part. Section 14-7.02 is a section in the School Code that specifies how school districts pay to educate their students who cannot be in the home district. This Part has never prohibited a school receiving funds pursuant to Section 14-7.02 from accepting a non-IEP student and has been redrafted to provide further clarification to hopefully ensure that no misunderstanding is made about who these programs can serve, while still allowing for approved placement sites for students placed pursuant to Section 14-7.02 of the School Code. Finally, SBE agrees to change "available" to "appropriate" to ensure students who receive services under programs governed by this Part receive a free and appropriate public education.

Recommendation
Section 401.2 Regulatory Intent
An approved provider under this Part shall administer special education programs. These programs are appropriate when an IEP Team determines that no less restrictive setting on the continuum of alternative placements is appropriate within the home district to meet the student's needs. This requirement shall not preclude the approved provider from serving other students placed via alternative means, so long as the services provided to the student placed pursuant to

the decision of a public school district's IEP team are sufficient and appropriate for the student to make progress.

Comment: 401.5 Definitions
Several commenters expressed concerns with various definitions. Five commenters expressed concern over the definition of "Educational Program" because it confuses the responsibilities of the Local Educational Agency (LEA) and IEP team with standards that should be applied to nonpublic special education programs. One commenter suggested removing the language stating the educational program is appropriate when an IEP team determines no less restrictive setting will meet the student's needs. Two commenters suggested changing "available" to "appropriate" in the definition. Four commenters stated the definition of "Professional Staff" needlessly links private school personnel to public school job titles. This may impact the ongoing approval status of current, out-of-state programs whose professional staff meet the licensing requirements in the home state, but may not meet Illinois standards, thereby potentially excluding prospective schools from seeking approval. Three commenters sought clarification on the outcome data nonpublic programs are required to collect under "Programmatic Outcomes." Specifically, one commenter stated the requirement of showing evidence of goal attainment indicates programs are required to meet all the goal statements. This could conflict with the ability to show areas of desired improvement in the required inservice plan. Another commenter felt it is too difficult to obtain aggregate achievement data due to the high mobility of students in these programs. Other commenters questioned what specific data should be collected and how it will be used to measure continuous program improvement. Finally, three commenters expressed concern regarding the definition of "Residential-Only Program." One commenter expressed concern that requiring the residential-only facility to be affiliated with an approved education program may impede the choices available for students, particularly those students whose IEPs mandate transitional services. The commenters continue to state that the definition may conflict with Section 14-7.02 of the School Code, which includes residential facilities that provide special education and related services to meet the needs of the child.

Analysis
With respect to the definition of Educational Programs, SBE agrees that the way the current definition reads may imply an unintended responsibility on LEAs and IEP teams not appropriate to this Part. This Section is to provide guidance and clarification to the purpose and services provided by nonpublic special education facilities. As such, SBE recommends that the second sentence of the definition be deleted. Additionally, there is no need to address the comment regarding the replacement of "available" with "appropriate" because in the proposed revision SBE has deleted the sentence containing this term.

With respect to the concerns raised around defining Professional Staff, SBE is willing to allow some flexibility here while still maintaining that students served by nonpublic special education facilities are entitled to the same caliber of educators and staff as the State of Illinois requires of its public school districts. In the definition of "Professional Staff" SBE agrees to allow facility staff to be licensed under any of the following administrative rules: 23 Ill. Adm. Code 25, 23 Ill. Adm. Code 226.800, or 23 Ill. Adm. Code 401.210.

SBE has been responsive to stakeholder feedback with respect to this definition in particular, having made an amendment to this definition based on feedback received during an initial stakeholder meeting held in January of 2017, prior to official public comment, based on concerns around requiring what initially was framed as conditioning a program's approval upon

the progress/goals met by the program. With respect to that sentiment received around the definition of Programmatic Outcomes, SBE is not requesting that goals be established and data be collected or analyzed for purposes of approval, but rather in the spirit of transparency between all parties. With regard to the statement concerning the establishment of goals, SBE recommends eliminating "evidence of goal attainment" in the first sentence, in lieu of "evidence of progress made toward goals established." SBE is more concerned with providers being able to critically assess the population of students it serves and ensure constant improvement in its provision of services. With respect to the data collection efforts, SBE affords providers great flexibility in determining for themselves what is the appropriate and requisite data to be collected and analyzed that will be reflective of their self-established goals. SBE believes that nonpublic special education programs should be holding themselves accountable to not only the public school districts that they enter into contracts with, but also to SBE, the entity responsible for approving them to serve Illinois public school students. Ultimately, it is the academic livelihood of Illinois public school students that is at stake, and all parties should be invested in ensuring that students are receiving the level of services as required by their IEP and as represented by the program they enter into. The definition now helps SBE to simultaneously assess how and where to support providers in serving their students through targeted technical assistance while promoting collaboration and transparency between SBE and the providers.

With respect to the comments concerning the definition of Residential-Only Program, SBE understands the commenters concerns that the proposed definition may be of a disservice to students who are in need of transitional services. As such, SBE will remove the last sentence requiring Residential-Only Programs be affiliated with an approved education program.

Recommendation
Section 401.5 Definitions

"Educational Program" is one that consists of special education and related services intended to meet the specific needs of the populations served.

"Professional Staff" means administrators, supervisors, teachers, and providers of related services, appropriately licensed in accordance with 23 Ill. Adm. Code 25, 23 Ill. Adm. Code 226.800 or 23 Ill. Adm. Code 401.240, who either provide or direct the provision of special education or related services specified in the IEPs of students served, or who evaluate student progress or evaluate the provision of those special education or related services. Facilities located outside the State of Illinois shall provide evidence of professional licensure granted by its respective state licensing agency for all employed personnel. The qualifications of each position shall be reviewed by the State Board to ensure comparability to the qualifications of Illinois personnel as provided by regulation and/or law. Professional Staff does not include persons providing services other than special education and related services specified in the IEP or whose duties are limited to assisting professional staff.

"Programmatic Outcomes" are evidence of progress made towards goals as established by the program, for the program and are intended to demonstrate continuous program improvement. The provider shall not only establish goals for themselves, but additionally collect/analyze data for enrolled students with disabilities, in alignment to these self-established goals. Further, this information will be shared with the State Board of Education and with contracting districts, so that the nature of future technical assistance to the provider can be determined and to promote transparency.

"Residential-Only Program" is one that provides room and board and may also include related services, but provides no educational services.

Comment: 401.10 Application for Eligibility
Three commenters expressed concern over including guidelines for a public school district's IEP team to make a placement in accordance with this Part. These commenters reiterated their concern that many nonpublic special education facilities admit students who have significant special needs, but do not have a formal IEP; these students are nonetheless served by a program governed under this Part.

Analysis
This Part has never prohibited a school receiving funds pursuant to Section 14-7.02 from accepting a non-IEP student. These students would otherwise be educated in an Illinois public school, so it is necessary to include a reference to the criteria the public school must use to determine placement (23 Ill. Adm. Code 226.330). It is impossible to discuss placement of Illinois public school students in programs governed by Section 14-7.02 of the School Code without referencing SBE's Special Education administrative rules (23 Ill. Adm. Code 226).

Recommendation
No change will be made as a result of this comment.

Comment: 401.10(a) Application for Eligibility
Five commenters expressed concern regarding the proposed window of opportunity from September 1 to February 1 for programs to submit initial applications. Commenters stated there are times when a student with a very specific placement needs to be placed in a program that is not approved and the program should be approved so that the parents do not have to pay tuition. Another two commenters estimate if a program must only apply during this time period, there could be an 18-month delay in approval. This time frame may also place school districts at risk for violating federal law if they are unable to provide services to students. Another commenter stated initial application is often driven by referral of a student, and to impose a waiting period would have a chilling effect on school choice for Illinois students. Imposing a yearlong waiting period would disrupt a student who has found success. One commenter did propose an alternative time frame (August 15-April 30 of the preceding year) to allow providers to still be responsive to district needs. This commenter also sought clarification to separate existing providers who are adding a new program and new providers starting a new school.

Analysis
The intent of this addition was to provide clear guidance to Section 14-7.02 programs for when initial applications would be accepted to facilitate timely approval. Upon further consideration, SBE agrees limiting the time for initial applications can be received could ultimately cause a Section 14-7.02 program to delay services to a student who enters their facility outside of this timeframe. As such, SBE agrees to remove the proposed language.

Recommendation
401.10(a) Application for Eligibility

a) An application for initial approval of educational programs and/or residential programs, presented on forms supplied by the State Superintendent and containing all the items enumerated in this subsection (a), shall be submitted to the State Superintendent. Each application shall include the following:

Comment: Section 401.10(a)(1)(C) Application for Eligibility
Two commenters raised concerns with requiring providers to keep an analysis of programmatic outcomes and student achievement in relation to the goals and objectives of the program. These commenters reiterated their previous statement that questioned what specific data should be collected and how it will be used to measure continuous program improvement.

Analysis
SBE's intent for including this language is to, as noted above, promote collaboration between SBE and the providers by allowing SBE program staff to look at the data and find areas in which technical assistance can be provided to the provider to help them improve their service delivery to students. This is meant to serve as a mutually beneficial tool. Once the deficiencies are identified staff can be better trained to continue to make program improvement

Recommendation
No change will be made at this time in response to this comment.

Comment: Section 401.10(a)(3) (Application for Eligibility) and Section 401.130(a) (Operating Schedule)
Twelve commenters expressed concern with respect to the addition of 5.5 instructional hours required for students. One commenter pointed out lunch is excluded from the available time when often working on self-help/social-emotional skills during lunch are part of an IEP and as long as an appropriately licensed teacher or therapist is present the time should count. Another commenter stated that not including lunch in the instructional time will not allow the students with the most need to continue to work on specific IEP goals to work uninterrupted. Two commenters felt that while additional instructional time was a worthy goal, it may not be appropriate for every student. The extra time may increase costs for the facilities paid under this Part and will ultimately be passed on to the public schools. Further, another commenter stated the extra 30 minutes plus 45-60 minutes for lunch in addition to transportation would create a very long day for students.

Analysis
Sections 401.10 and 401.130 were revised several times during the drafting process. The proposed amendments, as published in the *Illinois Register,* inadvertently included a previous version of subsection 401.10(a)(3)(A) and 401.130(a). SBE only discovered the error after the proposed rules were submitted to the Secretary of State. It has always been SBE's intent to rectify the error.

Once items are submitted to the Secretary of State, no further changes can be made until after the close of the First Notice/Public Comment period. Additionally, the State Board must approve all changes to proposed rules in response to public comment at its Board meeting. Therefore, it would have been inappropriate for SBE staff to seek a change to subsections 401.10(a)(3)(A) and 401.130(a) without the Board's approval and outside of the proscribed administrative rulemaking process.

SBE appreciates the commenters' concerns regarding counting lunch, passing time, and recess as instructional hours for those students whose IEPs specifically indicate that use of instructional time. However, a program receiving funds under Section 14-7.02 of the School Code cannot generally count that time as instructional time.

Recommendation
Section 401.10 Application for Eligibility

A) Regular School Year
Each provider's operating schedule shall include 176 days of student attendance for at least 5 instructional hours per school day during the regular school year. Related services listed in the student's IEP are included in meeting the instructional hour requirement. Instructional hours may not include lunch, passing time or recess, unless otherwise specified by the individual student's IEP. A provider may have two full day parent/teacher conferences. This option reduces the required number of student days to 174. This subsection (a)(3)(A) will be effective beginning with the 2020-2021 school year.

Section 401.130 Operating Schedule

Each provider's operating schedule shall meet the following requirements:

a) Regular School Year
Each provider's operating schedule shall include 176 days of student attendance for at least 5 instructional hours per school day during the regular school year. Related services listed in the student's IEP are included in meeting the instructional hour requirement. Instructional hours may not include lunch, passing time or recess, unless otherwise specified by the individual student's IEP. A provider may have two full day parent/teacher conferences. This option reduces the required number of student attendance days to 174. This subsection (a)(3)(B) will be effective beginning with the 2020-2021 school year.

Comment: 401.10(a)(1)(A) Application for Eligibility
One commenter requested clarification on why the term "disability categories" was being used instead of "eligibility categories."

Analysis
This Part is only applicable to students who are placed in a nonpublic facility pursuant to Section 14-7.02 of the School Code. Public schools are required to follow the provisions of 23 Ill. Adm. Code 226 in order to ensure all students with IEPs are afforded a free and appropriate public education. The administrative rules in Part 226 references disability categories. Federal law and regulation does not allude to one choice over another; therefore, to maintain consistency throughout our rules, the term "disability categories" will continue to be used.

Recommendation
No change will be made as a result of this comment.

Comment: 401.10(a)(1)(E) Application for Eligibility
Five commenters requested clarification on the "plan for reintegration" providers must include in their initial application. Two commenters proposed removing the language regarding the annual IEP.

Analysis
SBE is seeking a program's general methodology/philosophy of how it reintegrates students back to the public school. SBE acknowledges each plan for reintegration is specific for each public school student who is placed in each specific program. SBE is seeking information on the

data collected in each nonpublic facility for when a public school district places a student pursuant to Section 14-7.02 of the School Code and how long would it take to reintegrate the student back to his or her home district. SBE will clarify that we are seeking general methodology/philosophy as part of the initial application.

Recommendation
Section 401.10 **(a)(1)(E)** Application for Eligibility

E) A description of the program's philosophy and methodology behind working towards reintegrating students into the general education environment and/or supporting students towards the least restrictive environment.

Comment: 401.10(a)(6) Application for Eligibility
Three commenters expressed concern with removing "if applicable" to the provision requiring Illinois residential programs evidence of its current licensure or approval by the responsible state agency. Two commenters stated removing the language could put facilities in the middle of a dispute regarding who is the responsible licensing agency. If left in, facilities will have the opportunity to continue to operate and serve Illinois' severely disabled students without impacting the approval status.

Analysis
SBE cannot in good conscience allow for students to be placed in a facility that is not monitored by a regulatory agency. As the commenters stated, these are severely disabled students whose IEP team has determined will benefit most from being in a residential facility. Knowing the facilities are licensed by another state agency tasked with ensuring the physical safety of these students will allow SBE to know how public school students are being served in these facilities.

Recommendation
No change will be made in response to this comment.

Comment: 401.10(a)(7) Application for Eligibility
Four commenters expressed concern with respect to the proposed change stating that if a program at an out-of-state facility is not recognized by that state, the program will be ineligible for approval in Illinois. Two commenters state this will unnecessarily preclude current and future programs from maintaining or achieving approval even if they otherwise meet the standards in this Part. These commenters go on to state that this would reduce school choice options for Illinois students, as well as potentially placing Illinois public school districts in a predicament, and subject them to liability if they are required to remove students currently placed in facilities that may be impacted without equivalent alternatives. One commenter sought clarification on what "recognition" means, as this term can have several different meanings. Additionally, this commenter did agree that out-of-state programs must meet Illinois regulations when accepting Illinois students and suggested site visits by SBE staff may be required to ensure these programs meet the standards. Finally, one commenter suggested it would be appropriate for SBE to require either state approval or accreditation from a national acceding body.

Analysis
Programs in states without formal recognition systems in place for nonpublic special education programs cannot apply and gain approval from SBE, as they will not have met SBE standards. For approval in Illinois, SBE requires out-of-state programs meet Illinois educational standards, which require that each out-of-state program meet the educational standards of their home state. SBE must ensure that all programs funded under 14-7.02 of the School Code meet the

educational standards in Illinois and cannot do so if another state does not recognize the educational program and a governmental body does not evaluate it. Further, Illinois districts should not place students in programs not recognized by the state in which they are located, as SBE relies on that respective state's oversight to determine program approval.
Out-of-state programs will have until their next renewal cycle to bring its programs into compliance. If, during this time, a school district decides to remove its students from these programs and place them in comparable programs that is their decision, and SBE will be there to support school districts in exploring alternative approved options.

National accreditation is not an acceptable substitute for state approval. One national accrediting organization, AdvancED, maintains requirements that are not specific to meet the regulatory intent requirements within this Part. The unified policies and procedures for accreditation from AdvancED are not comparable to the expectations outlined in these rules. Nonpublic facilities regulated under this Part exist to provide a highly specialized educational program for students with disabilities, and the general requirements of AdvancED accreditation do not account for such a highly specialized educational program.

Ultimately, SBE does not have the capacity to ensure that the program meets the requisite threshold it requires of Illinois providers in order to be recognized and approved to serve Illinois public school students. SBE, like all other state agencies, has drastically curbed out-of-state travel. On-site visits to ensure compliance would be beneficial to both the program and SBE; unfortunately, this request cannot be implemented at this time.

Recommendation
No change will be made in response to this comment.

Comment: 401.10(a)(10) (Application for Eligibility) and 401.140(a) (Provision of Educational Program)
Five commenters expressed concern regarding the proposed amendments that state, starting with the 2018-19 school year, approved providers that utilize behavior techniques and/or interventions prohibited in Illinois will not be eligible for approval. Two commenters suggest that this language will effectively preclude out-of-state locked facilities from being approved. These commenters continue to state that some Illinois school districts and families recognized programs with locked facilities are sometimes necessary to ensure delivery of FAPE. Another commenter stated this provision may lead to more students being placed in psychiatric hospitals where students will further be deprived of FAPE. Commenters requested a change that would add language clarifying nothing in the Section would prohibit locked out-of-state facilities that meet all the security/safety requirements of that state.

Three commenters expressed the same concerns regarding similar language that was added to Section 401.140(a).

Analysis
Students placed in facilities and programs approved under this Part remain Illinois public school children. SBE must ensure that no student is denied FAPE. Part of that is to ensure that all students are safe in their respective school environment and treated fairly. If Illinois law prohibits specific behavioural techniques to be used by schools and programs, then programs outside of Illinois seeking SBE approval, but utilizing these outlawed techniques, should not be approved. Allowing a facility to utilize disciplinary or behavioural techniques not allowed in Illinois affords these public school children fewer rights and safeguards than their peers in their home school or

in Illinois programs. Currently, there is no state law that prohibits the use of locked facilities; however, 23 Ill. Adm. Code1.285 (Requirements for the Use of Isolated Time Out and Physical Restraint) does place limits on the methods a student may be placed in time out or restrained. Programs receiving payment under 14-7.02 of the School Code are expected to comply with these rules. SBE also recognizes that Section 14-7.02 of the School Code provides for the use of locked facilities in specific instances and, as such, SBE will amend Sections 401.10(a)(10) and 401.140(a) to reflect that allowance.

Recommendation
Section 401.10(a)(10) Application for Eligibility

10) For programs serving students for whom behavioral interventions may be appropriate, a description of the provider's formalized approach to the use of these interventions, subject to the limitation stated in Section 401.140(a). Starting with the 2019-2020 school year, providers utilizing disciplinary or behavioral techniques and/or interventions prohibited in Illinois are not eligible for approval in Illinois, except as otherwise provided in Section 14-7.02 of the School Code.

Section 401.140(a) Provision of Educational Program

a) Each provider shall ensure that each student receives special education and related services in accordance with his or her IEP, provided that the use of behavioral intervention strategies that would jeopardize the safety or security of students or would rely upon pain as an intentional method of control shall not be permitted. Providers utilizing disciplinary or behavioral techniques or interventions prohibited in Illinois are not eligible for approval, except as otherwise provided in Section 14-7.02 of the School Code.

Comment: 401.10(b) Application for Eligibility
Three commenters expressed concerns regarding the required orientation for new programs. Two commenters stated that while this appears to be reasonable, there was a lack of specification of SBE's obligation to offer more than one orientation per year or the time frame within which a provider can complete the orientation and not have its approval delayed. These commenters further expressed concern that given the window of time to submit initial applications, this orientation may further delay approval. Finally, these commenters suggested grandfathering in already-approved programs so they will not have to complete this orientation. One commenter stated while this may be helpful to new applicants, it should not be required. There are not enough new applicants to warrant a required orientation.

Analysis
Requiring orientation is an effort by SBE to establish a positive working relationship with prospective providers and, ultimately, to assist prospective providers in having a detailed understanding of the expectations and requirements involved in becoming and maintaining an approved status with SBE. Program providers may be the same, but the administrators of these programs are different and they would benefit from an orientation. SBE will also offer and accept prospective providers to participate remotely. Orientation is a part of the application process that ensures all programs are aware of all current requirements. SBE agrees to exempt operating agencies that have completed a compliance monitoring review with zero findings within the last five years.

Recommendation
Section 401.10(b) Application for Eligibility

b) Upon submission of an initial application for an educational or combination program, the provider will be required to complete a scheduled nonpublic special education orientation. The orientation shall be completed prior to a final determination being made on the application. Providers that have completed a compliance monitoring review that yielded no findings within the last five years are exempt from orientation.

Comment: 401.10(d)(2) Application for Eligibility
Two commenters expressed concern regarding the proposed amendment stating the State Superintendent must approve all program changes before the change or addition is made. The commenters state that the amendment does not provide specific guidance as to what changes require approval as opposed to notification. Additionally, the amendments do not make it clear how the change or addition must be communicated or the time frame for making that communication. Finally, the commenters are unclear whether changes or additions that do not impact Illinois students need to be communicated. These commenters recommended removing the proposed language.

Analysis
SBE agrees more clarity is necessary with respect to what changes or additions must be reported and approved by the State Superintendent and the manner in which these changes or additions are communicated to SBE. SBE is reluctant to provide a time frame for when changes or additions are to be reported aside from specifying when a change in location must be communicated as currently prescribed in rules to be reported pursuant to Section 401.20(a), in not less than 40 school days (currently, 60 calendar days) of a program's intention to change locations. All other approvals will be on a case-by-case basis in a manner prescribed by the State Superintendent. The three areas that SBE is most concerned with receiving notice with respect to any changes in the program are a change in any of the disability categories and services the program is providing, the age ranges being served, or any change in location. As such, SBE will amend the proposed rules to reflect providers are required to obtain approval of those three categories specifically, prior to implementing any changes.

Recommendation
Section 401.10(d)(2) Application for Eligibility

2) A program shall serve only the specific student demographics described in the approved application. All program changes or additions to disability categories or services, age ranges service, or changes in location shall be approved in a manner prescribed by the State Superintendent prior to that change or addition being made.

Comment: 401.10(e) Application for Eligibility
Five commenters expressed concern with respect to the changes removing the right to a hearing if an initial application is denied. These commenters stated that without this measure, there is no recourse if an initial application is denied for an inconsequential deficiency. Commenters continued their concerns stating that providers will not be able to address the deficiencies until the next renewal cycle and, given the limited proposed time frame for applications, they may be precluded from obtaining approval for multiple years. One commenter stated that there is concern regarding the amount of technical assistance SBE will offer to work

through the deficiencies. Commenters suggested removing the proposed changes and reverting back to the existing language or making the requirement to wait one year permissive instead of mandatory because not every deficiency requires one year to remedy.

Analysis
This change only applies to initial applications and does not affect applications for renewal of approved programs. Due process affords certain procedures prior to depriving an individual of certain interests (e.g., life, liberty, or property). Initial applications do not have a property interest in having an already-approved program that is being taken away from them and, therefore, need not be offered the same level of due process as a provider that has already received SBE approval. Providers are given notice and afforded the opportunity to correct deficiencies presented during the initial application process. Currently, the rules already place the onus on SBE to explicitly delineate the deficiencies of the program in efforts to provide the highest level of technical assistance in order to support new applicants in gaining SBE approval. Initial applications are only denied approval when the provider is unable/unwillingly to address the noted deficiencies. Nothing in our rules prevents a provider from reapplying. Further, to address the issue raised regarding limited proposed time frames, that aspect of the rule revisions has been removed so as not to further penalize programs and delay approvals. Initial applications will not have to wait multiple years in order to reapply for approval.

Upon further consideration, SBE has determined that if an initial application is not approved, the applicant may have one year from the date of the letter of nonapproval to remedy all deficiencies. SBE believes that the rules as written affirm its commitment and willingness to offer technical support to applicants so that they have a clear understanding of their deficiencies and can continue to submit materials to become approved during that year. If after that year the application is still not approved however, a denial notice will be sent to the applicant.

Recommendation
Section 401.10(e) Application for Eligibility

e) An initial application that does not meet the requirements of this Part, shall be provided with a notice of the specific deficiencies. If the deficiencies have not been remedied in their entirety, within one year of receipt of the above-mentioned notice, then the provider shall receive a denial of its application.

Comment: 401.20(c) Notification Requirements
Two commenters noted that moving from a 30-calendar day notice period to a 20-school day notice period for terminating placement might require more than one month's notice, depending on holiday breaks, etc.

Analysis
Calendar days have been changed to school days throughout this Part for consistency. We appreciate the commenters' concern, but a public school district should be given as much notice as possible if a program placement is ending in order to ensure timely placement for the student who may be dependent on a smooth and consistent transition and for limited interruption in services in order to maintain its obligation to provide FAPE.

Recommendation
No change will be made as a result of this comment.

Comment: 401.30(a) Operating schedule

Two commenters stated that the proposed change in this Section on its face provides an increase to the time providers can remedy areas of noncompliance to "80 school days." In fact, the proposed change provides the State Superintendent unfettered authority to provide the timeline to remedy the noncompliance, stating only that the maximum time frame is "80 school days." In effect, the proposed language authorizes SBE to give a provider even fewer than 60 calendar days to remedy the area of noncompliance.

The commenters suggested removing "no more than" from the rulemaking.

Analysis
It was never SBE's intent to allow the State Superintendent "unfettered authority" to establish timelines for providers to remedy noncompliance issues. The intent was to allow for flexibility in establishing the time frame for correcting issues as a way to acknowledge that some noncompliance issues are able to be remedied more quickly than others. Additionally, an extended time frame would allow the provider ample time to ensure the noncompliance is remedied prior to filing its progress report with SBE so as not to be put on "Pending Further Review" status.

That said, SBE understands why this proposed change may have caused concern and will modify the language as recommended by the commenters.

Recommendation
Section 401.30 Changes in Approval Status

a) A status of "Approved with Administrative Review" shall be assigned when an instance of noncompliance by an approved program is first identified during a school year and the State Superintendent determines that such noncompliance does not substantially affect the safety of, or provision of appropriate education to the students enrolled. The State Superintendent shall outline each area of noncompliance in a written report with the corrective actions and timeline required to remedy each area. The provider shall have 80 school days to remedy all areas of noncompliance.

Comment: 401.30(d) – (e) Changes in Approval Status
One commenter expressed concern over subsection (d) of this Section, with regard to the proposed change to stop placing students in residential programs that have a program hold by its licensing agent. Families rely on the facilities to ensure the safety and well-being of the students. The facilities rely on the financial benefit from providing services and may have to close if they cannot take new students. This commenter suggested changing the mandatory reciprocal hold to allow SBE to place a reciprocal hold and evaluate new admissions on a case-by-case basis.

Analysis
SBE is the sole agency responsible for overseeing and monitoring the educational placement of students placed into nonpublic special education facilities. At times, the educational placement of a student is accompanied by the need for residential placement as well. The latter is not within the purview of the SBE to monitor and ensure that all health and safety compliance standards are met. Therefore, SBE relies on licensing agencies, including, but not limited to, the Department of Children and Family Services here in the State of Illinois, to ensure the safety and well-being of students when the educational placement necessitates this residential component. As such, SBE firmly believes that the nature of any concern raised by a licensing

agency of residential placements warrants an accompanying hold on placements made to its educational facility. As such, such hold shall be respected by the SBE, with appropriate notification made to all Illinois public school districts via the Harrisburg Project private facility search available on SBE's website that a reciprocal hold from future placements is in place with respect to educational placements at that program, unless and until that hold has been lifted.

Recommendation
No change will be made in response to this comment

Comment: 401.30(b)(1) Changes in Approval Status
Two commenters pointed out "calendar days" was left in when "school days" was added.

Analysis
SBE appreciates the commenters' pointing out the error. The change will be made to maintain consistency throughout the Part.

Recommendation
Section 401.30(b)(1) Changes in Approval Status

1) No more than 10 school days after receipt of notification from the State Superintendent of Education that program approval status is pending further review, an affected provider shall submit a written report to the State Superintendent describing its plans for correcting the noncompliance identified and the actions taken to correct it. Every 10 school days thereafter, an affected provider shall file with the State Superintendent a progress report describing the actions taken to correct the instances of noncompliance or the expiration of the 40 school day timeline.

Comment: 401.30(c)(1) Changes in Approval Status
Two commenters recommended moving the added language specifying school districts are ineligible for reimbursement under 14-7.02 of the School Code if a school places a student in a nonapproved program to 23 Ill. Adm. Code 226.

Analysis
The intent was to be clear that only approved programs are eligible to receive reimbursement pursuant to 14-7.02 of the School Code. To eliminate any confusion, SBE will remove the language.

Recommendation
Section 401.30(c)(1) Changes in Approval Status

1) A status of "Nonapproved" voids the provider's eligibility to contract with Illinois public school districts to serve students and receive funds under Section 14-7.02 of the School Code in the nonapproved programs for the remainder of that school year.

Comment: 401.30(f) Changes in Approval Status
Three commenters expressed concern regarding the added language stating nonapproved out-of-state providers may reapply one year after the calendar date of the nonapproval. These commenters reiterated their concerns that this change may pose a reduction in options for

Illinois school children. Additionally, these commenters felt that due to the specified time frame for accepting applications, some programs may not be approved for over one year.

Analysis
The State Board believes that if a provider was previously approved under this Part, was notified of a status change due to one or more areas of noncompliance pursuant to Section 401.30 (Changes in Approval Status), and has escalated to the level of being determined nonapproved, then it has demonstrated the inability or unwillingness to remediate the deficiencies identified. Further, it is SBE's firm belief that at the point of nonapproval, a provider has been provided with ample technical assistance from SBE, has been provided a significant opportunity to correct, and has been given the appropriate resources necessitated to correct the deficiencies. Therefore, a one-year period has been determined as an appropriate period of time for the provider to take a step back from the application process, reassess its standings and its ability to comply with Illinois rule and law, and, of course, always apply in the near future. The nonapproval is by no means a permanent revocation, nor is it indicative that SBE will review any future application provided by the provider in a discriminatory fashion.

Recommendation
No changes will be made in response to this comment.

Comment: 401.140(c) Provision of Educational Program
Two commenters expressed concern regarding language that allows classroom maximums to be raised to 10 students if there is a paraprofessional in the classroom. These commenters state that out-of-state facilities utilize social workers and other mental health professionals to address social and emotional disabilities. These commenters state the proposed changes will deny out-of-state providers approval status if they rely on their state's own educational model that is consistent with the meeting the "needs and requirements" of their students but do not conform to this new language. The commenters recommended including "or other professional staff" as professionals who may be in the classroom to increase maximum classroom size. The commenters continue by saying this change may result in a reduction of approved programs. They also point out that since paraprofessional is defined in SBE's rules, this change further precludes programs from being approved even if they have other credentialed staff. They expressed concern that the Individuals with Disabilities Education Act does not require a special education teacher to provide instruction for five hours a day, making the requirement overly restrictive.

Analysis
Paraprofessionals in Illinois must meet the standards in 23 Ill. Adm. Code 25.510. Upon reflection, SBE agrees professional staff can be beneficial to assisting with classroom management. There is concern, however, that if the only social worker for the facility is in the classroom and is called away to assist in another matter during instructional time, the student: instructor ratio will be out of sync. SBE is willing to allowing other professional staff to be present in the classroom in order to increase the maximum class size to 10; however, this item will be monitored during program compliance review.

Recommendation
Section 401.140(c) Provision of Educational Program

c) Each class offered in a program subject to this Part shall have a maximum enrollment of five students per licensed special education teacher. The enrollment in a class may be increased by a maximum of five students when a

full-time paraprofessional or other professional staff is provided, for a maximum of 10 students.

Comment: 401.140(d) Provision of Educational Program
Three commenters expressed concern regarding the added language stating no deviation request can be submitted at the start of or within 30 days of the academic year. All commenters stated that removing the appeal of the denial of a request for deviation takes away due process. The other commenters state that this seems arbitrary as unexpected loss of staff can occur at any time during the year.

Analysis
This change was intended to provide a clear time frame for Section 14-7.02 programs to request deviations from facility and class size requirements. SBE appreciates the commenters' concerns regarding the timing of when requests for deviation can be made and, ultimately, realizes that there are times when programs lose staff right before the start of the school year and that programs should not penalized for extenuating circumstances, such as not meeting staffing requirements, at that time. That said, deviations from facility and class size should be applied for only situations when the program has recently identified an exigent need that can only be rectified with a deviation.

Recommendation
401.140(d) Provision of Educational Program

d) Deviations from the allowable class size requirements of subsection (c) or from subsection (b) may be requested in writing. A rationale for the request (e.g., a staff member resigns right before the start of the school year and the facility can provide documentation that it is actively pursuing filling the vacancy but has not yet found a qualified individual for the position) and plan for evaluation of the deviations shall be submitted with the request.

Comment: Section 401.220(a) Health and Safety Requirements
One commenter suggested the interval for inspection of facilities for fire safety compliance by local government agencies should be the same as for the fire marshal.

Analysis
This change aligns with an amendment that was effective October 22, 2015. At the time, SBE stated the following:

> It came to staff's attention in 2014 that the Office of the State Fire Marshal (OFSM) is short-staffed at a time when the number of requests for fire inspections has been increasing. Consequently, it may take upwards of 36 months to complete an inspection and report for lower priority facilities, particularly in the five-county area near Chicago, according to a representative of the OSFM. Two remedies in response to this situation have been placed in Section 401.10(a)(4). The current requirement for an inspection and report from the OSFM will be increased from 24 months to 36 months. This relaxation in the requirement will help to ensure that the facility can schedule and receive an inspection within the required timeframe. In instances when an inspection from the OSFM cannot be scheduled within the 36- month timeframe, a provider may choose to produce evidence of an inspection and a report from a local government agency. Such a report will be accepted provided it was done within 12 months of the application's or renewal's approval and the report provides evidence of no violations being noted.

Recommendation
No change will be made at this time in response to this comment.

Comment: Section 401.240(a) Staffing Requirements
Four commenters expressed concern regarding the proposed amendments to staffing requirements. Two commenters stated that deleting "applicable" is problematic because it requires nonpublic providers to meet the requirements of Part 226, which applies to public schools. They go on to state that the statement may be interpreted to mean that all of Part 226 is applicable to these facilities. The suggested reinstating the word and also moving the "and/or" in the list of acceptable credentials for facility staff. Two commenters expressed concern about matching private school job titles to public school positions. Changes to the titles on the application may conflict when the job descriptions on staff files are reviewed during a compliance monitoring visit. A final commenter supported the change to include Illinois Department of Financial and Professional Regulation licenses as acceptable credentials but sought clarification about whether a licensed professional counselor would be required to have a licensed clinical professional counselor on staff for supervision as is required in private practice.

Analysis
The students receiving services under this Part are Illinois public school students. SBE would not only be doing a disservice to the students served by these facilities, but ultimately would be a denial of FAPE if SBE was to not require the same level of qualification for the individuals teaching these students in these facilities as would be required of their teachers in their respective resident public school district. In order to ensure these students will be taught in accordance with the Illinois Learning Standards, those providing the instruction must be properly licensed/credentialed.

Recommendation
No change will be made at this time in response to this comment.

Comment: 401.250(c) Staffing Requirements
Two commenters stated that it is unclear what the distinctions are between personal care aides and paraprofessionals.

Analysis
Individual student aides and paraprofessionals are defined in Part 226. SBE will replace personal care aides with individual student aides (noninstructional services) and add definitions of both individual student aides (noninstructional duties) and paraprofessionals to this rulemaking that references those definitions.

Recommendation
Section 401.5 Definitions

"Individual Student Aide (noninstructional services)" shall have the same meaning as ascribed in 23 Ill. Adm. Code 226.860.

"Paraprofessional Educator" or "Paraprofessional" shall have the same meaning as ascribed in 23. Ill Adm. Code 226.860.

Section 401.250(c) Staffing Requirements

c) Each provider shall provide training to all paraprofessionals and individual student aides (noninstructional duties) before they assume their duties.

Comment: 401.280(a) Fiscal Provisions
Two commenters noticed an error in the form number for the Nonpublic Facility Placement Contract.

Analysis
SBE appreciates the commenters catching the error.

Recommendation
Section 401.280 Fascial Provisions

a) Tuition charged to a public school district by a provider for the term specified in an individual student's State Board of Education 19-83 Nonpublic Facility Placement Contract shall not exceed the allowable costs approved pursuant to 89 Ill. Adm. Code 900 (Illinois Purchased Care Review Board).

Comment: 401.280(d) Fiscal Provisions
One commenter stated SBE may want to disallow pre-billing only at the request of the placing school district. This commenter stated public schools currently make this request to assist with budgeting and while nonpublic programs would not benefit from this change, those programs may not be opposed to the change. The commenter felt public school districts might oppose the change.

Analysis
SBE did not hear from any public school districts during the public comment period. Additionally, SBE regularly hears from public school districts that they prefer to be billed once services are completed. By requiring services be rendered prior to billing, the school district will be able to ensure the student's IEP is being met.

Recommendation
No change will be made in response to this comment.

Comment: Additional Suggestions for Consideration
One commenter suggested that, because of the funding models, a provider may be unable to competitively pay staff as compared to the public school districts and sometimes that means it does not get its first choice among candidates. Because the selected candidates might not have the same training as other candidates and because individuals employed by these providers are exempt from professional development, the providers must incur greater expenses to provide training and professional development. The commenter suggested removing the exemption on professional development to allow the professional staff to take advantage of other available training and to save the providers money. Additionally, this commenter recommended Hepatitis B offerings be included in Professional Records. Finally, the commenter stated it would be helpful for nonpublic programs to understand what policies/procedures they are required to keep on file.

Analysis

All of this commenter's recommendations have merit, but the types of changes being requested are outside the scope of this rulemaking. As such, SBE will take the commenter's suggestions under advisement and will consider them for a future rulemaking.

Recommendation
No change will be made in response to this comment.

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER l: NONPUBLIC ELEMENTARY AND SECONDARY SCHOOLS

PART 401
SPECIAL EDUCATION FACILITIES UNDER SECTION 14-7.02 OF THE SCHOOL CODE

SUBPART A: APPROVAL OF PROGRAMS

Section

401.2 Regulatory Intent
401.5 Definitions
401.10 Application for Eligibility
401.20 Notification Requirements
401.30 Changes in Approval Status

SUBPART B: PLACEMENT AND EDUCATION OF STUDENTS

Section

401.110 Use by Public School Districts
401.120 Placement Procedures
401.130 Operating Schedule
401.140 Provision of Educational Program
401.145 Administration of State Assessment
401.150 Classroom Records

SUBPART C: OPERATIONAL REQUIREMENTS

Section

401.210 General Requirements
401.220 Health and Safety Requirements
401.230 Student Progress Reports and Reviews
401.240 Staffing Requirements
401.250 Staff Training
401.260 Staff Records
401.270 Student Records
401.280 Fiscal Provisions

AUTHORITY: Implementing and authorized by Sections 14-7.02 and 14-8.01 of the School Code [105 ILCS 5/14-7.02 and 14-8.01].

SOURCE: Adopted July 25, 1973; emergency amendment at 4 Ill. Reg. 39, p. 323, effective September 15, 1980, for a maximum of 150 days; amended at 5 Ill. Reg. 4576, effective April 9, 1981; codified at 7 Ill. Reg. 14966; Part repealed, new Part adopted at 19 Ill. Reg. 7185, effective May 10, 1995; amended at 30 Ill. Reg. 8818, effective April 25, 2006; amended at 31

Ill. Reg. 14050, effective September 24, 2007; emergency amendment at 32 Ill. Reg. 4843, effective March 21, 2008, for a maximum of 150 days; emergency amendment suspended at 32 Ill. Reg. 9764, effective June 17, 2008; suspension withdrawn at 32 Ill. Reg. 13093, effective July 16, 2008; emergency amendments repealed by emergency rulemaking at 32 Ill. Reg. 13079, effective July 16, 2008, for the remainder of the 150 days; amended at 33 Ill. Reg. 15285, effective October 20, 2009; amended at 39 Ill. Reg. 14758, effective October 22, 2015; amended at 42 Ill. Reg. _____, effective _____.

SUBPART A: APPROVAL OF PROGRAMS

Section 401.2 Regulatory Intent

An approved provider under this Part shall administer special education programs. These programs are appropriate when an IEP Team determines that no less restrictive setting on the continuum of alternative placements is available within the home district to meet the student's needs. This requirement shall not preclude the approved provider from serving other students placed via alternative means, so long as the services provided to the student placed pursuant to the decision of a public school district's IEP team are sufficient and appropriate for the student to make progress.

(Source: Added at 42 Ill. Reg. _____, effective _____)

Section 401.5 Definitions

"Combination Program" is one that includes both educational and residential services.

"Educational Program" is one that consists of special education and related services intended to meet the specific needs of the unique populations served.

"Facility" is the physical premises where a provider offers services.

"IEP Team" has the same meaning as ascribed in 34 CFR 300.23 (July 1, 2016).

"Imminent Danger" is an act committed when the life or health of a child is knowingly or blatantly disregarded by causing a real, significant, or impending risk of harm; permitting the life or health of the student with a disability (as defined in the Individuals with Disabilities Education Act (20 USC 1400 et seq.)) to be threatened; or causing or permitting a child to be placed in circumstances that endanger the student's life or health.

"Individualized Education Program" or ~~(~~IEP~~)"~~ is a written statement for a student with a disability that conforms to the requirements of 34 CFR 300.320 and for Illinois students meets the requirements of 23 Ill. Adm. Code 226.230 (Content of the IEP).

"Individual Student Aide (noninstructional services)" shall have the same meaning as in 23 Ill. Adm. Code 226.860.

"Paraprofessional Educator" or "Paraprofessional" shall have the same meaning as ascribed in 23. Ill Adm. Code 226.860.

"Professional Staff" means administrators, supervisors, teachers~~,~~ and providers of related services, appropriately licensed in accordance with 23 Ill. Adm. Code 25, 23 Ill. Adm. Code 226.800 or 23 Ill. Adm. Code 401.240, who either provide or direct the provision of special education~~instruction~~ or related services specified in the IEPs of students served, or who evaluate student progress or evaluate the provision of those special education~~such instruction~~ or related services. Facilities located outside the State of Illinois shall provide evidence of professional licensure granted by its respective state licensing agency for all employed personnel. The qualifications of each position shall be reviewed by the State Board to ensure comparability to the qualifications of Illinois personnel as provided by regulation and/or law. Professional staff does not include persons providing services other than special education~~instructional~~ and related services specified in the IEP or whose duties are limited to assisting professional staff.

"Program" is a set of educational and/or residential services, with professional staff to meet specific needs of the unique population served.

"Programmatic Outcomes" are evidence of progress made towards goals as established by the program and are intended to demonstrate continuous program improvement. The provider shall not only establish goals for themselves, but additionally collect/analyze data for enrolled students with disabilities, in alignment to these self-established goals. Further, such information will be shared with the State Board of Education and with contracting districts, so that the nature of future technical assistance to the provider can be determined and to promote transparency.

"Provider" is any organization that offers special education and/or residential services to students with disabilities under contract with~~to~~ one or more Illinois public school districts and pursuant to Section 14-7.02 of the School Code.

~~"Facility" is the physical premises where a provider offers services.~~

~~"Program" is a set of educational and/or residential services designed to serve students who have similar educational needs.~~

~~A "combination program" is one that includes both educational and residential services.~~

~~An "educational program" is one that consists of instruction and other activities intended to meet the annual goals and the short-~~

~~term objectives set forth in IEPs for students with disabilities.~~

~~A "residential-only program" is one that provides room and board and may also include related services but provides no educational services.~~

"Related Services" has the meaning given to that term in the rules of the State Board of Education for special education (see 23 Ill. Adm. Code 226.75).

"Residential-Only Program" is one that provides room and board and may also include related services, but provides no educational services.

"School Code" means 105 ILCS 5.

"School Days" are the days of student attendance as outlined on the provider's calendar.

"Special Education" has the meaning given to that term at 23 Ill. Adm. Code 226.75.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 401.10 Application for Eligibility

Each provider seeking to become eligible to contract with Illinois public school districts to serve students with disabilities under Section 14-7.02 of the School Code ~~[105 ILCS 5/14-7.02]~~ shall be subject to the program approval process described in this Section. The provider shall be a nonpublic special education program designed to serve students with disabilities. In accordance with 23 Ill. Adm. Code 226.330 (Placement by School District in State-Operated or Nonpublic Special Education Facilities), approved nonpublic special education programs shall provide a highly specialized option for public school districts to use when an IEP Team determines that no less restrictive setting on the continuum of alternative placements will meet the student's needs. Approval shall be specific to individual programs offered by a provider, and the same type of program conducted at two separate facilities shall be treated as two separate programs for purposes of approval. A program not approved in accordance with the requirements of this Part shall not be used by public school districts to serve students with disabilities under Section 14-7.02 of the School Code.

a) An application for initial approval of educational programs and/or residential programs, presented on forms supplied by the State Superintendent ~~of Education~~ and containing all the items enumerated in this subsection (a), shall be submitted to the State Superintendent. Each application shall include the following:

1) An accurate, written description of each program for which approval is requested shall include the following:~~, which shall indicate the~~

A) The disability categories and ages of students with disabilities for whom it is specifically intended;~~,~~

B) The purpose and scope of the provider and its specific program services;

C) The~~the~~ data that will be collected on the programmatic outcomes achieved by those students, which shall~~must~~ reflect the students' learning goals as described in their respective IEPs;~~, and~~

D) The~~the~~ maximum number of students the program is intended to accommodate; and~~.~~

E) A description of the program's philosophy and methodology behind working towards reintegrating students into the general education environment and/or supporting students towards the lease restrictive environment. ~~A plan for addressing the goal of reintegration that is part of the annual IEP of the student placed.~~

2) A written plan for the administration and organization of the programs, including, but not limited to, the following:

~~A) The stated purpose and scope of the facility and its programs;~~

AB) A plan for the allocation of space solely for program purposes; and

B~~C~~) An organizational chart that reflects the provider's governance, administrative~~,~~ and educational structures.

3) The provider's proposed calendar for the program for which approval is sought shall meet the following requirements:~~, setting forth an operating schedule reflecting at least 176 days of operation, for at least five hours per school day during the regular school year and, with respect to a summer session, if any is to be offered, at least 120 hours of operation if the facility is located in Illinois or, if the facility is located in another state, the number of hours approved by the responsible authority in that state.~~

A) Regular School Year
Each provider's operating schedule shall include 176 days of student attendance for at least 5 instructional hours per school day during the regular school year. Related services listed in the student's IEP are included in meeting the instructional hour requirement. Instructional hours may not include lunch, passing time or recess, unless otherwise specified by the individual student's IEP. A provider may have two full day parent/teacher

conferences. This option reduces the required number of student days to 174. This subsection (a)(3)(A) will be effective beginning with the 2020-2021 school year.

B) Educational Programing Outside of the Regular School Year
If programing takes place and is operated at a facility located within Illinois, it shall consist of at least 120 hours of instruction. Programing operated at a facility in another state may consist of fewer than 120 hours of instruction if approved by the responsible authority in that state. This subsection (a)(3)(B) will be effective beginning with the 2020-2021 school year.

4) A copy of the State Fire Marshal's most recent inspection report for the facility, which shall be no more than 36 months old at the time the application is approved, or, if the State Fire Marshal's report is unavailable, an inspection report for the facility from a local governmental agency that is no more than 12 months old, neither of which shall indicate violations, or, as applicable the following:

A) For~~for~~ an Illinois facility that is subject to the provisions of 23 Ill. Adm. Code 180 (Health/Life Safety Code for Public Schools), the report of the regional superintendent's most recent inspection conducted pursuant to Section 3-14.21 of the School Code ~~[105 ILCS 5/3-14.21]~~; or

B) For~~for~~ an out-of-state facility, equivalent, current documentation of compliance with applicable state fire codes, or, if there is no state fire code, the applicable local fire code, clearly identifying the issuing authority.

5) The Statement of Assurance shall be~~Assurances,~~ signed by the facility's chief administrator on the Application for Nonpublic Programs, as provided by the State Board of Education acknowledging compliance with the provided laws and regulations~~, conveying such information as the State Superintendent of Education may require regarding the facility's compliance with other applicable federal, state, and local laws, ordinances, and regulations (such as public health and safety codes, building codes, and licensure requirements)~~.

6) If the facility is located in Illinois and offers a residential component, evidence of the facility's current licensure or approval by the responsible agency of Illinois government~~, if applicable~~.

7) If the facility is located outside Illinois, evidence of the facility's current licensure, certification~~,~~ or approval to operate its educational and/or residential programs in the state where it is located, including a copy of

the standards or criteria used by the responsible agency in that state. If the state in which the facility is located does not recognize the program, the program is ineligible for Illinois approval. This subsection (a)(7) will be effective against those facilities whose approval shall be renewed in odd-numbered years beginning in 2020 and for facilities whose approval shall be renewed in even-numbered years beginning in 2021.

8) For instructional programs, summary information about all professional staff positions, and copies of the relevant credentials of persons employed in those positions that~~, which~~ demonstrate that the facility has sufficient staff available who are qualified pursuant to the requirements of Section 401.240 in order to operate the program.

9) For instructional programs, summaries of related services provided by the facility's professional staff or available to the provider under contract, demonstrating that the provider has sufficient related services available to operate the program.

10) For programs serving students for whom behavioral interventions may be appropriate, a description of the provider's formalized approach to the use of these interventions, subject to the limitation stated in Section 401.140(a). Starting with the 2019-2020 school year providers utilizing disciplinary or behavioral techniques and/or interventions prohibited in Illinois are not eligible for approval in Illinois, except as otherwise provided in Section 14-7.02 of the School Code.

b) Upon submission of an initial application for an educational or combination program, the provider will be required to complete a scheduled nonpublic special education orientation. The orientation shall be completed prior to a final determination being made on the application. Providers that have completed a compliance monitoring review that yielded no findings within the last five years are exempt from orientation.

c) If the application is complete and the facility is located in Illinois or within 50 miles of Illinois, State Board of Education staff shall conduct an on-site review and evaluate the facility and the programs offered for the purpose of verifying the accuracy of the application, evaluating their conformance with the other requirements of this Part~~,~~ and recommending approval or disapproval of the programs.

1) An out-of-state program conducted more than 50 miles outside of Illinois shall be approved without a site visit from an Illinois representative if the following conditions are satisfied:

A) The~~the~~ educational program is an approved special education

program in the state where the facility is located and this approval was granted in light of the information gathered during a site visit by a representative of the responsible agency;

B) Thethe residential component, if any, is licensed by the responsible agency in the state where the facility is located; and

C) Thethe application provides evidence that the requirements of Section 410.140 will be met.

2) An out-of-state program conducted more than 50 miles outside of Illinois that was approved in the state where the facility is located without a site visit by the responsible agency mayshall be visited by a representative of the Illinois State Board of Education in order to verify the accuracy of the application and determine whether the requirements of this Part have been met so that Illinois approval can be granted.

de) A program determined to comply with the requirements of this Part shall be designated as "Approved" and shall be available to Illinois public school districts to serve students with disabilities under Section 14-7.02 of the School Code beginning on the day the application is approved, provided that the other requirements of Section 401.110 of this Part have also been met. The provider operating the facility shall be notified in writing of the date of program approval.

1) Initial approval shall end on the last day of the program's approved calendar for the school year in question, unless approval is changed pursuant to Section 401.30.

2) A program shall serve only the specific student demographics populations described in the approved application. All program changes or additions to disability categories and services, age ranges served or changes in location shall be approved in a manner prescribed by the State Superintendent prior to that change or addition being made.

ed) An initial application that does not meet the requirements of this Part, shall be provided with a notice of the specific deficiencies. If the deficiencies have not been remedied in their entirety, within one year of receipt of the above-mentioned notice, then the provider shall receive a denial of their application. The nonapproval of an initial application shall include a notice of the specific deficiencies that caused the denial. The denial will not prohibit future consideration of a provider's new submission of an initial application that addresses the deficiencies noted; however, a minimum of one submission cycle is required prior to resubmission of an initial application for consideration. nonapproval and the opportunity for the provider to request a hearing pursuant to the Illinois Administrative Procedure Act [5 ILCS 100] and the State Board's rules for Contested Cases and Other Formal Hearings (23 Ill. Adm. Code 475).

fe) An application for renewal of approval, consisting of all the components set forth in subsection (a) ~~of this Section~~, shall ~~must~~ be submitted for any subsequent period in which a provider seeks to contract with Illinois public school districts to serve students with disabilities in the facility under Section 14-7.02 of the School Code. The submission deadline shall be the March~~April~~ 15 prior to the beginning of the school year in question. If March~~April~~ 15 is not a business day, the deadline shall fall on the next business day. The approval process for any subsequent period may also involve on-site reviews, at the sole discretion of the State Superintendent ~~of Education~~.

1) The denial of an application for renewal of approval shall cause the program approval status to change to "nonapproved" subject to the procedures set forth in Section 401.30(c).

2) Renewed approval shall ~~granted for the 2006-2007 school year or later shall generally~~ be valid for two school years, ending on the last day of the program's approved calendar for the second school year, unless approval is changed pursuant to Section 401.30. ~~However, the State Superintendent of Education shall approve approximately half the renewal applicants for the 2006-2007 school year for one year only, in order to stagger the two-year renewal process for subsequent periods.~~

~~A)~~ ~~Applications shall be selected at random, provided that, once one program offered by a particular provider has been selected, all that provider's programs will be placed on the same renewal schedule.~~

~~B)~~ The first renewal of approval for a new program offered by a provider that already operates other approved programs shall be granted for the number of years that will place it on the cycle already established for that provider.

~~3) A program shall not be eligible for two-year renewed approval if it was not approved for the immediately preceding year, or if it was approved "pending further review" at any time during the immediately preceding period of approval. Applications for approval of these programs shall be treated as for initial approval.~~

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 401.20 Notification Requirements

a) A provider that operates a facility subject to the requirements of this Part and intends to cease operations, to move to a new location, or to discontinue any of the facility's approved programs shall ensure that the State Superintendent ~~of~~

~~Education~~ and each public school district with which it has entered into contracts for services receive no less than 40 school days' ~~60 calendar days'~~ written notice of such an intention. A provider shall also notify the State Superintendent ~~of Education~~ in writing, so that the~~such~~ notification is reasonably calculated to be received at the State Board of Education's~~Board's~~ office at 100 North First Street, Springfield, Illinois 62777, within 40 school~~60 calendar~~ days after the following:

~~1)~~ ~~Any change in a special education program described in its approved application~~;

1~~2~~) Any change in its educational administration and organization, as described in its approved application; and

2~~3~~) Any change in the number, type or duties of the professional staff positions identified as part of the application for approval or in the licensure status or credentials of any individual employed in such a position, provided that the change does not affect the program's or facility's compliance with the requirements of this Part.

b) A provider shall notify the State Superintendent ~~of Education~~ in writing, so that the~~such~~ notification is reasonably calculated to be received at the State Board of Education's office at 100 North First Street, Springfield, Illinois 62777, within five school~~calendar~~ days after the following:

1) Any change in the facility's compliance with applicable fire prevention regulations or other federal, state, and local laws, ordinances, or regulations, as described in its approved application pursuant to Section 401.10(a)(5) ~~of this Part~~, or in the physical facilities used;

2) Any change in the facility's approval or licensure to provide a residential program as described in its approved application~~, if applicable~~;

3) Any change in the facility's approval or licensure to operate in a state other than Illinois as described in its approved application~~, if applicable~~;

4) Any change in the number, type or duties of the professional or paraprofessional positions identified as part of the application for approval of an educational program or the education component of a combination program, or in the licensure status or credentials of any individual employed in such a position, if the change will affect the program's compliance with the requirements of this Part.

A) If any professional staff position subject to the notification requirements of this subsection (b)(4) remains vacant, the provider shall~~must~~ provide written notification to the State Superintendent and to the placing public school districts after 20 school~~30 calendar~~

days and again after 40 school~~60 calendar~~ days of its attempts to permanently fill those~~such~~ positions and of other efforts, including the use of substitutes, undertaken in order to provide necessary instruction and related services to the students enrolled.

B) If the State Superintendent determines that the provider has not reported staffing changes in a program as required, the State Superintendent shall change the approval status of the program accordingly, pursuant to the provisions of Section 401.30 ~~of this Part~~.

c) Should a provider elect to terminate a student's placement in a facility under this Part, the provider shall give written notice to this effect to the contracting public ~~placing~~ school district at least 20 school~~30 calendar~~ days prior to the date of termination, unless the health and safety of any student are endangered. The notice shall include the reasons for the termination.

d) Notification to the State Superintendent regarding any breaches of test security or other testing irregularities in connection with the State assessment shall conform to the requirements of Section 401.145 ~~of this Part~~.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 401.30 Changes in Approval Status

Programs approved to serve students with disabilities under Section 14-7.02 of the School Code, whether located in Illinois or out of state, shall be evaluated periodically by the State Board of Education. The~~Such~~ evaluation may take place for any reason, with or without prior notice to the provider, and at the sole discretion of the State Board of Education and may ~~or may not~~ involve an on-site review. The~~Such~~ evaluation shall result in either retention of approved status or assignment of one of the following statuses:~~.~~

a) A status of "Approved with Administrative Review" shall be assigned when an instance of noncompliance by an approved program is first identified during a school year and the State Superintendent determines that such noncompliance does not substantially affect the safety of, or provision of appropriate education to~~,~~ the students enrolled. The State Superintendent shall outline each area of noncompliance in a written report with the corrective actions and timeline required to remedy each area. The provider shall have 80 school~~60 calendar~~ days to remedy all areas of ~~the~~ noncompliance.

1) Every 20 school~~No more than 30 calendar~~ days after notification that it is approved with administrative review (up to the 80 school day timeframe for this status), an affected provider shall file with the State Superintendent ~~of Education~~ a progress report describing actions taken to correct the instances of noncompliance identified.

2) If the State Superintendent determines that the provider has corrected the instances of noncompliance within the time allotted, the program's "Approved" status shall be restored.

3) If the State Superintendent determines that the provider has failed to correct the instances of noncompliance within the time allotted, a status of "Pending Further Review" shall be assigned to the program. A provider that is subject to the requirements of this Part shall not accept a new student from a public school district into a program whose status is "Pending Further Review". Upon notification of the "Pending Further Review" status, a public school district shall not make new placements into those programs and shall identify alternative arrangements for the students in the event that the State Superintendent notifies the district that the violations are not remedied~~the provider shall not accept any new students from public school districts into the affected programs, nor shall it be approved for any programs for the next school year unless the noncompliance has been resolved~~.

b) A status of "Pending Further Review" shall be assigned whenever a program is determined to be in noncompliance with one or more requirements of this Part that may substantially affect the safety of or provision of appropriate education to students but that does not constitute imminent danger, or exhibit~~exhibits~~ recurrent instances of minor noncompliance. The provider shall have 40 school ~~30 calendar~~ days to remedy the noncompliance.

1) No more than 10 school ~~seven~~ calendar days after receipt of notification from the State Superintendent of Education that program approval status is pending further review, an affected provider shall submit a written report to the State Superintendent describing its plans for correcting the noncompliance identified and the actions taken to correct it. Every 10 school days thereafter, an affected provider shall file with the State Superintendent a progress report describing the actions taken to correct the instances of noncompliance or the expiration of the 40 school day timeline.

2) If the provider demonstrates that it has corrected all~~the~~ instances of noncompliance within the time allotted, its "Approved" status shall be restored.

3) If the provider has corrected the instances of noncompliance that may substantially affect the safety or the provision of appropriate education to students but has not remedied other instances of noncompliance, its status must be changed to "Approved with Administrative Review".

4~~3~~) If the provider fails to demonstrate within the time allotted that it has

corrected the instances of noncompliance that may substantially affect the safety or the provision of appropriate education to students, ~~within the time allotted,~~ its status shall be changed to "Nonapproved." If the provider exhibits recurring instances of documented noncompliance, its status shall be changed to "Nonapproved".

54) A provider that is subject to the requirements of this Part shall not accept any new students from public school districts into any program whose status is "Pending Further Review" ~~and public school districts shall not make new placements into such programs~~. Upon notification of the designation of "Pending Further Review" status, a public school district shall not make a new placement into those programs and it shall identify alternative arrangements for its students in the program, for implementation in the event that the State Superintendent ~~of Education~~ notifies the district that the violations are not remedied. ~~Notification of "Pending Further Review" status shall not be used as a basis for removing students from the program by the public school district.~~

c) A status of "Nonapproved" shall be assigned to a program or programs previously assigned a status of "Approved with Administrative Review" or "Pending Further Review" when the nonpublic facility or any of its programs exhibits substantial and/or recurrent instances of noncompliance, showing that the provider is consistently unable to meet the approval requirements of this Part. A program may be determined "Nonapproved" without previously having been assigned a status of "Approved with Administrative Review" or "Pending Further Review," if any instances of noncompliance that present imminent danger to the students exist or if the State Superintendent verifies that the provider has unilaterally and intentionally ceased providing appropriate education pursuant to a public school district's contracts and one or more students' IEPs.

1) A status of "Nonapproved" voids the provider's eligibility to contract with Illinois public school districts to serve students and receive funds under Section 14-7.02 of the School Code in the nonapproved programs for the remainder of that school year.

2) Providers shall be given 10 school ~~ten business~~ days' notice by the State Superintendent before nonapproval becomes effective, unless imminent danger to students precludes that ~~such~~ notice. The State Superintendent shall also give 10 school ~~ten business~~ days' notice to affected public school districts to enable them to implement other arrangements prior to the effective date of nonapproval~~,~~ as required.

3) The provider of any previously approved program placed on nonapproved status shall be afforded an opportunity for a hearing pursuant to the Illinois Administrative Procedure Act [5 ILCS 100] and the State Board of Education's ~~Board's~~ rules for Contested Cases and Other Formal Hearings

(23 Ill. Adm. Code 475). Unless the State Superintendent identifies that the reasons for nonapproved status are a danger to student health or safety, a request for a hearing shall stay the effect of the change in status and the program shall remain at the last assigned status prior to nonapproval pending the outcome of the hearing~~approved pending the hearing~~.

d) Any provider whose license or approval to operate a residential program is revoked shall immediately have its residential programs nonapproved and will be ineligible to provide residential services to students under Section 14-7.02 of the School Code. An admission hold placed on a residential program by their licensing agent will constitute a reciprocal admissions hold barring public school districts from making new placements to that provider residentially.

e) Any out-of-state provider whose license or approval to operate a program is revoked by the responsible authority in the state where its facility is located shall immediately have its affected programs nonapproved and will be ineligible to contract with Illinois public school districts to serve students under Section 14-7.02 of the School Code. An admissions hold placed on a residential program by its licensing agent will constitute a reciprocal admissions hold barring public school districts from making new placements to that provider educationally.

f) Nonapproval of a program during a school year shall be cause for termination of all the provider's contracts with Illinois public school districts for that program, and the provider shall be ineligible to contract with Illinois public school districts for the nonapproved program~~ for the remainder of the school year in question~~. A nonapproved provider shall be eligible to reapply (during the initial application time period) 1 calendar year after the effective date of nonapproval.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

SUBPART B: PLACEMENT AND EDUCATION OF STUDENTS

Section 401.110 Use by Public School Districts

Each public school district shall be responsible for monitoring the performance of each program~~facility~~ where its students are placed, to ensure that the implementation of each student's ~~Individualized Education Program (~~IEP~~)~~ conforms to the applicable requirements of all applicable federal and State laws and regulations, including, but not limited to, 23 Ill. Adm. Code 226 (Special Education). Contracting with a program in accordance with this Part does not relieve the district of the responsibility for ensuring that the student will receive all programming and related services required by the IEP, whether from one source or from multiple sources. In addition, no public school district shall place any student in a special education program that is subject to the requirements of this Part, nor shall the provider of any ~~such~~ program accept placement of any student under Section 14-7.02 of the School Code, unless all the following conditions have been met:~~.~~

a) The program has been approved by the State Board of Education for the school year for which placement is sought;.

b) The allowable costs for the program have been established pursuant to Section 14-7.02 of the School Code;.

c) The district has made the certification of inability to meet the student's needs to the State Superintendent of Education, if required pursuant to Section 14-7.02 of the School Code, and the State Superintendent has found the district in substantial compliance with Section 14-4.01 of the School Code; [105 ILCS 5/14-4.01].

d) The program has been approved by the State Board of Education for all of the categories of impairment applicable to the student and requiring services as identified in the IEP;.

e) The program has been approved by the State Board of Education for the age range that includes the age of the student;.

f) The district has determined that educational programming and related services specified on the student's IEP will be provided to the student. The use of a facility or program in accordance with this Part does not relieve the district of the responsibility for ensuring that the student will receive all programming and related services required by the IEP, whether from one source or from multiple sources; and.

g) The district and the provider have entered into the contractual agreement called for in 23 Ill. Adm. Code 226.330.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 401.120 Placement Procedures

Placement of students shall conform to the applicable requirements of 23 Ill. Adm. Code 226, Subpart D (Placement).

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 401.130 Operating Schedule

Each provider's operating schedule shall meet the following requirements:

a) Regular School Year
Each provider's operating schedule shall include 176 days of student attendance for at least 5 instructional hours per school day during the regular school year. Related services listed in the student's IEP are included in meeting the

instructional hour requirement. Instructional hours may not include lunch, passing time or recess, unless otherwise specified by the individual student's IEP. A provider may have two full day parent/teacher conferences. This option reduces the required number of student attendance days to 174. This subsection (a)(3)(B) will be effective beginning with the 2020-2021 school year.

b) Educational Programing Outside the Regular School Year
If programing takes place and is operated at a facility located within Illinois, it shall consist of at least 120 hours of instruction. Programing operated at a facility in another state may consist of fewer than 120 hours of instruction if approved by the responsible authority in that state. This subsection (a)(3)(B) will be effective beginning with the 2020-2021 school year.

~~Each facility's operating schedule shall ensure that 176 school days are provided for each program. If a summer program is operated at a facility located within Illinois, it shall consist of at least 120 hours of instruction. A summer program operated at a facility in another state may consist of fewer than 120 hours of instruction if approved by the responsible authority in that state.~~

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 401.140 Provision of Educational Program

a) Each provider shall ensure that each student receives special education and related services in accordance with his or her IEP, provided that the use of behavioral intervention strategies that would jeopardize the safety or security of students or would rely upon pain as an intentional method of control shall not be permitted. Providers utilizing disciplinary or behavioral techniques or interventions prohibited in Illinois are not eligible for approval, except as otherwise provided in Section 14-7.02 of the School Code.

b) Each educational program shall be conducted in accordance with the requirements of 23 Ill. Adm. Code 226.720 (Facilities and Classes).

c) Each class offered in a program subject to this Part shall have a maximum enrollment of five students per licensed special education teacher. The~~, except that enrollment may be increased by a maximum of two students in response to unique circumstances that occur during the school year so long as the educational needs of all students in the class can be adequately and appropriately met. Alternatively, the~~ enrollment in a class may be increased by a maximum of five students when a full-time paraprofessional or other professional staff is provided for a maximum of 10 students.

d) Deviations from the allowable class size requirements of subsection (c) or from the age range requirements of Section 226.720 may be requested in writing. A rationale for the request (e.g., a staff member resigns right before the start of the

school year and the facility can provide documentation that it is actively pursuing filling the vacancy but has not yet found a qualified individual for the position) and plan for evaluation of the deviations shall be submitted with the request. ~~Initial denial of a request for deviation may be appealed to the State Superintendent of Education.~~

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 401.145 Administration of State Assessment

A facility approved under this Part and located in Illinois may serve as a testing site for the State assessments required pursuant to Section 2-3.64a-5 of the School Code ~~[105 ILCS 5/2-3.64a-5]~~ in accordance with the provisions of this Section. For purposes of this Section, a "testing site" is a facility at which responsible staff is permitted to order and receive test materials directly from the testing contractor according to the contractor's arrangement with the State Board of Education. A provider seeking designation of a facility as a testing site under this Section shall follow the specific communication procedures established by the State Superintendent ~~of Education~~ for making the request, supplying the necessary information, and receiving the designation, as applicable to the examinations to be administered. The provider and responsible staff shall abide by all technical specifications established by the State Superintendent ~~of Education~~ and test contractors to implement the requirements set forth at 23 Ill. Adm. Code 1.30 (State Assessment).

a) Required Conditions

If a provider operating an Illinois facility under this Part wishes to have the facility serve as a testing site for one or more State assessments, certain required conditions shall~~must~~ exist at the facility that will ensure the security and confidentiality of test materials and the validity of the resulting scores. The specifics of these requirements will vary according to which of the State assessments will be involved.

1) Locked facilities and storage for secure test materials shall~~must~~ exist, and access to these shall~~must~~ be limited to authorized individuals.

2) An~~There must be a~~n adequate amount of space shall exist for the number of examinees, and each shall~~must~~ have an appropriate space in which to work. The facility shall~~must~~ provide an environment that will meet technical requirements for particular types of test administration, including accommodations for students with disabilities or English Language Learners limited English proficiency.

3) The facility shall~~must~~ afford lighting, temperature, and quiet such that the test environment will be free from interruptions and distractions.

b) Required Personnel Assignments and Qualifications

1) Each individual appointed to a role under this subsection (b) shall be an employee of the provider or facility. No volunteers or parents may serve in these positions.

2) The provider or chief administrator shall designate a testing coordinator for each assessment to be administered at a facility. An individual may serve as coordinator for more than one of the assessments. The responsibilities of the testing coordinator shall include the following:

A) Orderingordering, distributing, collecting, and returning test materials;

B) Trainingtraining test administrators and proctors regarding their responsibilities;

C) Arrangingarranging for the accommodations called for in individual students' IEPs;

D) Ensuringensuring that neither test security nor the purpose of testing is compromised by any accommodations afforded to students; and

E) Overalloverall monitoring of testing activities to ensure that required procedures are followed.

3) The assessment may be administered only by the following individuals:

A) Administratorsadministrators holding educator licensure appropriate to their positions (e.g., assistant principals, principals, or chief administrators);

B) Teachersteachers holding educator licensure with endorsements appropriate to their positions (including holders of substitute teaching licenses and educator licenses with stipulations for provisional educatorseducator) and employed by the provider as teachers at the facility;

C) Schoolschool psychologists, school social workers, and school counselors holding educator licensure appropriate to their positions and employed by the provider at the facility in their respective professional capacities; and

D) Paraprofessionalparaprofessional educators, provided that constant, line-of-sight supervision by an educator licensed teacher employed by the provider as a teacher at the facility shall be required

(including supervision for individuals employed as paraprofessional educators who are also educator licensed teachers).

c) Required Procedures
Following procedures announced annually by the State Superintendent ~~of Education~~ and using the materials provided, the responsible individual at each testing site shall communicate with the testing contractors for the examinations to be administered at that site. The State Superintendent ~~of Education~~ shall furnish to staff at each testing site the same technical guidance as is provided to the public schools regarding details of the test administration, and responsible staff at each testing site shall ensure that these technical specifications are followed, including, but not limited to the following:

1) The~~the~~ dates established as the testing window;

2) The~~the~~ handling of test documents and other secure materials;

3) Permissible~~permissible~~ and impermissible objects in the testing environment;

4) Permissble~~permissible~~ and impermissible behavior on the part of test-takers;

5) Required~~required~~, permissible~~,~~ and impermissible actions on the part of staff at the testing site.

d) The public school district that has placed a student with a disability into a program approved under this Part remains responsible for determining, in accordance with the student's IEP, where the student will take the appropriate State assessment and whether the test materials for that student are to be ordered and handled by district or facility personnel, even if the facility where the student is placed serves as a testing site for that assessment.

e) No State assessment shall be administered to any student who is not required to participate in the State assessment pursuant to Section 2-3.64a-5 of the School Code and 23 Ill. Adm. Code 1 (see Sections 1.30 (State Assessment) and 1.50 (Calculation of Participation Rate)).

f) Any breach of test security or other testing irregularity shall be reported to the State Superintendent of Education ~~or designee~~ in accordance with instructions applicable to particular types of problems, using one of the methods identified by the State Superintendent. Responsible staff at the affected facility shall then follow the instructions provided by the State Superintendent or the relevant test contractor regarding the next steps to be taken in investigating the source of the problem, its implications, and its potential resolution.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 401.150 Classroom Records

In addition to records meeting the requirements of 23 Ill. Adm. Code 226.740 (Records; Confidentiality), there shall be an educational file for each student, maintained by the classroom teacher on a daily basis and updated as circumstances may require. This file shall contain at least the following:

a) The student's IEP, including a copy of any behavior management plan;

b) Documentation of ongoing evaluation procedures, indicating the student's progress toward fulfillment of the objectives set forth in the IEP criteria specified in the IEP~~therein~~;

c) A schedule that accurately reflects the type and frequency of all related services received; and

d) Medically related information necessary to ensure the student's health and safety.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

SUBPART C: OPERATIONAL REQUIREMENTS

Section 401.210 General Requirements

a) Every provider with one or more facilities or programs subject to this Part shall maintain the written program descriptions and the educational administration and organization plans described in Section 401.10 ~~of this Part~~, as well as the current, approved application for each affected program, and shall make these available to the public schools, parents and guardians of students~~,~~ and other interested individuals and organizations upon request.

b) Every provider subject to this Part shall maintain the following records:

1) Copies~~copies~~ of this Part and the State Board of Education's~~Board's~~ rules for Special Education (23 Ill. Adm. Code 226) and make these available to staff and parents or guardians of students enrolled, so that these parties may be aware of rules that pertain to the education of students with disabilities served under Section 14-7.02 of the School Code;~~.~~

2~~c~~) A ~~Every provider subject to this Part shall maintain a~~ separate and current roster of students served in that provider's facility and programs pursuant to Section 14-7.02 of the School Code; and~~.~~

3d) Records~~Every provider subject to this Part shall maintain records~~ of and report changes in its administration, staff~~, instructional programs,~~ and physical facilities, as required pursuant to Section 401.20 ~~of this Part~~.

ce) All facilities, programs~~,~~ and records required, established~~,~~ or maintained pursuant to this Part shall be made available by the provider at any time, with or without prior notification, for inspection and evaluation by official representatives of the State Board of Education.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 401.220 Health and Safety Requirements

a) Responsible staff at every Illinois facility subject to this Part shall maintain and make available for review a copy of the most recent inspection report, which shall be no more than 36 months old, issued by the State Fire Marshal, or if the State Fire Marshal's report is unavailable, an inspection report for the facility from a local governmental agency that is no more than 12 months old, neither of which shall indicate violations, or as applicable the following:~~.~~

1) ~~(~~For purposes of this subsection (a), a program operated within a facility that houses public school students or is otherwise used for public school purposes shall not be considered to be located in a "facility subject to this Part" because 23 Ill. Adm. Code 180 (Health/Life Safety Code for Public Schools) applies.~~)~~

2) To the extent that evidence of compliance is routinely issued by state or local fire, building~~,~~ or health authorities, or is required to be issued by the regional superintendent of schools, Illinois and out-of-state facilities' staff shall maintain and make available such evidence of compliance with applicable codes. Any ~~such~~ documentation shall clearly identify the issuing authority.

b) Responsible staff at every facility subject to this Part shall develop a written policy and procedure~~procedures~~ for safeguarding students' privacy and dignity during toileting, diapering, and other activities of personal care, as appropriate for the student population served. Facility staff shall adhere to the~~such~~ policy and procedure~~procedures~~ at all times and shall make copies available upon request.

c) Responsible staff at every facility subject to this Part shall develop a written policy addressing the administration of medication to students who may require it. Each facility's policy shall conform to the requirements set forth in Sections 10-20.14b and 10-22.21b of the School Code ~~[105 ILCS 5/10-20.14b and 10-22.21b]~~. Facility staff shall adhere to this policy at all times and shall make copies available upon request.

d) Every facility subject to this Part and all materials used by students shall be

maintained in a clean, sanitary~~,~~ and safe condition.

e) Smoking and the use of tobacco products by students shall not be permitted on the campus of any facility subject to this Part.

f) The policies of every facility subject to this Part shall allow visitation at any time, with or without prior notice, by personnel from the State Board of Education or the contracting public school district~~school district of residence~~ of any enrolled student.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 401.230 Student Progress Reports and Reviews

a) Responsible staff at each facility shall maintain attendance records for each student served pursuant to Section 14-7.02 of the School Code.

1) Each student's attendance shall be reported in writing or electronically to the public school district of residence by the 15th of each month for the preceding month.

2) A student's public school district of residence shall be notified immediately in writing or electronically after five consecutive days of ~~unexcused~~ absences~~absence~~, unless the district requires a more frequent reporting schedule.

3) Attendance records shall be retained as long as the student is placed at the facility.

b) Each student's progress, (e.g., goals, reintegration, and transition) shall be reviewed with his or her parent or guardian and the respective public school district of residence as set forth in the child's IEP and in accordance with 34 CFR 300.320.

c) Responsible staff at each facility shall notify the respective public school district of residence immediately, should they become aware of a change in residence or change in guardianship for the student.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 401.240 Staffing Requirements

a) The composition and qualifications of each facility's professional and paraprofessional staff shall be in accordance with the needs and requirements of the students with disabilities placed under Section 14-7.02 of the School Code. Each provider subject to this Part shall employ sufficient professional staff,

including staff having professional expertise and training in the disability-related educational needs of the students served, to meet the ~~applicable~~ requirements of 23 Ill. Adm. Code 226, Subpart I (Personnel), as those requirements are affected by Section 10-21.4a of the School Code ~~[105 ILCS 5/10-21.4a], if applicable,~~ and 23 Ill. Adm. Code 25 (Educator Licensure). A head teacher serving in place of a principal as permitted by Section 10-21.4a of the School Code shall be required to hold a supervisory endorsement. Paraprofessional educators employed by facilities under this Part shall be subject to the requirements of 23 Ill. Adm. Code 25.510 (Endorsement for Paraprofessional Educators). Licenses issued by the Illinois Department of Financial and Professional Regulation (IDFPR) or the licensing agency in the state in which the facility is located, are acceptable credentials. The position title listed on the application shall match the position titles listed in 23 Ill. Adm. Code 226, Subpart I, 23 Ill. Adm. Code 25 and/or the licenses issued by IDFPR or the licensing agency in the state in which the facility is located.

b) A substitute teacher holding a valid professional educator license endorsed for early childhood, elementary, secondary, special K-12, special preschool-age 21~~,~~ or holding a substitute teaching license, shall be employed to replace absent teachers. Only teachers holding educator licensure or teaching approval in special education, as applicable to the students to be taught, shall be used to open new classrooms, begin a school year, or meet the staffing requirements set forth in this Section for purposes of approval of an application for eligibility.

c) Facilities located outside Illinois shall employ personnel who possess the specific qualifications comparable to those issued in Illinois in connection with the positions in question.

d) If the State Superintendent determines that a program has been operated for more than 40 school ~~60 consecutive calendar~~ days in noncompliance with the requirements of this Section, the State Superintendent shall change the provider's approval status accordingly, pursuant to the provisions of Section 401.30.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 401.250 Staff Training

Each provider subject to this Part shall develop and implement ongoing inservice training programs related to the duties of all staff.

a) Each provider shall prepare and keep on file an annual plan for inservice training in areas where improvement is desirable. The provider shall identify these areas based upon an analysis of each program's outcome data and based on student achievement in relation to the goals and objectives of the program~~implementation in relation to the approved application and based upon data illustrating the achievement of the students served in relation to the goals and objectives stated in~~

~~their IEPs and on the State assessments in which they participate~~. Training sessions shall be planned and designed to assist staff members in improving their ability to fulfill their duties as defined in their job descriptions, as necessary to educate the student population served and with specific reference to areas of need identified in the annual plan.

b) As appropriate to the student population served, each provider shall provide specific training to all personnel, including, but not limited to the following:

1) The~~the~~ policy and procedures regarding the maintenance of student privacy and dignity;

2) Disposal~~disposal~~ of hazardous waste materials;

3) Procedures~~procedures~~ for preventing the transmission of blood-borne pathogens;

4) The~~the~~ use of isolated time out or physical restraint, if any, subject to the requirements of 23 Ill. Adm. Code 1.280 (Discipline) and 1.285 (Requirements for the Use of Isolated Time Out and Physical Restraint);

5) Behavioral~~behavioral~~ intervention strategies; and

6) The~~the~~ administration of medication.

c) Each provider shall provide training to all paraprofessionals and individual student aides (noninstructional duties)~~assistants and aides~~ before they assume their duties.

d) Each provider shall maintain accurate, written and dated records of all training provided, as described in Section 401.260~~ of this Part~~.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 401.260 Staff Records

a) A separate, current record shall be maintained for each staff member employed either full-time or part-time who provides direct services or who is directly involved in the development and implementation of instructional and related services for students enrolled under Section 14-7.02 of the School Code. All staff files shall be located at the school~~available on site~~ for inspection by representatives of the State Board of Education and placing public school districts and shall include the following:

1) Individual job descriptions that reflect the duties to be performed and the qualifications required and that are updated as this information changes;

2) Reports of initial physical examinations, records indicating freedom from tuberculosis for staff working with preschool aged students, evidence of compliance with 29 CFR 1910.1030 (July 1, 2016), and reports of ~~such~~ subsequent medical examinations as may be required by the facility;

3) Copies of high school, college, or university transcripts indicating graduation, degrees, or special training or education completed, and/or copies of state certificates, approvals, licenses, or registrations, as applicable to the individual staff member and position;

4) Copies of the following:

A) The~~the~~ results of fingerprint-based criminal history records checks performed pursuant to the Uniform Conviction Information Act [20 ILCS 2635] or, for a facility located in another state, pursuant to that state's uniform conviction information act, and pursuant to the Adam Walsh Child Protection and Safety Act of 2006 (42 USC 16911 et seq.~~P.L. 109-240~~); and

B) The~~the~~ results of checks of the Statewide Sex Offender Database maintained in accordance with Section 115 of the Sex Offender Community Notification Law [730 ILCS 152~~/115~~] or, for a facility located in another state, checks of that state's sex offender database.

5) Records of the transmission for each employee completing the criminal background investigation process will be submitted to each placing public school district currently contracting with the provider and those reports can be reviewed at the facility~~of all criminal background investigation reports to each public school district currently contracting with the provider~~.

6) The results of checks of the Illinois Murderer and Violent Offender Against Youth Registry or the comparable registry for a facility located out of state.

b) Responsible staff at each facility shall maintain a separate file containing a record of all inservice training. This file shall be available for inspection and shall include at least the following:

1) Records of initial orientation and training for new staff members, showing that each received training appropriate to the position held at the site;

2) The agenda of each formal staff training session conducted at the facility, showing the dates and amount of time used;

3) Records of seminars, conferences, lectures, and other training events attended by staff members off the facility's premises;

4) Records of ongoing training offered as a part of the assignment of professional support personnel; and

5) The signatures of the staff members who attended each session or event referred to in subsections (b)(1) through (4) ~~of this Section~~.

c) The training file referred to in subsection (b) ~~of this Section~~ may also contain such similar records as may be required by other state or federal agencies.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 401.270 Student Records

a) A separate student record file shall be maintained for each student served under Section 14-7.02 of the School Code. Files~~Such files~~ shall be maintained in a secured central location on the premises of the facility. Each student's file shall contain the information listed below, or the information shall be made readily accessible for inspection.

1) Documentation of the date of the student's most recent enrollment in the program in question under Section 14-7.02 of the School Code.

2) Copies of the most recent reports that address the domains covered in the student's most recent evaluation, documentation of the IEP Team's determination of the domains that would be included (see 23 Ill. Adm. Code 226.75 (Definitions) and 226.110(Evaluation Procedures)), and a copy of the most recent eligibility determination.

3) Evidence of compliance with 23 Ill. Adm. Code 226.330(d).

4) The student's current IEP developed for the placement in accordance with 23 Ill. Adm. Code 226, Subpart C (The Individualized Education Program (IEP)).

5) Reports of review procedures conducted with respect to the student's progress as specified in Section 401.230(b) ~~of this Part~~, including copies of all progress reports provided to parents and the placing public ~~sending~~ school district.

b) All material in the student record file shall be signed as required, dated, and placed in chronological order for the purpose of inspection and evaluation by representatives of the State Board of Education and the public school district of the student's residence.

c) The record of a student enrolled in a program at a facility subject to this Part pursuant to Section 14-7.02 of the School Code shall be the property of the student's public school district of residence and shall be subject to the policies and procedures established by that public school district to govern school student records and to the provisions of the Illinois School Student Records Act [105 ILCS 10] regarding confidentiality of thosesuch records.

d) When a student is no longer served in a facility under this Part for any reason, and regardless of any monetary amount due to the provider from the public school district that placed the student, all the student's records shall be returned or provided to the district within 20 school30 calendar days, and staff of the facility shall maintain a record of having returned them. The records to be returned include, but are not limited to the following:

1) The temporary public school records that were provided by the district at the time of the student's placement.

2) Other records of an academic or instructional nature that have accumulated during the student's enrollment at the nonpublic facility, including the following:

A) Records of behavior management plans; and

B) Records of all psychological and social work and any therapeutic tests related to goals and objectives included in the student's IEP.

3) A transcript of any academic credits earned while the student was served at the facility.

4) Records of the student's attendance while served at the facility.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 401.280 Fiscal Provisions

a) Tuition charged to a public school district by a provider for the term specified in an individual student's State Board of Education 19-83 Nonpublic Facility Placement Contractplacement agreement shall not exceed the allowable costs approved pursuant to 89 Ill. Adm. Code 900 (Illinois Purchased Care Review Board)Section 14-7.02 of the School Code.

b) A status of "Nonapproved" shall be assigned to any program whose provider has not accepted the rate set by the Illinois Purchased Care Review Boardallowable costs approved pursuant to 89 Ill. Adm. Code 900Section 14-7.02 of the School Code within 60 days after their approval or within 60 days after approval of the

application for eligibility by the State Board of Education, whichever occurs later.

c) The tuition charge for all students with disabilities who, pursuant to the IEP, are served in a facility less than full-time shall be prorated according to the percentage of the time the students are actually served in the program.

d) Providers shall not engage in the following conduct:

1) Pre-bill public school districts;

2) Bill public school districts for services until after those services have actually been provided; and

3) Charge~~Providers shall not charge~~ parents for special education, related services~~,~~ or room and board, as outlined in the IEP~~, provided to students placed by Illinois public school districts~~.

e) Nothing in this Part shall be construed as prohibiting a provider from contracting with any local public school district for individual student services, transportation, diagnosis and evaluation, or other services that are not included in the determination of allowable costs set by the Illinois Purchased Care Review Board.

1) Contracts for any ~~such~~ services shall~~must~~ be separate from individual placement agreements.

2) All costs and revenues resulting from ~~such~~ contracts shall be included in the facility's rate calculations under Section 14-7.02 of the School Code.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 13, 2017

TO: **Illinois State Board of Education**

FROM: **Tony Smith, Ph.D., State Superintendent of Education**
Libi Gil, Ph.D., Chief Education Officer

Agenda Topic: **Release Migrant Education Program Request for Proposals**

***Materials*: None**

***Staff Contact(s)*: Jason Helfer, Ph.D., Deputy Superintendent for Teaching and Learning**
Marci Johnson, Director of Teaching and Learning

Purpose of Agenda Item

The Division of English Language Learning requests the Board to authorize the State Superintendent to issue a Request for Proposals (RFP) and award a contract to successful offeror/s to provide supplemental educational services to migrant children and youth.

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

This proposal will address the following goals:

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

- 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

ISBE receives funding under Title I, Part C of the Elementary and Secondary Education Act for the Education of Migratory Children. The purpose of this program is to identify migrant children and provide them with supplemental educational services that address barriers to learning related to mobility and to ensure that these students meet the state learning standards, with an emphasis on reading and mathematics. Eligible individuals include migrant students through the age of 21 who have not graduated from high school and/or have moved on their own as migratory workers or with a parent, spouse, or guardian who is a migratory worker. Trained recruiters identify eligible migrant children and youth and document their eligibility on a Certificate of Eligibility.

Migrant Education Program (MEP) funds are distributed to support local projects in communities with documented migrant populations. Migrant program services are guided by a state needs assessment and service delivery plan that includes service areas, strategies (e.g., instructional approaches, such as home-based instruction or center-based instruction, early literacy opportunities for 3-5-year-old migrant children, ways for parents to support their child's

learning), and performance outcomes (e.g., gains in learning as evidenced through assessments from services provided in summer programming).

More specifically, instructional services are designed to address the educational needs of the identified population ranging from school readiness for preschool-age children to elementary, middle, and high school academic support to individualized instruction in English as a Second Language, life skills, and High School Equivalency preparation for out-of-school youth. Most services are provided during the summer months when the majority of migrant families are present in the state. Projects typically incorporate recruiting, supplemental instruction, parent education, and ancillary services. In past years, a health service provider has offered dental screenings on site for students enrolled in summer programs. These projects provide somewhat limited services that supplement existing programs because migrant students often enroll in school and participate in district programs during the regular school year. During the regular school year, migrant students enroll in school and participate in district programs so migrant projects provide more limited services to supplement existing programs.

In fiscal year 2016, $1,267,471 was awarded. ISBE awarded a total of $1,218,125 to nine grantees, including school districts, not-for-profit organizations, a community college, and a public university, in FY 2017. Seven grantees offered summer programs and seven offered regular year programs, some covering multiple districts and communities. Please see Table 1 for the numbers of children/youth recruited and served in FY 2016 and FY 2017.

Table 1: Recruited and served students

Children/youth ages 3-21 identified

	FY16	FY17
# Recruited/identified	1266	1284
Summer	583	731
Served during year(summer and regular)	690	811

Financial Background

Grants will be awarded through a competitive process for the term of April 15, 2017 – June 30, 2018. Awards will be renewed for up to two subsequent years depending on availability of funding, the number of migrant children/youth, number of priority for service migrant children/youth, needs of the identified population, availability of other funding for services, and satisfactory progress in the preceding grant period. Funding for the first grant period will not exceed $1.4 million.

The funding for the proposed 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	$	$		$	$1,000,000	**$1,000,000**
FY19	$	$		$	$ 1,400,000	**$1,400,000**
FY20	$	$		$	$ 1,400,000	**$1,400,000**
Total	$	$				**$3,800,000**

Business Enterprise Program (BEP)
This Request for Proposals will not have a BEP goal because it is a grant.

Analysis and Implications for Policy, Budget, Legislative Action, and Communications
Policy Implications: Migrant children and youth will be identified throughout the state and supplemental education services will address their unique needs to assist them to meet state academic standards and graduate from high school ready for college and career.
Budget Implications: The Title I, Part C Migrant Education allocation to the state will be used to fund the grants. Grants for the first funding period (April 15, 2017 – June 30, 2018) will not exceed $1.4 million.
Legislative Action: None.
Communication: None.

Pros and Cons of Various Actions
Pros: Funding supplemental migrant educational services will support migrant children and youth to overcome barriers to school achievement due to multiple moves and disrupted education.
Cons: None.

Superintendent's Recommendation
I recommend that the following motion be adopted:

> The State Board hereby authorizes the State Superintendent to issue a Request for Proposal for the purpose of funding Migrant Education Program services.

Next Steps
Upon Board authorization, agency staff will issue a Request for Proposal. After all proposals are evaluated, staff will award to the successful offeror/s.

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 13, 2017

TO: **Illinois State Board of Education**

FROM: **Tony Smith, Ph.D., State Superintendent of Education**
Libi Gil, Ph.D. Chief Education Officer

Agenda Topic: **Release of Migrant Education Coordination RFSP**

***Materials*:** **None**

***Staff Contact(s)*: Jason Helfer, Ph.D., Deputy Superintendent for Teaching and Learning**
Marci Johnson, Director, Teaching and Learning

Purpose of Agenda Item

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to release a Request for Sealed Proposals (RFSP) and award to the successful offeror to provide migrant recruiting, inter-state coordination, needs assessment, student records transfer, parent involvement, technical assistance, and professional development for the Migrant Education Program (MEP) in Illinois. The total award over a five-year period will not exceed $2.36 million.

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

The successful contractor will address these goals:

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

- 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

ISBE receives funding under Title I, Part C of the Elementary and Secondary Education Act for MEP. This funding is used to identify migrant children and provide them with supplemental educational services that address barriers to learning related to mobility and to ensure that these students meet the state learning standards, with an emphasis on reading and mathematics. Eligible individuals include migrant children through the age of 21 who have not graduated from high school and/or have moved on their own as migratory workers or with a parent, spouse, or guardian who is a migratory worker. MEP funds in Illinois are distributed to local projects in communities with documented migrant populations. Most services are provided during the summer months when the majority of migrant families are present in the state. To effectively implement MEP and meet the requirements of Title I, Part C, ISBE implements

statewide and inter-state coordination activities to address the needs of migrant children, such as:

- Instruction and materials that are appropriate for a program in which students enter and leave at different times.
- Coordination with home district in another state (or in Illinois) to facilitate completion of graduation requirements and credit accrual.
- Credit accrual options that are portable and can be completed during the summer.

- Access to screening for dental, health, and vision as well as school physicals.
- Resources to meet basic needs, such as nutrition, clothing, and transportation.

The Illinois Migrant Council has provided statewide migrant program coordination services under a contract with the agency since 2014, when it was selected through a competitive bidding process.
This contract ends on August 31, 2018. The agency is requesting permission to issue an RFSP to select a contractor for coordination of the migrant program beginning September 1, 2018.

The successful contractor will implement the following tasks:
1) Coordinating the identification and recruitment of all migrant children following federal guidelines for eligibility determination and implementing recruiter training and quality control procedures;
2) Collecting individual migrant student data that is uploaded onto a federal database to facilitate inter-state coordination and student records transfer;
3) Maintaining an updated comprehensive needs assessment and service delivery plan to guide program development and a state plan for migrant program services;
4) Participating in inter-state coordination efforts, including multi-state consortia;
5) Involving migrant parents in their children's education; and
6) Providing professional development, technical assistance, and support to local MEP projects.

Financial Background
The contract will be awarded through a competitive bid for a three-year term from September 1, 2018, (or upon execution, whichever is later) through August 31, 2021. There will be one possible two-year renewal contingent upon a sufficient appropriation for the program and the satisfactory performance of the contractor in the preceding contract year. The Title I Part C – Migrant Education Federal Grant will fund this contract.

The funding for the proposed 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
FY19					$ 491,666	**$ 491,6676**
FY20					$ 590,000	**$ 590,000**
FY21					$ 590,000	**$ 590,000**
FY22					$ 590,000	**$ 590,000**
FY23					$ 98,334	**$ 98,334**
Total						**$ 2,360,000**

Business Enterprise Program (BEP)
The solicitation will have a 20 percent BEP goal.

Analysis and Implications for Policy, Budget, Legislative Action, and Communications
Policy Implications: The efforts of the successful contractor will provide the resources the Illinois State Board of Education needs to meet the requirements of the federal MEP and conduct statewide activities that improve education opportunities for highly mobile, at-risk migrant children and youth.
Budget Implications: The contract will be funded with federal Title I Part C – Migrant Education Federal Grant funds.
Legislative Action: None.
Communication: None.

Pros and Cons of Various Actions
Pros: Selecting a contractor to coordinate the Migrant Education Program will allow the agency to effectively address the needs of migrant students in the state and to carry out the activities required under federal guidelines. The contract will be funded through federal Title I Part C – Migrant Education Federal Grant funds.
Cons: None.

Superintendent's Recommendation
I recommend that the following motion be adopted:

> The State Board hereby authorizes the State Superintendent to release a Request for Sealed Proposals and award a contract for the purpose of coordination of the statewide migrant education program for a maximum amount not to exceed $2.36 million for the sum of the initial three-year term and one possible two-year renewal.

Next Steps
Upon Board authorization, agency procurement staff will present the RFSP to the Chief Procurement Office (CPO) for review and publication. Upon approval from the CPO, agency staff will release an RFSP in accordance with the approved motion. After all proposals are evaluated, agency staff will award to the successful offeror.

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 13, 2017

TO: **Illinois State Board of Education**

FROM: **Tony Smith, Ph.D., State Superintendent of Education**
Libi Gil, Ph.D., Chief Education Officer

Agenda Topic: **Advanced Placement Test Fee Program**

***Materials*:** **None**

***Staff Contact(s)*: Jason Helfer, Ph.D., Deputy Superintendent for Teaching and Learning**
Marci Johnson, Director, Teaching and Learning
Angelique Hamilton, Division Supervisor, College and Career Readiness

Purpose of Agenda Item

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to award the College Board a sole-source contract whereby school districts will receive reimbursement for Advanced Placement (AP) test fees for low-income students. The College Board will contract with the state for services that exceed $1 million in total over the term of the contract. The total federal award for a one-year period will not exceed $2.1 million.

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

The proposal relates to the Board's goal that:

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

- Ninety percent or more of students graduate from high school ready for college and career.

Expected Outcome(s) of Agenda Item

It is expected the Board will authorize the State Superintendent to approve a contract for fiscal year 2018 with the College Board not to exceed $2.1 million for Advanced Placement test fee reimbursement services.

Background Information

Advanced Placement Test Fee Program funding will enable ISBE to continue the significant achievement realized since it first implemented an Advanced Placement Test Fee Program in 1999. In May 2000, 3,822 fee reimbursements were requested; in May 2015, 49,413 AP test fee reimbursements were provided to students in Illinois; and in May 2017, 51,276 test fee reimbursements were requested. The number of students taking AP courses and exams continues to increase as a result of the state's efforts and funding of this program. Moreover, participation of Illinois in the Equal Opportunity Schools initiative and the Lead Higher initiative to increase access to AP coursework is a significant step toward improving educational opportunities and increasing student achievement. ISBE will continue to use funds to support AP test fee reimbursement to extend the systematic increase in the participation of low-income individuals in taking AP exams. As a result, this one-year funding request totals $2.1 million for

2018 AP test fee reductions for low-income students. The cost of the test will be $94 in FY 2018. Students will pay $15 to take the test. This funding will cover the difference in the cost. A sole-source contract is appropriate in this instance insofar as College Board is the only organization that develops AP exams.

Financial Background

Direct federal funds to support the Advanced Placement Test Fee Program concluded in FY 2016. ISBE entered into a grant agreement with the College Board in FY 2017 to cover the AP test fees for low-income students. ISBE will continue to support the program with Title I Part A reallocation funds in FY 2018.

ISBE will award the College Board up to and not exceed $2.1 million in FY 2018 through a sole-source contract.

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
FY15					**$1,612,349**
FY16					**$2,639,006**
FY17					**$1,948,488**
FY18		$2,100,000			**$2,100,000**
Total		$2,100,000			**$8,299,843**

Business Enterprise Program (BEP)

N/A

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

Policy Implications: Approval of the contract agreement will allow low-income students to continue to pay a reduced fee to take Advanced Placement exams.
Budget Implications: Title I Part A reallocation funds currently support this effort.
Legislative Action: None required.
Communication: None required.

Pros and Cons of Various Actions

State Board approval allows the sole-source contract agreement to be executed in a timely manner so that funds can be reimbursed for exams taken by low-income students during FY 2018.

Superintendent's Recommendation

I recommend the following motion be adopted:

> The State Board of Education hereby authorizes the State Superintendent to enter into a sole- source contract agreement with the College Board in the amount of $2.1 million for the reimbursement of test fees for Advanced Placement exams.
>
> The contract agreement effective date is March 1, 2018, to December 1, 2018, executed for nine months for a maximum total not to exceed $2.1 million.

Next Steps

Upon Board authorization, agency staff will enter into a sole-source contract agreement with the College Board for AP test fee reimbursement for low-income students.

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 13, 2017

TO: **Illinois State Board of Education**

FROM: **Tony Smith, Ph.D., State Superintendent of Education**
Karen Corken, First Deputy Superintendent
Libi Gil, Ph.D., Chief Education Officer

Agenda Topic: **Approval of the Release of the Fiscal Year 2019 Broadband Expansion RFP**

Staff Contact(s): Mary Reynolds, Executive Director, Innovation & Secondary Transformation

Purpose of Agenda Item

Authorize the release of a Request for Proposals (RFP) that will provide districts with reimbursement of special construction costs for E-rate eligible entities to capture matching federal funding that will enable expansion of educational opportunities and student achievement in FY 2019.

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

This proposal supports 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.

Expected Outcome(s) of Agenda Item

It is expected the Board will authorize the State Superintendent to release an RFP for district broadband expansion in FY 2019 for $6.3 million. This amount will be included in the FY 2019 budget request that will be considered by the Board in January 2018.

Background Information

Fiber is the only technology that can affordably deliver fast network speeds to most schools today and scale cost-effectively for growing bandwidth needs in the future, yet schools across the state are making do with low-bandwidth connections.

E-rate modernization has created an unprecedented opportunity for states to assist schools that need fiber construction, but this window is only open through 2018. As part of the E-rate modernization in 2014, the Federal Communications Commission (FCC) established a state matching fund provision to ensure that all schools and libraries can access high-speed

broadband. This program invests in capital, targeting one-time fiber construction costs that are often too high for many districts and service providers. The FCC will match up to 10 percent of the total construction cost, dollar for dollar. Eighteen states, among them New Mexico, Texas, Oklahoma, Massachusetts, and Florida, are already working to take advantage of this new rule and matching funds.

In January 2017, the Board included in its FY 2018 budget request a new fund of $5 million to create a state match that would provide a competitive program for eligible districts for special construction costs of expanded broadband capabilities. At that time, EducationSuperHighway provided estimates of need over a two-year period of $13 million. An RFP was released in January 2017, and 13 districts applied. No state appropriation was provided for this program in FY 2018.

Staff at EducationSuperHighway now estimate the need at $6.3 million for the state match fund in FY 2019 to ensure equitable access to high-speed broadband for all students across the state. This amount is expected to cover the state share for the estimated 106 districts that lack fiber to at least one building.

This RFP needs to be released in order to provide sufficient time for districts to complete FCC Form 470 by the anticipated deadline of March 2018. Districts must also provide subsequent documentation of eligibility for the federal match, pending state appropriations, in their FCC Form 471. This timing will allow for adequate time for districts to submit proposals through a competitive grant process and ensure access to matching federal funds, pending state appropriations for this purpose.

Financial Background
It is expected that no more than $6.3 million will be required to fund the state portion of the estimated 106 districts in need of broadband expansion.

Analysis and Implications for Policy, Budget, Legislative Action, and Communications
Policy Implications: Expansion of broadband capacity will expand opportunities for learning.
Budget Implications: Release of the RFP will create an opportunity for eligible districts to access funding for special construction costs and federal matching funds.
Legislative Action: Dedicated state appropriations are needed to access the federal match.
Communication: None.

Pros and Cons of Various Actions
Pros: Authorization to release the RFP will create opportunities to invest in capital, targeting one-time fiber construction costs that are often too high for many districts and service providers.
Cons: If this RFP isn't released at this time, it will reduce the time districts have to apply for federal E-rate funding to access federal matching funds.

Superintendent's Recommendation
I recommend that the following motion be adopted:

> The State Board of Education hereby authorizes the State Superintendent to release the RFP for Fiscal Year 2019 Broadband Expansion in the amount of $6.3 million.

Next Steps
Upon Board authorization, agency staff will release the RFP for broadband expansion and notify districts of the opportunity.

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 13, 2017

TO: **Illinois State Board of Education**

FROM: **Tony Smith, Ph.D., State Superintendent of Education**
Melissa Oller, Chief Operating and Professional Capital Officer

Agenda Topic: **Request for Sealed Proposal (RFSP) – ISBE Student Information System (SIS) Information Technology Support**

***Materials*: None**

***Staff Contact(s)*: John Shake, Acting Division Administrator of Information Technology**

Purpose of Agenda Item
The Information Technology Division requests the Board to authorize the State Superintendent to release an RFSP and award a contract to the successful offeror/s to acquire the services of one project manager, one business analyst, two data analysts and two programmer analysts to assist in the development and maintenance of extant and future data systems as they pertain to the collection and organization of the state's Student Information System (SIS). The total award over a five-year period will not exceed $5.95 million.

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts
The contractors will provide critical support to ISBE by adding the data elements necessary to answer policy questions identified by ISBE to existing data systems and will provide a more complete picture of K-12 student progress in Illinois. Accordingly, it is expected that the scope of work provided in this RFSP will support 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.
- Every school offers a safe and healthy learning environment for all students.

Background Information
SIS provides state and federal education entities, the education community, and the public with timely and accurate data collection and reporting for students, schools, school districts, and the State of Illinois. It also provides secure and appropriate access for applications such as student record inquiry, retrieval, and transfer. This system serves as the vehicle to collect student-related information electronically from school districts.

The collection of individual student records increases the state's capacity to follow a student's progress over time and to conduct longitudinal studies. The use of this data assists educational leaders in making better data-driven decisions regarding policies; potentially reduces the amount of data collected from school districts and schools; improves the quality of information gathered from local sources; and enhances the use of state-level data by local school districts to plan and implement educational services and programs

The contractors will collaborate with other project teams in support of SIS. These applications include, but are not limited to:

- SIS,
- Illinois Longitudinal Data System (ILDS),
- Entity Profile System (EPS), and
- Electronic Grant Management Systems (eGMS).

The project team will maintain a project plan that includes clearly defined objectives, tasks, and timelines. The contractors will be required to provide weekly status reports and to schedule weekly project status meetings. The project team's progress and accomplishments will be continually measured/evaluated by ISBE management against the expectations to ensure that each member is performing efficiently.

Financial Background

The initial term of the contract will begin upon execution and extend through June 30, 2021. There will be one possible two-year renewal contingent upon a sufficient appropriation and satisfactory contractor performance in each preceding contract year. The estimated contract total costs, including renewals, will not exceed $5.95 million. The RFSP will be initially funded with state and federal funds.

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
FY19				$640,000.00	$550,000.00	**$1,190,000.00**
FY20				$640,000.00	$550,000.00	**$1,190,000.00**
FY21				$640,000.00	$550,000.00	**$1,190,000.00**
FY22				$640,000.00	$550,000.00	**$1,190,000.00**
FY23				$640,000.00	$550,000.00	**$1,190,000.00**
Total				**$3,200,000.000**	**$2,750,000.00**	**$5,950,000.00**

Business Enterprise Program (BEP)
There will be a 20 percent Business Enterprise Program (BEP) goal placed on the solicitation. The BEP estimated projections are illustrated in the table below.

	BEP Goal Percentage	BEP Goal Amount
FY19	20%	$238,000.00
FY20	20%	$238,000.00
FY21	20%	$238,000.00
FY22	20%	$238,000.00
FY23	20%	$238,000.00

Analysis and Implications for Policy, Budget, Legislative Action, and Communications
Policy Implications: None.
Budget Implications: The contract will be funded with various state and federal funds.
Legislative Action: None.
Communication: None.

Pros and Cons of Various Actions
Approval of the RFSP will allow the SIS effort to continue to operate, expand its capabilities, and provide knowledgeable and professional assistance to districts and schools.

Superintendent's Recommendation
I recommend that the following motion be adopted:

> The State Board of Education hereby authorizes the State Superintendent to release an RFSP and award a contract to the successful offeror/s to procure the services of one project manager, one business analyst, two data analysts, and two programmer analysts to assist in the development and maintenance of extant and future data systems as they pertain to the collection and organization of the ISBE Student Information System. The initial term of each contract will begin upon execution and extend through June 30, 2021. There will be one possible two-year renewal contingent upon a sufficient appropriation and satisfactory contractor performance in each preceding contract year. The estimated contract total costs, including renewal, will not exceed $5.95 million.

Next Steps
Upon Board authorization, Agency procurement staff will present the RFSP to the Chief Procurement Office (CPO) for review and publication. Upon approval from the CPO, agency staff will release an RFSP in accordance with the approved motion. After all proposals are evaluated, agency staff will award to the successful offeror/s.

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 13, 2017

TO: **Illinois State Board of Education**

FROM: **Tony Smith, Ph.D., State Superintendent of Education**
Melissa Oller, Chief Operating and Professional Capital Officer

Agenda Topic: **Request for Sealed Proposal (RFSP) – Grant Accountability and Transparency Act (GATA) Information Technology (IT) Support**

***Materials*: None**

***Staff Contact(s)*: John Shake, Acting Division Administrator of Information Technology**

Purpose of Agenda Item

The Information Technology Division requests the Board to authorize the State Superintendent to release an RFSP and award a contract to the successful offeror/s to acquire the services of one business analyst and one programmer analyst to assist in the development and maintenance of extant and future data systems as they pertain to the collection and organization of the state's Periodic Performance Reporting System. The total award over a five-year contract period will not exceed $1.8 million.

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

The contractors will provide critical support to ISBE by continuing to enhance grant management capabilities and automate data exchanges between ISBE and the Governor's Office of Management and Budget GATA system. Accordingly, it is expected that the scope of work provided in this RFSP will support 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.
- Every school offers a safe and healthy learning environment for all students.

Background Information

The federal Uniform Guidance at 2 CFR 200.328 requires that grantor agencies monitor grantee performance through the review of periodic performance reports. Section 200.331 also requires that pass-through entities monitor the performance of sub-grantees. The Grant Accountability and Transparency Act (GATA) 30 ILCS 708/ adopts the federal regulations for all state-funded grants as well. The reports serve as a tool for program management to identify underperforming grantees that might need support and technical assistance as well as allowing the identification of highly successful programs that may provide best practices models.

The contractors will collaborate with other project teams in support of the ISBE Periodic Performance Reporting System. These applications include, but are not limited to:

- Electronic Grant Management Systems (eGMS),
- Financial Reimbursement Information System (FRIS),
- Management Information Database Accounting System (MIDAS),
- Entity Profile System (EPS), and
- Illinois Longitudinal Data System (ILDS).

The project team will maintain a project plan that includes clearly defined objectives, tasks, and timelines. The contractors will be required to provide weekly status reports and to schedule weekly project status meetings. The project team's progress and accomplishments will be continually measured/evaluated by ISBE management against the expectations to ensure that each member is performing efficiently.

Financial Background

The initial term of the contract will begin upon execution and extend through June 30, 2021. There will be one possible two-year renewal contingent upon a sufficient appropriation and satisfactory contractor performance in the preceding contract year. The estimated contract total costs, including renewals, will not exceed $1.8 million. The RFSP will be funded with state funds.

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
FY19				$360,000.00		$360,000.00
FY20				$360,000.00		$360,000.00
FY21				$360,000.00		$360,000.00
FY22				$360,000.00		$360,000.00
FY23				$360,000.00		$360,000.00
Total				**$1,800,000.00**		**$1,800,000.00**

Business Enterprise Program (BEP)

N/A – This procurement will be designated to the Small Business Set Aside Program.

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

Policy Implications: None.
Budget Implications: The contract will be funded with General Revenue Funds.
Legislative Action: None.
Communication: None.

Pros and Cons of Various Actions

Approval of the RFSP will allow the ISBE Periodic Performance Reporting System effort to continue to operate and expand its capabilities to provide grants management and professional assistance to districts and schools.

Superintendent's Recommendation

I recommend that the following motion be adopted:

> The State Board of Education hereby authorizes the State Superintendent to release an RFSP and award a contract to the successful offeror/s to procure the services of one business analyst and one programmer analyst to assist in the development and maintenance of extant and future data systems as they pertain to the collection and organization of the ISBE Periodic Performance Reporting System. The initial term of each contract will begin upon contract execution and extend through June 30, 2021. There will be one possible two-year renewal contingent upon a sufficient appropriation and satisfactory contractor performance in the preceding contract year. The estimated contract total costs, including renewals, will not exceed $1.8 million.

Next Steps

Upon Board authorization, agency procurement staff will present the RFSP to the Chief Procurement Office (CPO) for review and publication. Upon approval from the CPO, agency staff will release an RFSP in accordance with the approved motion. After all proposals are evaluated, agency staff will award to the successful offeror/s.

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 13, 2017

TO: **Illinois State Board of Education**

FROM: **Tony Smith, Ph.D., State Superintendent of Education**
Karen Corken, First Deputy Superintendent

Agenda Topic: **Draft 2017 State Board of Education Annual Report**

***Materials*:** **Draft 2017 State Board of Education Annual Report (Under Separate Cover)**

***Staff Contact(s)*:** **Jackie Rodgers, Chief Communications and Partnerships Officer**

Purpose of Agenda Item
The Board will review and is expected to approve the Draft 2017 State Board of Education Annual Report.

Relationship to/Implications for the State Board's Strategic Plan
The data included in the Draft 2017 Annual Report provides information pertaining to all aspects of the Strategic Plan.

Expected Outcome(s) of Agenda Item
Approval of the Draft 2017 Annual Report.

Background Information
The Illinois State Board of Education is required to provide a report annually to the Governor and General Assembly with specific data. The Draft 2017 Annual Report includes reports on the following topics: Demographic, Financial, and Statistical Data; State, Federal, and Local Resources; Schools and Districts; Students; Student Performance; Educators; Special Education; and Categorical Grants.

Additional data will be added when available after the first of the year.

Analysis and Implications for Policy, Budget, Legislative Action and Communications
Policy Implications: None
Budget Implications: None
Legislative Action: None
Communication: Report to be filed with the Governor and Illinois General Assembly on or before Jan. 14, 2018.

Superintendent's Recommendation
I recommend that the following motion be adopted:

The Illinois State Board of Education hereby approves the Draft 2017 Annual Report.

Next Steps
The approved 2017 Annual Report will be submitted to the Governor and the General Assembly on or before Jan. 14, 2018.

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 13, 2017

TO: **Illinois State Board of Education**

FROM: **Tony Smith, Ph.D., State Superintendent of Education**
Libi Gil, Ph.D., Chief Education Officer
Stephanie Jones, General Counsel

***Agenda Topic*: Illinois Charter School Commission Appointments**

***Materials*: Governor's Office Recommendations**

***Staff Contact(s)*: Claudia Quezada, Executive Director, Innovation Systems Support**

Purpose of Agenda Item
The Innovation Systems Support Division requests that the Board approve the Governor's recommendations for candidates to be appointed to the Illinois Charter School Commission (Commission).

Relationship to/Implications for the State Board's Strategic Plan
The Commission is responsible for authorizing high-quality charter schools throughout Illinois, particularly schools designed to expand opportunities for at-risk students. The Commission is empowered to consider the appeals of proposals that have been denied and charter agreements that have been revoked or not renewed by a local school board; approve quality charter school applications and deny weak or inadequate applications; monitor the performance and legal compliance of charter schools authorized by the Commission; and determine whether each charter school authorized by the Commission merits renewal, nonrenewal, or revocation. The performance of these responsibilities directly relates to all of the State Board of Education's strategic goals.

Expected Outcome(s) of Agenda Item
The Board will reappoint David Feinberg, CEO/president of Charter School Support Services, to the Commission for a full term.
The Board will reappoint DeRonda Williams, president of DGW Consulting Group, to the Commission for third term.
The Board will appoint Melissa Connelly, chief program officer of OneGoal, to the Commission for an initial term.

Background Information
Members of the Commission must collectively possess strong experience and expertise in public and nonprofit governance, management, and finance; public school leadership; higher education; assessments; curriculum and instruction; and public education law. In addition, all members of the Commission must have a demonstrated understanding of and a commitment to public education, including, without limitation, charter schools. At least three members must have past experience with urban charter schools.

Mr. Feinberg was appointed and approved in August 2016 to fill the remaining term of a commissioner who had resigned. That term expired October 31, 2017.

Ms. Williams was reappointed and approved in October 2013 for a second term on the Commission. That term expired October 31, 2017.

Ms. Connelly has been recommended by the Governor to fill the vacancy created by the term expiration of current Commissioner Kathryn Robbins.

When a vacancy occurs due to term expiration, resignation, or other cause, the Charter Schools Law requires the State Board of Education to appoint a member based on the recommendation of the Governor. The Governor has recommended reappointing Mr. Feinberg and Ms. Williams and appointing Ms. Connelly, and the necessary documents related to his recommendation are before you.

Financial Background
N/A

Business Enterprise Program (BEP)
N/A

Analysis and Implications for Policy, Budget, Legislative Action, and Communications
Policy Implications: The approval of this recommendation will allow continued operation of the full Illinois Charter School Commission Board.
Budget Implications: N/A
Legislative Action: N/A
Communication: N/A

Pros and Cons of Various Actions
Pros: The State Board of Education is required by law to appoint members to the Commission whenever a vacancy exists (whether by resignation, term expiration, or other cause). Once these appointments are approved, the Commission will be capable of carrying out its public functions.
Cons: None known.

Superintendent's Recommendation
I recommend that the following motion be adopted:

> Pursuant to Article 27A-7.5(c) and 7.5(d), the State Board hereby approves the following recommended appointments to the State Charter School Commission:
>
> David Feinberg
> DeRonda Williams
> Melissa Connelly

Next Steps
Upon Board authorization, agency staff will notify the candidates about the action taken by the State Board of Education. In addition, the State Board of Education website will be appropriately updated.

STATE OF ILLINOIS
OFFICE OF THE GOVERNOR
CAPITOL BUILDING, 207 STATE HOUSE
SPRINGFIELD, ILLINOIS 62706

BRUCE RAUNER
GOVERNOR

November 9, 2017

Rev. James Meeks
Chair, Illinois State Board of Education
100 N. 1st Street
Springfield, IL 62777

Re: Nomination of Candidate for the State Charter School Commission

Dear Chairman Meeks:

Pursuant to 105 ILCS 5127A-7.5, I hereby nominate the below individual for consideration by the State Board of Education for reappointment to the State Charter School Commission.

I believe the individual below will serve the state well.

David Feinberg
Charter School Support Services
[redacted]

Sincerely,

Governor

STATE OF ILLINOIS
OFFICE OF THE GOVERNOR
CAPITOL BUILDING, 207 STATE HOUSE
SPRINGFIELD, ILLINOIS 62706

BRUCE RAUNER
GOVERNOR

December 4, 2017

Rev. James Meeks
Chair, Illinois State Board of Education
100 N. 1st Street
Springfield, IL 62777

Re: Nomination of Candidates for the State Charter School Commission

Dear Chairman Meeks:

Pursuant to 105 ILCS 5127A-7.5, I hereby nominate the below individual for consideration by the State Board of Education for appointment to the State Charter School Commission.

I believe the individual below will serve the state well.

Melissa Connelly
OneGoal
[redacted]

Sincerely,

Governor

STATE OF ILLINOIS
OFFICE OF THE GOVERNOR
CAPITOL BUILDING, 207 STATE HOUSE
SPRINGFIELD, ILLINOIS 62706

BRUCE RAUNER
GOVERNOR

December 4, 2017

Rev. James Meeks
Chair, Illinois State Board of Education
100 N. 1st Street
Springfield, IL 62777

Re: Nomination of Candidate for the State Charter School Commission

Dear Chairman Meeks:

Pursuant to 105 ILCS 5127A-7.5, I hereby nominate the below individual for consideration by the State Board of Education for reappointment to the State Charter School Commission.

I believe the individual below will serve the state well.

DeRonda Williams
DGW Consulting Group
[redacted]

Sincerely,

Governor

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 13, 2017

TO: **Illinois State Board of Education**

FROM: **Tony Smith, Ph.D., State Superintendent of Education**
Libi Gil, Ph.D., Chief Education Officer

Agenda Topic: **Cut Score Recommendations for Redeveloped Licensure Tests: Agricultural Education (215), Early Childhood Education (206), Health Education (211), Reading Specialist (221), School Psychologist (237), Superintendent (225), Technology Education (219)**

***Materials*: None**

***Staff Contact(s)*: Jason Helfer, Ph.D., Deputy Superintendent for Teaching and Learning**
Emily Fox, Division Administrator, Educator Effectiveness

Purpose of Agenda Item

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to approve the panel cut score recommendations for the following redeveloped licensure tests: Agriculture Education, Early Childhood Education, Health Education, Reading Specialist, School Psychologist, Superintendent, and Technology Education.

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

Every child in each public school system in the state of Illinois deserves to attend a system wherein…

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

Background Information

ISBE has contracted with Evaluation Systems of Pearson to develop and administer the Illinois Licensure Testing System (ILTS) program. Evaluation Systems of Pearson will work with ISBE during the 2016–18 test administration years to update a portion of 23 ILTS exams in endorsement areas. New development of the tests in the ILTS program ensure alignment to relevant standards. The last major redevelopment of tests in the ILTS program occurred between 2001-05. ISBE requested content-specific pedagogy and reading literacy in the content areas be added to the ILTS tests, where applicable.

Phase I of this work was the elementary program redesign and test development. ISBE approved cut scores for the elementary exam on June 16, 2016. Phase II was the development and approval of four middle grades licensure exams. These cut scores were approved at the Illinois State Board of Education meeting on April 13, 2017.

At the December 1, 2017 State Educator Preparation and Licensure Board (SEPLB) meeting, members recommended cut scores One Standard Error of Measurement below (-1 SEM) the panel-recommended cut scores for the following exams: Agriculture Education, Early Childhood Education, Health Education, Reading Specialist, School Psychologist, Superintendent, and Technology Education. The rationale for this recommendation was that these are new licensure

exams and in order to collect data on the appropriateness of the cut scores, institutions should have a year in which their candidates can complete the exams. In the past, ISBE has approved the panel recommended scores for all licensure tests, with one exception. In this instance, Pearson, after a panel had recommended a cut score, suggested that ISBE use a cut score one standard error of measurement lower than the recommendation as the program in question was new in Illinois.[1] None of the aforementioned exams are for new programs.

The ISBE-approved cut scores will be implemented for these tests when they become operational on January 22, 2018. The timeline for the updating of exams is provided in Table 1.

Table 1:
Illinois Licensure Testing System (ILTS) Test Redevelopment Timeline

PHASE III		
GROUP 1	GROUP 2	GROUP 3
Implementation date: 1/22/18	*Implementation date: 5/14/18*	*Implementation date: 9/4/18*
Agricultural Education	Foreign Language: French	English Language Arts
Early Childhood Education	Foreign Language: Hebrew	Math
Health Education	Foreign Language: German	School Nurse
Reading Specialist	Foreign Language: Japanese	Social Science: Economics
Superintendent	Foreign Language: Spanish	Social Science: Geography
School Psychologist	Music	Social Science: History
Technology Education		Social Science: Political Science
		Social Science: Psychology
		Social Science: Sociology and Anthropology

PHASE IV	
GROUP 4	GROUP 5
Tentative implementation date for non-language fields: 6/10/19, language fields: 9/3/19	*Tentative implementation date for non-language fields: 6/10/19*
Foreign Language: Italian	Business, Marketing, and Computer Education
Foreign Language: Russian	Chief School Business Official
Library Information Specialist	Dance
Reading Teacher	English as a New Language
School Counselor	Family & Consumer Sciences
	Technology Specialist

PHASE V At this time the Phase V test field groupings are tentative			
GROUP 6	GROUP 7	GROUP 8	GROUP 9
Tentative implementation date for non-language fields: 10/29/19, language fields: 1/16/20	*Tentative implementation date for non-language fields: 10/29/19*	*Tentative implementation date for non-language fields: 2/10/20, language fields: 5/4/20*	*Tentative implementation date for non-language fields: 2/10/20*
Business/Marketing/ Computer Education	Computer Science	Foreign Language: Latin	Drama/Theatre Arts

[1] The middle grade programs leading to licensure and assignability in fifth through eighth grades, did not exist prior to the 2013 school year. In 2013, ISBE, upon the recommendation from stakeholders, approved the standards that institutions would use to apply in order to offer new middle grade programs.

Foreign Language: Arabic	Health Careers	Foreign Language: Korean	Science: Biology
Foreign Language: Chinese	School Social Worker	Science: Chemistry	Science: Environmental Science
Physical Education		Science: Earth and Space Science	Science: Physics
Visual Arts			

Committee Composition:
Standard-setting panels were established for each of the seven tests. Table 2 provides the composition of each of the four standard-setting panels. The standard-setting process resulted in cut-score recommendations for each of the seven tests.

Diversity in ethnicity, gender, and school setting was considered as the panels were selected. They were composed of Illinois public school teachers who are endorsed and practicing in the respective fields and educator preparation faculty who are preparing future Illinois teachers in the seven fields. All panelists were reviewed and approved by ISBE staff prior to serving on the panels.

Table 2: Committee Composition Test Field	**Faculty**	**Public School Teacher**	**Total**
Agricultural Education (215) (met November 7)	3	11	14
Early Childhood Education (206)	3	17	20
Health Education (211)	1	4	5
Reading Specialist	2	11	13
School Psychologist (237)	2	14	16
Superintendent (225)	2	4	6
Technology Education (219)	1	11	12

The Just Acceptably Qualified Candidate
An iterative approach was used to familiarize panel members with their assignment. First, they participated in a simulated test-taking activity that included reviewing their respective test frameworks and then then taking the test. Panel members for each field were provided the first operational test form for their test and were asked to answer the questions and then verify the correct answers by using the answer keys provided.

Following the simulated test-taking activity, panel members participated in training and discussions to assist them in conceptualizing a hypothetical group of “just acceptably qualified candidates” (JAQCs) for their fields. They discussed the level of professional knowledge and skills this group of candidates would need in order to perform the job of an entry-level educator for their fields in Illinois public schools. The discussion included a focus on the level of knowledge and skills required to be a competent educator in Illinois and positively contribute to student learning. The facilitators also encouraged a discussion about the test objectives and how the JAQCs would perform on each of the test items.

Round 1, 2, and 3 Standard Setting
Following the JAQC discussions, panelists began the Round 1 and Round 2 item-rating activities. Prior to Rounds 1 and 2, committee members received training on how to make judgments for each scorable multiple-choice question regarding the expected performance level of entry-level JAQCs in Illinois. These JAQCs are the candidates who are just above the boundary line between qualified and unqualified candidates. In Round 3, the results of the

Round 2 ratings were provided to each panelist. The Round 2 individual item ratings were calculated and a test-based passing score for each test was provided.

Rounds 1, 2, and 3 Standard Setting: Constructed-Response Ratings (Superintendent only)
There are two constructed-response items on the new superintendent test. The first writing assignment is "focused-response," with a suggested length of 150-300 words. The second constructed-response writing assignment is an "extended-response," with a 300-600 suggested word limit.

In Round 1, the facilitator reviewed the performance characteristics, the score scale, and the scoring process for the superintendent writing assignments with the panelists. Panelists were provided with representative responses based upon the pilot test at each of the four score points for each assignment. They were then asked to estimate the score that a JAQC would achieve on each writing assignment. During Round 2 and Round 3, panelists reviewed and discussed subsequent results and had one final change to indicate the score that the JAQC would achieve on each assignment.

Round 3 Results and Standard Error of Measurement
Panel-recommended passing scores based on the results of the Round 3 test-based judgments were calculated for each test and are provided in Tables 3 and 4 below.

Standard Error of Measurement (SEM) adjustments are also provided above and below the panel-recommended cut scores for each test. The standard error allows educational analysts to determine a range of scores an examinee would receive if they tested repeatedly without studying or remediation between tests. A policy board can adjust for the likelihood of "false positive" or "false negative" results by adjusting the committee-recommended passing score to account for statistical error.

Panel-recommended passing scores (cut scores) for each constructed-response on the superintendent test were also calculated. Forty percent of the total test score that superintendent candidates receive is derived from a combination of the two scores resulting from the two constructed-response assignments. The approved "passing score" for each constructed-response assignment is also used to provide "performance indicators" on candidate score reports. These "performance indicators" can help candidates determine how well they performed on each constructed-response assignment.

Table 3
Panel-Recommended Cut Scores (PRC) with SEM ADJUSTMENTS
multiple-choice-only fields

Field	-2 SEM	-1 SEM	**PRC**	+ 1 SEM	+2 SEM
Agricultural Education (215)	43	47	**52/80**	56	60
Early Childhood Education (206)	50	54	**58/80**	62	66
Health Education (211)	50	54	**58/80**	62	66
Reading Specialist	46	50	**54/80**	58	63
School Psychologist (237)	44	48	**53/80**	57	61
Technology Education (219)	45	49	**54/80**	58	62

Table 4 Superintendent Panel-Recommended Cut Scores (PRC) with SEM ADJUSTMENTS					
Field	-2 SEM	-1 SEM	**PRC**	+ 1 SEM	+2 SEM
Superintendent (255) Multiple Choice	33	37	**41/64**	45	49
Constructed-Response 1 Focused Response	3	4	**5/8**	6	7
Constructed-Response 2 Extended Response	3	4	**5/8**	6	7

Financial Background:
Not applicable.

Business Enterprise Program (BEP):
Not applicable.

Analysis and Implications for Policy, Budget, Legislative Action, and Communications
Policy Implications: Approving the cut scores will ensure that the licensure tests, which range in cost from $122-$162, are aligned to relevant national and state standards outlined in 23 Illinois Administrative Code. Approval of cut scores aligns with the implementation for the tests as they become operational on January 22, 2018.
Budget Implications: Not applicable.
Legislative Action: Not applicable.
Communication: Communication to the field will include information regarding the redevelopment of the Agriculture Education, Early Childhood Education, Health Education, Reading Specialist, School Psychologist, Superintendent, and Technology Education tests. Additionally, the field will be notified that the tests become operational on January 22, 2018.

Pros and Cons of Various Actions
Pros: These tests will become operational January 22, 2018. Approving the scores will allow educators to continue to register for the exams and obtain a score.
Cons: Educators who take the exam would not be able to enroll in student teaching or receive endorsements tied to the updated exam until a cut score is approved.

Superintendent's Recommendation
I recommend that the following motion be adopted:

> The State Board of Education hereby authorizes the State Superintendent to approve the panel-recommended cut scores for the following redeveloped tests: Agricultural Education (215), Early Childhood Education (206), Health Education (211), Reading Specialist (221), School Psychologist (237), Superintendent (225), and Technology Education (219).

Next Steps
Upon Board authorization, agency staff will contact Evaluation Systems of Pearson to inform them that the cut scores have been approved and share information with institutions of higher education with approved teacher and administrator preparation programs.

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 13, 2017

TO: **Illinois State Board of Education**

FROM: **Tony Smith, Ph.D., State Superintendent of Education**
Karen Corken, First Deputy Superintendent
Libi Gil, Ph.D., Chief Education Officer

Agenda Topic: **Common Career Pathways Definition and Guidance**

***Materials*: Illinois Common Career Pathways Definition and Guidance**

***Staff Contact(s)*: Mary Reynolds, Executive Director, Innovations & Secondary Transformation**
Jason Helfer, Ph.D., Deputy Superintendent for Teaching and Learning

Purpose of Agenda Item
Discuss and consider for adoption the Illinois Common Career Pathways Definition and Guidance. The Illinois Board of Higher Education, Illinois Community College Board, and the Illinois Workforce Investment Board are all considering adoption of the same common definition for "Career Pathway" in December.

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts
Common definitions adopted by state agencies impacting college and career ready outcomes for students relates to the Board's goal that:

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

> Ninety percent or more of students graduate from high school ready for college and career.

Expected Outcome(s) of Agenda Item
Discussion and adoption by the Board will guide the State Superintendent in development of college and career ready initiatives and help direct school districts in the preparation of expanded career pathways opportunities for students across systems.

Background Information
The Governor's Children's Cabinet has facilitated coordination between agencies in the development of a cohesive workforce readiness vision with Workforce Readiness through Apprenticeships and Pathways (WRAP) partners. The WRAP vision supports the proposition that all Illinois young people reach adulthood having completed workforce readiness programs that prepare them for college and career while equipping them with the information they need to choose the best career pathway for themselves.

According to the attached guidance document, a career pathway can be understood as "a combination of rigorous and high-quality education, training, and other services that aligns both vertically and horizontally across Secondary Education, Adult Education, Workforce Training

and Development, Career and Technical Education, and Postsecondary Education systems, pathways, and programs."

Staff from IBHE, ICCB, IWIB, and ISBE as well as other stakeholders have been collaborating over the past year on the development of a common definition for "Career Pathways" and have defined how apprenticeships fit in the context of career pathways. The development of additional career pathway common definitions will help support policies, practice, data gathering, and funding across agencies and guide development of opportunities within communities.

Collaboration between the agencies and stakeholders in the development of this definition and guidance also extends to alignment with the initiatives of the Postsecondary and Workforce Readiness Act (Public Act 099-0674) and additional definitional work with the college and career ready indicators included in the Illinois Every Student Succeeds State Plan.

Financial Background
No funding is associated directly with the common definitions.

Analysis and Implications for Policy, Budget, Legislative Action, and Communications
Policy Implications: Common definitions will facilitate better understanding across systems.
Budget Implications: None.
Legislative Action: None.
Communication: None.

Pros and Cons of Various Actions
Development of common definitions will facilitate better understanding of terminology and support development of programs that will achieve the college and career readiness goal.

Superintendent's Recommendation
I recommend that the following motion be adopted:

> The State Board of Education herby adopts the Illinois Common Career Pathways Definition and Guidance.

Next Steps
Agency staff will continue to collaborate with the agencies involved in the Governor's Children's Cabinet in the development of workforce readiness programs and pathways that prepare students for college and career.

Illinois Common Career Pathways Definition and Guidance
DRAFT -- PREPARED FOR ADOPTION

Introduction to WIOA Career Pathways Definition

A career pathway means a combination of rigorous and high-quality education, training, and other services that aligns both vertically and horizontally across Secondary Education, Adult Education, Workforce Training and Development, Career and Technical Education, and Postsecondary Education systems, pathways, and programs. Collaborative partnerships with these entities and business and industry, along with human service agencies, corrections, and other community stakeholders, serve as the foundational structure for high-quality and sustainable career pathways. A career pathway also includes multiple entry and exit points to facilitate individuals to build their skills as they progress along a continuum of education and training and advance in sector-specific employment.

The following guidance should help policymakers and practitioners implement state, regional, and local career pathways. The guidance is meant to clarify how a successful pathway—often comprised of one or more career pathway programs—should operate. This guidance also addresses the career pathway system, which sets the policies and procedures that shape career pathways and can assist with strong pathway development and sustainability. A- G represents elements of the Workforce Innovation and Opportunity Act (WIOA) career pathways definition, with added guidance to clarify and provide additional detail for each element.

(A) Aligns with the skill needs of industries in the economy of the state or regional economy involved;

Career pathways should:

- Use labor market data, informed by state, regional, and local employers, to design sector-focused programs that meet the needs of the employers in the state, regional, and local economies.
- Regularly and meaningfully engage employers at every stage of pathway development in an interactive, ongoing relationship[1] and encourage employers to assume leadership roles.
- Identify the certifications, licenses, and industry-recognized credentials that state, regional, and local employers require and craft programs leading to them.

(B) Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the National Apprenticeship Act.[2]

Career pathways should:

[1] "Meaningful employer engagement" is the process by which state and/or local stakeholders (e.g., training providers, colleges, workforce boards) convene with local and regional industry employers to discuss the skill and credential needs of their workforce and ways in which education and training programs can best prepare individuals.
[2] The Act of August 16, 1937 (commonly known as the ''National Apprenticeship Act''; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.).

- Enable lifelong learning that ensures youth and adult participants can gain entry to and advance, as desired, through successive education and training programs, leading to stackable credentials[3] in a given occupational cluster.
- Lead to jobs in increasingly high-skill, high-wage, and/or high-demand industries.
- Ensure access and appropriate services for the targeted populations included in the State of Illinois Workforce Innovation and Opportunity Act Unified State Plan.[4]

(C) Includes counseling to support an individual in achieving the individual's education and career goals;

Career pathways should:

- Ensure participants have access to career exploration; academic advising; support with transitions through the pathway; and comprehensive individualized support services, such as, but not limited to, child care, transportation, and financial aid (where appropriate).
- Involve partnerships among K-12, postsecondary educational institutions, workforce training and development agencies, public and private employers, workforce boards, human services providers, and other partners to ensure participant access to the above services.

(D) Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities[5] and training for a specific occupation or occupational cluster;

Career pathways should:

- Include career-focused instruction that integrates academic and technical content with foundational professional skills[6], which are skills needed for success in education, and training, career, and life.
- Offer opportunities for work-based learning[7] experiences.

[3] A stackable credential is part of a sequence of credentials that can be accumulated over time and move an individual along a career pathway or up a career ladder.

[4] Priority populations identified in the State of Illinois Workforce Innovation and Opportunity Act Unified State Plan are: long-term unemployed; low-income adults; low-literacy adults, including those without a high school diploma; low-skilled adults; individuals with disabilities, including youth with disabilities; those receiving public assistance; out-of-school youth; veterans; migrant and seasonal farm workers; re-entry individuals (ex-offenders); English Language Learners; older individuals; homeless individuals; single parents; youth in the foster system or who have aged out; displaced homemakers; veterans with disabilities; Indians, Alaska Natives, and Native Hawaiians.

[5] "Workforce preparation activities" means activities, programs, or services designed to help an individual acquire a combination of basic academic skills; critical thinking skills; digital literacy skills; and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. WIOA HR 803, SEC. 203. DEFINITIONS (17)

[6] "Foundational professional skills" (often also called "soft skills" or "essential skills") are the skills needed for success in college, career, and life, such as, but not limited to, punctuality, communication, collaboration, and problem-solving.

[7] Work-based learning provides participants with work-based opportunities to practice and enhance the skills and knowledge gained in their program of study or industry training program, as well as to develop employability. Examples include: Internships, service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, and apprenticeships.

- Offer job placement assistant services that are tailored to participant needs at different points along the pathway.

(E) Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;

Career pathways should:

- Offer quality, non-duplicative training, coursework, assignments, and assessments[8] to accelerate progress, maximize credit and credential attainment, and increase student success.
- Encourage concurrent enrollment and early college credit opportunities that support progression through the pathway.
- Offer participant-focused education and training that incorporates flexible class formats, locations, and times that makes learning accessible and achievable for all populations. Strategies include, but are not limited to, modularized curriculum[9], contextualized curriculum and instruction[10], and virtual learning.

(F) Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and

Career pathways should:

- Create partnerships between programs that serve youth and adults of all skill levels to ensure that participants can in time earn a recognized postsecondary credential[11], as desired.
- Enable participants to gain entry to or advance within a given sector or occupational cluster, facilitate efficient transitions to continuing education, and incorporate stackable and portable industry-recognized credentials.
- Facilitate co-enrollment in programs administered by the core[12] and required[13] partners (as defined by WIOA), in addition to Supplemental Nutrition Assistance Program Employment & Training (SNAP E&T).

[8] Non-duplicative (across education and training partners) assessments of participants' education, skills, competencies, assets, and support service needs as they move through a career pathway and its programs.

[9] "Modularized curriculum" is curriculum that is divided into shorter, 'self-contained' segments or chunks of instruction. The common module length can vary depending upon content, format, and schedule of the course.

[10] "Contextualized curriculum and instruction" is the practice of systematically connecting basic skills and academic instruction to industry, or occupational content.

[11] "Recognized post-secondary credential," as defined by the Workforce Innovation and Opportunity Act, means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the state involved or federal government, or an associate or baccalaureate degree. https://www.doleta.gov/wioa/Docs/wioa-regs-labor-final-rule.pdf
WIOA sec. 3(52)

[12] Core programs within WIOA are: WIOA Title I (Adult, Dislocated Worker and Youth formula programs) administered by Department of Labor (DOL); Adult Education and Literacy Act programs administered by the Department of Education (ED); Wagner-Peyser Act employment services administered by DOL; and Rehabilitation Act Title I programs administered by ED.

[13] Required programs within WIOA are: Career and Technical Education (Perkins), Community Services Block Grant, Indian and Native American Programs, HUD Employment and Training Programs, Job Corps, Local Veterans'

(G) Helps an individual enter or advance within a specific occupation or occupational cluster.

Career pathways should:

- Involve partnerships with employers to support participant educational and career advancement through on-the-job training, customized training, corporate training, incumbent worker training[14], and other work-based training strategies.
- Overcome barriers to entry to ensure that participants with diverse backgrounds and experience have the opportunity to enroll and succeed in a pathway.

An effective and efficient career pathway will also commit to equity for all participants and potential participants and continuous improvement. To ensure that is possible, the system will:

- Collect, share, and use evidence to identify and eliminate barriers to participant access and success.
- Include shared qualitative and quantitative evaluation of participant outcomes, with a focus on equity of access and services across participant groups, to inform the improvement of all programs within the pathway as well as the pathway itself.
- Disaggregate participant-level data to identify inequities in performance among participant groups and improve the outcomes of different participant groups.
- Include shared qualitative and quantitative evaluation of effectiveness in serving employers (the business community) in order to inform strategies for improvement.

Employment Representatives and Disabled Veterans' Outreach Program, National Farmworker Jobs Program, Senior Community Service Employment Program, Temporary Assistance for Needy Families (TANF), Trade Adjustment Assistance Programs, Unemployment Compensation Programs, and YouthBuild.

[14] "Incumbent worker training" is training that is developed with an employer or employer association (group of employers) to retain a skilled workforce or avert the need to lay off employees by assisting the workers in obtaining the skills necessary to retain employment.

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 13, 2017

TO: **Illinois State Board of Education**

FROM: **Tony Smith, Ph.D., State Superintendent of Education**
Libi Gil, Ph.D., Chief Education Officer

Agenda Topic: **Rulemaking Anticipated for FY 2018**

***Materials*:** **Summary of Anticipated Rulemaking**

***Staff Contacts*:** **Jeffrey Aranowski, Executive Director, Safe & Healthy Climate**
Lindsay Bentivegna, Agency Rules Coordinator

Purpose of Agenda Item

The purpose of this item is to provide a summary of the agency's rulemaking activities that are anticipated during the last six months of Fiscal Year 2018. A report summarizing the anticipated activity for the first six months of the current fiscal year was presented at the June Board meeting. No action is needed.

Background Information

The rulemaking activities of the agency are summarized on a six-month basis and published in the *Illinois Register* to elicit public comment, as is required pursuant to Section 5-60 of Illinois Administrative Procedure Act [5 ILCS 100]. This report, in a chart format, summarizes the rulemakings published in the *Illinois Register* in the order in which they will be presented to the Board for its initial review and authorization to release the proposals for public comment. Additionally, estimated dates of Board adoption and anticipated effective dates are provided.

Please note that the dates presented for the Board's initial review are merely estimates. Competing Board priorities, complexity of rulemakings, progress of legislation, and other unanticipated circumstances may delay a rulemaking's drafting or cause it to be tabled.

Rulemaking Activities Anticipated for FY 2018

The chart below presents a summary of all rulemaking activities that are anticipated for the Board's initial review in the last six months of FY 2018. These are organized in chronological order of presentation to the Board. "DIBR" stands for "Date of Initial Board Review," i.e., the month in which the State Board will authorize the initiation of the given rulemaking. All Part numbers refer to Title 23 of the Illinois Administrative Code unless otherwise noted.

Also included in the chart for the Board's planning purposes are any rulemakings that the Board will consider for adoption in the last months of FY 2018 that were initially reviewed earlier in FY 2018.

For your ease of reference, a link is provided to the current rules on our agency's website, as applicable.

Title of the Part and Ill. Adm. Code Citation	Description	Anticipated Timeline
January Board Meeting ***Initial Review***		
Part 203 (Low-Income Students Funds Plans) https://www.isbe.net/Documents/203ARK.pdf	Section 18-8.05(H) of the School Code outlined how supplemental general state aid (SGSA) was calculated. School districts that were eligible for SGSA filed plans in accordance with this Part. The requirements of the plans include consistency with the decisions of local school councils and school improvement plans required as part of 34-2.4 of the School Code. Since SGSA low-income funding is no longer a separate and annual calculation, there is no way for a district to report on how they plan to expend the funds. SGSA is part of the Base Funding Minimum or Hold Harmless paid to each district. This is a static amount based on claims paid in FY 2017. As such, this Part is obsolete and is now being repealed.	DIBR: January 17, 2018 Adoption: March 14, 2018 Effective: April 2018

Part 227 (Gifted Education) https://www.isbe.net/Documents/227ARK.pdf	PA 99-706 updated the Section of the School Code that pertains to funding gifted education programs. The PA updated the assessment methods to identify students who are eligible for gifted education. References to the previous assessment tools are currently in the administrative rules. This rulemaking will update those references to be consistent with statute. PA 100-421 creates guidelines for school districts to create accelerated placement policies to allow students early entrance to kindergarten or first grade, accelerating a child in a single subject, and grade acceleration. Under the Act, ISBE is required to adopt rules to determine data to be collected regarding accelerated placement and a method of making that information available to the public.	DIBR: January 17, 2018 Adoption: March 14, 2018 Effective: April 2018
Adoption		
Part 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing) https://www.isbe.net/Documents/100ARK.pdf	The proposed amendments update account labels and Source Notes to reflect the recent enactment of the Evidence-Based Funding for Student Success Act and the acceptance of ISBE's ESSA State Plan by the U.S. Department of Education. These changes will allow local education agencies to properly account for revenue as a result of changes to state and federal law.	DIBR: October 18, 2017 Adoption: January 17, 2018 Effective: February 2018

Part 375 (Student Records) https://www.isbe.net/Documents/375ark.pdf	PA 100-222 removed the requirement to place the scores on the state assessment that includes a college and career ready determination (e.g., grade 11) on a student's transcript. The proposed amendments update the definition of academic transcript to reflect recent statutory changes that include removing the requirement of the state assessment to be part of the transcript and adding the Global Scholar designation as applicable. Instead, this rulemaking will allow scores on college entrance exams to be added by the written request of the student, his or her parent, or the person who enrolled the student. If a school district will allow college entrance exams on the transcript, it must have a written policy and provide notice of that policy. Finally, class rank is being removed from the academic transcript and gender is being removed from the required directory information.	DIBR: October 18, 2017 Adoption: January 17, 2018 Effective: February 2018
Part 475 (Voluntary Registration and Recognition of Nonpublic Schools) https://www.isbe.net/Documents/425ARK.pdf	PA 100-465 created the Invest in Kids Act. The proposed rulemaking create a list of expenses that must be included in the calculation of necessary costs and fees of recognized nonpublic schools that will accept students receiving scholarships through the Invest in Kids Act. Additionally, this rulemaking creates a list of expenses that are not considered necessary costs and fees. This Section will be automatically repealed on January 1, 2024, the date the Invest in Kids Act is repealed.	DIBR: October 18, 2017 Adoption: January 17, 2018 Effective: February 2018

February Board Meeting ***Initial Review***		
Part 130 (Determining Special Education Per Capital Tuition Charge) https://www.isbe.net/Documents/130ARK.pdf	PA 100-465 modified how special education per capita tuition is calculated. The amendments to this Part will make the necessary modifications to align this Part with the School Code.	DIBR: February 14, 2018 Adoption: April 18, 2018 Effective: May 2018
Adoption		
Part 1 (Public Schools Evaluation, Recognition and Supervision) https://www.isbe.net/Documents/ONEARK.pdf	PA 100-0465 made changes to the waiver process, in particular the removing of the limit on physical education waivers. As such, the administrative rules need to be updated to reflect those changes. Additionally, this rulemaking will update the process in which a school district can request a waiver from ISBE. Doing so will allow school districts greater flexibility submitting their applications. PA 100-0013 allows individuals holding a valid career and technical educator, part-time, or provisional endorsement on an educator license with stipulations but does not have a bachelor's degree to substitute teach in any career and technical education classroom.	DIBR: December 13, 2017 Adoption: February 14, 2018 Effective: March 2018

Part 25 (Educator Licensure) https://www.isbe.net/Documents/25ark.pdf	This rulemaking will implement changes made to educator licensure in PA 99-920 that include the following: allowing career and technical educator endorsement holders of professional educator licenses with stipulations or provisional professional education licenses to take a test of work proficiency in place of the test of basic skills; the allowance of an in-state provisional educator; and removing the 10-year validity requirement for the test of basic skills. Additionally, this rulemaking will address changes made in PA 100-13 that include: requiring the test of basic skills for only initial licensure; causing newly issued professional educator licenses that are not registered by January 1 of the following fiscal year; and requiring an audit of a subset of professional development providers every five years. Further, PA 100-267 removes the June 30, 2021, date that school support personnel have until to apply for a principal endorsement. Finally, PA 100-288 adds public administration to the list of master's degrees that can be used for an educator license with stipulations endorsed for Chief School Business Official.	DIBR: December 13, 2017 Adoption: February 14, 2018 Effective: March 2018

Part 33 (Programs for the Preparation of Superintendents in Illinois)	Removes the two years of administrative experience requirement and adds it to the licensure requirements. Only "experience" (no specified length of time) is required to enter the program. Requirements are modeled after the principal program and licensure requirements.	DIBR: December 13, 2017 Adoption: February 14, 2018 Effective: March 2018
March Board Meeting ***Initial Review***		
Part 120 (Pupil Transportation Reimbursement) https://www.isbe.net/Documents/120ark.pdf	PA 100-465 modified how special education reimbursements are made. The amendments to this Part will make the necessary modifications to align this Part with the School Code.	DIBR: March 14, 2018 Adoption: May 16, 2018 Effective: June 2018
Part 227 (Gifted Education) https://www.isbe.net/Documents/227ARK.pdf	PA 99-706 updated the Section of the School Code that pertains to funding gifted education programs. The PA updated the assessment methods to identify students who are eligible for gifted education. References to the previous assessment tools are currently in the administrative rules. This rulemaking will update those references to be consistent with statute. PA 100-421 creates guidelines for school districts to create accelerated placement policies to allow students early entrance to kindergarten or first grade, accelerating a child in a single subject, and grade acceleration. Under the Act, ISBE is required to adopt rules to determine data to be collected regarding accelerated placement and a method of making that information available to the public.	DIBR: January 17, 2018 Adoption: March 14, 2018 Effective: April 2018

Adoption		
Part 203 (Low-Income Students Funds Plans) https://www.isbe.net/Documents/203ARK.pdf	Section 18-8.05(H) of the School Code outlined how supplemental general state aid (SGSA) was calculated. School districts that were eligible for SGSA filed plans in accordance with this Part. The requirements of the plans include consistency with the decisions of local school councils and school improvement plans required as part of 34-2.4 of the School Code. Since SGSA low-income funding is no longer a separate and annual calculation, there is no way for a district to report on how they plan to expend the funds. SGSA is part of the Base Funding Minimum or Hold Harmless paid to each district. This is a static amount based on claims paid in FY 2017. As such, this Part is obsolete and is now being repealed.	DIBR: January 17, 2018 Adoption: March 2018 Effective: April 2018
April Board Meeting ***Initial Review***		
None.		
Adoption		
Part 130 (Determining Special Education Per Capital Tuition Charge) https://www.isbe.net/Documents/130ARK.pdf	PA 100-465 modified how special education per capita tuition is calculated. The amendments to this Part will make the necessary modifications to align this Part with the School Code.	DIBR: February 14, 2018 Adoption: April 18, 2018 Effective: May 2018
May Board Meeting ***Initial Review***		
None.		

Adoption		
Part 120 (Pupil Transportation Reimbursement) https://www.isbe.net/Documents/120ark.pdf	PA 100-465 modified how special education reimbursements are made. The amendments to this Part will make the necessary modifications to align this Part with the School Code.	DIBR: March 14, 2018 Adoption: May 16, 2018 Effective: June 2018

June Board Meeting ***Initial Review***		
Part 1 (Public Schools Evaluation, Recognition and Supervision) https://www.isbe.net/Documents/ONEARK.pdf	This rulemaking will update the existing rules of the Competency-Based High School Graduation Requirements Pilot program to reflect the experiences from the first cohort of applications. Additionally, this rulemaking will implement PA 98-1102, which requires ISBE to determine school districts that fall in the top 20 percent of any of the listed discipline categories to submit a plan identifying how the school districts will reduce exclusionary disciplinary practices or racial disproportionality or both. Subsequently, the identified school districts must submit progress reports to ISBE. This rulemaking will implement the provisions of PA 99-623 (The Postsecondary and Workforce Readiness Act) that authorizes ISBE to adopt administrative rules to administer the College and Career Pathway Endorsement programs prior to implementation of the interagency plan in 2018. Finally, this rulemaking will implement the provisions of PA 100-465 (The Evidence-Based Funding for Student Success Act that created The Invest in Kids Act).	DIBR: June 13, 2018 Adoption: August 8, 2018 Effective: September 2018

Part 28 (Standards for Endorsements in Special Education) https://www.isbe.net/Documents/28ark.pdf	This rulemaking will update special education endorsement standards to align with national standards, where applicable. In areas where national standards do not exist, the current state standards will be reviewed and revised accordingly.	DIBR: June 13, 2018 Adoption: August 8, 2018 Effective: September 2018
Part 226 (Special Education) https://www.isbe.net/Documents/226ark.pdf	This rulemaking will update the requirements for obtaining a Learning Behavior Specialist I endorsement.	DIBR: June 13, 2018 Adoption: August 8, 2018 Effective: September 2018
Part 240 (Alternative Learning Opportunities Program) https://www.isbe.net/Documents/240ark.pdf	This rulemaking will update assessment procedures for students in alternative learning opportunities programs.	DIBR: June 13, 2018 Adoption: August 8, 2018 Effective: September 2018
Part 254 (Vocational Education) http://www.isbe.net/rules/archive/pdfs/254ARK.pdf	This rulemaking repeals current Part and replaces with new Part to set forth the criteria and standards, including the grant process, to be used to award funding under the Vocational Education Act and the federal Carl D. Perkins Vocational Education Act (20 USC 2301 et seq.).	DIBR: June 13, 2018 Adoption: August 8, 2018 Effective: September 2018
44 Ill. Adm. Code 7200 (General Grantmaking) New Part	This rulemaking will incorporate, by reference, the rules of the Governor's Office of Management and Budget, Grant Accountability and Transparency Unit, regarding standards and criteria for awarding and monitoring state and federal grants.	DIBR: June 13, 2018 Adoption: August 8, 2018 Effective: September 2018

Adoption		
2 Ill. Adm. Code 5000 (Public Information, Rulemaking and Organization) http://www.isbe.net/rules/archive/pdfs/5000ARK.pdf	This rulemaking will update Appendix B to reflect the current organizational structure of the State Board of Education and the agency.	DIBR: Not applicable Adoption: June 13, 2018 Effective: June 2018