

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

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

**March 14, 2018**  
**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 Arts Education Week Poster Winners **pp. 3**

**IV. Presentations & Updates**

- A. Student Advisory Council Final Presentation

**V. Superintendent's Report - Consent Agenda**

- A. \*Approval of Minutes
  - 1. Plenary Minutes: February 14, 2018 **pp. 4-9**
- B. \*Rules for Approval
  - 1. Part 1 **pp. 10-46**
  - 2. Part 25 **pp. 47-147**
  - 3. Part 33 **pp. 148-153**
  - 4. Part 252 **pp. 154-168**
- C. \*Contracts & Grants Over \$1 Million
  - 1. Intergovernmental Agreement with Sangamon-Menard Regional Office of Education #51 for School Support Managers **pp. 169-171**
- D. \*Spring Waiver Report **pp. 172**  
**End of Consent Agenda**
- E. Financial Profile **pp. 173-193**

**VI. Student Success/School Quality Indicators pp. 194-206**

**VII. Discussion Items**

- A. District Oversight Update
- B. Legislative Update **pp. 207-229**
- C. Budget Update
- D. Evidence Based Funding Update
- E. ESSA Update
- F. Teacher Workforce Project Update
- G. Other Items for Discussion

**VIII. Closed Session**

**IX. Approval of Closed Session Minutes**

**X. Announcements & Reports**

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

**XI. Information Items**

- A. ISBE Fiscal & Administrative Monthly Reports (*available online at <https://www.isbe.net>*)

**XII. Adjourn**

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

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

# Illinois State Board of Education

## RESOLUTION



## RECOGNIZING TEJASWI ACHANTA

**WHEREAS, Governor Bruce Rauner** of the State of Illinois has proclaimed March 12-18, 2018, as ILLINOIS ARTS EDUCATION WEEK providing opportunities for students to experience the arts, which will influence their lives beyond their formal education, and encouraging all citizens to celebrate the arts with meaningful student activities and programs that demonstrate learning and understanding in the visual and performing arts; and

**WHEREAS, Tejaswi Achanta**, age 14, an eighth-grader at Westfield Middle School, District 13, in Bloomingdale, received first place in a statewide K-8 level poster contest sponsored by the Illinois State Board of Education in cooperation with the Illinois Arts Education Association and the Governor's Office; and

**WHEREAS, Tejaswi Achanta** has created a delightful drawing that includes the five art areas: dance, drama, media arts, music, and the visual arts. Her artwork exhibits imagination and thoughtful interpretation of this year's Illinois Bicentennial theme. The arts are essential to a complete and competitive education for all Illinois students. Through the arts, students learn critical thinking, effective communication and collaboration, and creative problem-solving; and

**WHEREAS, art teacher Mrs. Deyana Matt** has nurtured and guided **Tejaswi** in her successes as an art student; and

**WHEREAS, Principal Mr. Stefan Larsson and Superintendent Dr. Jon Bartelt** recognize the value of the arts for all students to assure the development of self-expression, discipline, and a heightened appreciation of beauty and cross-cultural understanding to complete their education.

**THEREFORE, BE IT RESOLVED** by the ILLINOIS STATE BOARD OF EDUCATION that **Tejaswi Achanta** is hereby recognized on this 14<sup>th</sup> day of March 2018 for her exceptional talent and effort reflected in her artwork submitted for "The ARTS Make History Come Alive!" poster contest.

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James T. Meeks, Board Chair

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Eligio Pimentel, Vice Chair

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Cesilie Price, Secretary

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Lula Ford, Member

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Craig Lindvahl, Member

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Ruth Cross, Member

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Susie Morrison, Member

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Mitch Holzrichter, Member

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Kevin Settle, Member

**Illinois State Board of Education Meeting  
via video conference**

February 14, 2018

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

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

**ROLL CALL**

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

**Members Present in Springfield**

Craig Lindvahl  
Kevin Settle  
Susie Morrison

**Members Present in Chicago**

Chairman Meeks (arrived at 9:05 a.m.)  
Eligio Pimentel  
Lula Ford  
Ruth Cross (arrived at 9:07 a.m.)  
Cesilie Price

**SWEARING-IN OF  
BOARD  
MEMBER  
MITCHELL  
HOLZRICHTER**

There was a brief ceremonial swearing-in for new Board member Mitchell Holzrichter.

**PUBLIC  
PARTICIPATION**

Eligio Pimentel recognized Jane Quinlan, regional superintendent of Champaign-Ford Counties; Mark Klaisner, executive director of West 40 Intermediate Service Center (ISC); and Dr. Mike Popp, assistant executive director at West 40 ISC.

Klaisner began by expressing support of the Vision 20-20 discussions and the Evidence Based Funding model. He reported that a glitch has been discovered in the way the system is being implemented that does not recognize growth in at-risk programs. This is happening in a number of regional offices, safe schools and ALOP programs. He introduced Popp to talk about the research behind West 40's request.

Popp explained West 40 ISC's identification of a "glitch" in the transition from General State Aid to Evidence-Based Funding. He stated that the program lost the ability to count growth from 2016 to 2017. The underrepresentation of the growth in the alternative programs has led to lost funding. West 40 is working with IARSS and legislators to understand and communicate this issue, but it is seeking a loan to accommodate the difference.

**PRESENTATIONS  
AND UPDATES**

**Partnership for Educator Preparation Update**

Jason Helfer, deputy superintendent of Teaching and Learning at ISBE, and Emily Fox presented on the Partnership for Educator Preparation (PEP) in response to a request by Board members.

Helfer stated that the project has been ongoing since 2016 and is part of larger year of study. While the licensure process has generally become more rigorous, it is now logistically simpler to become a licensed educator.

Fox presented on the PEP process. She stated that the overarching goal of the PEP project was continuous improvement. Data will be used to help preparatory programs identify their strengths and weaknesses. She provided details about the mini-pilot and the pilot.

**CONSENT  
AGENDA**

Kevin Settle moved that the State Board of Education approve the consent agenda as presented. 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 January 17 Board meeting.

### **Rules for Initial Review**

#### **Part 1 (Public Schools Evaluation, Recognition and Supervision) and Part 226 (Special Education)**

The proposed amendments will allow a Registered Nurse (RN) to delegate nursing interventions, including medication administration, to a non-nurse under enumerated conditions. Additionally, the proposed amendments allow the RN to decline to delegate administering medication to a specific staff member and rescind the delegated duties. The staff member to whom the task was delegated cannot re-delegate the task. An RN, a Licensed Practical Nurse, or a school administrator may give the medication if that staff member can no longer perform the delegated task.

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for Public Schools Evaluation, Recognition and Supervision (23 Ill. Adm. Code 1), Special Education (23 Ill. Adm. Code 226), including publication of the proposed amendments in the Illinois Register.

### **Rules for Adoption**

#### **Part 27 (Standards for the 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. The current rules are being repealed in their entirety and being replaced with the new national standards because all content areas are being updated.

The State Board of Education hereby adopts the proposed rulemaking for Standards for Endorsements in Specific Teaching Fields (23 Illinois Administrative Code 27). 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**

#### **21<sup>st</sup> Century Community Learning Center Grant Amendment**

College and Career Readiness Division requests the Board to authorize the State Superintendent to award an increase of \$135,000 for the 21st Century Community Learning Center (21st CCLC) grant to Chicago Public Schools (CPS) District 299. The Cohort 2015 grant total for CPS will go from \$2.7 million to \$2.835 million.

The State Board of Education hereby authorizes the State Superintendent to name Chicago Public Schools District 299 as the fiscal agent and Youth Guidance as the co-applicant for the 21st CCLC grant that serves Woodson South Elementary School.

#### **Request for Sealed Proposals for the Evaluation of the IL-EMPOWER Statewide System of Support**

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to release a Request for Sealed Proposals (RFSP) and award a contract to the lowest-cost responsible offeror with expertise in program evaluation for the purpose of conducting an annual evaluation of IL-EMPOWER. The total award will not exceed \$3 million over a five-year period (three-year initial contract, with two one-year renewals).

The State Board of Education hereby authorizes the State Superintendent to release an RFSP for an annual evaluation of the IL-EMPOWER statewide system of support and to award a contract with an initial term of three years, with two potential renewals. The total estimated value of the contract will not exceed \$3 million.

### **Facilitating Coordination of Agricultural Education Grant**

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to amend the Facilitating Coordination in Agricultural Education (FCAE) grant with an increase of \$700,000. This will increase the current grant agreement award amount from \$7.9 million to \$8.6 million over the five-year grant term (fiscal years 2017 – 21).

The State Board of Education hereby authorizes the State Superintendent to increase the award to the grantee by \$700,000 to \$2,278,052 in FY 2018 for the provision of the FCAE grant, with the total amount not to exceed \$8.6 million over the term of the five-year grant (fiscal years 2017-21).

### **Request for Sealed Proposals for the Administration of the Grades 3-8 Accountability Assessments**

The Assessment and Accountability Division requests the Board to authorize the State Superintendent to release an RFSP and award a contract to the highest-scored successful offeror with expertise in the construction, administration, scoring, and reporting of large-scale assessments for the purposes of state and federal accountability in grades 3 through 8. The total award will not exceed \$36 million for one year or a maximum of \$216 million over a six-year period (three-year initial contract, with three optional one-year renewals) covering activities from July 2018 – June 2024.

The State Board of Education hereby authorizes the State Superintendent to release an RFSP and award to the successful offeror for the purpose of entering into a contract for the construction, administration, scoring, and reporting of a reading/language arts and mathematics assessment in grades 3 through 8 that maintains comparability to prior accountability assessments while improving delivery time, transitioning to a computer-adaptive model, and expanding native language assessment options.

### **2018 Spring Waiver Report**

The State Board of Education hereby forwards the 79 waiver requests summarized in the Spring 2018 Waiver Report to the General Assembly without comment.

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

Mitch Holzrichter asked why the IL-EMPOWER contract is being awarded on lowest-cost basis rather than a highest-score basis. Jason Helfer responded that the applications are scored in two parts. First, the application is reviewed to ensure that it meets the minimum scoring requirements. If it does, then the cost is reviewed. If an application does not meet the 80% threshold, then the application is not advanced to the cost review. Thus, only those applications that meet a certain threshold score are advanced.

Eligio Pimentel and Ruth Cross expressed concern about the physical education waivers in the Spring Waiver Report and stated the importance of physical education to the learning process, especially for students struggling with academics.

Susie Morrison inquired how the last evaluation of the statewide system of support was used to inform the development of the new system of support. Helfer responded that staff met with the principal investigator once an annual evaluation was complete. Superintendent Smith added that ISBE used the last evaluation to guide the design of the new system. Libi Gil, chief education officer at ISBE, stated that specific research questions are identified in the RFSP for the evaluation of IL-EMPOWER.

Morrison asked if student performance will be used to understand the impact and outcome of the system. Gil responded yes, that IL-EMPOWER is an accountability and support system.

Morrison asked about the timeline for release. Helfer responded that they were finalizing the language. The RFPs will be out for 45 days, and the contract will be awarded as soon as the proposals are scored. They are hoping for early summer.

Superintendent Smith reminded the Board that the Technical Advisory Committee will finish the infrastructure for accountability in April.

## **2017 ILLINOIS SCIENCE ASSESSMENT RESULTS**

Rae Clementz, director of Assessment and Accountability, presented on the results of the 2017 Illinois Science Assessment (ISA) and the implementation of the Next Generation Science Standards. She emphasized the importance of students understanding and explaining scientific phenomena, rather than simply knowing about them.

Schools and districts have had access to the ISA results since January 29, and they were released to the public on February 5. She highlighted the opportunity for rich, professional learning, around those schools and students who are outperforming the state average.

Clementz informed the board of an initial stakeholder meeting about the Next Generation Science Standards that will be held on March 7 after the Technical Advisory Committee meeting.

Morrison asked if there are any other states that are working together to develop science assessment. Clementz responded that there is not an official consortium, but there is a collaborative led by Kentucky and supported by the Council of Chief State School Officers. Morrison asked if other states had their own science assessment. Clementz said yes, but Illinois can be considered a leader in the work.

## **DISCUSSION ITEMS**

### **Legislative Update**

Sarah Hartwick, co-director of Legislative Affairs, presented on the spring legislative agenda. She provided an update on Evidence-Based Funding. She mentioned the Governor's budget address, which was scheduled for the same day. She highlighted some topics of note for the spring session, including students in need of behavioral health support and the intersection of IEPs and 504 plans. The proposal for teacher loan forgiveness is still a conversation piece, but it won't be moving forward this session. One of ISBE's initiatives would be to allow income tax exemptions for educators. The Senate and House Appropriations hearings are scheduled for Feb. 27.

### **Every Student Succeeds Act Update**

The Technical Advisory Committee (TAC) has continued to meet and will come together again in early March. Currently, members have looked at linear regression and value tables, student growth percentile approaches, and sensitivity testing. Next month they will be reviewing growth proficiency.

TAC is still collecting public comment for other indicators. Many comments have been from community colleges about how the indicators would be shared. Other recommendations from superintendents have been about the P-2 indicator and the third-grade literacy goal, specifically about access to programs in the short term. Public comment has also included suggestions for other indicators. Public comment were taken until Friday, Feb. 16. Recommendations will be before the Board at the March meeting.

Helfer reported that the IL-EMPOWER pilot is going well. Last month the agency met with districts and vendors in order for the learning partners and districts to share information.

The Illinois Balanced Accountability Measures (IBAM) Committee continues to meet and is currently reviewing rubrics from districts. Superintendent Carmen Ayala from Berwyn North School District 98 has recommended an eighth indicator for equity.

Jason Helfer also reported that the ESSA Conference was currently taking place over three days in Chicago with approximately 1100 individuals in attendance.

Susie Morrison asked how pilot districts were being matched with partners and funding. Helfer reported that districts were invited to participate in the pilot, but they had to commit to completing the IBAM rubric and use the information from IBAM to select partners.

Morrison asked if district funds were required for the pilot. Helfer reported yes, district funds were required for the pilot. The amount was determined by using the model and the base amount and used additional rollover funds based on calculations on the school and district percentages. Factors such as percentage from adequacy and attendance were also used. Title I federal funding is being used through June 30, 2018.

Kevin Settle asked about if ISBE provides guidance to connect vendors with the schools. Helfer explained that the agency has provided support when asked. He indicated that they are using the pilot to learn how much support district leadership needs throughout the process.

#### **Site-Based Expenditure Reporting – Guidance Release**

Robert Wolfe, chief financial officer at ISBE, and Sara Shaw, senior manager of Fiscal and Academic Solvency at ISBE, provided an update on site-based expenditure reporting. Site-based expenditure reporting guidance was published for districts on Jan. 30, and the first overview webinar was held shortly after.

Shaw described the process of meeting with the advisory group and some of the principles of their work, as well as a timeline for further events.

#### **Tier Funding Distribution Timeline for Evidence-Based Funding**

Wolfe provided an update on the distribution timeline for Evidence-Based Funding. He stressed the importance of collecting accurate data from districts this year because it is the base-funding year.

Patrick Payne, executive director of Data Strategy and Analytics, provided an update on verifying the data collection for the last three years of enrollment. He explained why it was important for districts to have the opportunity to verify data.

Tassi Maton, chief internal auditor at ISBE, spoke regarding Internal Audit's involvement in maintaining documentation for the enrollment and business decisions made along the way.

Districts had until Feb. 21 to submit changes to their enrollment data, after which state funding and forecasting will begin using the data to calculate Adequacy Targets and combine them with equalized assessed values. Calculations will be made independently and then reconciled in order to ensure work is accurate. Vouchers will be sent out to districts in April.

Kevin Settle asked if the block grant money for Chicago will be coming out of the \$366 million. Wolfe reported that it will not. The \$366 million is what is remaining after all other obligations are accounted for.

Superintendent Smith reiterated that Feb. 21 was the absolute deadline for districts to submit their data. He also pointed out that this system puts each district in relationship with one another.

## **ANNOUNCEMENTS AND REPORTS**

### **Superintendent/Senior Staff Announcements**

Superintendent Smith remarked on the ISBE budget proposal and recommended reading the final collected Budget Book, which tells the stories of local communities alongside ISBE's goals and principles.



Superintendent Smith also acknowledged the importance of public education and his ceaseless support for public education.

#### **Member Reports**

Ruth Cross reported that she completed three visits to focus schools in Illinois and stated that she found them powerful and very rewarding.

Kevin Settle also visited schools in southern Illinois and was impressed by the dedication and commitment of superintendents and staff.

#### **Chairman's Report**

Chairman Meeks called for a moment of silence in acknowledgement of the death of Chicago Police Commander Paul Bauer on Feb. 13, 2018, in the line of duty.

#### **INFORMATION ITEMS**

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

#### **MOTION FOR ADJOURNMENT**

Lula Ford moved that the meeting be adjourned. Cesilie Price seconded the motion and it passed with a unanimous voice vote. The meeting adjourned at 11 a.m.

**Respectfully Submitted,**

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**Cesilie Price**  
**Board Secretary**

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**Mr. James T. Meeks**  
**Chairman**

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**March 14, 2018**

**TO:** Illinois State Board of Education

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

**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 and Healthy Climate  
Emily Fox, Division Administrator, Educator Effectiveness  
Cara Wiley, Director, Regulatory Support and Wellness  
Lindsay M. Bentivegna, Agency Rules Coordinator

**Purpose of Agenda Item**

Educator Effectiveness and Safe and Healthy Climate request the Board to authorize the State Superintendent to adopt a motion approving 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.

PA 100-0465, known as the Evidence-Based Funding for Student Success Act, 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 compliance with the Every Student Succeeds Act (ESSA) shall not be honored; to institute formal deadlines by which School Code waiver requests must be filed; and to 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.

PA 100-0013 allows individuals who hold 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 (IEP) 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 who hold 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.

The proposed amendments were published in the *Illinois Register* on December 29, 2017, to elicit public comment; 116 comments were received. The summary and analysis of those public comments, along with any recommendations for changes in the proposal as a result, are attached.

### **Superintendent’s Recommendation**

I recommend that the following motion be adopted:

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

Part 1 (Public Schools, Evaluation, Recognition and Supervision),

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 approved 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 25**  
**Educator Licensure**

**Comment**

One commenter encouraged ISBE to proceed with the proposed rules regarding the licensure of substitute teachers. The commenter states these are the types of changes that are needed to address the substitute teacher shortage.

However, this commenter requested ISBE rescind or modify the proposed rules that limit local flexibility in excusing pupils from physical education. The commenter states that physical education (PE) waivers should not be limited to school-associated extracurricular activities. These activities are no less strenuous or rigorous than school-sponsored activities. Additionally, school boards and school administrators look at many issues on case-by-case basis and decide what is best for students and the district. The commenter states the proposed rules are contrary to the legislative intent of PA 100-0465.

**Analysis**

ISBE appreciates the support in recognizing its efforts to eliminate the stress on districts to find qualified substitute teachers.

PA 100-0465 stated students in grades 7 through 12 could be excused from PE for their participation in an interscholastic or extracurricular athletic program. ISBE has interpreted this to mean those athletic programs that are tied to school, but outside the curriculum. At this time, ISBE declines to modify the rulemaking.

**Recommendation**

No change will be made in response to this comment.

**Comment**

One hundred and ten commenters suggested the proposed rules should clarify students who engage in ongoing participation in interscholastic or extracurricular athletics, marching band, Reserve Officer Training Corps (ROTC), or an adapted athletic program outside the school setting should be required to return to the PE class as soon as that participation ends.

One commenter suggested that it would be helpful if ISBE defined ongoing participation. The commenter wanted clarity regarding if ongoing participation was only during the season. Did it extend through state tournament playoffs or the entire semester?

**Analysis**

ISBE believes local school districts are in the best position to determine when students should return to the classroom once participation in interscholastic or extracurricular athletic programs, marching band, or ROTC ceases. Additionally, ISBE believes the IEP team is the most appropriate group to determine if and when a student with an IEP participates in an adaptive athletic program returns to PE. The IEP team should take the unique need of the individual child into consideration when writing the IEP.

That said, ISBE agrees school districts should be provided with information on how to create guidelines for returning students to PE. In creating these guidelines, school districts shall take into consideration the time during the school year when participation ends, any future participation in eligible activities by students, and student schedules.

## Recommendation

- 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) School districts shall have guidelines for the return of students who have been excused from a physical education course pursuant to subsections (e)(1) through (3). These guidelines shall return the student to a physical education course as soon as practical. When creating these guidelines, a school district shall take into consideration the following:
  - A) The time in the school year when participation ceases;
  - B) Any future or planned additional participation pursuant to subsections (e)(2) through (4) by a student; and
  - C) Student class schedules.

## Comment

One hundred and thirteen commenters requested more clarity in what organizations encompass interscholastic athletics. The commenters suggested including the Illinois Elementary School Association, the Southern Illinois Junior High Athletic Association, and the Illinois High School Association.

## Analysis

ISBE agrees specifying the organizations that oversee interscholastic athletics will provide greater clarity as to which interscholastic programs students can participate in and be eligible to be excused from PE.

Additionally, ISBE will clarify that students in grades 7 to 12 may be excused from PE for ongoing participation in an interscholastic or extracurricular athletic program.

## Recommendation

- 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.
- 2) Students in grades 7-12 on a case-by-case basis, for ongoing participation in an interscholastic (i.e., Illinois Elementary School Association, the Southern Illinois Junior High Athletic Association, and Illinois High School Association) 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.

### **Comment**

One hundred and fourteen commenters expressed concern over the wording that PE be shall be required at least three days per five-day instructional week. One hundred and thirteen commenters proposed the following change: All students in kindergarten through 12<sup>th</sup> grade will be engaged in a course of physical education for a minimum of three days per five-day week. In addition, one commenter also asked ISBE to encourage and support schools in implementing daily PE and to consider a new policy aligned with the Centers for Disease Control recommendation of 150 minutes of PE per week for elementary school students and 225 minutes per week for secondary school students.

One commenter felt that students should be required to engage in PE five days a week. This commenter stated daily PE bridges the gap that allows students an adequate amount of physical activity when there is a lack of local programs and activities. This commenter goes on to state that, with childhood obesity rates being high, daily PE should be required. Finally, this commenter states students learn better when they have some type of movement throughout each school day.

### **Analysis**

PA 100-0465 removed the daily PE requirement and instead allows a school board to determine the frequency, provided that the PE course is a minimum of three days per five-day week.

ISBE declines to make the suggested change to require daily PE. ISBE cannot contravene statute by requiring daily PE.

The intent behind the word choice "at least" was to mirror the statutory language "for a minimum." For clarity and to align the administrative rules to the statute, ISBE will change "at least" to "a minimum of."

### **Recommendation**

#### **Section 1.425**

- b) Participation in a physical education course ~~Appropriate activity related to physical education~~ shall be required of all students a minimum of 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 (e.g., 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.

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

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- 1.30 State Assessment
- 1.40 Adequate Yearly Progress
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- 1.60 Subgroups of Students; Inclusion of Relevant Scores
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- 1.245 Waiver of School Fees
- 1.250 District to Comply with 23 Ill. Adm. Code 180 (Repealed)
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- 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.~~

2B) 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).

32) 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](mailto: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 (1) 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.~~

ed) 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.

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

gf) 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.

hg) 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 Support Rules and Waivers](#) Division, 100 North First Street, S-493, Springfield, Illinois 62777-0001 or by email to [waivers@isbe.net](mailto: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).



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

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

(Source: Amended at 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 in-service 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 115/4]. 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, 11<sup>th</sup> 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) Participation in a physical education course shall be required of all students a minimum of 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 (e.g., 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.*~~

- 23) 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) School districts shall have guidelines for the return of students who have been excused from a physical education course pursuant to subsections (e)(2) through (4). These guidelines shall return the student to a physical education course as soon as practical. When creating these guidelines, a school district shall take into consideration the following:
  - A) The time in the school year when participation ceases;
  - B) Any future or planned additional participation pursuant to subsections (e)(2) through (4) by a student; and
  - C) Student class schedules.
- 2) 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.
- 3) 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;
- 4) 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;
- 5) 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.)

6f) 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.

fg) 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 (fg), each school shall administer the FitnessGram® (<http://www.fitnessgram.net/>; also see subsection (fg)(3)) to students in grades 3 through 12 (except as noted in subsection (fg)(1)(A) and as exempted under Section 27-6 of the School Code) for the components and using the test items listed in subsections (fg)(1)(A) through (fg)(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) 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 (f)(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**  
**March 14, 2018**

**TO:** Illinois State Board of Education

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

**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 and Healthy Climate  
Emily Fox, Division Administrator, Educator Effectiveness  
Cara Wiley, Director, Regulatory Support and Wellness  
Lindsay M. Bentivegna, Agency Rules and Waiver Coordinator

**Purpose of Agenda Item**

The Educator Effectiveness Division requests the Board to authorize the State Superintendent to adopt a motion approving 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 rulemaking will implement changes made to Article 21B of the School Code (Educator Licensure) in Public Act 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 their 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.

The proposed amendments were published in the *Illinois Register* on December 29, 2017, to elicit public comment; eight comments were received. The summary and analysis of those public comments, along with any recommendations for changes in the proposal as a result, are attached.

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

**Policy Implications:** None.

**Budget Implications:** None.

**Legislative Action:** None.

**Communication:** Please see “Next Steps” below.

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

**Pros:** The proposed changes 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 approves the proposed rulemaking for:

Part 25 (Educator Licensure),

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

#### **Next Steps**

Notice of the approved 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 25**  
**Educator Licensure**

**Comment**

One commenter suggested changes to the driver education endorsement. Specifically, the commenter proposed specifying the laboratory semester hours be in-car behind the wheel and removing the listed components that course must include.

Additionally, the commenter suggested moving the requirement of advanced driver education and emergency evasive driving maneuvers to the list of courses an applicant can choose from to complete 12 semester hours. The commenter also suggested adding Technology in Instruction to this list.

**Analysis**

ISBE agrees to make the commenter's first suggested change with the logic that the specified requirements listed as part of the laboratory portion are better suited to the list of additional course offerings to complete 12 semester hours. ISBE agrees that instruction on emergency evasive driving maneuvers is also better suited to the list of additional course offerings to complete 12 semester hours. However, ISBE declines to include Technology in Instruction to that list at this time.

**Recommendation**

Section 25.100

- k) 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) 9 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 on-street teaching under the supervision of a qualified driver education teacher, advanced driver education, and emergency evasive driving maneuvers; and
      - 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.~~

### **Comment**

One commenter expressed concern regarding the removal of evidence of teaching experience. The commenter's interpretation of the change is that an unlicensed teacher will not be able to have his or her teaching experience considered for student teaching. The commenter feels that with a teaching shortage in the state, not allowing unlicensed teachers to use their teaching experience does not seem to be in the state's best interest.

### **Analysis**

ISBE appreciates the comment and will clarify the commenter's misunderstanding. Teaching experience is being removed as a requirement for educators to waive a second student teaching experience. The revised rules clarify that all educators only need to have completed one student teaching experience for licensure, and that additional student teaching or years of teaching experience are not required for the addition of subsequent endorsements to a professional educator license.

### **Recommendation**

No change will be made in response to this comment.

**Comment**

One commenter pointed out a small typo.

**Analysis**

ISBE appreciates the comment. This typo was corrected upon publication in the *Illinois Register*.

**Recommendation**

No change will be made in response to this comment.

**Comment**

Six commenters expressed concern regarding changes for endorsements for special education teachers. These commenters are concerned that the four areas listed for the endorsement (survey of exceptional children, characteristics of special education students, methods of teaching special education, and psychological assessment for children with disabilities) are too minimal. This minimal preparation is not comparable or equitable in relation to preparation required to teach general education students.

Instead, these commenters propose comprehensive preparation in contemporary evidence-based practices. Additionally, the commenters expressed concern over the lack of required field experience for this endorsement. Commenters state teachers could be responsible for the education of a child without ever having any interactions with a learner with similar characteristics.

One commenter suggested limiting the grade ranges on the endorsement to those grade ranges on the PEL. This commenter also expressed concerns that these changes is not consistent with the Corey H. settlement.

One commenter proposed a minimum of 24 hours in special education content be required before obtaining the endorsement.

**Analysis**

ISBE convened a group of stakeholders a few months ago to recommend changes to the LBS I endorsement. Those recommendations are being analyzed by ISBE and any changes will occur in a future rulemaking. The proposed changes in this Section are a clarification for the current requirements for earning the endorsement.

**Recommendation**

No change will be made in response to this comment.

**Comment**

Six commenters expressed concern regarding changes for short-term approvals for special education teachers. These commenters were concerned that this approval used the same four areas used for the special education endorsement and reiterated their concerns on that subject. The commenters also expressed concern that the applicant's approval plan will now only have to be approved by the employing entity and not both the employing entity and by a representative of the college or university of the applicant's program.

**Analysis**

ISBE convened a group of stakeholders a few months ago to recommend changes to the LBS I endorsement. Those recommendations are being analyzed by ISBE and any changes will occur

in a future rulemaking. The proposed changes in this Section are a clarification for the current requirements for earning the endorsement.

Additionally, colleges and universities are being removed as signatories because they do not have the authority or ability to enforce students to remain enrolled in coursework leading to completion of an endorsement.

**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 b: PERSONNEL

PART 25  
EDUCATOR LICENSURE  
SUBPART A: DEFINITIONS

Section  
25.10      Accredited Institution

SUBPART B: LICENSES

Section  
25.11      New Certificates (February 15, 2000) (Repealed)  
25.15      Types of Licenses; Exchange  
25.20      Requirements for the Elementary Certificate (Repealed)  
25.22      Requirements for the Elementary Certificate (2004) (Repealed)  
25.25      Requirements for the Professional Educator License  
25.30      Endorsement in Teacher Leadership (Through December 31, 2012) (Repealed)  
25.32      Teacher Leader Endorsement (Beginning September 1, 2012)  
25.35      Acquisition of Subsequent Certificates; Removal of Deficiencies (Repealed)  
25.37      Acquisition of Subsequent Teaching Endorsements on a Professional Educator License  
25.40      Grade-Level Endorsements  
25.42      Requirements for the Special Certificate (2004) (Repealed)  
25.43      [Endorsements Standards](#) for [Licensure of](#) Special Education Teachers  
25.45      Standards for the Initial Special Preschool-Age 12 Certificate – Speech and Language Impaired (Repealed)  
25.46      Special Provisions for the Learning Behavior Specialist I Endorsement  
25.47      Special Provisions for the Learning Behavior Specialist I Approval  
25.48      Short-Term Emergency Approval in Special Education  
25.50      General Certificate (Repealed)  
25.60      Alternative Educator Licensure Program for Teachers (Beginning January 1, 2013)  
25.65      Alternative Educator Licensure  
25.67      Alternative Route to Teacher Licensure  
25.70      Endorsement for Career and Technical Educator  
25.72      Endorsement for Provisional Career and Technical Educator  
25.75      Part-time Provisional Certificates (Repealed)  
25.80      Endorsement for Part-time Provisional Career and Technical Educator  
25.82      Requirements for the Early Childhood Certificate (2004) (Repealed)  
25.85      Special Provisions for Endorsement in Foreign Language for Individuals Currently Certified (Repealed)

25.86	Special Provisions for Endorsement in Foreign Language for Individuals Prepared as Teachers But Not Currently Certified (Repealed)
25.90	Endorsement for Transitional Bilingual Educator
25.92	Endorsement for Visiting International Educator
25.95	Language Endorsement for the Transitional Bilingual Educator
25.96	Endorsement for Early Childhood Education (Birth through Grade 2)
25.97	Endorsement for Elementary Education (Grades 1 through 6)
25.99	Endorsement for the Middle Grades (Grades 5 through 8)
25.100	Teaching Endorsements on the Professional Educator License
25.105	Temporary Substitute Teaching Permit (Repealed)

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

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

#### SUBPART D: SCHOOL SUPPORT PERSONNEL

Section	
25.200	Relationship Among Endorsements in Subpart D



25.210	Requirements for the Certification of School Social Workers (Repealed)
25.215	Endorsement for School Social Workers
25.220	Requirements for the Certification of Guidance Personnel (Repealed)
25.225	Endorsement for School Counselors
25.227	Interim Approval for School Counselor Interns
25.230	Nationally Certified School Psychologist
25.235	Endorsement for School Psychologists
25.240	Standard for School Nurse Endorsement (Repealed)
25.245	Endorsement for School Nurses
25.250	Standards for Non-Teaching Speech-Language Pathologists
25.252	Endorsement for Non-Teaching Speech-Language Pathologists
25.255	Interim Approval for Speech-Language Pathologist Interns
<a href="#">25.260</a>	<a href="#">Endorsement for School Marriage and Family Therapists</a>
<a href="#">26.265</a>	<a href="#">Interim Approval for School Marriage and Family Therapist Interns</a>
25.275	Renewal of the Professional Educator License Endorsed for School Support Personnel (Repealed)

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

Section	
25.300	Relationship Among Credentials in Subpart E
25.310	Definitions (Repealed)
25.311	Alternative Route to Superintendent Endorsement (Beginning January 1, 2013)
25.313	Alternative Route to Administrative Endorsement (Through August 31, 2013) (Repealed)
25.314	Alternative Route to Administrative Certification for Teacher Leaders (Repealed)
25.315	Renewal of Administrative Endorsement (Repealed)
25.320	Application for Approval of Program (Repealed)
25.322	General Supervisory Endorsement (Repealed)
25.330	Standards and Guide for Approved Programs (Repealed)
25.333	General Administrative Endorsement (Repealed)
25.335	General Administrative Endorsement (Through June 30, 2016)
25.337	Principal Endorsement (2013)
25.338	Designation as Master Principal (Repealed)
25.344	Chief School Business Official Endorsement (Repealed)
25.345	Endorsement for Chief School Business Official
25.355	Endorsement for Superintendent (Beginning September 1, 2016)
25.360	Endorsement for Superintendent (Through August 31, 2019)
25.365	Endorsement for Director of Special Education

#### SUBPART F: GENERAL PROVISIONS

Section	
25.400	Registration of Licenses; Fees
25.405	Military Service; Licensure

25.410	Reporting Requirements for Revoked or Suspended Licenses; License Application Denials
25.411	Voluntary Removal of Endorsements
25.415	Credit in Junior College (Repealed)
25.420	Psychology Accepted as Professional Education (Repealed)
25.425	Individuals Prepared in Out-of-State Institutions
25.427	Limitation on Evaluation or Entitlement
25.430	Short-Term Approval for Teachers at All Grade Levels25.435      School Service Personnel Certificate – Waiver of Evaluations (Repealed)
25.437	Equivalency of General Education Requirements (Repealed)
25.440	Master of Arts NCATE (Repealed)
25.442	Illinois Teacher Corps Programs (Through August 31, 2013) (Repealed)
25.444	Illinois Teaching Excellence Program
25.445	College Credit for High School Mathematics and Language Courses (Repealed)
25.450	Lapsed Licenses
25.455	Substitute Certificates (Repealed)
25.460	Provisional Special and Provisional High School Certificates (Repealed)
25.464	Short-Term Authorization for Positions Otherwise Unfilled (Repealed)
25.465	Credit (Repealed)
25.470	Meaning of Experience on Administrative Certificates (Repealed)
25.475	Renewal Requirements for Holders of Multiple Types of Endorsements on a Professional Educator License (Repealed)
25.480	Supplemental Documentation and Review of Certain License Applications
25.485	Licensure of Persons with Prior Certificate or License Sanctions
25.486	Licensure of Persons Who Are Delinquent in the Payment of Child Support
25.487	Licensure of Persons with Illinois Tax Noncompliance
25.488	Licensure of Persons Named in Reports of Child Abuse or Neglect
25.489	Licensure of Persons Who Are in Default on Student Loans
25.490	Licensure of Persons Who Have Been Convicted of a Crime
25.491	Licensure of Persons with Unsatisfactory Performance Evaluation Ratings
25.493	Part-Time Teaching Interns (Repealed)
25.495	Approval of Out-of-State Institutions and Programs (Repealed)
25.497	Supervisory Endorsements

#### SUBPART G: PARAPROFESSIONALS; OTHER PERSONNEL

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

#### SUBPART H: CLINICAL EXPERIENCES

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

## SUBPART I: ILLINOIS LICENSURE TESTING SYSTEM

Section	
25.705	Purpose – Severability
25.710	Definitions
25.715	Test Validation
25.717	Test Equivalence
25.720	Applicability of Testing Requirement and Scores
25.725	Applicability of Scores (Repealed)
25.728	Use of Test Results by Institutions of Higher Education
25.730	Registration – Paper-and-Pencil Testing
25.731	Registration – Computer-Based Testing
25.732	Late Registration
25.733	Emergency Registration
25.735	Frequency and Location of Tests
25.740	Accommodation of Persons with Special Needs
25.745	Special Test Dates
25.750	Conditions of Testing
25.755	Cancellation of Scores; Voiding of Scores
25.760	Passing Score
25.765	Individual Test Score Reports
25.770	Re-scoring
25.775	Institution Test Score Reports
25.780	Fees

## SUBPART J: RENEWAL OF PROFESSIONAL EDUCATOR LICENSES

Section	
25.800	Professional Development Required (Beginning July 1, 2014)
25.805	Continuing Professional Development Options
25.807	Additional Specifications Related to Professional Development Activities of Special Education Teachers (Repealed)
25.810	State Priorities (Repealed)
25.815	Submission and Review of the Plan (Repealed)
25.820	Requirements for Coursework on the Assessment of One's Own Performance (Repealed)
25.825	Requirements for Coursework Related to the National Board for Professional Teaching Standards (NBPTS) (Repealed)
25.830	Verification of Completed Activities; Renewal Process
25.832	Validity and Renewal of NBPTS Master Teacher Designation
25.835	Request for Extension

- 25.840 Appeals to the State Educator Preparation and Licensure Board
- 25.845 Responsibilities of School Districts (Repealed)
- 25.848 General Responsibilities of LPDCs (Repealed)
- 25.850 General Responsibilities of Regional Superintendents (Repealed)
- 25.855 Approval of Professional Development Providers
- 25.860 Reporting by and Audits of Providers
- 25.865 Awarding of Credit for Activities with Providers
- 25.870 Continuing Education Units (CEUs) (Repealed)
- 25.872 Special Provisions for Interactive, Electronically Delivered Continuing Professional Development (Repealed)
- 25.875 Continuing Professional Development Units (CPDUs) (Through June 30, 2014)
- 25.880 "Valid and Exempt" Licenses; Proportionate Reduction; Part-Time Teaching
- 25.885 Funding; Expenses (Repealed)

#### SUBPART K: REQUIREMENTS FOR RECEIPT OF THE STANDARD TEACHING CERTIFICATE

##### Section

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

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

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

SOURCE: Rules and Regulations to Govern the Certification of Teachers adopted September 15, 1977; amended at 4 Ill. Reg. 28, p. 336, effective July 16, 1982; amended at 7 Ill. Reg. 5429, effective April 11, 1983; codified at 8 Ill. Reg. 1441; amended at 9 Ill. Reg. 1046, effective

January 16, 1985; amended at 10 Ill. Reg. 12578, effective July 8, 1986; amended at 10 Ill. Reg. 15044, effective August 28, 1986; amended at 11 Ill. Reg. 12670, effective July 15, 1987; amended at 12 Ill. Reg. 3709, effective February 1, 1988; amended at 12 Ill. Reg. 16022, effective September 23, 1988; amended at 14 Ill. Reg. 1243, effective January 8, 1990; amended at 14 Ill. Reg. 17936, effective October 18, 1990; amended at 15 Ill. Reg. 17048, effective November 13, 1991; amended at 16 Ill. Reg. 18789, effective November 23, 1992; amended at 19 Ill. Reg. 16826, effective December 11, 1995; amended at 21 Ill. Reg. 11536, effective August 1, 1997; emergency amendment at 22 Ill. Reg. 5097, effective February 27, 1998, for a maximum of 150 days; amended at 22 Ill. Reg. 11767, effective June 25, 1998; amended at 22 Ill. Reg. 19745, effective October 30, 1998; amended at 23 Ill. Reg. 2843, effective February 26, 1999; amended at 23 Ill. Reg. 7231, effective June 14, 1999; amended at 24 Ill. Reg. 7206, effective May 1, 2000; emergency amendments at 24 Ill. Reg. 9915, effective June 21, 2000, for a maximum of 150 days; amended at 24 Ill. Reg. 12930, effective August 14, 2000; peremptory 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.

- ⚡ 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->

<http://www.isbe.net/certification/System.aspx>). 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 license~~provided the licensee has passed Illinois' test of basic skills required under Section 21B-30 of the School Code and Section 25.520 of this Part. An individual who has passed a test of basic skills for the first licensure renewal is not required to retake the test for further renewals (Section 21B-20(3) of the School Code);~~
    - C) An educator license with stipulations endorsed for provisional career and technical educator issued under this Section, which shall be valid until June 30, 2018, and may be renewed for one, five-year period provided the licensee *has 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

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

- a) Each applicant shall:
  - 1) hold a bachelor's degree;
  - 2) have completed an approved Illinois educator preparation program ~~for the~~ type of endorsement (i.e., teaching, administrative or school support personnel) sought on the professional educator license (see Subpart C). (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:
  - ~~1A)~~ 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.~~
  - ~~2B)~~ 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 Superintendents~~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 on-street teaching under the supervision of a qualified driver education teacher, advanced driver education, and emergency evasive driving maneuvers; and 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; 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.~~

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

- 1) Gifted Education Teacher

This endorsement shall not be issued alone as an individual's first teaching credential. An individual who holds an Illinois professional educator license endorsed at any of the grade levels of early childhood, elementary, middle, or secondary, or for special ~~K-12 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](http://www.isbe.net) website at [www.isbe.net](http://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 \(2015\)](http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf) [Educational Leadership Policy Standards: ISLLC 2008](http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf), 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](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 [\[405 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 degree 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 an 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.)
  - 24) 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.
  - 35) 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<sup>®</sup> shall be the average of the college-readiness benchmarks established by ACT<sup>®</sup>, rounded up to the next whole number, or at least 22.
  - ii) The minimum writing score for the ACT<sup>®</sup> 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<sup>®</sup> administered on or after September 10, 2016 shall be 6.
  - iv) Before March 5, 2016, the minimum composite score for the SAT<sup>®</sup> 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<sup>®</sup> 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<sup>®</sup> or SAT<sup>®</sup> results, using a form provided by the State Superintendent of Education for this purpose. The candidate or applicant shall direct ACT<sup>®</sup> 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<sup>®</sup> or SAT<sup>®</sup> 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<sup>®</sup> 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 (e)(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.

~~gh)~~ 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.
- de) 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.
- ed) 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**  
**March 14, 2018**

**TO:** Illinois State Board of Education

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

**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  
Cara Wiley, Director, Regulatory Support and Wellness  
Lindsay M. Bentivegna, Agency Rules and Waiver Coordinator

**Purpose of Agenda Item**

The Educator Effectiveness Division requests the Board to authorize the State Superintendent to adopt a motion approving 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**

The proposed amendments are being made in response to a request from higher education. The amendments remove 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 of full-time administrative or supervisory experience in order to receive the superintendent endorsement. Some in higher education asked that this requirement be moved 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.

The proposed amendments were published in the *Illinois Register* on December 29, 2017, to elicit public comment; 10 comments were received. The summary and analysis of those public

comments, along with any recommendations for changes in the proposal as a result, are attached.

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

**Policy Implications:** None.

**Budget Implications:** None.

**Legislative Action:** None.

**Communication:** Please see “Next Steps” below.

**Pros and Cons of Various Actions**

**Pros:** The proposed changes 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 approves the proposed rulemaking for:

Part 33 (Programs for the Preparation of Superintendents in Illinois),

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 approved 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 33**  
**Programs for the Preparation of Superintendents in Illinois**

**Comment**

Nine commenters support the proposed change to eliminate the two-year administrative requirement for candidates admitted to superintendent preparation programs. The commenters believe removing this requirement will allow more candidates to enter programs while they continue to work toward the requisite administrative and supervisory experience to obtain the endorsement.

**Analysis**

ISBE appreciates the support from the commenters in making this change.

**Recommendation**

No change will be made in this Part as a result of this comment.

**Comment**

One commenter expressed concern regarding the proposed deletion of the two-year administrative requirement. This commenter's concern stems from research that suggests teacher effectiveness as measured by student performance increases with experience. The commenter stated that removing the two-year requirement may not allow candidates to develop the skills necessary to be effective leaders.

**Analysis**

ISBE agrees supervisory experience is important for high-quality superintendents and feels strongly that candidates can gain that experience while in the program.

The language that is being deleted in this rulemaking is being added to 25.355 (Endorsement for Superintendent) in another rulemaking currently before the Board for approval. Doing so ensures candidates for the endorsement have the requisite experience by the time they receive the endorsement. Removing the language in Part 33 in no way dismisses the importance of this experience, but rather opens the door to more individuals who wish to start a superintendent program while simultaneously gaining that experience.

**Recommendation**

No change will be made in this Part as a result of this comment.

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**  
**March 14, 2018**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education *Ans*  
Robert Wolfe, Chief Financial Officer *RW*  
Libi Gil, Ph.D., Chief Education Officer *LG*

**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  
Cara Wiley, Director, Regulatory Support and Wellness  
Lindsay Bentivegna, Agency Rules and Waiver Coordinator

**Purpose of Agenda Item**

The Funding and Disbursements Division requests the Board to authorize the State Superintendent to adopt a motion approving 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 Public Act 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 for classroom instruction via other electronic means for students who, in certain circumstances, are at risk 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/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 greater autonomy to a district so that it may 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 a 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 Section 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.

Prior to initial review by the Board, ISBE met with representatives from the Illinois Education Association, Illinois Federation of Teachers, and the Illinois High School and College Driver Education Association Inc. to discuss any concerns with the drafted rules. As a result of these discussions and in an effort to offer a compromise, the rules as published no longer include draft language allowing in certain circumstances high school driver education teachers to work in a commercial driver training school. In addition, the rules as published provided more specificity as to when short-term virtual learning may be utilized.

The proposed amendments were published in the *Illinois Register* on December 29, 2017, to elicit public comment; one comment was received. The summary and analysis of that public comment, along with any recommendations for changes in the proposal as a result, is attached.

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

**Policy Implications:** None.

**Budget Implications:** None.

**Legislative Action:** None.

**Communication:** Please see "Next Steps" below.

**Pros and Cons of Various Actions**

**Pros:** The proposed changes 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.

I recommend that the following motion be adopted:

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

Part 252 (Driver Education)

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 approved 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 252**  
**Driver Education**

**Comment**

The commenter expressed that it shares ISBE's concern that Illinois high school students enrolled in a high school driver education class who experience absences from school due to illness may have to be dropped from the course and re-enroll at a later date. The commenter supports the concept of providing school districts with flexibility to avoid that harsh consequence. The commenter feels that face-to-face classroom instruction is an integral part of driver education and proposed removing all references to virtual instruction.

**Analysis**

ISBE's proposed change expressly states that face-to-face instruction is the preferred method of instruction. There are limited instances where virtual instruction would be appropriate to ensure student participation and prevent the student from repeating the entire classroom portion of driver education. ISBE recognizes the autonomy of local districts. The proposed change provides space for a district to examine each student's unique circumstances that would allow them to make an informed decision to permit virtual participation and expressly prohibits online instruction for the entire course. ISBE respects the comment made, but the oversight of public school driver education instruction resides with ISBE and the change as written has practical merit and should not be modified as suggested.

**Recommendation**

No change will be made in this Part as a result of this comment.

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 ~~24-24.22-3.25g(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**

<b><u>FUNDING AND DISBURSEMENTS DIVISION</u></b>	
<u>1. REGION, COUNTY, DISTRICT, TYPE CODE</u>	<u>8. IL SEC OF STATE LICENSED COMMERCIAL</u>
<u>2. DISTRICT NAME</u>	<input type="checkbox"/> <u>School Classroom Only</u> <input type="checkbox"/> <u>Behind-the-Wheel Only</u> <input type="checkbox"/> <u>Both</u>

3. <u>DISTRICT ADDRESS (Street, City, State, Zip Code)</u>		9. <u>NAME OF COMMERCIAL DRIVER TRAINING SCHOOL</u>	<u>ISOS LICENSE NUMBER</u>
4. <u>SCHOOL YEAR</u> <input type="checkbox"/> New <input type="checkbox"/> Renewal		10. <u>TRAINING SCHOOL ADDRESS (Street, City, State, Zip Code)</u>	
5. <u>CONTRACT DATE WITH COMMERCIAL DRIVER TRAINING SCHOOL (mm/dd/yyyy)</u> L      L		11. <u>NAME OF COMMERCIAL DRIVER TRAINING SCHOOL INSTRUCTOR</u>	
6. <u>PUBLIC HEARING DATE (mm/dd/yyyy)</u> L      L		12. <u>ISBE ILLINOIS EDUCATOR IDENTIFICATION NUMBER</u>	
7. <u>DISTRICT WEBSITE ADDRESS</u>		13. <u>DATE OF BIRTH (mm/dd/yyyy)</u>	14. <u>DRIVER LICENSE NUMBER</u>

\_\_\_\_\_  
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**  
**March 14, 2018**

**TO:** Illinois State Board of Education

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

**Agenda Topic:** Intergovernmental Agreement with Sangamon-Menard Regional Office of Education #51 for School Support Managers

**Materials:** None

**Staff Contact(s):** Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning

**Purpose of Agenda Item**

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to enter into the Intergovernmental Agreement (IGA) with the Sangamon/Menard Regional Office of Education #51 (ROE 51) for Fiscal Year 2019 at \$2,213,442.82.

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

This IGA will provide school support managers to oversee the work of schools identified for comprehensive support.

*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.

**Background Information**

The purpose of this IGA is to provide 15 School Support Managers to support the work of schools identified for comprehensive supports. Specifically, School Support Managers will work with identified schools to assist in completing the comprehensive needs assessment with multiple data sources, selecting the appropriate learning partner(s), collecting data and producing quarterly reports, overseeing the implementation of the work plan developed between the comprehensive school and learning partner(s), communicating progress with ISBE staff, and grant management.

Qualified applicants will possess experience/expertise as a school and/or district leader, in using data to align and implement curricula and assessments, teaching practices that support the development and application of effective teaching strategies to meet the needs of all students, and as well as effective and research based leadership practices.

During the 2017-2018 school year, the focus of the School Support Manager's work is to support and learn from the 31 districts and their schools participating in the IL-EMPOWER pilot as ISBE continues to prepare for full implementation of ESSA in the 2018-2019 school year. In particular, prior to the beginning of the 2018-2019 school year, ISBE must identify and be prepared to support the lowest performing 5% of Title I schools and high schools with a graduation rate at or below 67%.<sup>1</sup> The 15 School Support Managers are the cornerstone of this support.

### **Financial Background**

At the April 2017 board meeting, approval was granted for ISBE to enter into an IGA with the Sangamon/Menard Regional Office of Education for the purposes of identifying nine staff to support IL-EMPOWER during the 2017-2018 transition year. At the time the IGA was executed, IL-EMPOWER was in its nascent stages of implementation and ISBE was still in the process of collecting information on those districts that wished to receive support from Illinois CSI during the 17-18 school year. After the structure of the pilot was determined and a final count of the number of districts was finalized, it was determined that need for staff was less than originally contemplated. As a result, it is anticipated that there will be approximately 400k of unexpended dollars in FY18. The unexpended FY18 dollars and those requested in FY19 will fund the 15 School Support Managers during the 2018-2019 school year.

This request is to enter into an IGA for one year (FY19) in the amount of \$2,213,442.82 with ROE 51. The total amount for FY 18 and FY19 will not exceed \$3,262,733.23. The funding is drawn from federal Title I 1003 (a) School Improvement funds.

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

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY18	\$	\$1,049,290.41		\$	\$	<b>\$ 1,049,290.41</b>
FY19	\$	\$		\$	\$2,213,442.82	<b>\$ 2,213,442.82</b>
	\$	\$		\$	\$	<b>\$</b>
	\$	\$		\$	\$	<b>\$</b>
	\$	\$		\$	\$	<b>\$</b>
<b>Total</b>	\$	\$			\$2,213,442.82	<b>\$3,262,733.23</b>

### **Business Enterprise Program (BEP)**

IGAs are exempt from the agency's BEP goal because each state agency and university is subject to its own BEP goal.

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<sup>1</sup> The identification of these schools will take place in the late spring/early summer subsequent to the Technical Advisory Council submitting its recommendations for the accountability system to ISBE.

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

**Policy Implications:** None

**Budget Implications:** The proposed activities will be funded with the Title I 1003(a) School Improvement funds.

**Legislative Action:** None

**Communication:** None

**Pros and Cons of Various Actions**

**Pros:** Approval of the IGA will allow districts to receive support for student and adult performance.

**Cons:** Funding for this IGA is dependent upon federal money.

**Superintendent's Recommendation**

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to enter into an Intergovernmental Agreement with the Sangamon/Menard Regional Office of Education #51 for \$2,213,442.82 for Fiscal Year 2019.

**Next Steps**

Upon Board authorization, Agency staff will enter into an Intergovernmental Agreement in accordance with the approved motion.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**March 14, 2018**

**TO:** Illinois State Board of Education

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

**Agenda Topic:** Waiver of School Code Mandates

**Materials:** Attachment A: Statutory Waiver Process Flow Chart  
Attachment B: Requests Noticed for Further Consideration by Less Than Three Panel Members  
Memorandum from the Honorable John Cullerton, Senate President  
Memorandum from the Honorable Michael Madigan, House Speaker  
Memorandum from the Honorable Jim Durkin, House Minority Leader

**Staff Contact(s):** Jeffrey Aranowski, Executive Director, Safe and Healthy Climate  
Cara Wiley, Director, Regulatory Support and Wellness  
Lindsay M. Bentivegna, Agency Rules and Waiver Coordinator

**Purpose of Agenda Item**

The purpose of the agenda item is to request that the State Board of Education move to approve, deny, modify or decline to act on all waiver requests that were noticed for further consideration by less than three panel members of the General Assembly.

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

The waiver process is linked to the agency's mission and goals in that applicants may request waivers and modifications of the School Code or of agency rules in order to improve student performance.

**Background Information**

Eligible applicants (school districts, joint agreements, or regional superintendents of schools on behalf of schools and programs operated by the Regional Office of Education) may request waivers or modifications from the School Code or rules of the State Board of Education in order to stimulate innovation, improve student performance or address the intent of the statutory or regulatory mandate in a more effective, efficient, or economical manner.

Pursuant to Section 2-3.25g of the School Code (as amended by Public Act 100-465), upon submission of the waiver report by the State Board of Education before October 1 and March 1 to the General Assembly:

The report shall be reviewed by a panel of 4 members consisting of:

- (1) the Speaker of the House of Representatives;
- (2) the Minority Leader of the House of Representatives;
- (3) the President of the Senate; and

(4) the Minority Leader of the Senate.

The State Board of Education may provide the panel recommendations on waiver requests.

The members of the panel shall review the report submitted by the State Board of Education and submit to the State Board of Education any notice of further consideration to any waiver request within 14 days after the member receives the report. If 3 or more of the panel members submit a notice of further consideration to any waiver request contained within the report, the State Board of Education shall submit the waiver request to the General Assembly for consideration. If less than 3 panel members submit a notice of further consideration to a waiver request, the waiver may be approved, denied, or modified by the State Board. If the State Board does not act on a waiver request within 10 days, then the waiver request is approved. If the waiver request is denied by the State Board, it shall submit the waiver request to the General Assembly for consideration.

The Spring 2018 Waiver Report contained 73 requests that seek to waive mandates of the School Code. These requests address:

- Non-resident tuition (31 requests);
- Physical education (14 requests);
- Limitation of administrative costs (13 requests);
- Driver education (11 total requests: six requests for fees and five requests for use of other practice driving methods in lieu of the required six hours of behind-the-wheel instruction in a dual control car on public roadways);
- Publication of a school district's annual statement of affairs (four requests).

The Board approved transmittal of the Spring 2018 Waiver Report to legislative leaders during its February meeting and the report was delivered on February 21, 2018. Accordingly, the panel was required to notify the State Board of Education by March 7, 2018 of any waiver requests noticed for further consideration by the full General Assembly. As of the close of business on March 7, 2018, State Board staff received responses from House Speaker Madigan, Senate President Cullerton, and House Minority Leader Durkin.

Therefore, all 73 waiver requests in the Spring 2018 Waiver Report were noticed for further consideration by less than three panel members (see Attachment B). These requests are being presented to the Board for approval, denial, or modification. Requests not approved, denied or modified by the Board at its March meeting shall be deemed approved. Requests denied by the Board shall be transmitted to the full General Assembly for consideration.

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

The State Superintendent recommends that the State Board of Education move to approve, deny, or decline to act on all waiver requests that were noticed for further consideration by less than three panel members.

**Next Steps**

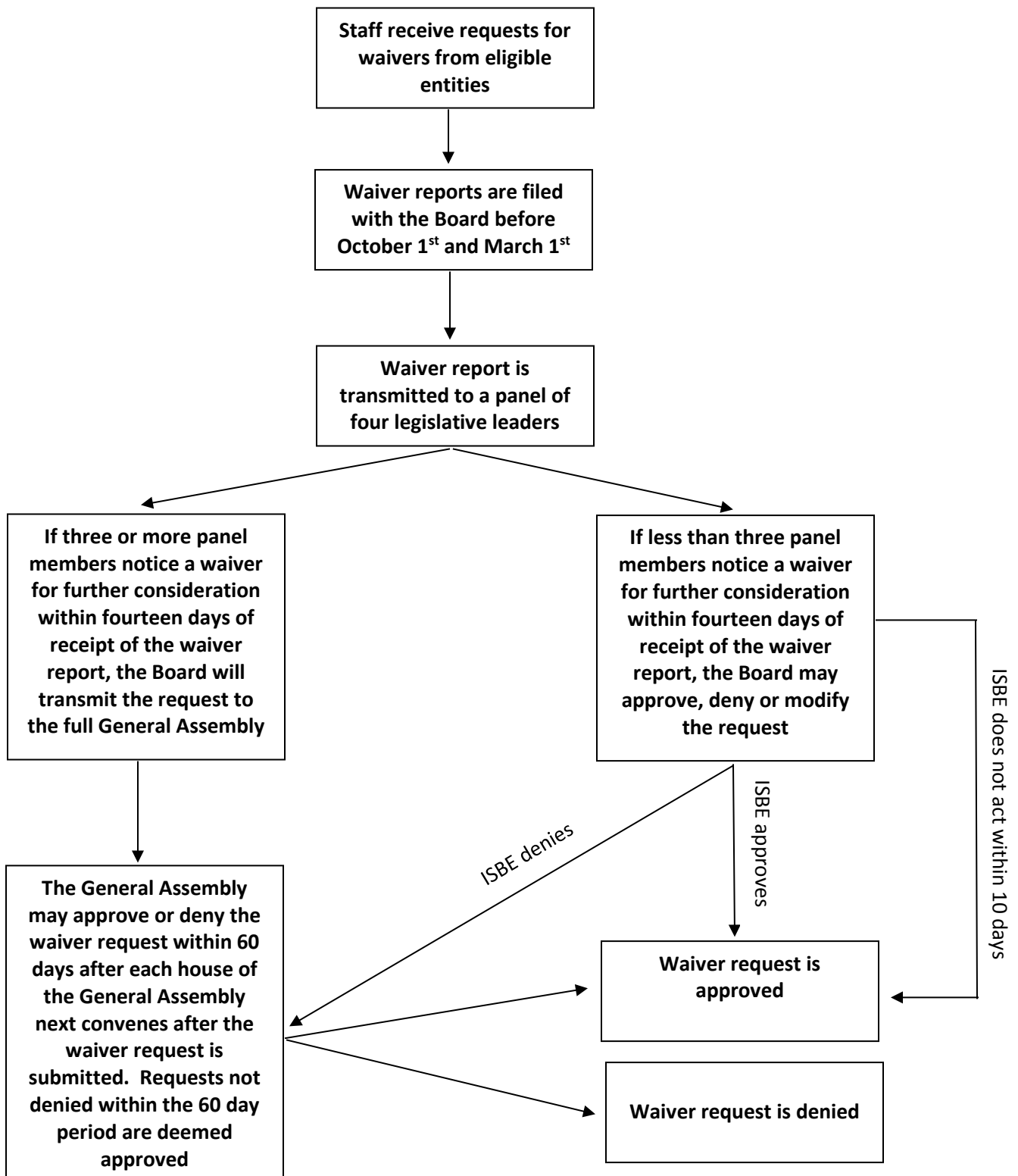
Staff will take the following actions:

- a. School districts with requests approved by the Board will be notified that those requests have been approved;
- b. School districts with requests denied by the Board will have those requests submitted to the General Assembly in accordance with Section 2-3.25g of the School Code; and/or
- c. School districts with requests not acted upon by the Board will be notified that those requests are approved.

## Attachment A

### Statutory Waiver Process Flow Chart

Section 2-3.25g of the School Code as Amended by Public Act 100-0465



**Appendix B**  
**Requests Noticed for Further Consideration by Less than Three Panel Members**  
*Volume 46 – Spring Waiver Report 2018*

**Driver Education** (11 requests)

**Behind-the-Wheel Instruction**

*Lake Park CHSD 108 – DuPage (SD 23/HD 45) / Expiration: 2022-23 school year*  
**WM100-6409 (renewal) – Waiver of School Code** (Section 27-24.3) request to allow the district to use a four-phase integrated system of over 45 hours of classroom, 10 hours of concentrated range driving, six hours of simulated visual perception training, and four hours of on street driving. The district states that this request will allow for students with varying levels of skills and challenges to have success and become safe users of our highway transportation system.

*Community High School District 94 – DuPage (SD 25/HD 49) / Expiration: 2022-23 school year*  
**WM100-6415 (renewal) – Waiver of School Code** (Section 27-24.3) request to allow the district to use computer simulators for 12 hours in lieu of three hours of behind-the-wheel instruction in a car with dual operating controls operated on public roadways. The district states that the use of simulators will allow students to experience and learn from unexpected and challenging experiences without placing them in the danger of actual traffic situations.

*Naperville School District 203 – DuPage (SD 21/HD 41) / Expiration: 2022-23 school year*  
**WM100-6440 (renewal) – Waiver of School Code** (Section 27-24.3) request to allow the district to use computer simulators for 12 hours in lieu of three hours of behind-the-wheel instruction in a car with dual operating controls operated on public roadways. The district states that the use of simulators gives students experiences such as collision avoidance, which cannot be replicated during the behind-the-wheel phase of driver education, and allows them to practice driving techniques like identifying and predicting potential problems they might encounter on the road.

*Oak Park and River Forest High School District 200 – Cook (SD 39/HD 78) / Expiration: 2022-23 school year*  
**WM100-6461 (renewal) – Waiver of School Code** (Section 27-24.3) request to allow the district to use computer simulators for 18 hours in lieu of 2.8 hours of behind-the-wheel instruction in a car with dual operating controls operated on public roadways. The district states that the use of simulators will provide students with instruction meeting the standards promulgated by the Illinois School Code regarding overall quality instruction required for students in their overall skill and knowledge of driving.

*East Aurora School District 131 – Kane (SD 42/HD 83) / Expiration: 2022-23 school year*  
**WM100-6476 (renewal) – Waiver of School Code** (Section 27-24.3) request to allow the district to use computer simulators for 12 hours in lieu of three hours of behind-the-wheel instruction in a car with dual operating controls operated on public roadways. The district states that the use of simulators will allow the district to continue to maximize the number of students it can serve given the current full-time equivalents allowed to driver education.

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\* Denotes that the waiver request was noticed for further consideration by one (1) legislative leader.

\*\*Denotes that the waiver request was noticed for further consideration by two (2) legislative leaders.



## Fee Limits

*Lake Zurich CUSD 95* – Lake (SD 26/HD 51) / **Expiration: 2022-23 school year**

**WM100-6428 (renewal) – Waiver of School Code** (Section 27-24.2) request to allow the district to charge a reasonable fee, not to exceed \$400, to students who participate in the course, unless a student is unable to pay for such a course, in which even the fee for such student shall be waived.

*New Trier Township HSD 203* – Cook (SD 9/HD 18) / **Expiration: 2023-24 school year WM100-6436 (renewal) – Waiver of School Code** (Section 27-24.2) request to allow the district to charge a reasonable fee, not to exceed \$500. The district states that this request allows it to continue to deliver the driver education program with the quality and individual attention necessary to build a strong foundation for young drivers.

*Elmhurst CUSD 205* – DuPage (SD 24/HD 47) / **Expiration: 2022-23 school year**

**WM100-6442-0 (renewal) – Waiver of School Code** (Section 27-24.2) request to allow the district to charge a reasonable fee, not to exceed \$325, to students who participate in the course, unless a student is unable to pay for such a course, in which even the fee for such student shall be waived.

*Niles Township HSD 219* – Cook (SD 8/HD 15) / **Expiration: 2022-23 school year**

**WM100-6458 (renewal) – Waiver of School Code** (Section 27-24.2) request to allow the district to charge a reasonable fee, not to exceed \$500. The district states that this request allows it to make more efficient use of its funds.

*Oswego CUSD 308* – Kane/Kendall/Will (SD 49/HD 97) / **Expiration: 2022-23 school year**

**WM100-6481 – Waiver of School Code** (Section 27-24.2) request to allow the district to charge a reasonable fee, not to exceed \$400. The district states that this request allows it to meet the demand of its student population in a more cost-efficient manner and with the level of service necessary to maintain a high-quality program.

*Elmwood Park CUSD 401* – Cook (SD 39/HD 78) / **Expiration: 2022-23 school year**

**WM100-6487 (renewal) – Waiver of School Code** (Section 27-24.2) request to allow the district to charge a reasonable fee, not to exceed \$300. The district states that the outcomes for success includes students who pass driver education and the improvement of academic success on the state assessments.

### **Limitation of Administrative Costs** (13 requests)

\**Shiloh CUSD 1* – Edgar (SD 51/HD 102) / **Expiration: 2017-18 school year**

**WM100-6414 – Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district raised the salary of the interim superintendent to align with and compare with other districts in the same county or area and retain the superintendent for continuity in its administration. The costs to raise the salary of the interim superintendent resulted in the district's budgeted administrative costs for FY 2018 to exceed those for FY 2017 by more than the 5 percent limitation.

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\* Denotes that the waiver request was noticed for further consideration by one (1) legislative leader.

\*\*Denotes that the waiver request was noticed for further consideration by two (2) legislative leaders.

*Palos Heights SD 128 – Cook (SD 14/HD 27) / Expiration: 2017-18 school year*

**WM100-6416 – Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district special education director position was moved from half time to full time, there was an accounting change for the superintendent's salary due to prior year portion of salary being charged to an area not reported on the limitation worksheet, and an increase in medical insurance premiums for four district administrative positions. These three situations resulted in the district's budgeted administrative costs for FY 2018 exceeding those for FY 2017 by more than the 5 percent limitation.

*Maine Twp HSD 207 – Cook (SD 28/HD 55) / Expiration: 2017-18 school year*

**WM100-6430 – Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district changed the special education compliance coordinator job from half time to full time, changed the athletic director position from a 10-month position to a 12-month position, and experienced a need for additional stock in the district bookstore. These three situations resulted in the district's budgeted administrative costs for FY 2018 exceeding those for FY 2017 by more than the 5 percent limitation.

*Yorkville CUSD 115 – Kendall (SD 25/HD 50) / Expiration: 2017-18 school year WM100-6435*

**– Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district added a new assistant director for student services to support its special education programs, increased the salary and benefit costs for a student services coordinator, hired an additional dean of students to support the middle school's growing enrollment, hired an interim administrative assistant to fill in for an employee on maternity leave, had an employee elect to take district-offered benefits, and received a one-time rebate due to changing from a fully insured plan to a partially self-funded insurance plan. These five situations resulted in the district's budgeted administrative costs for FY 2018 exceeding those for FY 2017 by more than the 5 percent limitation.

*\*Rankin School District 98 – Tazewell (SD 46/HD 91) / Expiration: 2017-18 school year*

**WM100-6450 – Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district employed a retired administrator as a part-time district superintendent during the same time it was employing a full-time superintendent. This change resulted an increase in the district's budgeted administrative costs for the 2015, 2016, and 2017 school years. The district's costs for FY 2018 exceeded those for FY 2017 by more than the 5 percent limitation.

*\*Century CUSD 100 – Pulaski (SD 59/HD 118) / Expiration: 2017-2018 school year WM100-*

**6455 – Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district made a payout of unused vacation days to the outgoing superintendent. This was a contractual obligation that was one-time, unexpected, and unavoidable and caused the district's budgeted administrative costs for FY 2018 to exceed those for FY 2017 by more than the 5 percent limitation.

*Rhodes SD 84.5 – Cook (SD 39/HD 78) / Expiration: 2017-18 school year WM100-6456 –*

**Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of

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administrative costs due to circumstances beyond its control. The district states the actual central administrative costs incurred in FY 2017 were lower than anticipated. For this reason, the district's budgeted administrative costs for FY 2018 exceeded those for FY 2017 by more than the 5 percent limitation.

*Harvard CUSD 50 – McHenry (SD 32/HD 63) / Expiration: 2017-18 school year WM100-6464 – Waiver of School Code* (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district hired a full-time director of special services for the 2017-18 school year following the retirement of the district superintendent who also served in this role. This addition caused the district's budgeted administrative costs for FY 2018 to exceed those for FY 2017 by more than the 5 percent limitation.

*Peotone Community SD 207-U – Will/Kankakee (SD 40/HD 79) / Expiration: 2017-18 school year WM100-6472 – Waiver of School Code* (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district hired a full-time business manager in April 2017. Previously, the district had a business manager with a reduced contract, salary, and number of employment days. This change caused the district's budgeted administrative costs for FY 2018 to exceed those for FY 2017 by more than the 5 percent limitation.

*St. George CCSD 258 –Kankakee (SD 17/HD 34) / Expiration: 2017-18 school year WM100-6488 – Waiver of School Code* (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district exceeded the limitation due to the previous year's administrative costs being lower than expected due to a period in the middle of the superintendent's contract in which the normal disability insurance coverage was not paid and due to the resignation of the superintendent's administrative assistant. The district also increased the compensation package offered for the superintendent's administrative assistant job in order to fill the vacancy with a qualified candidate. The events caused the district's budgeted administrative costs for FY 2018 to exceed those for FY 2017 by more than the 5 percent limitation.

*Galesburg Community SD 205 – (SD 47/HD 93) / Expiration: 2017-18 school year WM100-6490 – Waiver of School Code* (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district exceeded the limitation due to additional expenditures, including personnel and business equipment that were required to administer an in-house special education program after withdrawing from the Knox-Warren Special Education Cooperative; and the hiring of additional deans' positions. For these reasons, the district's budgeted administrative costs for FY 2018 to exceed those for FY 2017 by more than the 5 percent limitation.

*Jacksonville SD 117 – (SD 50/HD 100) / Expiration: 2017-2018 school year WM100-6491 – Waiver of School Code* (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to the move of the district Pre-K Principal expenditure within the administrative cost functions. Additionally, the district discovered an error in reporting laptops to the wrong function, resulting in the need to amend and remove these costs from the administrative cost functions. For these reasons, the district's budgeted administrative costs for FY 2018 to

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exceed those for FY 2017 by more than the 5 percent limitation.

*\*Prospect Heights SD 23 – (SD 27/HD 53) / Expiration: 2017-18 school year WM100-6494 – Waiver of School Code* (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district exceeded the limitation due to a new part-time administrative support position; changes in the account for the superintendent secretary, administrative travel, and the treasurer bond; a contractually obligated retirement payment for the prior year superintendent; new costs for a mentoring program for the new superintendent; and prior year costs being lower than expected for the copier contract. All of these reasons resulted in the district's budgeted administrative costs for FY 2018 exceeding those for FY 2017 by more than the 5 percent limitation.

**Non-resident Tuition** (31 requests)

*\*Calhoun CUSD 40 – Calhoun (SD 50/HD 100) / Expiration: 2022-23 school year WM100-6410 – Waiver of School Code* (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*\*Paris Union SD 95 – Edgar (SD 51/HD 102) / Expiration: 2022-23 school year WM100-6411 – Waiver of School Code* (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*\*DuQuoin CUSD 300 – Perry (SD 58/HD 115) / Expiration: 2022-23 school year WM100-6412 (renewal) – Waiver of School Code* (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are employees of the district to attend its schools free of charge.

*\*Opdyke-Belle Rive CCSD 5 – Jefferson (SD 58/HD 115) / Expiration: 2022-23 school year WM100-6413 – Waiver of School Code* (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*\*Newark CHS 18 – Kendall/Grundy/LaSalle (SD 38/HD 75) / Expiration: 2022-23 school year WM100-6419 – Waiver of School Code* (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time and part-time certified staff members of the district to attend its schools free of charge.

*\*Monroe Elementary SD 70 – Peoria (SD 46/HD 92) / Expiration: 2022-23 school year WM100-6426 (renewal) – Waiver of School Code* (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*\*Malden CCSD 84 – Bureau (SD 38/HD 76) / Expiration: 2022-23 school year WM100-6429 – Waiver of School Code* (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

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\*\*Denotes that the waiver request was noticed for further consideration by two (2) legislative leaders.

*\*Western CUSD 12 –Pike/Adams (SD 50/HD 100) / Expiration: 2022-23 school year*  
**WM100-6432 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are employees of the district to attend its schools free of charge.

*\*Vandalia CUSD 203 – Fayette (SD 54/HD 107) / Expiration: 2022-23 school year*  
**WM100-6433 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*\*Staunton CUSD 6 – Macoupin/Madison (SD 48/HD 95) / Expiration: 2022-23 school year*  
**WM100-6434 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time certified employees of the district to attend its schools free of charge.

*Central City School 133 – Marion (SD 54/HD 107) / Expiration: 2020-21 school year*  
**WM100-6439 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*\*Allendale CCSD 17 –Wabash (SD 55/HD 109) / Expiration: 2022-23 school year*  
**WM100-6441 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*\*Riverview CCSD 2 – Woodford (SD 37/HD 73) / Expiration: 2022-23 school year*  
**WM100-6444 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time teachers, administrators, and support staff of the district to attend its schools free of charge.

*\*Bradley-Bourbonnais CHS 307 – Kankakee (SD 40/HD 79) / Expiration: 2022-23 school year*  
**WM100-6445 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time staff members of the district to attend its schools free of charge.

*\*Montmorency CCSD 145 – Whiteside (SD 36/HD 71) / Expiration: 2022-23 school year*  
**WM100-6448 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time teachers and employees of the district to attend its schools free of charge.

*\*Pikeland CUSD 10 – Pike (SD 50/HD 100) / Expiration: 2022-23 school year*  
**WM100-6449 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*\*East Peoria CHSD 309 – Tazewell (SD 46/HD 91) / Expiration: 2022-23 school year*  
**WM100-6451 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-

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\*\*Denotes that the waiver request was noticed for further consideration by two (2) legislative leaders.

resident students whose parents are full-time employees of the district to attend its schools free of charge.

*\*El Paso Gridley CUSD 11 – Woodford (SD 53/HD 106) / Expiration: 2022-23 school year WM100-6452 – Waiver of School Code* (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time teachers, administrators, and support staff of the district to attend its schools free of charge.

*\*Bushnell-Prairie City CUSD 170 – McDonough (SD 47/HD 93) / Expiration: 2022-23 school year WM100-6459 (renewal) – Waiver of School Code* (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are certified employees of the district to attend its schools free of charge.

*\*Hoopeston Area CUSD 11 – Vermillion (SD 53/HD 106) / Expiration: 2022-23 school year WM100-6460 – Waiver of School Code* (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time staff members of the district to attend its schools free of charge.

*Dallas ESD 327 – Hancock (SD 47/HD 94) / Expiration: 2022-23 school year WM100-6470 – Waiver of School Code* (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are staff members of the district to attend its schools free of charge.

*\*Brownstown CUSD 201 – Fayette (SD 54/HD 107) / Expiration: 2022-23 school year WM100-6471 (renewal) – Waiver of School Code* (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are employees of the district to attend its schools free of charge.

*\*Milford Area Public Schools 124 – Iroquois (SD 53/HD 106) / Expiration: 2022-23 school year WM100-6473 – Waiver of School Code* (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*\*Centralia HS District 200 – Marion (SD 54/HD 107) / Expiration: 2022-23 school year WM100-6475 – Waiver of School Code* (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*\*Massac County Unit School District 1 – Massac (SD 59/HD 118) / Expiration: 2022-23 school year WM100-6477 – Waiver of School Code* (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*\*\*Heyworth CUSD 4 – McLean (SD 51/HD 101) / Expiration: 2022-23 school year WM100-6480 – Waiver of School Code* (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time licensed employees of the district to attend its schools free of charge.

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\*\*Denotes that the waiver request was noticed for further consideration by two (2) legislative leaders.

*\*Steeleville CUSD 138 – Randolph (SD 58/HD 116) / Expiration: 2022-23 school year WM100-6484 (renewal) – Waiver of School Code* (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are certified employees of the district to attend its schools free of charge.

*\*Olympia CUSD 16 – McLean (SD 44/HD 88) / Expiration: 2022-23 school year WM100-6486 – Waiver of School Code* (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*\*Bond County CUSD 2 – Bond (SD 54/HD 107) / Expiration: 2022-23 school year WM100-6492 – Waiver of School Code* (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are certified employees of the district to attend its schools free of charge.

*\*Farmington Central CUSD 265 – Peoria (SD 46/HD 91) / Expiration: 2022-23 school year WM100-6493 – Waiver of School Code* (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*\*Jonesboro Elementary School District CCSD #43 – Union (SD 58/HD 115) / Expiration: 2022-2023 school year WM100-6499 – Waiver of School Code* (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time licensed faculty of the district to attend its schools free of charge.

**Physical Education** (14 requests)

*Community High School District 117 – Lake (SD 32/HD 64) / Expiration: 2022-23 school year WM100-6427 (renewal) – Waiver of School Code* (Section 27-6) request to allow the district to excuse students from participation in physical education courses while participating in cheerleading and dance team (pom pon squad). If approved, the waiver will provide the benefit of time within the normal school day for students to enroll in elective courses that expand opportunities to learn.

*\*\*Manteno CUSD 5 – Kankakee (SD 17/HD 34) / Expiration: 2019-20 school year WM100-6431 (renewal) – Waiver of School Code* (Section 27-6) request to allow the district to exempt students in 11th and 12th grade who are active participants in Show Choir from the daily physical education requirement. If approved, students will have an opportunity to take an additional academic course to improve their preparedness for college and/or career.

*Rock Falls ESD 13 – Whiteside (SD 36/HD 71) / Expiration: 2022-23 school year WM100-6446 (renewal) – Waiver of School Code* (Section 27-6) request to allow the district to provide 30 minutes of physical education class every other day for students in grades K-5. At the K-5 level, physical education alternates daily with instruction from a music/fine arts specialist. In addition to physical education instruction with a specialist every other day, the K-5 students receive a total of 15-20 minutes of supervised recess daily. Additional instruction in the area of health and nutrition are covered by classroom instructor and the district's certified nursing staff. Extracurricular opportunities are provided throughout the school year through extracurricular programs.

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\*\*Denotes that the waiver request was noticed for further consideration by two (2) legislative leaders.

*\*Quincy Public SD 172 – Adams (SD 47/HD 94) / Expiration: 2022-23 school year*  
**WM100-6454 – Waiver of School Code** (Section 27-6) request to allow the district to consider PE individually for K-5 students, if necessary to improve academic performance and only on a temporary basis; considered individually for 6-12 students, if necessary to improve academic performance on a temporary basis by semester; and for the following: 9th-10<sup>th</sup> students involved in interscholastic athletics; 11<sup>th</sup> students taking health class; students taking driver education or behind the wheel; students participating in cheer or poms; and students involved in short-term academic intervention or taking a needed academic course.

*Plainfield CCSD 202 –Will (SD 49/HD 97) / Expiration: 2022-23 school year*  
**WM100-6457 (renewal) – Waiver of School Code** (Section 27-6) request to allow students in K-5 at 17 elementary schools to receive two days of physical education per week from a certified physical education specialist. They also receive one day per week of instruction covering a health/wellness curriculum. If approved, this waiver would allow the district to effectively and efficiently provide P.E. and health/wellness activities as well as instruction to students on a rotating basis.

*\*\*Mundelein CHSD 120 –Lake (SD 30/HD 59) / Expiration: 2022-23 school year*  
**WM100-6465 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to exempt students involved in the Sound, Lights and Sound FX choreographed competitive show choir programs from the state mandated enrollment in a physical education course.

*\*\*Mundelein CHSD 120 –Lake (SD 30/HD 59) / Expiration: 2022-23 school year*  
**WM100-6466 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to exempt pupils enrolled in grades 9 through 12 from engaging in a physical education course while enrolled in band courses. Students involved in the Sound, Lights and Sound FX choreographed competitive show choir programs would be exempted from the state-mandated enrollment in a physical education course. If approved, this waiver would allow students an opportunity to enroll in yearlong elective courses and unique STEM courses. These opportunities maintain current academic programming, as well as provide increased flexibility for students to receive academic interventions, leading to improved student performance and an increase in both graduation rates and college readiness, while students can simultaneously pursue musical instruction.

*\*\*Mundelein CHSD 120 –Lake (SD 30/HD 59) / Expiration: 2022-23 school year*  
**WM100-6467 – Waiver of School Code** (Section 27-6) request to allow the district to excuse students in grade 10 from 18 weeks of daily physical education in order to be enrolled in a two-phase driver education program that includes both classroom and behind-the-wheel instruction. If approved, students affected by this waiver will be able to enroll in a foreign language, fine arts, or a second math or science class, thereby completing all the necessary graduation and college entrance requirements.

*\*\*Mundelein CHSD 120 –Lake (SD 30/HD 59) / Expiration: 2022-23 school year*  
**WM100-6468 – Waiver of School Code** (Section 27-6) request to allow the district to excuse students in grade 11 through 12 receiving vocational classes at the Lake County High Schools Technology Campus from the daily physical education requirement. If approved, students affected by this waiver will be able to enroll in a foreign language, fine arts, or a second math or science

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\*\*Denotes that the waiver request was noticed for further consideration by two (2) legislative leaders.



class, thereby completing all the necessary graduation and college entrance requirements.

**\*\*Mundelein CHSD 120 –Lake (SD 30/HD 59) / Expiration: 2022-23 school year**

**WM100-6469 – Waiver of School Code** (Section 27-6) request to allow the district to excuse students in grade 9 through 12 receiving academic intervention programs in English, reading, or math from the daily physical education requirement. If approved, the waiver would allow the district increased flexibility to provide academic interventions and opportunities to its students and improve student performance by increasing both graduation and college enrollment rates.

**Freeport SD 145 –Stephenson (SD 45/HD 89) / Expiration: 2019-20 school year**

**WM100-6479 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to exempt students in 11th and 12th grade who demonstrate ongoing participation in show choir and to allow students who participate in marching band to be excused from physical education class during the time that they are enrolled in a marching band class. If approved, students will have an opportunity to complement the exercise they are already receiving with coursework in other areas of the student's interest, including, but not limited to, fine arts and career preparation.

**\*\*Waukegan CUSD 60 –Lake (SD 30/HD 60) / Expiration: 2022-23 school year WM100-6495**

**(renewal) – Waiver of School Code** (Section 27-6) request to allow the district to provide one session of physical education every fourth day for 46 minutes for grades K-5. This request is based upon the need to continue to maximize the instructional time to the core subjects of language arts and mathematics. Classroom teachers will also be encouraged to use "brain break" activities that incorporate physical activity throughout the school day. Several of the elementary schools also offer before- and after-school physical activity clubs and the district has initiated a sports program at each elementary school to give students an opportunity to increase their physical activity.

**Lake Villa Community Consolidated SD 41 –Lake (SD 32/HD 64) / Expiration: 2022-23 school**

**year WM100-6496 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to provide physical education one time per week for 40 minutes for students at the K-6 levels. The district's request is based on current economic challenges within the district and the elimination of staff positions and an elementary building. Student in K-6 will also receive daily recess and every effort will be made by regular education staff to provide structured activities that require movement and fitness for students in K-6.

**\*\*East St. Louis District 189 –St. Clair (SD 57/HD 114) / Expiration: 2019-20 school year**

**WM100-6497 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to excuse pupils enrolled in grades 11 and 12 from engaging in physical education courses in order to attend academic elective courses for postsecondary preparation. The requested waiver will facilitate improved student performance on college entrance exams.

#### **Statement of Affairs** (4 requests)

**\*Carrollton CUSD 1 – Greene (SD 50/HD 100) / Expiration: 2022-23 school year**

**WM100-6447– Waiver of School Code** (Section 10-17) request to allow the district not to prepare and publish in the newspaper a "statement of affairs," thus saving the district approximately \$850 per year and \$4,250 over the course of five years. The district will instead publish its annual

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\* Denotes that the waiver request was noticed for further consideration by one (1) legislative leader.

\*\*Denotes that the waiver request was noticed for further consideration by two (2) legislative leaders.

statement of affairs summary on the district's website, submit the ASA to the State Board of Education for posting on the agency's website annually, and retain copies of the ASA in the school district's/joint agreement's administrative office.

*\*Huntley CSD 158 – McHenry (SD 33/HD 66) / Expiration: 2018-19 school year*

**WM100-6462 (renewal) – Waiver of School Code** (Section 10-17) request to allow the district not to prepare and publish in the newspaper a “statement of affairs,” thus saving the district approximately \$6,000. The district will instead publish its annual statement of affairs report on the district's website. The public will become aware of the availability of this report through the local media as well as the district's community newsletter.

*\*Woodland CUSD 5 – Livingston/Lasalle (SD 53/HD 106) / Expiration: 2022-23 school year*

**WM100-6483– Waiver of School Code** (Section 10-17) request to allow the district not to prepare and publish in the newspaper a “statement of affairs,” thus saving the district approximately \$1,000 to \$1,500 annually. The district will instead publish its annual statement of affairs summary on the district's website, send out an all-district email, post a link on Twitter and Facebook pages, describe the process at local meetings and events, and post hard copies outside the superintendent's office.

*\*North Greene Unit District 3 – Greene (SD 50/HD 100) / Expiration: 2022-23 school year*

**WM100-6485– Waiver of School Code** (Section 10-17) request to allow the district not to prepare and publish in the newspaper a “statement of affairs,” thus saving the district at least \$850 per year and \$4,250 over the course of five years. The district will instead publish its annual statement of affairs summary on the district's website, submit the ASA to the State Board of Education for posting on the agency's website annually, and retain copies of the ASA in the school district's/joint agreement's administrative office.

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\* Denotes that the waiver request was noticed for further consideration by one (1) legislative leader.

\*\*Denotes that the waiver request was noticed for further consideration by two (2) legislative leaders.



OFFICE OF THE SENATE PRESIDENT  
STATE OF ILLINOIS

JOHN J. CULLERTON  
SENATE PRESIDENT  
March 7, 2018

327 STATE CAPITOL  
SPRINGFIELD, ILLINOIS 62706  
217-782-2728

James T. Meeks  
Chairman, Illinois State Board of Education  
100 N. First St.  
Springfield, IL 62777

Chairman Meeks:

Pursuant to Section 2-3.25g of the School Code, I request that the following waiver requests included in the State Board of Education's spring 2018 waiver report, dated February 21, 2018, be transmitted to the full General Assembly for further consideration:

- The request made by Manteno CUSD 5 with respect to physical education, identified in the report filed by the State Board of Education as request WM100-6431.
- The request made by Mundelein CHSD 120 with respect to physical education, identified in the report filed by the State Board of Education as request WM100-6465.
- The request made by Mundelein CHSD 120 with respect to physical education, identified in the report filed by the State Board of Education as request WM100-6466.
- The request made by Mundelein CHSD 120 with respect to physical education, identified in the report filed by the State Board of Education as request WM100-6467.
- The request made by Mundelein CHSD 120 with respect to physical education, identified in the report filed by the State Board of Education as request WM100-6468.
- The request made by Mundelein CHSD 120 with respect to physical education, identified in the report filed by the State Board of Education as request WM100-6469.
- The request made by Waukegan CUSD 60 with respect to physical education, identified in the report filed by the State Board of Education as request WM100-6495.
- The request made by East St. Louis District 189 with respect to physical education, identified in the report filed by the State Board of Education as request WM100-6497.

I request that all other waivers listed in the report be returned to the State Board of Education for final action.

Sincerely,

John J. Cullerton  
President of the Senate



**GENERAL ASSEMBLY**  
STATE OF ILLINOIS  
HOUSE OF REPRESENTATIVES

March 6, 2018

**RECEIVED**

MAR 07 2018 #1

State Superintendent's  
Office

Dr. Tony A. Smith, State Superintendent  
State Board of Education  
100 N. 1<sup>st</sup> Street  
Springfield, IL 62777

Dear Superintendent Smith:

After reviewing the spring 2018 School Code waiver report, the House Democratic Caucus requests the following waiver requests be transmitted to the General Assembly for further consideration:

1. Physical Education Waivers: The 5 physical education school waivers listed below contain a variety of requests to exchange physical education classes for participating in other activities. The House Democratic Caucus request that these districts present their case to the General Assembly for further review: Manteno CUSD 5 (Smith), Quincy Public SD 172 (Frese), Mundelein CHSD 12 (Sente), Waukegan CUSD 60 (Mayfield), and East St. Louis District 189 (Greenwood);
2. Statement of Affairs Waivers: All 4 requests for statement of affairs waivers. The House Democratic Caucus is aware of opposition to these waiver requests and believes further discussion is warranted;
3. Non-Resident Tuition Waivers: All 31 requests for non-resident tuition waivers. The House Democratic Caucus believes additional dialogue is necessary on this topic; and
4. Limitation of Administrative Costs: The 4 limitation of administrative costs waivers listed below contain an increase for superintendent pay. The House Democratic Caucus believes further review of these waivers is necessary: Shiloh CUSD 1 (Halbrook), Rankin SD 98 (Unes), Century CUSD 100 (Phelps Finnie), and Prospect Heights SD 23 (D. Harris).

The House Democratic Caucus requests the 44 aforementioned waiver requests be submitted to the General Assembly for further review and discussion. The remainder of the waiver requests may be transmitted to the State Board of Education to review and approve, deny, or modify. Thank you for your consideration.

With kindest personal regards, I remain

Sincerely yours,

*Michael J. Madigan*

**MICHAEL J. MADIGAN**  
Speaker of the House

SPRINGFIELD OFFICE:  
316 STATE HOUSE  
SPRINGFIELD, ILLINOIS 62706  
(217) 782-0494  
(217) 782-7012 FAX



DISTRICT OFFICE:  
16W281 83<sup>RD</sup> ST.  
SUITE C  
BURR RIDGE, ILLINOIS 60527  
(630) 325-2028  
(630) 325-2291 FAX

**JIM DURKIN**  
STATE REPRESENTATIVE • 82ND DISTRICT  
HOUSE REPUBLICAN LEADER

March 5, 2018

Mr. Tony Smith  
State Superintendent of Education  
100 North 1<sup>st</sup> Street  
Springfield, Illinois 62777

Dear Superintendent Smith,

Pursuant to Section 2-3.25g of the School Code, I am filing a notice of further consideration on WM 100-6480 requested by Heyworth CUSD #4 in the Spring 2018 Waiver Report.

Through this request, Heyworth CUSD #4 seeks to waive Section 10-20.12a of the School Code, which requires each school district to charge tuition to students who seek to enroll in the school district, but who live outside district boundaries.

The remainder of the requests shall be transmitted back to the State Board of Education.

Thank you for your consideration of this matter.

Sincerely,

A handwritten signature in black ink, appearing to read "Jim Durkin".

Jim Durkin  
House Republican Leader  
State Representative - 82<sup>nd</sup> District

cc: House Speaker Michael J. Madigan  
Senate President John Cullerton  
Senate Republican Leader Bill Brady  
Representative Bill Mitchell  
Sarah Hartwick, Co-Director of Legislative Affairs

## ILLINOIS STATE BOARD OF EDUCATION MEETING

March 14, 2018

**TO:** Illinois State Board of Education

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

**Agenda Topic:** Review of Annual Financial Profile

**Materials:** 2018 Financial Profile Report Appendix A-F (Under Separate Cover)

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

### **Purpose of Agenda Item**

To provide the Board information regarding the financial condition of Illinois' public school districts based upon the 2018 School District Financial Profile designations from fiscal year 2017 data and to have the Board review and approve the Financial Watch List.

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

The Financial Profile, which assesses the financial position of school districts, supports all of the Board's strategic goals. Districts in sound financial standing are better able to meet the needs of their students.

*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.

### **Background Information**

Section 1A-8 of the School Code states, "To promote the financial integrity of school districts, the State Board of Education shall be provided the necessary powers to promote sound financial management and continue operation of the public schools." The Financial Profile assists State Board staff, district administrators, and school boards in promoting sound financial management. The School District Financial Profile is created following an analysis of key fiscal indicators and provides a score and designation for each district. The designation categories are in Table 1:

<b>Table 1</b>	<b>Designation</b>	<b>Score</b>
	Financial Recognition (highest category of financial strength)	4.00 – 3.54
	Financial Review	3.53 – 3.08
	Financial Warning	3.07 – 2.62
	Financial Watch	2.61 – 1.00

There are five indicators that determine the overall score for a school district:

Fund Balance to Revenue Ratio – This indicator reflects the overall financial strength based upon the percentage of reserves a district has compared to its annual revenues. A 25 percent or higher reserve will garner a score of 4.00.

Expenditure to Revenue Ratio – This indicator identifies how much is expended for each dollar received. A district spending \$1.00 or less for every dollar of revenue it is receiving will garner a score of 4.00.

Days Cash on Hand – This indicator provides a projected estimate of the number of days a district could meet operating expenditures provided no additional revenues were received. A district that has at least 180 days of cash on hand will garner a score of 4.00.

Percent of Short-Term Borrowing Ability Remaining – This indicator measures the percentage of debt margin that is available to a district. A district with 75 percent or more of the debt margin being available for short term borrowing will garner a score of 4.00.

Percent of Long-Term Borrowing Ability Remaining – This indicator measures the percentage of debt margin that is available to a district. A district with 75 percent or more of the debt margin being available for long term borrowing will garner a score of 4.00.

### **Financial Profile History**

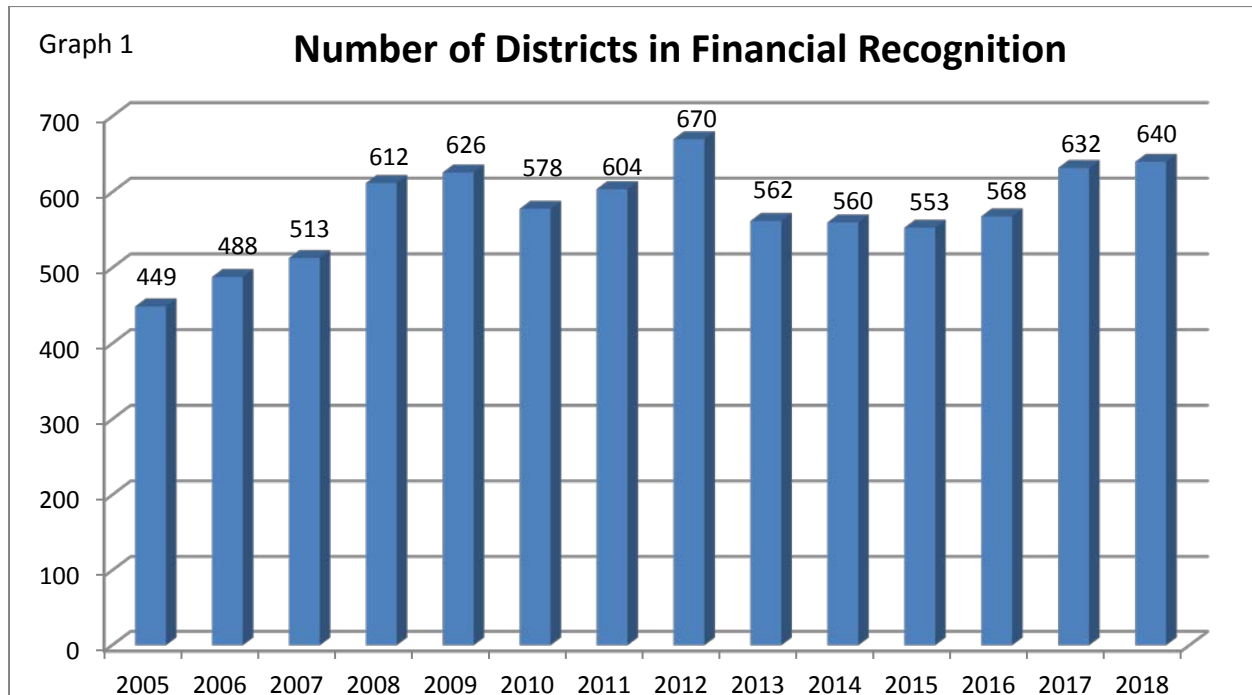
This is the 15<sup>th</sup> year that the Financial Profile has been used to evaluate districts.

- The number of districts in Financial Recognition status increased each year from the 2004 Financial Profile through the 2009 Financial Profile before declining in FY 2010.
- The highest number of districts in Financial Recognition was realized in FY 2012.
- Districts received American Recovery and Reinvestment Act funds in FY 2009 through FY 2014. The most funding was in program years 2009 and 2010, \$1.032 billion and \$1.279 billion, respectively.
- The number of districts realizing Financial Recognition for 2013 through 2015 has been fairly consistent with a slight decrease each year in spite of financial difficulties, decreasing equalized assessed valuations (EAV), prorated state funding, and delayed payments.
- The 2016 Financial Profile and the 2017 Financial Profile reflect an increase in the number of districts that are designated as Financial Recognition. This is due to a slight increase in EAV and revenues. Districts also continue to incur debt to meet operational needs.
- The 2018 Financial Profile overall scores have remained consistent with the past year.

The number of districts in Financial Recognition continue to increase, but there was also a modest increase to the number of districts in Financial Watch. Crete-Monee School District has Financial Watch designation because its Annual Financial Report has not been completed. It was designated Financial Recognition last year.

It appears that districts' reliance on debt to sustain operations is decreasing. The passage of the Evidence-Based Funding (EBF) law offers hope that this trend will continue into next year's Financial Profile.

See Graph 1 for the number of districts in Financial Recognition for the Financial Profile years 2005 through 2018.



### 2018 Financial Profile Analysis

Table 2 below summarizes the overall improvement to the 2018 Financial Profile. Districts move in and out of categories, but overall the number of districts in each category has remained consistent with the prior year.

Table 2	2017 Financial Profile Based on FY 16 Revised Data		2018 Financial Profile Based on FY 17 Revised Data		Variance	
	#	%	#	%	#	%
Financial Recognition	632	74.2%	640	75.1%	8	0.9%
Financial Review	154	18.1%	147	17.3%	(7)	(0.8%)
Financial Early Warning	47	5.5%	43	5.0%	(4)	(0.5%)
Financial Watch	19	2.2%	22	2.6%	3	0.4%
Total	852	100.0%	852	100.0%	0	0.00%
General State Aid Proration	92.1%		100.0%		7.9%	



The number of districts designated in Financial Recognition for the 2018 Financial Profile increased by eight districts when compared to 2017. This is due to economic improvement; increased funding; maintaining expenditures; and, to a lesser degree, the issuance of operational debt. The following discussion excludes the Chicago School District as its results will be discussed later. Summary of the improvements are as follows:

**Economic Improvement - Equalized Assessed Value (EAV):** EAV increased for the second year in a row (7.56 percent). The increase in the EAV increases districts' tax levy ability and the debt capacity. The increased tax levy ability increases districts' local revenue, which could improve the Fund Balance to Revenue, Expenditure to Revenue, and Days Cash on Hand indicators. If districts do not issue additional debt, the increased debt threshold lowers the percentage of debt outstanding and improves short- and long-term debt indicators.

**Increased Funding:**

As per the FY 2017 and FY 2016 budget appropriations, state funding for General State Aid and mandated categoricals (M-Cats) increased \$379.9 million in FY 2017 (5.86 percent). The 2017 Annual Financial Reports (AFR) reflect an increase in operational revenue of \$414.8 million (2.15 percent) over the 2016 AFRs.

**Maintaining Expenditures:**

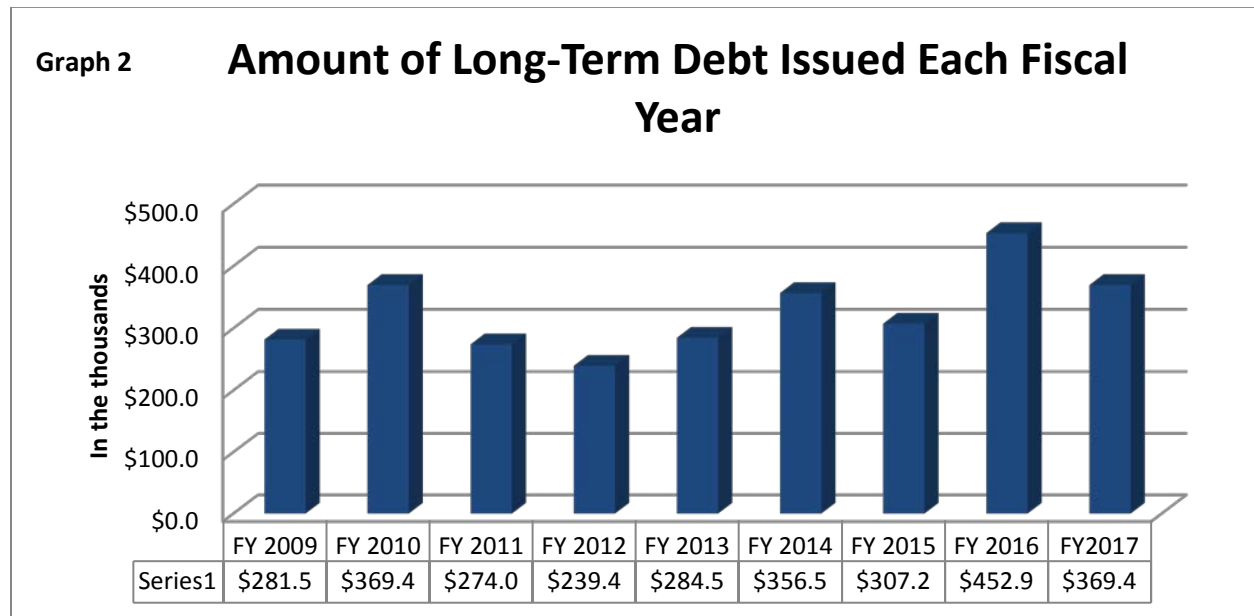
Revenue has been increasing for districts, but they have been maintaining expenditures. Total operational expenditures increased \$302.0 million (1.6 percent).

**Issuance of Operational Long-Term Debt:**

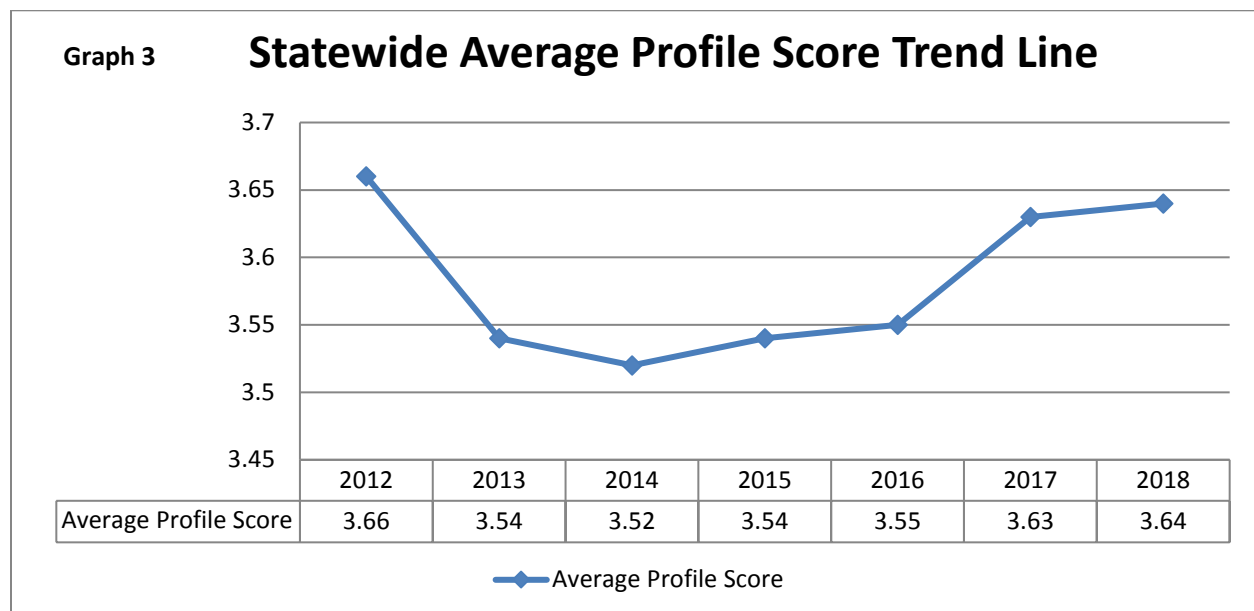
Districts are less reliant on issuing debt to meet operational needs because of economic improvements and increased funding. Total debt in the operational funds decreased \$83.5 million (18.4 percent). Districts issued \$369.4 million in long-term debt in the operational funds in FY 2017 compared to \$452.9 million in FY 2016.

The enactment of the EBF formula means payment delays should not be as significant in future years since four of the mandated categoricals are now paid within EBF. The only payments that may be delayed in the future are Regular/Vocational Pupil Transportation, Special Education Pupil Transportation, and Special Education Private Facility. The first of four quarterly vouchers has been paid in the current 2018 fiscal year. The December M-Cats have been vouchered, but not yet paid. The third payments will be vouchered in March. The backlog of state payments to school districts was \$454 million as of February 28, 2018, compared to \$1.114 billion at the same time last year.

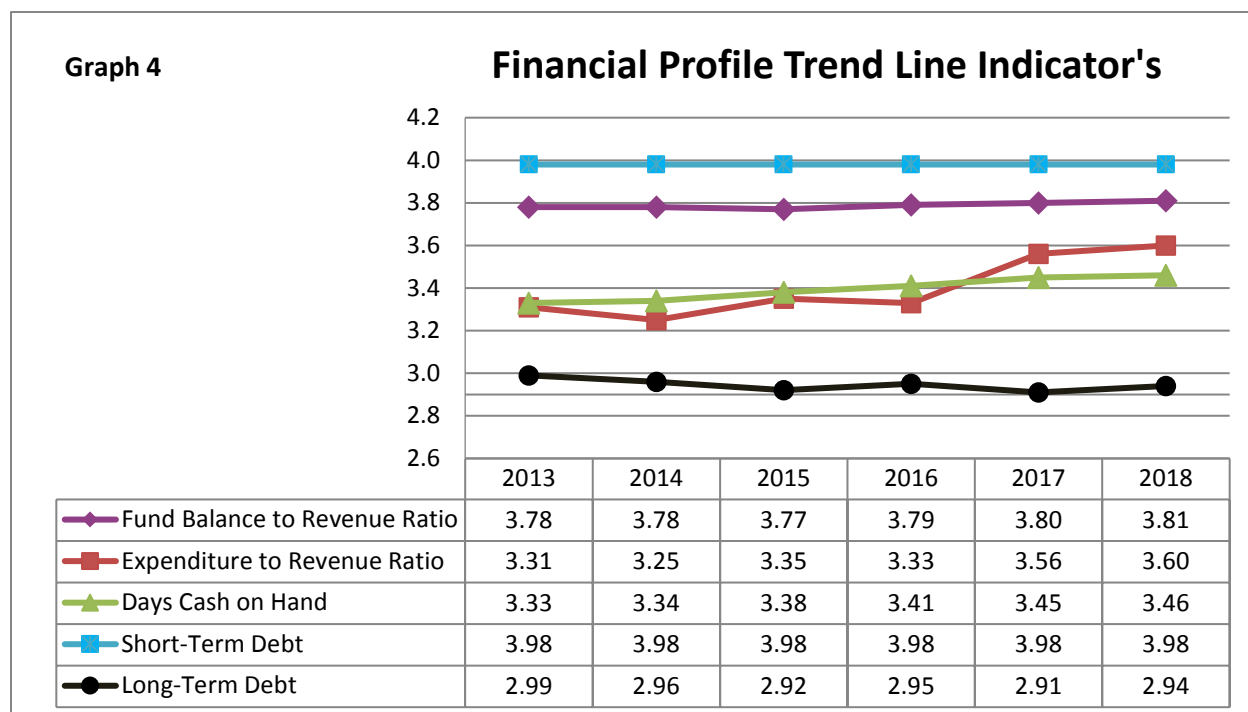
The reliance on issuing long-term debt to sustain operations has declined over the past year by 18.4 percent due to increased revenues and maintaining expenditures. Graph 2 reflect districts' trends in issuing debt in the operational funds from FY 2009 through FY 2017.



All of these improvements resulted in an improved 2018 Financial Profile. Graph 3 below shows that the 2018 Financial Profile statewide average score increased to 3.64 from the 2017 average profile score of 3.63. Both years' scores are within the Financial Recognition designation. Graph 3 reflects the average Financial Profile score for the 2012 through the 2018.



Graph 4 reflects the improvement in each of the financial indicators for the 2018 Financial Profile. The graph also reveals the trend for each indicator from 2013 through the 2018 Financial Profile.



The average Fund Balance to Revenue Ratio score has remained constant over the past years, with a slight increase for the 2018 Financial Profile. On the average, the 2018 score of 3.81 reflects that districts have less than a 25 percent (three months) Fund Balance to Revenue Ratio, but at least a 10 percent (approximately 1.2 months) ratio.

The average Expenditure to Revenue Ratio indicator trend line increased from last year's Financial Profile to this year's profile. However, even with increased revenues and maintaining expenditures, the average 2018 score of 3.60 reflects that districts continue to slightly spend more than they are realizing in revenue.

The Long-Term Debt indicator average score reflects a slight improvement, 2.94 for the 2018 Financial Profile compared to 2.91 for the 2017 profile. As discussed above, this is due to an increase in EAVs.

Appendices A through F demonstrate the trends by geographic area for the overall average score as well as the indicators.

### **Financial Watch List Districts**

Overall, there have been improvements with the Financial Watch List districts as well. Analysis reflects significant improvements among the 19 districts on the Financial Watch List from last year. Eight of the 19 districts have improved and are no longer on the Financial Watch List. Six of the 11 that remain on the list reflect improved scores and four have scores that remained the same.

Further improvements reflect that seven districts have greater days cash on hand for the current year than last year, nine districts reduced their deficit spending or realized a surplus over the prior year, 15 districts did not need to issue long term debt, and 11 districts did not need to issue short term debt in their operational funds to sustain operations.

Ten districts that were previously Financial Review and Early Warning had declining scores that put them on the Financial Watch List. Five were in Financial Review and five were in Early Warning last year.

Crete-Monee School District was put on the Financial Watch List because it did not submit an AFR by February 15, 2018.

A financial characteristic of the Finance Watch districts is heavy reliance upon state funding. Eleven of the 22 districts on the list receive 40 percent or more of their total local and state revenue from state sources. They may also be taxing at a higher rate than other like districts. This may be due to a lower EAV than other districts in which a higher tax rate is needed to obtain the same amount of local funding. Nine districts incurred a higher 2015 operating tax rate than the median operating tax rate for the same type of district.

#### **Financial Profile Compared with Preliminary Percentage of Adequacy**

Financial Profile Designation	Number of Districts	Preliminary Percentage* (# of Districts) with Adequacy** of 100% or more	Preliminary Percentage* (# of Districts) with Adequacy of 90% up to 100%	Preliminary Percentage* (# of Districts) with Adequacy of 75% up to 90%	Preliminary Percentage* (# of Districts) with Adequacy less than 75%
Financial Recognition	640	20.5% (131)	8.0% (51)	13.9% (89)	57.6% (369)
Financial Review	147	4.8% (7)	2.7% (4)	10.9% (16)	81.6% (120)
Financial Early Warning	43	2.3% (1)	0.0% (0)	16.3% (7)	81.4% (35)
Financial Watch	22	0.0% (0)	0.0% (0)	18.2% (4)	81.8% (18)

\*Percentage of districts within each Financial Profile designation

\*\*Percentage of adequacy will be available in April 2018

This is the first year in which a discussion can be had with regard to the Financial Profile and the percentage of adequacy. Of the 139 districts at 100 percent or more of adequacy as defined by EBF, 131 (94.2 percent) are within the Financial Recognition category. This would suggest that districts in Financial Recognition are more apt to have resources available to be able to provide 100 percent or more of an adequate education to their students. This could be due to a district's ability to obtain greater local taxing than the other districts; thus, it has a greater opportunity to achieve its adequacy level. However, most districts, regardless of their designation, are likely to be providing an adequacy level that is less than 75 percent of their EBF adequacy target.

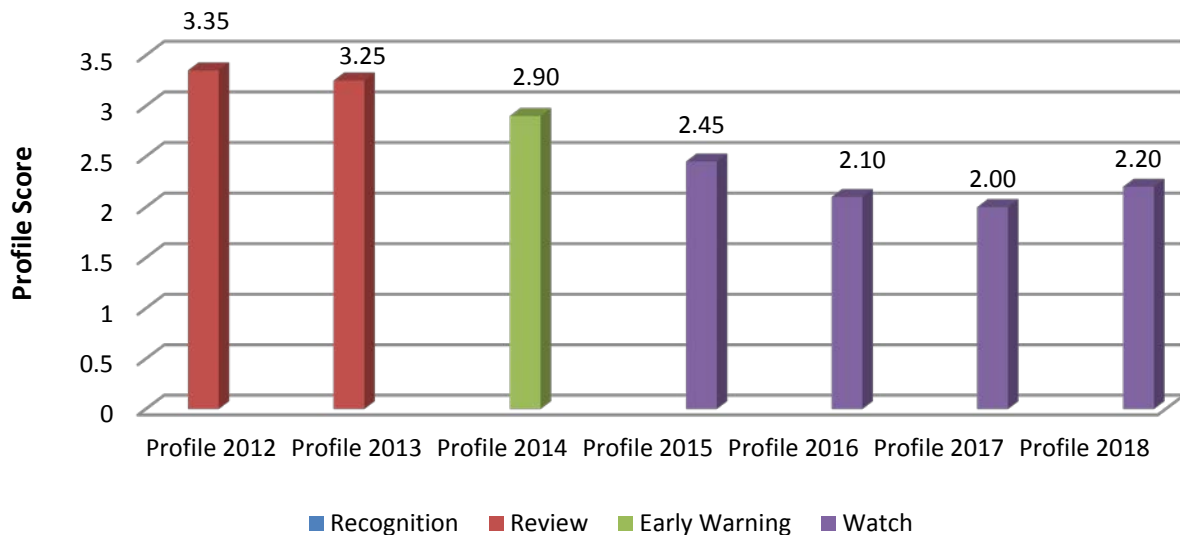
The fact that 57.6 percent of the Financial Recognition districts are in the less than 75 percent range suggests that those districts are achieving fiscal solvency at the expense of academic solvency as defined by the EBF-calculated adequacy level. The remaining districts in the less than 75 percent range are having difficulty with fiscal and academic solvency. As per the table on the previous page, 658 districts are at an adequacy level of less than 90 percent (77.2 percent of districts). This suggests the need for additional funding for most all districts to be able to meet academic solvency for the students of Illinois and achieve fiscal solvency.

#### **Chicago School District 299**

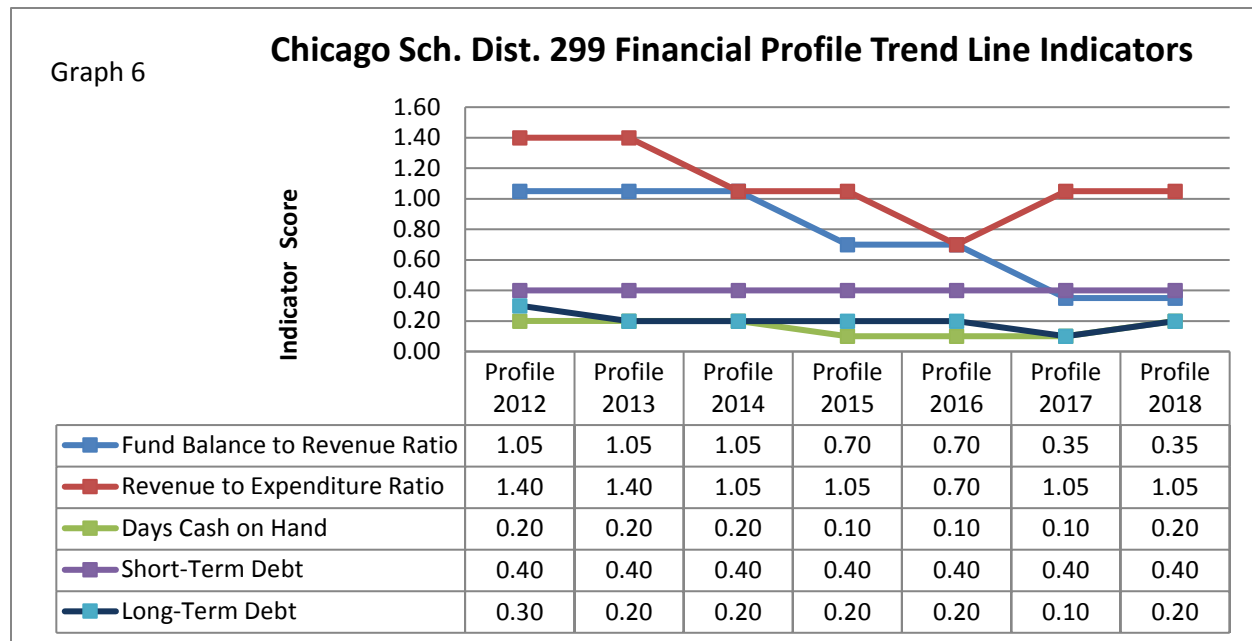
Chicago School District's 2018 Financial Profile score, like other districts on the Financial Watch List, reflects improvement. However, this is the fourth year the district has been within the Financial Watch designation. Graph 5 shows the district's financial designations over the past seven years. Its score improved from 2.0 last year to 2.2 this year.

Graph 5

### **City of Chicago School District 299 Financial Profile Score**



Graph 6 shows the five-year trend of the Financial Profile indicators for the Chicago School District.



All indicators reflect improvement or remained the same. The two indicators that show improvement are the Days Cash on Hand and Long-Term Debt.

Days Cash on Hand improved because of increased revenue and decreased expenditures which resulted in a greater number of Days Cash on Hand. Chicago School District's 2017 AFR indicated operating revenue increased \$229.7 million (4.88 percent) over FY 2016. The district reduced its operating expenditures \$101.7 million (1.94 percent). Enhancements to revenue and fewer expenditures meant the deficit for FY 2017 was much less than FY 2016 (\$199.4 million vs. \$530.8 million), though the district was still deficit spending.

The long-term debt improved because the district retired twice as much debt as it issued in FY 2017. The long-term debt the Chicago School District does incur is for debt and capital purposes and not within its educational funds.

Table 3 below reflects the actual indicator calculations.

Table 3 Indicators	Profile 2012	Profile 2013	Profile 2014	Profile 2015	Profile 2016	Profile 2017	Profile 2018
Fund Balance to Revenue Ratio	15.3%	18.1%	18.2%	8.6%	6.8%	(1.5%)	(5.4%)
Revenue to Expenditure Ratio	\$0.94	\$0.95	\$1.03	\$1.10	\$1.15	\$1.09	\$1.03
Days Cash on Hand	77 Days	90 Days	82 Days	8 Days	18 Days	12 Days	31 Days
Short-Term Debt	100%	100%	100%	100%	100%	100%	100%
Long-Term Debt	50.74%	43.15%	29.75%	26.69%	30.01%	31.20%	32.57%

Indicators in Table 3 reflect:

The district's operational fund balance is equal to negative 5.4 percent of the revenue received. This indicator continues to decline because, while improvements have been realized, the district's continued deficit spending compounds the effect on the ending fund balance. The operational fund balance for Chicago School District 299 was negative \$270.0 million at the end of FY 2017 compared to a negative \$71.7 million for FY 2016.

This is the second year Chicago has incurred a negative operational fund balance. Section 1A-8 of the School Code [105 ILCS 5/1A-8(b)] permits that after proper investigation of the district's financial condition districts that realize two consecutive years of negative operational fund balances may be certified in financial difficulty by the State Board. Certification is not recommended at this time due to improvements that have been shown and the passage of Public Act 100-0465 (which is discussed later).

The district continues to deficit spend. For every dollar of revenue it receives, it spends \$1.03. The Financial Profile indicator for the Expenditure to Revenue Ratio did not change, but improvements were realized. The district deficit spent by \$199.4 million in FY 2017 compared to \$530.8 million the prior year.

All of the improvements noted above served to increase the day's cash on hand to 31 days compared to 12 days last year. This is not a substantial amount of days, but it is a movement in the correct direction.

The FY 2018 budget indicates that the district will be deficit spending by \$57.3 million in the operational funds. The district will incur a negative fund balance in the operational funds of \$327.3 million if this deficit is realized. It will be the third year for a negative operational fund balance if this occurs.

The passage of PA 100-0465 means Chicago is receiving an additional \$221.3 million in FY 2018 to pay the normal pension costs. If this bill had been passed for FY 2017, the financial picture for Chicago would have been much different. Below is how its Financial Profile would have looked had these funds been received in FY 2017:

<b>2017 Profile with additional \$221.3 million revenue</b>			
<b>Profile Indicators</b>	<b>Revised Financial Profile Score</b>	<b>Original Financial Profile Score</b>	<b>Variance</b>
Fund Balance to Revenue Ratio	(0.9%)	(5.4%)	4.5%
Revenue to Expenditure Ratio	\$0.99	\$1.03	\$0.04
Days Cash on Hand	47 Days	31 days	16 days
Short-Term Debt	100%	100%	0%
Long-Term Debt	32.57%	32.57%	0%
Total Financial Profile Score	2.55 - Watch	2.20 - Watch	0.35

The above figures portray that the district would not have been deficit spending if it had received the \$221.3 million in FY 2017. Receiving these funds over a number of years would compound the benefits to the Chicago School District. The district is currently at a preliminary adequacy percentage of 62.11 percent. As is the same with all other districts, continued increases in funding would improve the Chicago School District's financial condition and enhance its ability to achieve the defined adequacy level. This will allow for additional, enhanced services for its student.

### **FY 2018 District Budgets**

District budgets in the current 2018 fiscal year project that the number of districts deficit spending will increase to 388 districts (45.6 percent) compared to 344 (40.4 percent) as reflected from the FY 2017 Annual Financial Reports. It is hoped that the new EBF formula will have a positive impact on district finances and educational programs, with more districts realizing improved finances than what the budgets are projecting. As discussed in the adequacy section and Chicago School District section above, EBF will only enhance the funding levels for districts; this will, in turn, enhance revenue so less deficit spending and less reliance on debt is required to meet educational needs of students as defined by the adequacy levels computed specially for each district in Illinois.

### **In Summary**

The 2018 Financial Profile (based upon FY 2017 financial data) reflects positive results due to increased EAVs, revenue, and maintaining expenditures. But it must be also be understood that these accomplishments were also realized through continued borrowing, though at a lesser amount than last year.

It must also be understood that the Financial Profile is statutorily required to be adjusted for delayed state payments. Thus, hardship that districts realize due to delayed state payments is not reflected in the Financial Profile scores nor is the impact that delayed payments have on students' education. Some borrowing denoted in this report is due to districts needing to meet cash flow obligations. Districts realized two delayed payment for mandated categoricals in FY 2017. These M-Cat payments were not made to districts until August and October of FY 2018.

The Financial Profile portrays the need for additional funding to meet the adequacy level defined for each district in the EBF funding formula. Several districts that do not have the local capacity to meet the adequacy level are already deficit spending, taxing at a higher rate, and incurring debt to provide services to students. They continue to provide services to students as they can best do financially, but they may not be able to achieve their adequacy level as defined in the EBF formula.

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

**Policy Implications:** If Board members approve the Financial Profile, they are also approving the districts categorized within the Financial Watch List. These districts will be designated as the districts ISBE will monitor more closely for the next year.

**Budget Implications:** The Financial Profile supports the need for increased state funding. The data also supports that districts' expenditures have not increased substantially, but they continue to incur debt to sustain cash flow for operations.

**Legislative Action:** No legislative action is required at this time.

**Communication:** Each district's Financial Profile designation will be posted on the ISBE website.



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

**Pros:** The approval of the Financial Watch List as designated by the Financial Profile allows ISBE staff to utilize the Financial Profile as a tool along with other reviews of a district's finances to assess the district's financial status. It is also a tool that can be a beginning point to review districts' finances to determine financial needs in order for them to meet their defined adequacy level.

**Cons:** The Financial Profile is a snapshot in time and reflects the district's financial condition on June 30 of a specific fiscal year. It must be reviewed along with other financial data to assess the district's true financial status. However, in an attempt to depict and explain each district's financial position and to reveal the potential limiting financial factors, the Financial Profile is being reviewed to include a section that portrays trend data for each district. This trend analysis will include a district's reliance on state funding, operating tax rates, day's cash on hand, results of operations, and debt issuance. Improvements revealed through the trend data analysis could enhance districts' Financial Profile scores and provide a knowledge basis of what districts require to meet adequacy for all students.

### **Superintendent's Recommendation**

I recommend that the following motion be adopted:

The State Board of Education hereby approves the financial designations of school districts and the Financial Watch List districts as presented in the 2018 Financial Profile presentation.

### **Next Steps**

Upon Board authorization, agency staff will continue to review and monitor school districts on the Financial Watch List, provide technical assistance to districts in need, and recommend potential certification of districts to the Board.

# **Illinois State Board of Education**

## **2018 School District Financial Profile Scores**

### **Based on Fiscal Year 2017 Annual Financial Reports**

Enclosed are the 2018 School District Financial Profile scores based on the Fiscal Year 2017 Annual Financial Reports. Financial profile calculations for school districts are determined using five key indicators:

- Fund Balance to Revenue Ratio
- Expenditure to Revenue Ratio
- Days Cash on Hand
- Percentage of Remaining Short-Term Borrowing Ability
- Percentage of Remaining Long-Term Borrowing Ability

A detailed explanation of these indicators and the Financial Profile calculation formulae are shown in Appendix A to the report. They are also available on the ISBE website at <https://www.isbe.net/Pages/School-District-Financial-Profile.aspx>

#### **Background Information**

Section 1A-8 of the School Code states, "To promote the financial integrity of school districts, the State Board of Education shall be provided the necessary powers to promote sound financial management and continue operation of the public schools."

The School District Financial Profile was designed to better illustrate information on school district finances and to establish financial designation lists for all districts. The designation categories in descending order are:

- Financial Recognition (the highest category designation)
- Financial Review
- Financial Early Warning
- Financial Watch

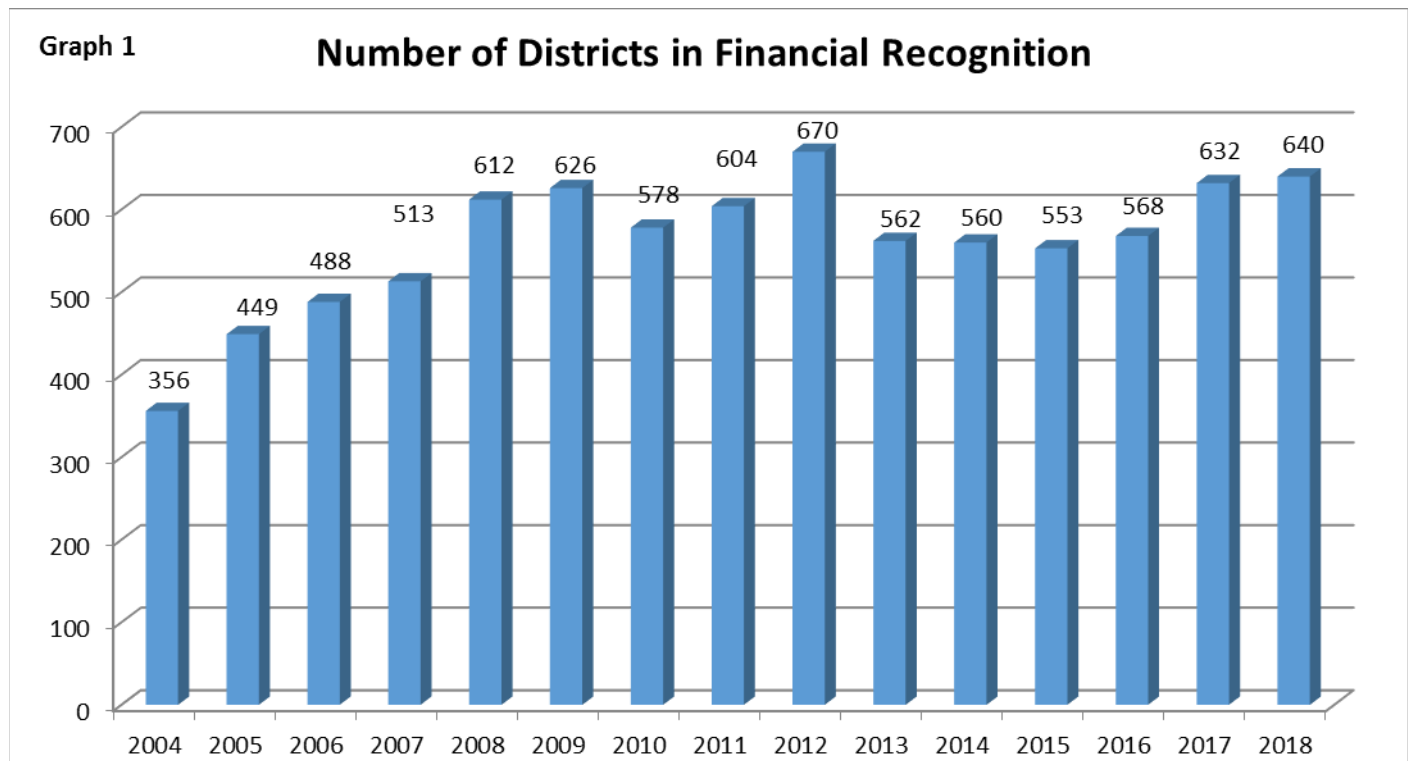
This is the fifteenth year that the Financial Profile has been used to evaluate districts.

- The number of districts in Financial Recognition status increased each year from the 2004 Financial Profile through the 2009 Financial Profile before declining in FY 2010.
- The highest number of districts in Financial Recognition was realized in FY 2012.
- Districts received American Recovery and Reinvestment Act funds in FY 2009 through FY 2014. The most funding was in program years 2009 and 2010, \$1.032 billion and \$1.279 billion, respectively.
- The number of districts realizing Financial Recognition for 2013 through 2015 has been fairly consistent with a slight decrease each year in spite of financial difficulties, decreasing equalized assessed valuations (EAV), prorated state funding, and delayed payments.
- The 2016 Financial Profile and the 2017 Financial Profile reflect an increase in the number of districts that are designated as Financial Recognition. This is due to a slight increase in EAV and revenues. Districts also continue to incur debt to meet operational needs.
- The 2018 Financial Profile overall scores have remain consistent with the past year.

The number of districts in Financial Recognition continue to increase, but there was also a modest increase to the number of districts in Financial Watch. Crete-Monee School District has Financial Watch designation because its Annual Financial Report has not been completed. It was designated Financial Recognition last year.

It appears that districts' reliance on debt to sustain operations is decreasing. The passage of the Evidence-Based Funding (EBF) law offers hope that this trend will continue into next year's Financial Profile.

See Graph 1 for the number of districts in Financial Recognition for the Financial Profile years 2004 through 2018.



### 2018 Financial Profile Analysis

Table 2 below summarizes the overall improvement to the 2018 Financial Profile. Districts move in and out of categories, but overall the number of districts in each category has remained consistent with the prior year.

Table 2	2017 Financial Profile Based on FY 16 Revised Data		2018 Financial Profile Based on FY 17 Revised Data		Variance	
	#	%	#	%	#	%
Financial Recognition	632	74.2%	640	75.1%	8	0.9%
Financial Review	154	18.1%	147	17.3%	(7)	(0.8%)
Financial Early Warning	47	5.5%	43	5.0%	(4)	(0.5%)
Financial Watch	19	2.2%	22	2.6%	3	0.4%
Total	852	100.0%	852	100.0%	0	0.00%
General State Aid Proration	92.1%		100.0%		7.9%	

The number of districts designated in Financial Recognition for the 2018 Financial Profile increased by eight districts when compared to 2017. This is due to economic improvement; increased funding; maintaining expenditures; and, to a lesser degree, the issuance of operational debt. The following discussion excludes the Chicago School District. Summary of the improvements are as follows:

**Economic Improvement - Equalized Assessed Value (EAV):** EAV increased for the second year in a row (7.56 percent). The increase in the EAV increases districts' tax levy ability and the debt capacity. The increased tax levy ability increases districts' local revenue which could improve the Fund Balance to Revenue, Expenditure to Revenue, and Days Cash on Hand indicators. If districts do not issue additional debt, the increased debt threshold, lowers the percentage of debt outstanding, and improves short and long-term debt indicators.

**Increased Funding:**

As per the FY 2017 and FY 2016 budget appropriations, state funding for General State Aid and mandated categoricals (M-Cats) increased \$379.9 million in FY 2017 (5.86 percent). The 2017 Annual Financial Reports (AFR) reflect an increase in operational revenue of \$414.8 million (2.15 percent) over the 2016 AFRs.

**Maintaining Expenditures:**

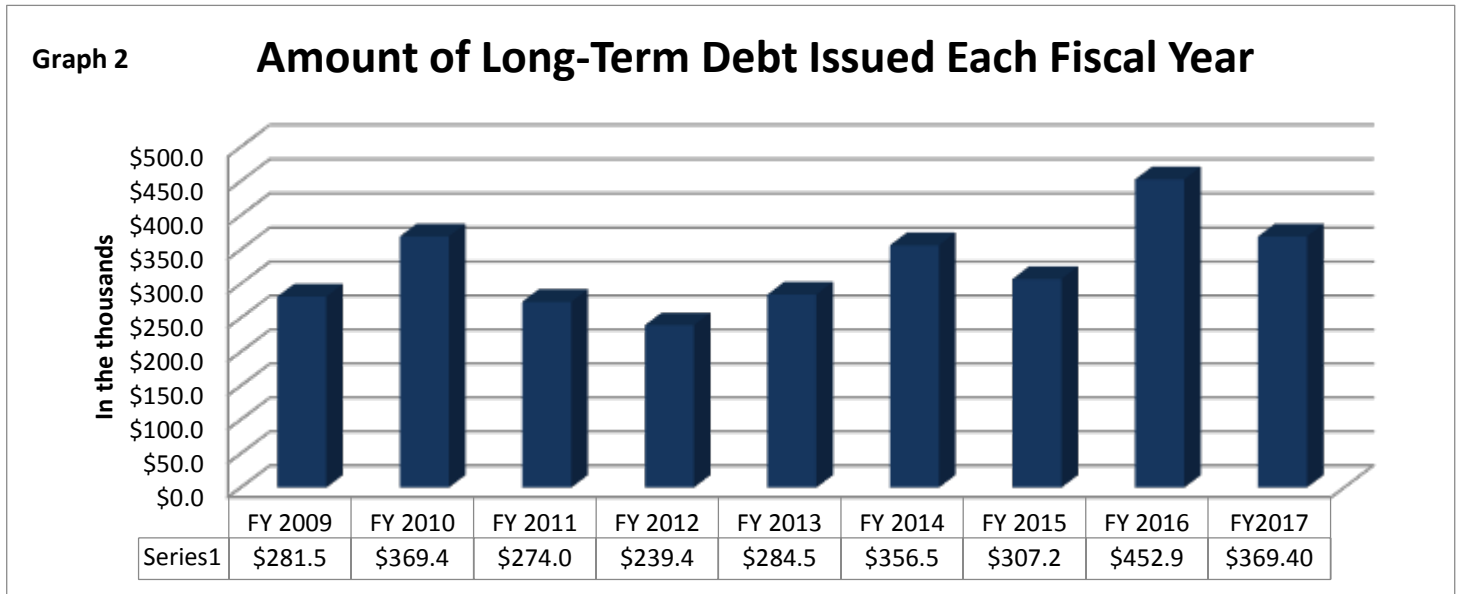
Revenue has been increasing for districts, but they have been maintaining expenditures. Total operational expenditures increased \$302.0 million (1.6 percent).

**Issuance of Operational Long-Term Debt:**

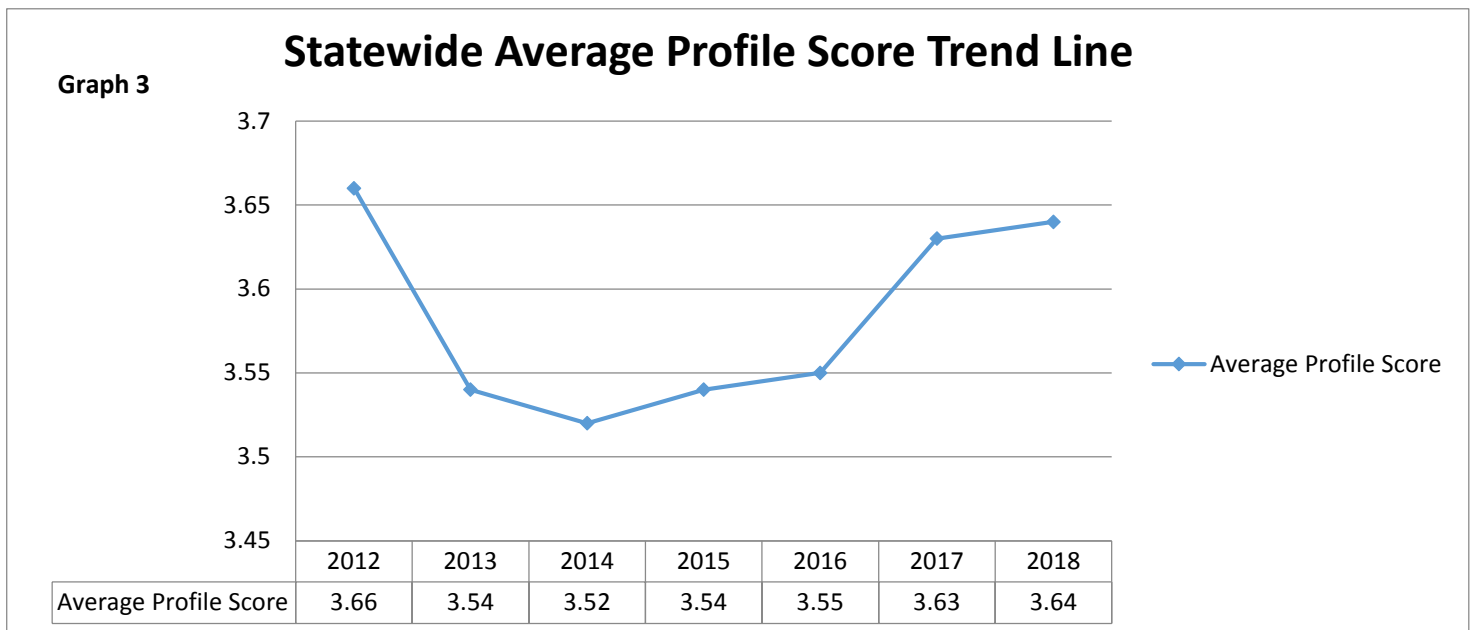
Districts are less reliant on issuing debt to meet operational needs because of economic improvements and increased funding. Total debt in the operational funds decreased \$83.5 million (18.4 percent). Districts issued \$369.4 million in long-term debt in the operational funds in FY 2017 compared to \$452.9 million in FY 2016.

The enactment of the EBF formula means, payment delays should not be as significant in future years since four of the mandated categoricals are now paid within EBF. The only payments that may be delayed in the future are Regular/Vocational Pupil Transportation, Special Education Pupil Transportation, and Special Education Private Facility. The first of four quarterly vouchers has been paid in the current 2018 fiscal year. The December M-Cats have been vouchered, but not yet paid. The third payments will be vouchered in March. The backlog of state payments to school districts was \$454 million as of February 28, 2018, compared to \$1.114 billion at the same time last year.

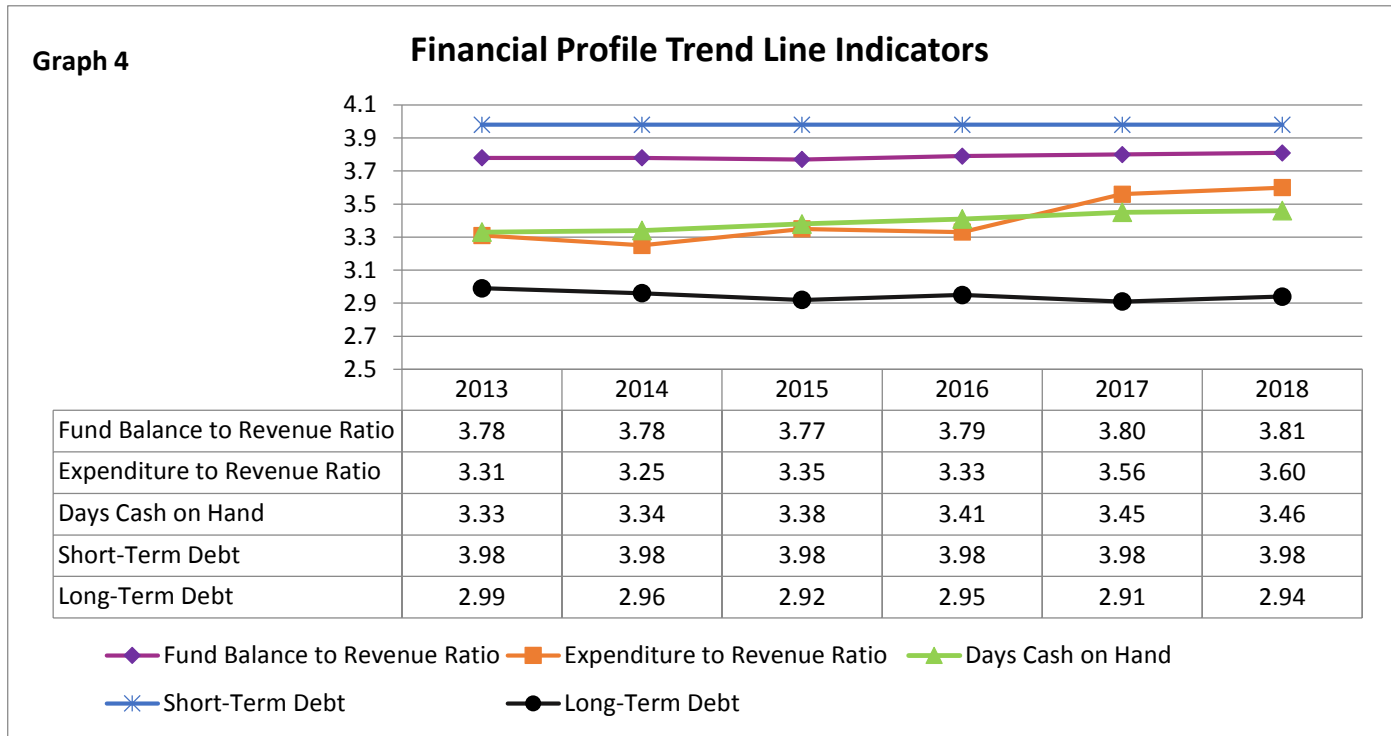
The reliance on issuing long-term debt to sustain operations has declined over the past year by 18.4 percent due to increased revenues and maintaining expenditures. Graph 2 reflect districts' trends in issuing debt in the operational funds from FY 2009 through FY 2017.



All of these improvements resulted in an improved 2018 Financial Profile. Graph 3 below shows that the 2018 Financial Profile statewide average score increased to 3.64 from the 2017 average profile score of 3.63. Both years' scores are within the Financial Recognition designation. Graph 3 reflects the average Financial Profile score for the 2012 through the 2018.



Graph 4 reflects the improvement in each of the financial indicators for the 2018 Financial Profile. The graph also reveals the trend for each indicator from 2013 through the 2018 Financial Profile.



The average Fund Balance to Revenue Ratio score has remained constant over the past years, with a slight increase for the 2018 Financial Profile. On the average, the 2018 score of 3.81 reflects that districts have less than a 25 percent (three months) Fund Balance to Revenue Ratio, but at least a 10 percent (approximately 1.2 months) ratio.

The average Expenditure to Revenue Ratio indicator trend line increased from last year's Financial Profile to this year's profile. However, even with increased revenues and maintaining expenditures, the average 2018 score of 3.60 reflects that districts continue to slightly spend more than they are realizing in revenue.

The Long-Term Debt indicator average score reflects a slight improvement, 2.94 for the 2018 Financial Profile compared to 2.91 for the 2017 profile. As discussed above, this is due to an increase in EAVs.

Appendices A through F demonstrate the trends by geographic area for the overall average score as well as the indicators.

### **Financial Watch List Districts**

Overall there have been improvements with the Financial Watch List districts as well. Analysis reflects significant improvements among the 19 districts on the Financial Watch List from last year. Eight of the 19 districts have improved and are no longer on the Financial Watch List. Six of the 11 that remain on the list reflect improved scores and four have scores that remained the same.

Further improvements reflect that seven districts have greater days cash on hand for the current year than last year, nine districts reduced their deficit spending or realized a surplus over the prior year, fifteen districts did not need to issue long term debt, and 11 districts did not need to issue short term debt in their operational funds to sustain operations.

Ten districts, that were previously Financial Review and Early Warning, had declining scores that put them on the Financial Watch List. Five were in Financial Review and five were in Early Warning last year.

Crete-Monee School District was put on the Financial Watch List because it did not submit an AFR by February 15, 2018.

A financial characteristic of the Finance Watch districts is heavy reliance upon state funding. Eleven of the 22 districts on the list receive 40 percent or more of their total local and state revenue from state sources. They may also be taxing at a higher rate than other like districts. This may be due to a lower EAV than other districts in which a higher tax rate is needed to obtain the same amount of local funding. Nine districts incurred a higher 2015 operating tax rate than the median operating tax rate for the same type of district.

**Financial Profile Compared with Preliminary Percentage of Adequacy**

Financial Profile Designation	Number of Districts	Preliminary Percentage* (# of Districts) with Adequacy** of 100% or more	Preliminary Percentage* (# of Districts) with Adequacy of 90% up to 100%	Preliminary Percentage* (# of Districts) with Adequacy of 75% up to 90%	Preliminary Percentage* (# of Districts) with Adequacy less than 75%
Financial Recognition	640	20.5% (131)	8.0% (51)	13.9% (89)	57.6% (369)
Financial Review	147	4.8% (7)	2.7% (4)	10.9% (16)	81.6% (120)
Financial Early Warning	43	2.3% (1)	0.0% (0)	16.3% (7)	81.4% (35)
Financial Watch	22	0.0% (0)	0.0% (0)	18.2% (4)	81.8% (18)

\*Percentage of districts within the Financial Profile designation

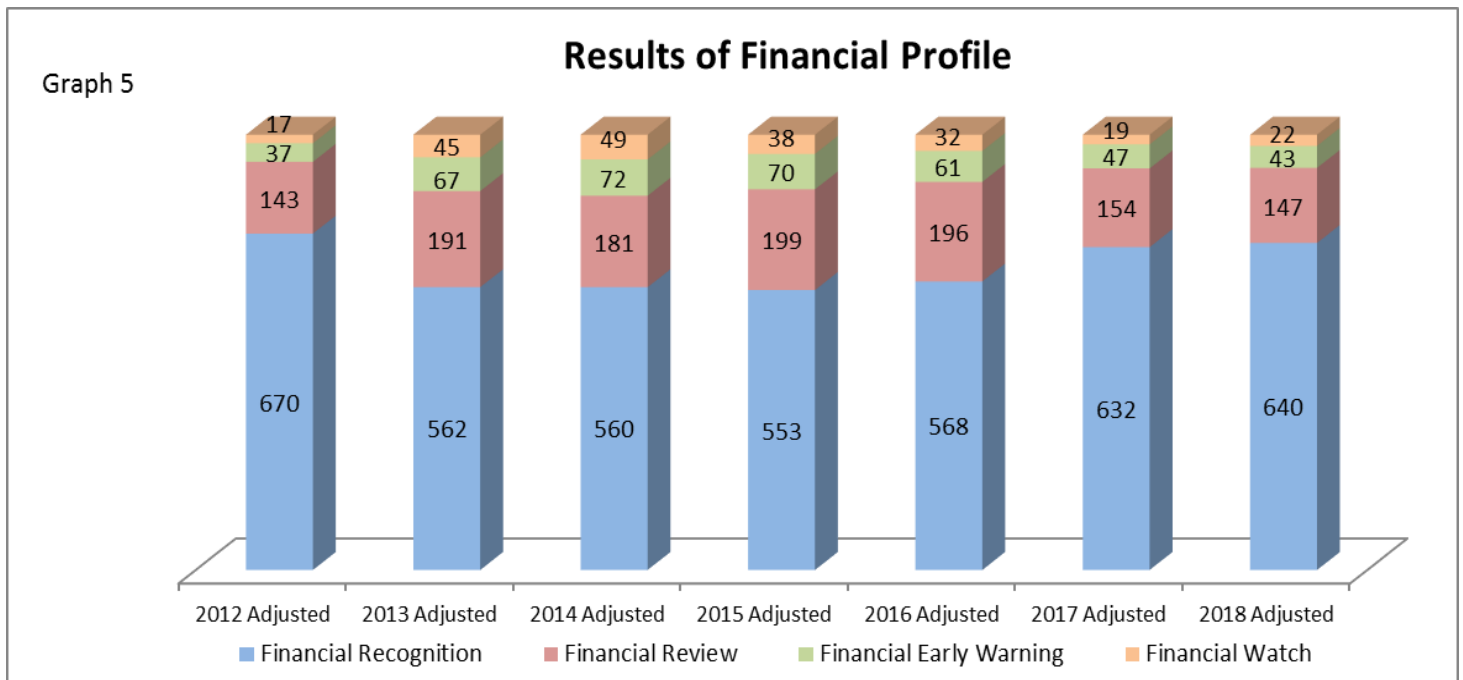
\*\*Percentage of adequacy will be available in April 2018

This is the first year in which a discussion can be had with regard to the Financial Profile and the percentage of adequacy. Of the 139 districts at 100 percent or more of adequacy as defined by EBF, 131 (94.2 percent) are within the Financial Recognition category. This would suggest that districts in Financial Recognition are more apt to have resources available to be able to provide 100 percent or more of an adequate education to their students. This could be due to a district's ability to obtain greater local taxing than the other districts; thus, it has a greater opportunity to obtain their adequacy level. However, most districts, regardless of their designation, are likely to be providing an adequacy level that is less than 75 percent of its EBF adequacy target.

The fact that 57.6 percent of the Financial Recognition districts are in the less than 75 percent range suggests that those districts are obtaining fiscal solvency at the expense of academic solvency as defined by the EBF calculated adequacy level. The remaining districts in the less than 75 percent range are having difficulty with fiscal and academic solvency. As per the table on the previous page, 658 districts are at an adequacy level of less than 90 percent (77.2 percent of districts). This suggests the need for additional funding for most all districts to be able to meet academic solvency for the students of Illinois and achieve fiscal solvency.

### Historical Trend of the Financial Profile (Table 3 and Graph 5)

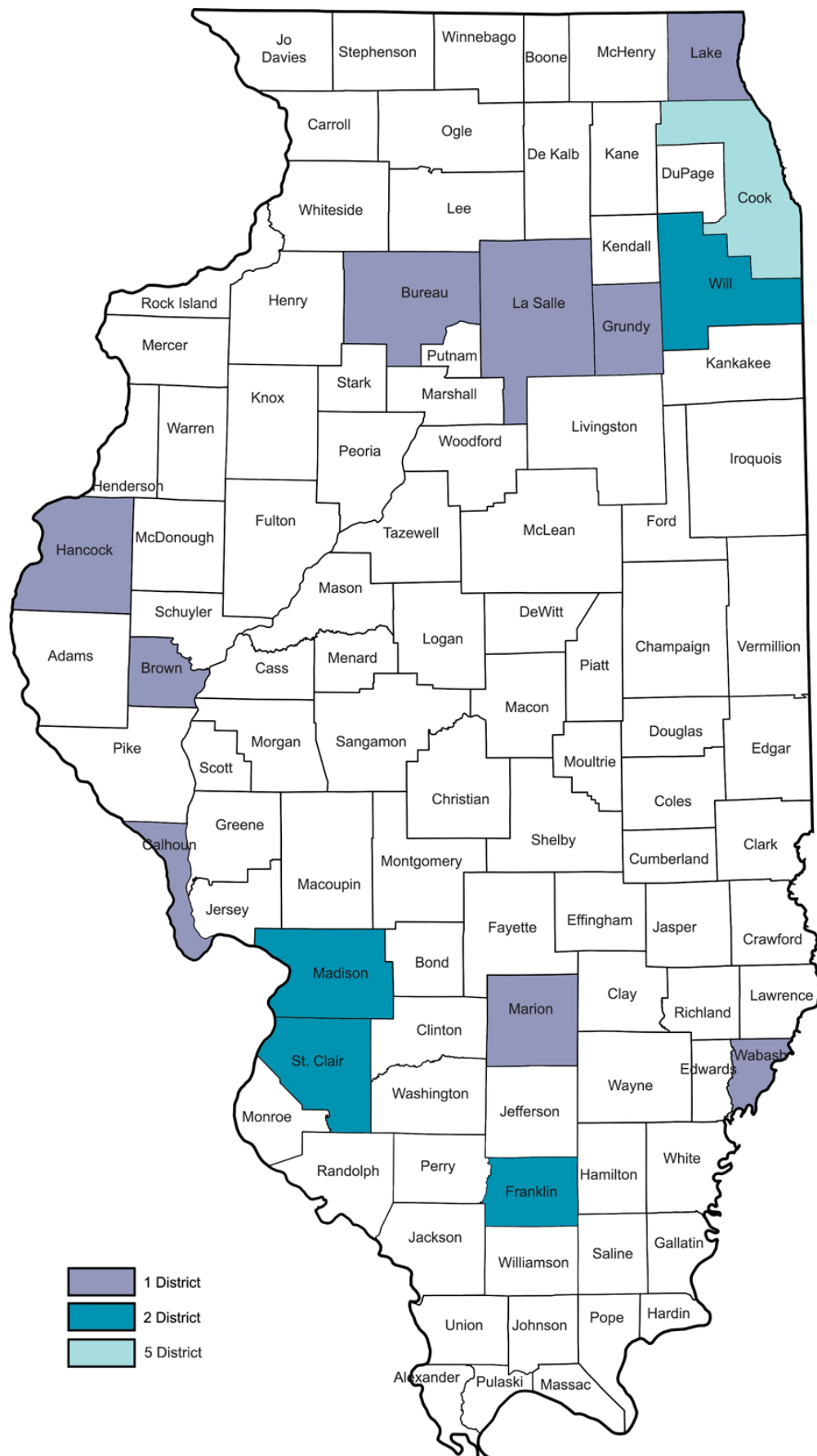
Table 3	2013 Financial Profile Based on FY12 Data Adjusted	2014 Financial Profile Based on FY13 Data Adjusted	2015 Financial Profile Based on FY14 Data Adjusted	2016 Financial Profile Based on FY15 Data Adjusted	2017 Financial Profile Based on FY16 Data Adjusted	2018 Financial Profile Based on FY17 Data Adjusted
Financial Recognition	562	560	553	568	632	640
Financial Review	191	181	199	196	154	147
Financial Early Warning	67	72	70	61	47	43
Financial Watch	45	49	38	32	19	22
<b>Total</b>	<b>865</b>	<b>862</b>	<b>860</b>	<b>857</b>	<b>852</b>	<b>852</b>



The following map designates the geographic regions of the 2018 Financial Watch List districts. A summary of the location of the 22 districts is as follows:

- Five in Cook County
- Two in Franklin, Madison, St. Clair, and Will Counties
- One in Brown, Bureau, Calhoun, Grundy, Hancock, Lake, LaSalle, Marion, Wabash,





### **FY 2018 District Budgets**

District budgets in the current 2018 fiscal year project that the number of districts deficit spending will increase to 388 districts (45.6 percent) compared to 344 (40.4 percent) as reflected from the FY 2017 Annual Financial Reports. It is hoped that the new EBF formula will have a positive impact on district finances and educational programs with more districts realizing improved finances than what the budgets are projecting. As discussed in the adequacy section and Chicago School District section above, EBF will only enhance the funding levels for districts; this will, in turn, enhance revenue so less deficit spending and less reliance on debt is required to meet educational needs of students as defined by the adequacy levels computed specially for each district in Illinois.

Table 4 below depicts historical trends in school districts' deficit spending. The deficit is calculated by examining the four operational funds: Educational Fund, Operation and Maintenance Fund, Transportation, and Working Cash.

<b>Table 4</b>	<b>2012 Annual Financial Report</b>	<b>2013 Annual Financial Report</b>	<b>2014 Annual Financial Report</b>	<b>2015 Annual Financial Report</b>	<b>2016 Annual Financial Report</b>	<b>2017 Annual Financial Report</b>	<b>2018 Budget Report</b>
<b>Total Number of School Districts</b>	865	862	860	857	852	852	851
<b>Total Number of Deficit Spending School Districts</b>	415	420	364	490	382	344	388
<b>Percentage of Deficit Spending School Districts</b>	48.0%	48.7%	42.3%	57.2%	44.8%	40.4%	45.6%

### **In Summary**

The 2018 Financial Profile (based upon FY 2017 financial data) reflects positive results due to increased EAVs, revenue, and maintaining expenditures. But it must be also be understood that these accomplishments were also realized through continued borrowing, though at a lesser amount than last year.

It must also be understood that the Financial Profile is statutorily required to be adjusted for delayed state payments. Thus, hardship that districts realize due to delayed state payments is not reflected in the Financial Profile scores nor is the impact that delayed payments have on students' education. Some borrowing denoted in this report is due to districts needing to meet cash flow obligations. Districts realized two delayed payment for mandated categoricals in FY 2017. These M-Cat payments were not made to districts until August and October of FY 2018.

The Financial Profile portrays the need for additional funding to meet the adequacy level defined for each district in the EBF funding formula. Several districts that do not have the local capacity to meet the adequacy level are already deficit spending, taxing at a higher rate, and incurring debt to provide services to students. They continue to provide services to students as they can best do financially, but they may not be able to achieve their adequacy level as defined in the EBF formula.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**March 14, 2018**

**TO:** Illinois State Board of Education

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

**Agenda Topic:** Student Success/School Quality Indicators

**Materials:** None

**Staff Contact(s):** Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning  
Mary Reynolds, Executive Director, Innovation and Secondary Transformation  
A. Rae Clementz, Director of Assessment

**Purpose of Agenda Item**

The Center for Teaching and Learning requests the State Board approve the P-2, 3-8, and College and Career student success/school quality indicators for inclusion in Illinois' accountability system.

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

Including the P-2, 3-8, and College and Career Readiness Indicators as part of the Every Student Succeeds Act (ESSA) accountability system supports the following Board goals:

- 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 accountability system in ESSA consists of two different parts, academic indicators and one or more school quality/student success indicators. The former are identified in ESSA statute.<sup>1</sup> The latter, developed in consultation with stakeholders, must meet the following criteria:

1. The indicator(s) allows for meaningful differentiation in school performance;
2. The indicator(s) must be valid and reliable;<sup>2</sup>

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<sup>1</sup> The academic indicators identified in statute include: attainment in English language arts and math, English Learner Proficiency, Growth (in third through eighth grades), and high school graduation rates.

<sup>2</sup> For the P-2 and 3-8 working groups, reliability and validity were often limitations that resulted in an indicator not being recommended. In recent years, a similar concern was raised by states that include "meta-indicators" in

3. The same indicator(s) must be used within each grade span;
4. The indicator(s) must be comparable and applicable statewide;
5. The indicator(s) must be measured and reported annually for all students and disaggregated by sub-group;

Illinois identified the following school quality/student success indicators for inclusion in the accountability system: Chronic Absenteeism, Climate Survey, Fine Arts, 9<sup>th</sup> Grade on Track (grades 9-12 only), P-2 (P-8 only), 3-8 (P-8 only).

Within its ESSA State Plan, Illinois indicated that the P-2 and 3-8 indicators require additional work and that ISBE would receive recommendations from stakeholder groups for each indicator no later than December 31, 2017.<sup>3</sup> Stakeholder groups consisting of teachers, administrators, and other education advocates met from May through December 2017. The recommendations for each indicator were shared with the Board at its January 17, 2018, Board meeting and were released for public comment. The public comment period concluded on February 16, 2018.

ISBE received 86 comments. The majority provided feedback on multiple indicators.

### **P-2 Indicator**

The P-2 indicator will receive 5 percent of the weight in the accountability system beginning in the 2019-20 school year. The P-2 Indicator Working Group's final recommendation focuses on three indicators: Chronic Absenteeism in the K-2 years, provision of required services for K-2 dual language learners (DLLs), and Participation in Enrichment and Acceleration.

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accountability systems (e.g., an indicator like P-2 that is made up of a number of metrics). States using "meta-indicators" must keep in mind the importance of data collection and validation in order to ensure reliability and validity.

<sup>3</sup> The fine arts indicator is currently under development. Recommendations will be submitted no later than December 31, 2018.

P-2 Indicator Working Group Final Recommendations

Indicator	Weight	Rationale
Chronic Absenteeism <sup>4</sup>	2%/5% (if not enough DLLs) <sup>5</sup>	Research shows that reducing chronic absenteeism in the early grades is correlated with improving numerous longer-term outcomes valued in the ESSA State Plan. Strategies for reducing chronic absenteeism include activities that are consistent with key values identified by the group (such as wrap-around services and family engagement). Overweighting K-2 chronic absenteeism places an additional focus on the K-2 years, which is particularly important given the absence of other indicators for those years. The group is aware that there are challenges with chronic absenteeism as a metric and hopes that ISBE will continue to study the impact of its inclusion in the accountability formula and make any necessary adjustments in the future.
Dual Language Programs	3%	The K-2 years are an extremely important developmental period for dual language learners, and data shows that DLLs are disproportionately represented in early childhood and the younger grades. Districts and schools are already required to provide specialized services to DLLs meeting certain established criteria and to track data about that service provision. Including the indicator in the accountability formula will create added incentive for districts and schools to meet their obligations. <sup>6</sup>
Participation in Enrichment and Acceleration	0%	The working group recommended that student participation in enrichment and acceleration, with at least 5% of children K-2 participating in either acceleration or enrichment, be used as a metric. Stakeholders felt strongly that improved access to enrichment and acceleration is a value, and many members of the group appreciated that the indicator provided an avenue for low-resource schools to meet the needs of children who are capable of acceleration. The group also recommended that the indicator be revisited in two years and discussed the fact that the potential impact of this indicator will be affected by related conversations about the need for a broad curriculum and greater opportunities for access to arts education.

<sup>4</sup> Chang, H. N., & M. Romero. "Present, Engaged and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades." National Center for Children in Poverty, September 2008.

<sup>5</sup> The n size for purposes of accountability is 20. Those schools with an English Learner subgroup population of 19 or fewer would not be included for the accountability calculation for the DLL metric.

<sup>6</sup> Collier, V. and W.P. Thomas (2004), "The Astounding Effectiveness of Dual Language Education for All," NABE Journal of Research and Practice, 2:1. Accessed on February 18, 2018:

[http://hillcrest.wacoisd.org/UserFiles/Servers/Server\\_345/File/Publications/ELL/Dual%20language%20survey.pdf](http://hillcrest.wacoisd.org/UserFiles/Servers/Server_345/File/Publications/ELL/Dual%20language%20survey.pdf)

Steele, J., Slater, R., Zamarro, G., et al (2015). *Effects of dual language immersion on students' academic performance*. Accessed on February 24, 2018, at <http://www.sole-jole.org/16111.pdf>.

### Public Comment

About 60 of the 86 comments received pertained to the P-2 indicator. The overwhelming majority of comments were in support of the Participation in Enrichment and Acceleration indicator. Rationale for inclusion includes meeting the needs of students identified as gifted (e.g., acceleration), being “good” for all children (e.g., acceleration), and generally ensuring that gifted education is a recognized part of the services provided by schools.

In contrast, a few commentators did not support the inclusion of the Participation in Enrichment and Acceleration indicator. These commentators do believe that gifted services and supporting the needs of each and every child are essential. However, they also believe that gifted services are one part of a well-rounded education and encourage ISBE to consider an indicator that is more expansive than simply access to enrichment and acceleration.

Commentators also urged ISBE to not overweight chronic absenteeism at the P-2 grade span. A few commentators recommended that ISBE consider including an indicator for reading at grade level by the end of third grade.

### Discussion

Comments on chronic absenteeism for the P-2 indicator identified its importance, but some stakeholders expressed concerns with its overweighting in the system. ESSA requires the accountability system to include only grades 3 through 12. Including chronic absenteeism in the P-2 system extends the grade range for collecting that data without overweighting. Moreover, as identified in public comments, ISBE currently collects data in grades K-2. ISBE will continue this practice.<sup>7</sup>

As suggested by the P-2 Indicator Working Group and identified in the ESSA State Plan for Illinois, ISBE will revisit the enrichment and acceleration metric in the ensuing years.<sup>8</sup>

Research suggests that chronic absenteeism, participation in enrichment and acceleration opportunities, and dual language programs are important in supporting the development of the whole child. Yet, these three indicators are, in effect, inputs. The inclusion of the third-grade literacy metric provides an indication of how these inputs, over time, impact outcomes in later grades.<sup>9</sup>

ISBE believes the inclusion of third-grade literacy is an important addition to the P-2 indicator because it aligns with the Board goal that “90 percent or more of third-grade students are reading at or above grade level.” It also emphasizes the importance of early literacy as a student matures. Initially, ISBE will use final grades or commensurate standards in third grade English language arts (ELA)/reading for this metric. This portion of the indicator will be revised, as appropriate, as additional data is collected and/or becomes available.<sup>10</sup>

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<sup>7</sup> HB 5711 and SB 3536 both propose to collect absenteeism data from any public preschool program receiving state funds.

<sup>8</sup> The Accelerated Placement Act (PA 100-0421), effective July 1, 2018, requires that districts have a policy that allows for accelerated placement of students, both those identified for gifted services and those who have not been identified but show high ability and would benefit from such placement.

<sup>9</sup> The use of a final grade in ELA/reading will not increase the reporting burden for a school district as this information is currently collected.

<sup>10</sup> Attendance Works and Campaign for Grade-Level Reading. (2014). Attendance in the early grades: Why it matters for reading. Accessed February 24, 2018, at <http://www.attendanceworks.org/wordpress/wp-content/uploads/2014/03/Attendance-in-theEarly-Grades.pdf>.

### Superintendent's Recommendation for P-2 Indicator

Public comments, recommendations of the stakeholder group, the long-term goals and core values identified in the ESSA State Plan for Illinois, and how the P-2 indicator intersects with other portions of the accountability system were all considered. The following modifications to the P-2 stakeholder recommendation are proposed for approval:

Indicator	Weight
Chronic Absenteeism	1.5%
Dual Language Programs	1.5%
Participation in Enrichment and Acceleration	0%
3 <sup>rd</sup> Grade Literacy <sup>11</sup>	2%

### 3-8 Indicator

The 3-8 indicator will receive 5 percent of the weight in the accountability system beginning in the 2019-20 school year. The Elementary and Middle Grades Indicator Working Group's final recommendation focuses on two indicators: Chronic Absenteeism and Participation in Enrichment and Acceleration.

### 3-8 Indicator Working Group Final Recommendations

Indicator	Weight	Rationale
Chronic Absenteeism <sup>12</sup>	5%	Chronic Absenteeism already is contained as a school quality/student success indicator. It meets the criteria for school quality/student success indicators in ESSA and has a strong research base to support its inclusion.
Participation in Enrichment and Acceleration	0%	Stakeholders recommend that Participation in Enrichment and Acceleration be added to the plan as a 3-8 indicator worth 0% of the school's overall score. ISBE should formally revisit this indicator after the 2019–20 school year and after implementation of new state laws requiring the collection of data related to access to enrichment and accelerated placements to determine whether this indicator should be given greater weight.

### Public Comment

More than 50 of the 86 comments received pertained to the 3-8 indicator. The overwhelming majority of comments were in support of the Participation in Enrichment and Acceleration indicator. Rationale for inclusion includes meeting the needs of all students, including those

<sup>11</sup> Hernandez, D. (2011). *Double Jeopardy. How third-grade reading skills and poverty and influence high school graduation.* The Annie E. Casey Foundation.

Author (2015). *Why third grade is a pivotal year for mastering literacy.* Center for Public Education.

<sup>12</sup> U.S. Department of Education. "Chronic Absenteeism in the Nation's Schools. An Unprecedented Look at an Educational Crisis." (2016): <https://www2.ed.gov/datastory/chronicabsenteeism.html>.

Center, Utah Education Policy. "Research brief: Chronic absenteeism." Research Brief, University of Utah, College of Education (2012).

identified as gifted (e.g., acceleration); being ‘good’ for all children (e.g., enrichment); and generally ensuring that gifted education is a recognized part of the services provided by schools.

In contrast, a few commentators did not support the inclusion of Participation in Enrichment and Acceleration indicator. These commentators do believe that gifted services and supporting the needs of each and every child are essential. However, they also believe that gifted services are one part of a well-rounded education and encourage ISBE to consider an indicator that is more expansive than simply access to enrichment and acceleration.

Some commenters agreed with the explanation in the 3-8 working group document and emphasized the importance of considering how a well-rounded education could be represented in an accountability system.

Of central concern from stakeholders was the overweighting of chronic absenteeism. There is no prohibition in ESSA to using an indicator more than once in the accountability system (and commenters already do support its use as an indicator), but some also view the overweighting chronic absenteeism as problematic.<sup>13</sup>

### Discussion

ISBE agrees with stakeholders who are concerned with the overweighting of chronic absenteeism. That indicator is already part of the P-8 system, so ISBE contemplated identifying an “output” to provide information to districts and schools regarding student outcomes within the elementary years. ISBE believes the inclusion of fifth-grade mathematics is an important addition to the 3-8 indicator because it aligns with the Board goal that “90 percent or more of fifth-grade students meet or exceed expectations in mathematics.” Initially, ISBE will use final grades or commensurate standards in fifth-grade math for this metric.<sup>14</sup> This portion of the indicator will be revisited and revised, as appropriate, as additional data is collected and/or becomes available.<sup>15</sup>

Some research suggests that performance at particular points in middle school is suggestive of a student succeeding in high school.<sup>16</sup> The Middle School Success indicator assumes grades

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<sup>13</sup> For example, one commenter wrote, “While chronic absenteeism is an excellent measure of student engagement, it is also an indicator of a student’s socio-economic status and health. Overweighting this measure will most likely cause unintended negative outcomes for already low-performing schools.” Another submitted a similar rationale: “Research shows it (chronic absenteeism) to be an indicator of student poverty, which is clearly linked to student health considerations, including asthma, oral health, behavioral health, exposure to violence and trauma, and acute health issues. While chronic absenteeism is a good “trigger” for identifying students in need of additional supports, overweighting this indicator will once again stack the deck against the schools serving our most vulnerable students.”

<sup>14</sup> The use of a final grade in ELA/reading will not increase the reporting burden for a school district as this information is currently collected.

<sup>15</sup> For instance, some research that suggests participation in career technical education (CTE) activities, wherein a child can learn, practice, and refine knowledge, skills and adaptive competencies, support a higher likelihood of success in high school.

Author. (2017). *Career Exploration in Middle School*. Association on Career and Technical Education.

<sup>16</sup> Balfanz, R. (2009). *Putting Middle Grades Students on the Graduation Path*. National Middle School Association. Baltimore, MD: Johns Hopkins University.

Allensworth, E., Gwynne, J., Moore, P., and de la Torre, m. (2014). *Middle Grade Indicators of Readiness in Chicago Public Schools*. University of Chicago Consortium of Chicago School Research. Chicago, IL: University of Chicago.

Kieffer, M.J., and Marinell, W.H. (2012). *Navigating the Middle Grades: Evidence from New York City*. New York, NY: Research Alliance for New York City Schools.

Kurlaender, M., Reardon, S.F., and Jackson, J. (2008). *Middle School Predictors of High School Achievement in Three California School Districts*. Santa Barbara, CA: University of California, California Dropout Research Project.



6-8 and the importance of connectivity between middle school and high school. Ensuring this connection is paramount for those students near or outside of the boundaries of the sphere of success. Using grades in core courses is helpful in ensuring each and every child receives the supports she or he requires in order to be successful.<sup>17</sup> The Middle School Success indicator includes grades or commensurate standards in the core content areas in grades 6 through 8 (e.g., ELA, math, science, and social studies). Specifically, it considers the percentage of students in grades 6, 7, and 8 who have received at least one A or B or commensurate standards<sup>18</sup> and no grade of D and F or commensurate standards<sup>19</sup> in core content courses. Additionally, this indicator will include discipline data on students in grades 6, 7, and 8 who have experienced a suspension or expulsion. The score that the school receives on the Middle School Success indicator will be determined by equally weighting each part of the indicator (e.g., course grades or commensurate standards and discipline data).

Research suggests that chronic absenteeism, participation in enrichment and acceleration,<sup>20</sup> academic performance, and student discipline are important in supporting a young person as she or he transitions from middle school to high school. These indicators are, in effect, inputs as a student transitions into high school. The inclusion of the Middle School Success metric provides an indication of how these inputs provide information for the types of support a child may need while transitioning from middle school to high school.

#### **Superintendent's Recommendation on the 3-8 Indicator**

Public comments, recommendations of the stakeholder group, the long-term goals and core values identified in the ESSA State Plan for Illinois, and how the 3-8 indicator intersects with other portions of the accountability system were considered. The following modifications to the 3-8 Indicator Working Group recommendation are proposed for approval:

<b>Indicator</b>	<b>Weight</b>
Participation in Enrichment and Acceleration	0%
5 <sup>th</sup> Grade Math	2%
Middle School Success	3%

#### **College and Career Readiness Indicator**

The College and Career Readiness (CCR) indicator will receive 6.25 percent of the weight in the accountability system beginning in the 2019-20 school year. The CCR Indicator Working Group's final recommendation focuses on refining the metric provided in the ESSA State Plan for Illinois as well as developing the definitions to assist in data collection. Working groups identified metrics for the P-2 and 3-8 indicators, but a CCR indicator was developed as part of the ESSA State Plan for Illinois. A central focus during the development was the consideration of an indicator consisting of multiple metrics that attempt to balance the variety of experiences

<sup>17</sup> Balfanz, R. (2009). *Putting Middle Grades Students on the Graduation Path*. National Middle School Association. Baltimore, MD: Johns Hopkins University.

<sup>18</sup> For instance, the commensurate standards for a student receiving an "A" or "B" include "Exceptional" and "Meets Standard."

<sup>19</sup> For example, the commensurate standard for a "D" or "F" is "Below Standard."

<sup>20</sup> Kim, M., (2016). A meta-analysis of the effects of enrichment programs on gifted students. *Gifted Child Quarterly* 60(2).

Cho, S., Lee, M. S. (2006). Effects of the enrichment program for the economically disadvantaged gifted on their aspirations and satisfaction with the program. *KEDI Journal of Educational Policy*, 3(2), 81-97.

through which a student can demonstrate the knowledge, skills, and adaptive competencies necessary for success in college and career.

### CCR Indicator Working Group Final Recommendations

Please note that the following recommendations modify portions of the CCR indicator submitted as part of the ESSA State Plan for Illinois. Recommended additions or deletions by the CCR working group are indicated by either underline (addition) or ~~striketrough~~ (deletion).

#### **Distinguished Scholar**

- GPA: 3.75/4.0
- ACT: ~~30~~ or SAT: 1400
- At least one academic indicator in each ELA and math during junior/senior year (Algebra II at any time)
- Three career ready indicators during junior/senior year ~~{Algebra II can be in any year, if they earn an A, B, or C}~~
- 95% attendance in junior and senior year

#### **College and Career Ready**

1. GPA: 2.8/4.0
2. 95% attendance in high school junior and senior year
- AND**
3. *Either:*

(A) College and Career Pathway Endorsement under Postsecondary Workforce Readiness Act; OR

(B) All of the following:

- One academic indicator in each of ELA and math during the junior/senior year (or Algebra II at any time)
- Identify a career area of interest by the end of sophomore year
- Three career ready indicators during junior/senior year

#### **Academic Indicators**

<b>ELA</b>	<b>Math</b>
ELA AP Exam (3+)	Math AP Exam (3+)
ELA Advanced Placement Course (A, B, or C)	Math Advanced Placement Course (A, B, or C)
Dual Credit English Course (A, B, or C)	Dual Credit Math Course (A, B, or C)
IB ELA Course (A, B, or C)	IB Math Course (A, B, or C)
<del>IB Exam 4+</del>	<del>IB Exam 4+</del>
College Remedial Transitional English (A, B, or C)	College Remedial Transitional Math (A, B, or C)
	Algebra II (A, B, or C)
<del>Minimum ACT Subject Scores of English 18, Reading</del>	<del>22 Minimum ACT Subject Score of Math 22, + Math in Senior Year</del>
Minimum SAT Subject Score of Evidence-Based Reading and Writing: 480	Minimum SAT Subject Score of Math: 530, + Math in Senior Year

### **Career Ready Indicators [Minimum of 3]**

- ~~Workplace Learning~~ career development experience
- Industry credential
- Military service (~~including ROTC~~)
- Dual credit career pathway course (college credit earned ~~A or B grade~~)
- Completion of a Program of Study
- Attaining and maintaining consistent employment for a minimum of 12 months
- Consecutive summer employment
- 25 hours of community service
- Two or more organized co-curricular activities

### **Public Comment**

More than 50 of the 86 comments submitted pertained to the CCR indicator. In particular, concerns were expressed regarding minimum GPA and math requirements and rigor of the requirements in regard to college readiness, as well as questions regarding the definitions of specific metrics within the indicator and the lack of inclusion of specific programs in regard to a student selecting a career area of interest. So too, some commentators expressed concern that ISBE is requiring an indicator that requires additional study to ascertain if it is, in fact, predictive of college and career success.

A number of commenters expressed concern about the proposed 2.8/4.0 GPA. Many stated that this GPA was “too low” and not necessarily indicative of students who would be able to enter into college without having to complete remedial coursework. Also, some comments focused on GPA in math apart from the other academic indicators appropriate for the demonstration of college and career readiness.<sup>21</sup> Related to this, some commenters stated that students meeting the CCR requirements as currently drafted might not be ready for admission to selective institutions.

Some of the commenters had questions regarding how metrics are defined. For instance, a few commenters asked what “transitional” in transitional math means.<sup>22</sup> In addition, teachers of family and consumer science courses urged ISBE to include their discipline within career area endorsement areas.<sup>23</sup> A few commenters shared questions about if the set of metrics in Illinois’ ESSA State Plan are predictive of success in college and career. Finally, one commentator asked how districts will collect and report this data.

### **Discussion**

Unlike the P-2 and 3-8 indicators, the CCR indicator was developed as part of the ESSA State Plan for Illinois approved in August 2017. Business leaders, teachers, school and district

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<sup>21</sup> Sawhill, I., Winship, S., & Searle Grannis, K., (2012). *Pathways to the Middle Class: Balancing Personal and Public Responsibilities*. Center on Children and Families. Brookings Institution. pp. 8-15.

Hondra, M., Lewis, K. (2017). *How well does high school grade point average predict college performance by student urbanicity and timing of college entry?* REL Northwest.

Hondra, M., and Cox. M. (2017). *Developmental Education and College Readiness at the University of Alaska*. REL Northwest.

Scott-Clayton, J., Crosta, P. M., & Belfield, C. R. (2014). Improving the targeting of treatment: Evidence from college remediation. *Educational Evaluation & Policy Analysis*, 36(3), 371–393. <http://eric.ed.gov/?id=EJ1042032>

<sup>22</sup> In addition to recommending modifications to the CCR indicator, the working group provided recommendations on the definitions for the individual metrics (e.g., career development experience, military experience).

<sup>23</sup> The state endorsement framework identified in the CCR recommendation document does not eliminate any cluster area. It simply organizes the national career cluster framework (<https://careertech.org/career-clusters>) into the seven proposed areas. The National Career Cluster Framework is the foundation for virtually every state’s CTE program administration. Family and consumer science fits under several of the endorsement areas recognized by ISBE.

administrators, and other advocates worked throughout the drafting of the plan prior to submission to the U.S. Department of Education (ED) to develop an indicator that balanced academic and career ready indicators in order to best ensure that students are college *and* career ready. One commenter indicated that much of the framework for the CCR indicator is grounded upon the *National College and Career Readiness Indicators*.<sup>24</sup> In addition to identifying the metrics for the CCR indicator, the working group also proposed definitions that will assist in clarifying data collection requirements for districts.<sup>25</sup>

In order to include the range of experiences required, a number of metrics must be included that frame the idea of readiness as well as the multiple experiences that a student can undergo to demonstrate readiness for college and career. The proposed CCR indicator for Illinois is not substantively different from what other states have developed.<sup>26</sup>

Other states have used a similar “multiple metric” approach to their CCR indicators. Some states include Advanced Placement (AP) and International Baccalaureate (IB) scores, SAT or ACT performance, receipt of dual credit, qualification for an industry certification,<sup>27</sup> completion of Algebra II (A, B, or C), 2.8 GPA,<sup>28</sup> community service, participation in extra and co-curricular activity, attendance, and military preparation.<sup>29</sup> In addition, some states also include a metric for civic engagement and the Seal of Biliteracy,<sup>30</sup>

#### Superintendent’s Recommendation for the CCR Indicator

Public comments, recommendations of the stakeholder group, the long-term goals and core values identified in the ESSA State Plan for Illinois, and how the CCR indicator intersects with other portions of the accountability system were considered. The following modifications to the CCR Indicator Working Group recommendation are proposed for approval. (Modifications of the recommendation are identified in [blue text](#).)

#### **Distinguished Scholar<sup>31</sup>**

- GPA: 3.75/4.0
- [ACT: 30<sup>32</sup>](#) or SAT: 1400
- At least one academic indicator in each ELA and math [during junior/senior](#)

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<sup>24</sup> For more information on this and the research supporting the different metrics, please access <https://www.redefiningready.org/>

<sup>25</sup> Author. (2012). Illuminating college and career readiness: State report cards for districts and schools. *Achieve*.

<sup>26</sup> As of September 2017, 36 states include some form of CCR indicator in their accountability system. Author (2017). How are other states incorporating college and career readiness into their accountability systems under ESSA? Education Commission of the States.

<sup>27</sup> One commenter was concerned that students who earn an EMT or CNA license must have a high school diploma. Thus, clarification of definition proposed by the working group is warranted.

<sup>28</sup> Sawyer, R. (2013). Beyond correlations: Usefulness of high school GPA and test scores in making college admissions decisions. *Applied Measurement in Education*, 26. In particular, data suggest that for students attending non-selective institutions, GPA is more useful for the purposes of admissions and performance whereas test scores (ACT) are more useful than GPA for high selectivity and performance. Both GPA and test scores are important predictors for academic success in college.

<sup>29</sup> This includes things such as JROTC or receiving a specific score on the ASVAB.

<sup>30</sup> Please access <https://www.redefiningready.org/essaupdates/> to see what states with approved ESSA State Plans are including in their CCR indicators.

<sup>31</sup> Please note that the Distinguished Scholar designation is similar to the Seal of Biliteracy or Global Scholars designation in that a student, in order to obtain such a designation on a high school diploma, must complete a set of requirements. ISBE is responsible for developing and adopting administrative rules in order for the designation to appear on a high school diploma.

<sup>32</sup> Illinois is currently evaluating proposals for a statewide high school assessment and, at this time, does not know which assessment that will be used for this purpose. Thus, it is appropriate to identify both ACT and SAT.

year (*Algebra II at any time*)

- Three career ready indicators during junior/senior year [~~Algebra II can be in any year, if they earn an A, B, or C~~]<sup>33</sup>
- 95% attendance junior and senior year

### College and Career Ready

1. GPA: 2.8/4.0<sup>34</sup>
  2. 95% attendance in high school junior and senior year<sup>35</sup>
- AND**
3. *Either:*

(A) College and Career Pathway Endorsement under Postsecondary Workforce Readiness Act; OR

(B) All of the following:

- One academic indicator in each of ELA and math during junior/senior year (or Algebra II at any time)
- Identify a career area of interest by the end of sophomore year<sup>36</sup>
- Three career ready indicators during junior/senior year

### Academic Indicators

ELA	Math
ELA AP Exam (3+)	Math AP Exam (3+)
ELA Advanced Placement Course (A, B, or C)	Math Advanced Placement Course (A, B, or C)
Dual Credit English Course (A, B, or C)	Dual Credit Math Course (A, B, or C)
IB ELA Course (A, B, or C)	IB Math Course (A, B, or C)
IB Exam 4+	IB Exam 4+ <sup>37</sup>
<del>College Remedial</del> Transitional English (A, B, or C) <sup>38</sup>	<del>College Remedial</del> Transitional Math (A, B, or C)
	Algebra II (A, B, or C)
Minimum ACT Subject Scores of English 18, Reading	22 Minimum ACT Subject Score of Math 22, + Math in Senior Year <sup>39</sup>

<sup>33</sup> The inclusion of this text attached to completion of three career ready indicators in the approved ESSA State Plan for Illinois was in error.

<sup>34</sup> Hondra, M., Lewis, K. (2017). How well does high school grade point average predict college performance by student urbanicity and timing of college entry? REL Northwest.

Hondra, M., and Cox, M. (2017). Developmental Education and College Readiness at the University of Alaska. REL Northwest.

Scott-Clayton, J., Crosta, P. M., & Belfield, C. R. (2014). Improving the targeting of treatment: Evidence from college remediation. Educational Evaluation & Policy Analysis, 36(3), 371–393. <http://eric.ed.gov/?id=EJ1042032>.

<sup>35</sup> Davila, A., & Mora, M. (2007). An assessment of civic engagement and educational attainment. The Center for Information & Research on Civic Learning and Engagement.

<sup>36</sup> Some commentators identified that schools should use the Postsecondary and Career Framework (PaCE). PaCE is part of the Postsecondary and Workforce Readiness Act and can be accessed at [https://www.isbe.net/Documents/PaCE\\_Revisions.pdf](https://www.isbe.net/Documents/PaCE_Revisions.pdf).

<sup>37</sup> Currently, ISBE does not collect IB exam data. However, more than 70 schools offer IB programs and 36 of them offer the diploma program. An additional field will be included in SIS in order to capture this information.

<sup>38</sup> The change in language aligns with PA-9-674 (Postsecondary and Workforce Readiness Act).

<sup>39</sup> Illinois is currently evaluating proposals for a statewide high school assessment and, at this time, does not know which assessment that will be used for this purpose. Thus, it is appropriate to identify both ACT and SAT.

Minimum SAT Subject Score of Evidence-Based Reading and Writing: 540	Minimum SAT Subject Score of Math: 540, <sup>40</sup> + Math in Senior Year
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### **Career Ready Indicators [Minimum of 3]**

- *Career development* experience<sup>41</sup>
- Industry credential<sup>42</sup>
- Military Service (~~including ROTC~~) or an ASVAB score of 31<sup>43</sup> or higher
- Dual Credit Career Pathway Course (college credit earned ~~A or B grade~~)<sup>44</sup>
- Completion of a Program of Study
- Attaining and maintaining consistent employment for a minimum of 12 months
- Consecutive summer employment
- 25 hours of community service
- Two or more organized co-curricular activities

### **Financial Background**

N/A

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

**Policy Implications:** The ESSA State Plan for Illinois was approved by ED on August 30, 2017. In the plan, ISBE indicated that recommendations for the P-2, 3-8, and CCR indicators would be submitted no later than December 31, 2017. Approving these indicators will allow ISBE to continue moving toward implementation in 2018-19.

**Budget Implications:** A deliberate attempt was made to use data already collected in the Student Information System (SIS) for the purposes of accountability. The new accountability system, however, will require some additional data fields (e.g., IB exam scores, community service, summer employment). In all likelihood, this will have an impact of the cost of this work on ISBE and districts.

**Legislative Action:** The Governmental Affairs staff has worked with ISBE program staff to make necessary modifications to statute in order to implement ESSA.

**Communication:** ISBE continues to share the process of implementing ESSA with stakeholders. Once the indicators are approved, staff will communicate with districts as well as SIS vendors to ensure that these systems are modified to collect the required accountability data.

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

**Pros:** Approving the P-2, 3-8, and CCR indicators will ensure that ISBE is meeting the commitments identified and approved in the state plan required by ESSA.

**Cons:** Not approving the P-2, 3-8, and CCR indicators will result in Illinois being out of compliance with the requirements set forth in ESSA.

<sup>40</sup> The score of 540 on the English and math portions of the SAT align with the cut scores/performance levels adopted by ISBE in October 2017.

<sup>41</sup> The change in language aligns with PA-9-674 (Postsecondary and Workforce Readiness Act).

<sup>42</sup> A stakeholder expressed concern regarding the requirement that a student must have a high school diploma for the receipt of an industry credential. Therefore, the definition for meeting the metric will include additional language that reflects that a student must, depending upon the requirements of the industry credential, either receive the license or is eligible to receive a license pending the receipt of a high school diploma.

<sup>43</sup> This is the minimum score required for enrollment in the Army branch of the armed forces.

<sup>44</sup> The identification of an "A or B grade" is redundant.

**Superintendent's Recommendation**

I recommend that the following motion be adopted:

The State Board of Education hereby approves the Superintendent's recommendations for the P-2, 3-8, and College and Career Ready indicators.

**Next Steps**

Upon Board authorization, agency staff will communicate the recommendations with the field, Technical Advisory Council, and ISBE Information Technology staff.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**March 14, 2018**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education *Ans*  
Karen Corken, First Deputy Superintendent *KAC*

**Agenda Topic:** 2018 Legislative Session Update

**Materials:** None

**Staff Contact(s):** Amanda Elliott, Co-Director of Legislative Affairs  
Sarah Hartwick, Co-Director of Legislative Affairs

**Purpose of Agenda Item**

The purpose of the agenda item is to give an update to the Board on the 2018 spring legislative agenda.

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

The Legislative Agenda will support changes that align with the goals identified within the Board's Strategic Plan.

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

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

**Background Information**

**Licensure**

- HB 4162 (Scherer) provides that a school board may require of new substitute teachers evidence of physical fitness to perform duties assigned and shall require of new substitute teachers evidence of freedom from communicable disease, and provides that evidence may consist of a physical examination by a health care provider (instead of treating substitute teachers like other new employees who are required to provide evidence of physical fitness to perform duties assigned and freedom from communicable disease through a physical examination by a health care provider).
- HB 4167 (Parkhurst) allows a student enrolled in an educator preparation program at a regionally accredited institution of higher education to apply for a substitute teaching license if the student has earned at least 90 credit hours at that institution (rather than requiring all applicants to hold a bachelor's degree or higher).



- HB 4206 (Bennett) allows for the issuance of a Professional Educator License endorsed in a teaching field or school support personnel area to an applicant who has not been entitled by an Illinois-approved educator preparation program at an Illinois institution of higher education if he or she provides evidence of completing a comparable state-approved educator preparation program, as defined by the State Superintendent of Education, among other conditions.
- HB 4280 (Pritchard)/SB 2844 (Aquino) requires the State Board of Education to establish and maintain the Growing Future Educators Program to train high school graduates who at one time have been identified as English Learners and who are enrolled in an approved educator preparation program, among other qualifications, to become secondary language educators. Provides that each school district that chooses to participate in the program shall partner with one public, regionally accredited institution of higher education in this state that offers a pre-approved educator preparation program and each qualified high school graduate participating in the program through the district must be enrolled at that institution in its educator preparation program. Provides that for each semester that a qualified high school graduate is participating in the program, the State Board shall issue the person a paraprofessional educator endorsement on an Educator License with Stipulations and the person must be employed as a part-time employee by the participating district as a paraprofessional working under the supervision of a district employee with a Professional Educator License.
- HB 4706 (Scherer) provides that a school board may require of new substitute teachers evidence of physical fitness to perform duties assigned and shall require of new substitute teachers evidence of freedom from communicable disease, and provides that evidence may consist of a physical examination by a health care provider (instead of treating substitute teachers like other new employees who are required to provide evidence of physical fitness to perform duties assigned and freedom from communicable disease through a physical examination by a health care provider).
- HB 4859 (Pritchard) creates the Grow Your Own STEM and Vocational Education Teachers Act. Requires a public university to waive any tuition, fees, and on-campus housing costs of a student who agrees to pursue a minimum of a bachelor's degree in science, technology, engineering, or mathematics for a teaching occupation that includes, but is not limited to, mathematics, natural sciences, or career and vocational education in the areas of technology teacher, industrial arts teacher, trade teacher, health care teacher, or information technology teacher and maintains a 3.0 cumulative grade point average. Provides that the student shall agree to fully reimburse the public university if the student fails to teach at least three years at an Illinois high school or at least five years at an Illinois public institution of higher education. Provides for funding. Requires the Board of Higher Education to adopt rules it determines are necessary for the administration of the Act.
- HB 5063 (Greenwood) provides that, beginning July 1, 2018, an individual who has not been entitled to teach in this state by an Illinois-approved educator preparation program and obtains an educator license under the Code may apply for a refund of the required application fee after 12 months of issuance and shall be issued a refund from the State Board of Education if the individual provides evidence that he or she has taught at a school district for at least 12 months.
- HB 5110 (Lang) amends the Clinical Social Work and Social Work Practice Act and the Professional Counselor and Clinical Professional Counselor Licensing and Practice Act. Provides that the Department of Financial and Professional Regulation shall (rather than may) issue a license as a clinical social worker, social worker, professional counselor, or

clinical professional counselor, without the required examination, to an applicant licensed under the laws of another jurisdiction if the requirements for licensure in that jurisdiction are, on the date of licensure, substantially equivalent to the requirements under the Act or to any person who, at the time of his or her licensure, possessed individual qualifications that were substantially equivalent to the requirements then in force in this state.

- HB 5196 (Greenwood) amends the Educator Licensure Article of the School Code to provide that, beginning July 1, 2018, a licensee who holds a paraprofessional educator endorsement on an Educator License with Stipulations is not required to pay a license renewal fee.
- HB 5556 (Bennet) with respect to the requirement that a student teacher authorize a fingerprint-based criminal history records check prior to the commencement of any student teaching experience or required internship, provides for the authorization to be made to and the student teacher's information to be submitted by the educator preparation institution at which the student teacher is enrolled (instead of the school district or non-public school where the student teaching is to be completed).
- HB 5568 (Stratton) provides that an art educator endorsement on an Educator License with Stipulations may be issued to an applicant who has completed (i) a minimum of 60 semester hours of coursework from a regionally accredited institution of higher education or an accredited art school and (ii) a minimum of 2,000 hours of experience that is not education experience in each area to be taught by the applicant. Provides that an art educator endorsement on an Educator License with Stipulations is valid until June 30 immediately following five years of the endorsement being issued and may be renewed if the applicant passes the test of basic skills required under the Code for Educator Licenses with Stipulations.
- HB 5754 (Finnie) provides that a principal endorsement shall be affixed to a Professional Educator License of any holder who, in addition to other requirements in the Code, has at least four total years of teaching or four total years of working in the capacity of school support personnel in a school under the supervision of the Illinois Department of Corrections (or in combination with other permitted schools).
- SB 1829 (Hutchinson) provides that, beginning with the 2018-19 school year and until the 2023-24 school year, an individual may teach preschool children in an early childhood program that receives grants under the Code if he or she holds (i) a Professional Educator License with an early childhood education endorsement, (ii) a Professional Educator License with short-term approval for early childhood education, (iii) an ECE Credential Level of 5 awarded by the Department of Human Services under the Gateways to Opportunity Program developed under the Department of Human Services Act, or (iv) an Educator License with Stipulations with a transitional bilingual educator endorsement and he or she has either passed a foreign language content test in the applicable content area or has completed no fewer than nine semester hours of college coursework in the area of early childhood education.
- SB 2658 (Schimpf) provides that a Professional Educator License with Stipulations with a provisional educator endorsement obtained by a service member or a spouse of a service member is valid until June 30 immediately following three (rather than two) years of the license being issued. Defines "spouse of a service member." Effective September 3, 2018.
- SB 2838 (Link)/HB 4742 (Ford) provides that, by January 1, 2019, the State Board of Education shall implement a program and adopt rules to allow school districts to supplement their substitute teacher recruitment for elementary and secondary schools with the use of recruiting firms. Outlines requirements and definitions for implementation.

- SB 2892 (Manar)/ HB 5175 (Hoffman) provides that, beginning July 1, 2019, in fixing the salaries of teachers, a school board shall pay those who serve on a full-time basis a rate not less than \$40,000 per year.
- SB 3181 (Schimpf) amends the Downstate Teacher Article of the Illinois Pension Code. Allows a member to establish optional credit for up to two years of service as a teacher or administrator employed by a private school recognized by the Illinois State Board of Education, provided that the teacher (i) was certified under the law governing the certification of teachers at the time the service was rendered, (ii) applies in writing on or before June 30, 2020, (iii) supplies satisfactory evidence of the employment, (iv) completes at least 10 years of contributing service as a teacher, and (v) pays the required contribution.
- SB 3220 (Aquino) provides that the State Board of Education shall not approve a course of study under the Alternative Educator Licensure Program for Teachers unless the State Board can demonstrate that there is a need for a particular type of licensed educator offered by the course of study.

#### School Choice

- HB 4227 (Sosnowski) amends the Invest in Kids Act. Provides that the term "qualified school" also means a nonpublic school that has been registered with the State Board of Education for at least one year and is currently seeking the status of "Nonpublic School Recognition" from the State Board of Education under the School Code.
- SB 2236 (Bertino-Tarrant) amends the Invest in Kids Act. Provides that no credits may be awarded under the Act for any taxable year that begins in a state fiscal year for which the minimum statutory funding level is not met. Provides that the carry-forward period for those credits shall be suspended for any taxable year that begins in a state fiscal year for which the minimum statutory funding level is not met. Requires the State Board of Education to determine whether or not the state has met the minimum funding level for the fiscal year and to transmit a copy of the determination to the Department of Revenue.

#### ISBE

- HB 4284 (Chapa LaVia) provides that, for State Board of Education appointments made after the effective date of the amendatory Act, three of the members of the State Board must represent the educator community. Sets forth the qualifications for these members and makes other changes with regard to the qualifications of members of the State Board.
- HB 4369 (Sommer) provides that the State Board of Education shall develop and maintain a handbook to be made available on its internet website that provides guidance for pupils, parents or guardians, and teachers on the subject of dyslexia. Specifies handbook requirements. Provides that the State Board shall review the handbook once every four years to update, if necessary, the guidelines, educational strategies, or resources and services made available in the handbook.
- HB 4806 (Hoffman)/ SB 2998 (Althoff) with regard to State assessments, provides that the State Board of Education shall develop a process for the college and career ready assessment that allows a school board to apply to the State Board to utilize the nationally recognized and locally selected assessment option of the federal Every Student Succeeds Act. Requires that the State Board of Education adopt technical criteria under specified federal law and rule to evaluate the proposed assessment.
- HB 5062 (Flowers) provides that, beginning with the 2018-19 school year, the State Board of Education shall develop and maintain a program aimed at facilitating education

in advanced manufacturing technical skills. Provides that the program shall be implemented in no less than 12 public high schools, over the span of three years, where the youth unemployment rate is at least twice the national average. Specifies program requirements. Provides that the State Board shall ensure that each high school participating in the program has adequate funding for at least one industry coordinator, tutoring, pre-employment and on-the-job mentoring, professional and leadership development, and life and financial management instruction. Provides that the State Board shall use a program provider to help design, build, and accredit the training program.

- HB 5336 (Wallace) provides that state funds may not be used to fund a nonprofit teacher training program that has (i) a two-year residency requirement for a corps member of Teach for America and (ii) no requirements for formal teacher training prior to admitting an individual into the program.
- SB 3236 (Manar) provides that a school report card shall include the most current data possessed by the State Board of Education relating to a school district's administrative costs; defines "administrative costs."
- SB 3416 (Rose), with regard to state and local assessments, provides that, beginning with the 2018-19 school year, a school district may choose to administer an annual local assessment of all students enrolled in grades 3 through 8 in English language arts and mathematics rather than administering a statewide assessment through the State Board of Education. Provides that a school district shall choose the assessment from a list of state-approved, nationally recognized assessments that meet the standards established by the State Board of Education and that include grade level proficiencies and student growth metrics.

#### School Districts

- HB 4119 (Wheeler, B) removes a provision of the School Code that allows the corporate authorities of a school district to issue refunding bonds without submitting the question to the electors of the school district for approval. Instead, sets forth provisions requiring elector approval before issuance.
- HB 4196 (Bennett) amends the School Code with respect to a provision concerning third-party non-instructional services. Provides that, notwithstanding any other law of this state, nothing in the Code prevents a board of education from entering into a contract with a third party for non-instructional services currently performed by any employee or bargaining unit member or from laying off those educational support personnel employees upon 30 days written notice to the affected employees (instead of allowing a board of education to enter into a contract with a third party for non-instructional services currently performed by any employee or bargaining unit member or lay off those educational support personnel employees upon 90 days written notice to the affected employees if certain conditions are met).
- HB 4209 (Welch), in a Section concerning kindergartens, provides that, beginning with the 2019-20 school year, each school board must establish a kindergarten with full-day attendance (instead of allowing a school board to establish a kindergarten with half-day attendance or with full-day attendance).
- HB 4232 (Severin) requires a school board to publish a notice that the district's annual statement of affairs is available on the State Board of Education's internet website and in the district's main administrative office (instead of requiring a summary of the statement of affairs to be published).
- HB 4308 (Reick) amends the Employment of Teachers Article of School Code. Provides that if a teacher is removed or dismissed as a result of a decision of a school board to

decrease the number of teachers employed by the school board, a decision of a school board to discontinue some particular type of teaching service, or a reduction in the number of programs or positions in a special education joint agreement, then written notice must be mailed and given to the teacher no more than 10 business days following the General Assembly's passage of a state budget that includes school funding for the state fiscal year in which the honorable dismissal would take effect (instead of mailed and given at least 45 days before the end of the school term). Provides that if no state budget that includes school funding for the next state fiscal year has been passed by the General Assembly by June 15 of the current state fiscal year, then the school board shall fulfill the notification requirements by June 30 of the current state fiscal year.

- HB 4394 (Jesiel), with regard to the notice given to a parent or guardian of a high school student about the option to withhold the student's directory information from an official recruiting representative of the armed forces of Illinois and the United States, provides that the notice shall (i) be included, in a clear and conspicuous manner and in the same size type as other statements provided by the high school, on a form distributed by the high school at the beginning of the school year and (ii) request that the student or the student's parent or guardian indicate if the student's directory information may not be released to a recruiting representative and, if so indicating, sign and submit the form. Provides that on or before October 1 and March 1 of each school year, the principal of each high school shall submit a list to the school board of all students whose directory information may not be released to a recruiting representative.
- HB 4496 (Durkin) amends the Trustees of Schools Article of the School Code. Allows the governing board of Lyons Township High School District 204, Western Springs School District 101, LaGrange School District 102, LaGrange School District 105, LaGrange Highlands School District 106, Pleasandale School District 107, and the LaGrange Area Department of Special Education to withdraw from the jurisdiction and authority of the trustees of schools of Lyons Township and the township treasurer, provided that the board elects or appoints its own treasurer. Provides that these amendatory changes are prospective only, starting from the effective date of the amendatory Act, and, with respect to Lyons Township High School District 204, shall not affect any legal action pending on the effective date of the amendatory Act in the Illinois courts in which Lyons Township High School District 204 is a listed party.
- HB 4529 (Davidsmeyer) provides that any school district that has a local chapter of the National FFA Organization shall permit a pupil who is enrolled in a nonpublic school to participate in the school district's chapter without requiring part-time attendance if the student resides within the boundaries of the school district. Provides that the school district shall obtain authorization from the pupil's parent or guardian before the pupil may participate in the chapter. Provides that the school district may charge the pupil's parent or guardian a fee, subject to determination by the school district, to cover the costs associated with the pupil's participation in the chapter.
- HB 4755 (Hoffman) provides that no less than 50 percent of the custodial employees employed by a school board shall be certified as structural pest control technicians by the Department of Public Health. Provides that the school board shall pay any application or examination fee required for the certification of a custodial employee.
- HB 4768 (Wheeler, B) amends the School Code to add to the oath of office required of a school board member before taking his or her seat on the board statements of ensuring responsibility of each member include equitable and quality in the education provided to students; that goals and outcomes developed by the school board include community participation; ensure that the school environment fosters opportunity; ensure that assessment of students includes both achievement and all conditions affecting children;

and ensure that the members of the school board advocate for student and community to advance the vision of the school and that the school board will work closely with the superintendent, faculty, and staff to advance lead them to fulfill the district's vision.

- HB 4777 (Chapa LaVia)/SB 3183 (Jones) amends the Chicago School District Article of the School Code. Provides that if a principal is rated as exceeding expectations in his or her evaluation, the local school council's vote to not renew the principal's contract must be agreed to by a minimum of 90 percent of the council's members. Provides that if the principal is rated as meeting expectations, the vote to not renew the contract must be agreed to by a minimum of 75 percent of the council's members. Provides that in order to not renew the contract of a principal whose school's rating rises at least two levels during his or her tenure at the school, the local school council's vote to not renew must be agreed to by a minimum of 90 percent of the council's members. Provides that in order to not renew the contract of a principal whose school's rating rises one level during his or tenure at the school, the local school council's vote to not renew must be agreed to by at a minimum of 75 percent of the council's members. Provides that in order to not renew the contract of a principal of a school that has attained the district's highest rating, the local school council's vote to not renew must be agreed to by at a minimum of 70 percent of the council's members.
- HB 4789 (Breen) makes changes with regard to the limitation of administrative costs. Defines "consumer price index," "expenditures per pupil," "general administration expenditures," and "school administration expenditures." Provides that for each school year, beginning with the 2019-20 school year, each school district shall undertake budgetary and expenditure control actions so that the increase in each of administrative expenditures (with the exception of the Chicago School District, whose limit is not changed), general administration expenditures, and school administration expenditures per pupil for that school year over the prior school year do not exceed the percentage increase, if any, in the consumer price index for the 12 months ending on the previous December 31 or 5 percent, whichever one is less. Makes conforming changes.
- HB 4860 (Fortner) removes the end date of the electronic-learning days pilot program for the three school districts in the program.
- HB 4916 (Lilly) provides that every public elementary school shall include in its sixth-, seventh-, and eighth-grade curriculum, beginning with the 18-2019 school year, at least one semester of civics education. Sets forth requirements for the course content. Allows school districts to utilize private funding available for the purposes of offering civics education.
- HB 4927 (Chapa LaVia) amends the Chicago School District Article of the School Code. Requires the school district to provide all copies of teacher evaluations to the exclusive bargaining representative of the school district's teachers within seven days after issuing the evaluations.
- HB 4930 (Welter) provides that township land commissioners or trustees of schools that have title to any school real estate or lands may authorize by resolution the sale of common school lands to a government entity if two-thirds of the township land commissioners or trustees of schools approve the resolution. Provides that the regional superintendent of schools of the county in which the lands are located shall complete the sale and deliver a certificate of purchase to the government entity. Provides that a government entity that purchases common school lands, or its assigns, may obtain a copy of a certificate of purchase or patent by (1) for a certificate of purchase, filing an affidavit with the regional superintendent in which the lands are located proving the loss or destruction of the original; (2) for a patent, filing an affidavit with the Secretary of State proving loss or destruction of the original; and (3) presenting a copy of the certified

resolution approving the sale that has been filed by the township land commissioners or trustees of schools with the county recorder of deeds to the regional superintendent or Secretary of State. Provides that the regional superintendent or the Secretary of State shall issue a replacement certificate or patent, which shall have the effect of the originals and shall reflect the effective date of the transfer of title as the date of the filing of the resolution by the township land commissioners or trustees of schools with the county recorder of deeds.

- HB 5043 (Martwick)/SB 3000 (Lightford) amends the School Code and the Illinois Educational Labor Relations Act. Provides that, on and after September 1, 2019, all teacher evaluation ratings on record as "excellent," "proficient," or "needs improvement" are considered "effective," and all teacher evaluation ratings on record as "unsatisfactory" are considered "ineffective" for the purposes of the Employment of Teachers Article. Makes other changes concerning the waiver or modification of mandates; school report cards; license suspension or revocation; contractual continued service; removal or dismissal of teachers; an optional alternative evaluative dismissal process; evaluation plans; a local appeal process for ineffective ratings; rules; the appointment and promotion of teachers in Chicago; alternative procedures for teacher evaluation, remediation, and removal in Chicago; and the Open Meetings Act.
- HB 5064 (Hoffman)/SB 3099 (Bertino-Tarrant) amends the Student Online Personal Protection Act. Provides that a national assessment provider may sell or rent a student's information if the provider secures express written consent from the student or the parent or guardian of the student given in response to a clear and conspicuous notice and the information is used solely to provide access to employment, educational scholarships or financial aid, or postsecondary educational opportunities. Provides that an operator may use or disclose covered information of a student, if no information is used for advertising or to amass a profile on the student for purposes other than K through 12 school purposes, for legitimate research purposes as required or allowed by state or federal law and in furtherance of K through 12 school purposes or postsecondary educational purposes (instead of for legitimate research purposes as required or allowed by state or federal law and under the direction of a school, a school district, or the State Board of Education if the information is not used for advertising or to amass a profile on the student for purposes other than for K through 12 school purposes).
- HB 5116 (Cassidy), for school districts other than the Chicago School District (which already has similar provisions), provides that for a one-year period after the expiration of the term of a school board member or other termination of a school board member's service, (i) the former board member is not eligible for employment by the board, an attendance center, or any other subdivision or agent of the board or the school district governed by the board and (ii) the board and the chief purchasing officer may not let any contract for services, employment, or other work to the former board member or to any corporation, partnership, association, sole proprietorship, or other entity other than publicly traded companies from which the former board member receives an annual income, dividends, or other compensation in excess of \$1,500. Provides that a waiver from mandates of the Code may not be requested from the provision.
- HB 5136 (Slaughter), with regard to the development of teacher evaluation plans, provides that, beginning with the first school year following the effective date of the amendatory Act, a joint committee (created by a school district to incorporate the use of data and indicators on student growth as a significant factor in rating teacher performance into the evaluation plan) shall meet no less than one time annually to

assess and review the effectiveness of the district's evaluation plan for the purposes of continuous improvement of instruction and evaluation practices.

- HB 5144 (Mayfield) provides that, beginning with the 2018-19 school year, a school board with a pupil attending an area secondary vocational school shall pay the vocational school tuition based upon the vocational school's per capita cost or the school district's per capita cost, whichever one is greater (instead of just the vocational school's per capita cost).
- HB 5195 (Greenwood) provides that each school board may provide free transportation for any pupil residing within 1 1/2 miles from the school attended where conditions are such that walking, either to or from the school to which a pupil is assigned for attendance or to or from a pickup point or bus stop, constitutes a serious hazard to the safety of the pupil due to a course or pattern of criminal activity, as defined in the Illinois Streetgang Terrorism Omnibus Prevention Act. Provides that the State Board of Education, in consultation with the local law enforcement agency, shall review the findings of the school board concerning a course or pattern of criminal activity and shall approve or disapprove the school board's determination that a serious safety hazard exists within 30 days after the school board submits its findings to the State Board. Provides that the changes made by the amendatory Act do not apply to the Chicago School District.
- HB 5204 (Smith) provides that, beginning with the 2019-20 school year, each school district that maintains grades 9 through 12 shall require each student in grade 11 to file an application for admission to a public or private college, university, trade or vocational school, or internship or apprenticeship program or for entry into military service as a prerequisite to receiving a high school diploma; defines "military service."
- HB 5252 (Andrade) provides that if an educational support personnel employee is removed or dismissed as a result of a decision of the school board to decrease the number of educational support personnel employed by the board or to discontinue some particular type of educational support service and he or she accepts the tender of a vacancy within one calendar year from the beginning of the following school term, then that employee shall maintain any rights accrued during his or her previous service with the school district.
- HB 5347 (Guzzardi) provides that, no later than day 60 of instruction in each school year, a school board shall report to the State Board of Education for kindergarten through grade 12 classes certain information about actively employed teachers, pupil-teacher ratios, class instructors, and class sections; defines terms. Requires the State Board of Education to publish the information contained in the reports on its internet website no later than December 1, 2019, and annually thereafter. Sets forth class size goals to be achieved by the 2020-21 school year.
- HB 5572 (Ives) creates the School District Debt Control and Taxpayer Protection Act. Provides that a school district may not refinance debt past the repayment period of the debt when issued, may not issue debt to be serviced over a period of greater than 20 years, and may not issue capital appreciation bonds. Sets forth provisions calculating and establishing a debt limit and prohibiting new debt. Requires specified bond referendum and bond issuance information to be provided.
- HB 5614 (Harper) provides that a school board may not implement a school closing if, within the preceding 10 years, another school within the same ZIP code of that school was subject to a school closing or 90 percent or more of the students at the school are classified as low-income students. The bill also defines "school closing." Effective January 1, 2019.
- HB 5653 (McDermid) provides that a school board or an employer of a school bus driver that receives a complaint against a school bus driver from a parent or legal



guardian of a school child, the school board, or a person who makes a complaint call under a provision of the Illinois Vehicle Code shall notify the Secretary of State within 30 days of the complaint. Amends the Illinois Vehicle Code. Provides that the Secretary of State may suspend a school bus driver permit for a period of six months after investigation of a complaint received from the employer or a school district of a permit holder.

- HB 5655 (Skillicorn) provides that prior to entering into an early employment contract termination agreement with a district superintendent or chief executive officer, a school board shall make the reasoning for the early termination available to the public. Provides that the termination agreement shall not include a confidentiality or non-disclosure clause.
- HB 5656 (Skillicorn) provides that for a school district that has an approved waiver from the requirement that tuition be charged to nonresident pupils, the school district report card shall include the total cost of allowing nonresident pupils to attend the schools of the district free of charge or at a reduced-tuition charge, the number of nonresident pupils attending the schools of the district free of charge or at a reduced-tuition charge, and the number of such pupils who are the children of a parent or guardian who is a full-time or part-time employee or staff member of the school district.
- HB 5721 (Harper) amends the Chicago School District Article of the School Code. Adds to the definition of "school action." Provides that, beginning on July 1, 2019, the facility performance standards published by the district must include the performance standards of safety measures in the district. Requires the data, information, and analysis published on the district's internet website regarding the 10-year educational facility master plan to include a brief description of specific plans for special education programs, early childhood education programs, career and technical education programs, and any other programs that are space sensitive to avoid space irregularities, a description of a communications and community involvement plan for each community in the City of Chicago, historical and projected enrollment of each school, and other items. Requires the chief executive officer to publish a procedure for conducting an annual capital improvement hearing that shall discuss the district's annual capital budget. Adds to the requirements of the capital improvement plan published annually by the chief executive officer. Provides that beginning on June 1, 2019, and annually thereafter, the district shall conduct a regional capital budget hearing that describes planned projects for the year and reviews the five-year capital budget and the educational facility master plan. Adds to the requirements of a school transition plan.
- HB 5750 (Finnie)/SB 2312 (Manar) makes appropriations from the School Infrastructure Fund to the State Board of Education for school district broadband expansion in the amount of \$16.3 million.
- HB 5758 (Bristow) amends the Dual Credit Quality Act. Provides that an institution may not offer a dual credit program with a high school in this state if the institution's main campus is not located in this state. Prohibits the Illinois Community College Board and the Board of Higher Education from approving an institution's offer of dual credit courses if the institution's main campus is not located in this state.
- HB 5800 (Batnick) amends the School Code in provisions allowing a board of education to enter into a contract with a third party for non-instructional services currently performed by any employee or bargaining unit member and removes a provision that requires any third party that submits a bid to perform the non-instructional services to provide a benefits package for the third party's employees who will perform the non-instructional services comparable to the benefits package provided to school board employees who perform those services.

- HB 5820 (Scherer) provides that an approved waiver from or modification to a physical education mandate may remain in effect for a period not to exceed two school years (rather than five school years like other mandate waivers) and may be renewed no more than two times upon application by an eligible applicant. Provides that an approved waiver from or modification to a physical education mandate may be changed within the two-year period by the school board or regional superintendent of schools, whichever is applicable, following the procedure set forth in the Code for the initial waiver or modification request. Provides that a school board may require of new substitute teachers evidence of physical fitness to perform duties assigned and shall require of new substitute teachers evidence of freedom from communicable disease, and provides that evidence may consist of a physical examination by a health care provider (instead of treating substitute teachers like other new employees who are required to provide evidence of physical fitness to perform duties assigned and freedom from communicable disease through a physical examination by a health care provider). Provides that a school board may determine the schedule or frequency of physical education courses, provided that an elementary school pupil engage in a course of physical education for a minimum of 150 minutes per week and a high school pupil engage in a course of physical education for a minimum of 225 minutes per week (rather than engaging in a course of physical education for a minimum of three days per five-day week).
- SB 2246 (Rezin) provides that township land commissioners or trustees of schools that have title to any school real estate or lands may authorize by resolution the sale of common school lands to a government entity if two-thirds of the township land commissioners or trustees of schools approve the resolution. Provides that the regional superintendent of schools of the county in which the lands are located shall complete the sale and deliver a certificate of purchase to the government entity. Provides that a government entity that purchases common school lands, or its assigns, may obtain a copy of a certificate of purchase or patent by (1) for a certificate of purchase, filing an affidavit with the regional superintendent in which the lands are located proving the loss or destruction of the original; (2) for a patent, filing an affidavit with the Secretary of State proving loss or destruction of the original; and (3) presenting a copy of the certified resolution approving the sale that has been filed by the township land commissioners or trustees of schools with the county recorder of deeds to the regional superintendent or Secretary of State. Provides that the regional superintendent or the Secretary of State shall issue a replacement certificate or patent, which shall have the effect of the originals and shall reflect the effective date of the transfer of title as the date of the filing of the resolution by the township land commissioners or trustees of schools with the county recorder of deeds.
- SB 2484 (Murphy) provides that, upon knowledge of an incident of sexual assault by a student against another student, a school district shall report the incident to the State Board of Education; defines "sexual assault." Provides that the State Board shall post on its internet website for each school year the total number of reported incidents statewide and in each school district. Provides that the State Board shall also report the data annually to the General Assembly no later than September 1 of each year.
- SB 2611 (Rose) defines "temporary door locking device." Provides that, upon submitting an application to the regional superintendent of schools, a school district may obtain a temporary door-locking device for use on a school building. Specifies application requirements. Provides that an approved temporary door-locking device shall be used only (i) by a staff member of a school district trained under the provision, (ii) during an emergency situation that threatens the health and safety of students and staff members or during an active shooter drill, and (iii) when law enforcement officials and the local fire

department have been notified prior to use of the device. Provides that the device shall be engaged for a finite period of time in accordance with the school district's school safety plan adopted under the School Safety Drill Act. Provides that a school district with an approved temporary door locking device shall conduct an in-service training program for staff members on the proper use of the device.

- SB 2855 (Tracy), with regard to class sizes of general education classes for special education students and special education classes for special education students, provides that the State Board of Education shall have no authority to adopt any administrative rules that establish or limit the class size or ratio of the student population of a general education class for students receiving services in general education classes or a special education class beyond what may be required by federal rule or law, unless the State Board of Education fully funds the cost of additional teachers and other staff that are required by a class-size limitation; defines "special education class." Provides that any rule in effect on the effective date of the amendatory Act establishing or limiting the class size or ratio of the student population of a general education class for special education students receiving services in general education classes or establishing or limiting the class size of a special education class is hereby null and void.
- SB 2900 (Righter), with regard to the election of school board members of a community unit school district (formed before January 1, 1975) or combined school district (formed before July 1, 1983), provides that if a school board fills a vacancy due to a lack of candidates for election in a congressional township in the most recent election, then the school board shall, by resolution, order submitted to the school district's voters at the next general election a proposition for the election of a board member at large without restriction by area of residence within the district (rather than in accordance with mandatory board representation) and the proposition shall be certified by the school board's secretary for submission.
- SB 3190 (Bertino-Tarrant) amends the Dual Credit Quality Act. Requires a public university or community college, jointly with a high school, to grant dual credit to a student who completes a course under the Illinois Articulation Initiative General Education Core Curriculum package adopted by the public university or community college under the Illinois Articulation Initiative Act.
- SB 3198 (Mulroe) amends the School Code. Provides that a duty of regional superintendents is to inspect the energy conservation measures of schools under the Code. In provisions concerning school energy conservation and savings measures, provides that qualified providers need to be licensed in accordance with the Illinois Architecture Practice Act of 1989, the Professional Engineering Practice Act of 1989, or the Structural Engineering Practice Act of 1989. Provides for procedures for the submission of proposals. Provides for changes made under guaranteed energy savings contracts to be subject to performance reviews.
- SB 3201 (Hastings) amends the Illinois School Student Records Act. Provides that upon the discovery of a breach of security that results in the unauthorized release, disclosure, or acquisition of student information contained in a school student record, a school shall, no later than 48 hours after discovery, notify the parent of the student whose record is involved in the breach of security.
- SB 3249 (Steans)/HB 5596 (Moeller) amends the School Code. With regard to the textbook block grant program, provides that the textbooks authorized to be purchased must accurately portray the diversity of our society, including the role and contributions of people protected under the Illinois Human Rights Act, and must be non-discriminatory as to certain characteristics under the Act. Provides that the teaching of history of the United States in public schools shall include a study of the role and contributions of

lesbian, gay, bisexual, and transgender people in the history of this country and this state. Requires every public elementary school and high school to include in its curriculum a unit of instruction studying the significant role of lesbian, gay, bisexual, and transgender individuals in society. Specifies instruction requirements. Requires the regional superintendent of schools to monitor a school district's compliance with the curriculum requirements.

- SB 3417 (Barickman) creates the Education Empowerment Act, the purpose of which is to grant school districts greater autonomy to implement practices that improve student academic performance and benefit the whole child by removing obstacles that currently exist in law or rules. Provides that school districts seeking to establish an empowerment area and be designated as such by the State Superintendent of Education must create an empowerment committee to develop a plan; sets forth provisions concerning the committee and plan. Contains provisions concerning statutory and regulatory mandates; plan submission and designation; financial support for planning; empowerment area review, renewal, and revocation; reporting; and rulemaking.
- SB 3418 (Rezin) provide that a school board may, by resolution, enter into a joint agreement with other school boards to share the services of a superintendent or other administrators. Provides that the question of whether a school board shall enter into a joint agreement with other school boards for shared services of a superintendent or other administrators shall be submitted to the voters of each affected school district at the next consolidated election only upon submission of a petition signed by no less than 10 percent of the registered voters in each affected school district. Provides that a school district wishing to withdraw from a joint agreement may obtain from its school board a written resolution approving the withdrawal and shall present the petition for withdrawal to the other member school districts within the timelines designated by the joint agreement. Specifies procedures if a school district's petition for withdrawal is not approved and the school district is part of a Class II county school unit outside of a city with 500,000 or more inhabitants.
- SB 3466 (Lightford) requires a school district to make reasonable efforts to provide ongoing professional development to teachers, administrators, school board members, school resource officers, and staff on the appropriate and available supportive services for the promotion of student attendance and engagement. In the Article governing compulsory attendance of pupils, provides that the term "valid cause" for absence includes when a person who has custody or control of a child withholds the child from school due to a bona fide dispute over special education services or placement that is being addressed through the child's individualized education program, federal Section 504 plan, mediation, or a due process hearing. Provides that a school district may not refer a truant, chronic truant, or truant minor to any other local public entity for the purpose of issuing the child a fine or fee as punishment for the child's absence from school; defines "local public entity." Allows a school district to refer any person having custody or control of a truant, chronic truant, or truant minor to any other local public entity for the purpose of issuing the person a fine or fee for the child's absence from school if all appropriate and available supportive services have been exhausted and the person has knowingly and willfully permitted the child's truant behavior to continue.
- SB 3514 (Hunter)/HB 5241 (Davis) amends the Children with Disabilities Article of the School Code. Provides that, in a school district with a population of more than 500,000 inhabitants, the principal and all school personnel who are regular members of an Individualized Education Program (IEP) team shall determine the special education staffing needs of the school based on IEP minutes, status of the school's least restrictive environment, optimal scheduling protocols, and other relevant factors. Provides that

once a staffing level is set, the school board shall provide full staffing for the school and shall fund the total cost of each position. Provides that the school board may not reduce the special education staffing levels of a school in which the general staffing levels are less than 90 percent of the state average. Provides that the school board may require more efficient staff scheduling if the scheduling does not impair or hinder any reasonable goals of the school's general education program. Prohibits the school district from banning the use of any measure that would prevent or delay an individualized education program team from adding a service to the program or creating a time restriction in which a service is prohibited from being added to the program.

- SB 3536 (Collins)/HB 5771 (Chapa LaVia) provides that, beginning July 1, 2018, any publicly funded early childhood program receiving Preschool for All Block Grant funds or Preschool for All Expansion Block Grant funds shall collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success; defines "chronic absence." Sets forth actions that are encouraged. Provides that, on or before July 1, 2020, and annually thereafter, an early childhood program shall report all the data collected to the State Board of Education, which shall make the report publicly available via the Illinois Early Childhood Asset Map internet website and the Preschool for All Program or Preschool for All Expansion Program triennial report.
- SB 3538 (Collins)/ HB 5796 (Chapa LaVia) provides that a school report card prepared by the State Board of Education shall include the most current data on the percentage of students, by grade level, who have IEPs or federal Section 504 plans and who are chronically absent.
- SB 3539 (Hastings) provides that a school board shall require each physical education teacher or health teacher to complete an open water safety training course, approved by the State Board of Education, prior to employment by a school district.
- SB 3579 (Weaver) requires a school district to make reasonable efforts to provide ongoing professional development to teachers, administrators, school board members, school resource officers, and staff on the appropriate and available supportive services for the promotion of student attendance and engagement

#### Wellness

- HB 4193 (Parkhurst) amends the Children with Disabilities Article of the School Code. With respect to an impartial due process hearing, changes when the hearing officer must issue his or her written decision from within 10 days to within 10 business days after the conclusion of the hearing.
- HB 4205 (Ford) provides that a school board shall require its schools to connect at-risk students in need of behavioral health support and all students with an IEP to either community-based or in-school behavioral health support. If the school board requires in-school support to be provided, such support does not have to be implemented until the beginning of the 2018-19 school year.
- HB 4216 (McDermid) requires a public school to permit a student, without the authorization of the student's parent or legal guardian or a physician, to possess or self-apply sunscreen that is regulated by the U.S. Food and Drug Administration. Provides that if a student is unable to self-apply sunscreen, a volunteer school employee may apply the sunscreen on the student if the student's parent or legal guardian provides written consent for the assistance.
- HB 4226 (Kifowit)/SB 2489 (Connelly) provides that, amongst other duties, the regional office of education (rather than the district superintendent or chief school administrator)

of a public elementary or secondary school or charter school shall supervise an athletic trainer or other person responsible for compliance with the return-to-play or return-to-learn concussion protocol established under the Code. Provides that the State Board of Education shall (rather than may) adopt rules governing concussion protocol under the Code, including, but not limited to, rules governing the informal or formal accommodation of a student who may have sustained a concussion during an interscholastic athletic activity.

- HB 4281 (Gabel) provides that at least once every two years, a school board shall conduct an in-service training program for all personnel on the identification of the signs of homelessness in adolescents and teens and shall be taught appropriate referral techniques.
- HB 4407 (Lilly), with respect to age-appropriate developmental screening and age-appropriate social and emotional screening, provides that the Department of Public Health must, no later than January 1, 2019, develop rules and appropriate revisions to the Child Health Examination form in conjunction with various organizations.
- HB 4409 (Pritchard)/SB 2542 (Lightford) provides that, amongst other meanings, a "school psychologist" means a person who holds a valid Nationally Certified School Psychologist credential (rather than certificate). Removes from the definition of "school psychologist" the requirement that a psychologist have additional qualifications as may be required by the State Board of Education.
- HB 4442 (Gabel) amends the School Code and the Critical Health Problems and Comprehensive Health Education Act. Requires a school district to include in its curriculum a unit of instruction on parenting education for grades 9 through 12 that includes, but is not limited to, instruction on (i) family structure, function, and management; (ii) the prevention of child abuse; (iii) the physical, mental, emotional, social, economic, and psychological aspects of interpersonal and family relationships; and (iv) parenting education competency development that is aligned to the emotional and learning standards of the student's grade level. Provides that this instruction is a prerequisite to receiving a high school diploma and shall be included in the Comprehensive Health Education Program.
- HB 4475 (Fine) requires the school board of a school district to include information about influenza and influenza vaccinations in accordance with the latest recommendations of the Advisory Committee on Immunization Practices of the Centers for Disease Control and Prevention when it provides information on immunizations, infectious diseases, medications, or other school health issues to the parents or guardians of students.
- HB 4514 (Pritchard) provides that only persons licensed and endorsed as a school counselor under the Code may use the title "school counselor."
- HB 4524 (Davidsmeyer) provides that at least once every two years at an in-service training program or at another appropriate time when school personnel are scheduled to be in attendance and in addition to other topics covered at training throughout the school year, school personnel who work with pupils in grades kindergarten through 12 and are employed by the school district shall be trained to identify the warning signs of mental illness and suicidal behavior in youth and shall be taught appropriate intervention and referral techniques (instead of providing that in addition to other topics at in-service training programs, school guidance counselors, teachers, school social workers, and other school personnel who work with pupils in grades 7 through 12 shall be trained to identify the warning signs of mental illness and suicidal behavior in adolescents and teens and shall be taught appropriate intervention and referral techniques).
- HB 4597 (Moeller) provides that all children in kindergarten and the second, sixth, and ninth grades (rather than all children in kindergarten and the second and sixth grades) of

any public, private, or parochial school shall have a dental examination. Provides that all children, regardless of grade level, shall have a dental examination immediately prior to or upon enrolling for the first time in any public, private, parochial, or nursery school. Sets forth additional information that a school must report to the State Board of Education with respect to children receiving a required dental examination.

- HB 4658 (Manley) requires a school board to adopt and implement a policy on how to recognize mental health issues and how to properly address them. Provides that, as part of this policy, a school board shall require in-service training of licensed school personnel and administrators to include, at least once every two years, training on the current best practices regarding the identification of and recommended courses of action for mental health issues.
- HB 4704 (Halpin), with respect to the requirement that children in certain grades receive a health examination, provides that the Department of Public Health shall, by rule, extend to November 15 the date by which proof of having the health examination must be presented for children who show an undue burden or a lack of access to a physician licensed to practice medicine in all of its branches, a licensed advanced practice registered nurse, or a licensed physician assistant. Makes related changes.
- HB 4799 (Harper) provides that, in every public school maintaining any of grades kindergarten through 8, there shall be instruction, study, and discussion of effective methods for the prevention and avoidance of traffic injuries related to walking and bicycling. Provides that if a school board provides instruction on safety education under a provision in the Code, the instruction shall include pedestrian and bicycling safety.
- HB 4870 (Lang) requires a school district, public school, charter school, or nonpublic school to authorize a parent or guardian of a student who is a qualifying patient to administer a medical cannabis-infused product to the student on school premises or a school bus if both the student (as a qualifying patient) and the parent or guardian (as a designated caregiver) have been issued registry identification cards under the Compassionate Use of Medical Cannabis Pilot Program Act. Defines terms. Provides that a parent or guardian may not administer a medical cannabis infused product if the administration would create disruption to the school's educational environment or would cause exposure of the product to other students. Provides that nothing in the provision requires a member of the school's staff to administer a medical cannabis infused product to a student. Amends the Compassionate Use of Medical Cannabis Pilot Program Act. Makes conforming changes.
- HB 4908 (Moeller) provides that all children in kindergarten and the second, sixth, and ninth grades (rather than all children in kindergarten and the second and sixth grades) of any public, private, or parochial school shall have a dental examination.
- HB 4925 (Breen), with regard to the provision governing concussion protocol during an interscholastic athletic activity, provides that the term "physician" includes a chiropractic physician licensed under the Medical Practice Act of 1987.
- HB 5074 (Bellock) provides that, subject to appropriation, the State Board of Education shall develop, implement, and administer a program to award grants to school districts for the purpose of collaborating with community mental health providers to provide mental health services to the students of a school district. Requires the State Board to adopt any rules necessary to implement the provision.
- HB 5096 (Hernandez) provides that, beginning with the 2018-19 school year, every public high school shall include in its curriculum a unit of instruction on media literacy; defines "media literacy." Provides that the State Superintendent of Education may prepare and make available to school boards instructional materials that may be used as guidelines for the unit of instruction.

- HB 5145 (Mayfield) provides that, beginning with the 2018-19 school year, a student in kindergarten may not receive an out-of-school suspension of three days or less for the student's disruption to other students' learning opportunities and may not receive an out-of-school suspension of longer than three days for substantially disrupting, impeding, or interfering with the operation of a school.
- HB 5148 (Kifowit) provides that course material and instruction in a sex education course shall include, with an emphasis on the workplace environment and life on a college campus, material and discussion on what constitutes sexual consent and what may be considered sexual harassment or sexual assault.
- HB 5249 (Brady) provides that the parent or guardian of a child with disabilities who resides in a school district shall have the option of enrolling the child in a school district in which the child was previously enrolled as long as that school district is, in whole or in part, within the county in which the child currently resides. Requires the school district in which the child currently resides to grant proper permit to the child's parent or guardian to allow the child to enroll in a school district outside of the district in which he or she resides.
- HB 5347 (Evans) amends the Early Intervention Services System Act. Requires the Department of Human Services and the Illinois State Board of Education to jointly develop and implement a state policy under which parents of children with disabilities who previously received early intervention services under the Act may choose the continuation of those services until such children reach the age of 5 or enter, or are eligible under state law to enter, kindergarten. Provides that implementation of the new policy shall be contingent on the department (i) holding public hearings as provided under the Act and (ii) complying with all applicable federal requirements.
- HB 5600 (Conyears-Ervin) provides that a school board shall require that schools provide daily recess for all students in kindergarten through grade 5. Provides that the recess must be at least 20 minutes in length. Provides that recess shall include unstructured play and may include organized games. Provides that if the principal determines that the weather is inclement, then the principal shall direct that recess be held indoors. Provides that a school board may require that schools provide daily recess for all students in grades 6 through 8. Requires a school board to prohibit the withholding of recess as a disciplinary action. Effective July 1, 2018.
- HB 5601 (Conyears-Ervin) provides that, at least once every two years, a school board shall conduct an in-service training program for all school personnel on the identification of special needs in students and shall be taught appropriate referral techniques.
- HB 5613 (Conyears-Ervin) requires school districts to develop and adopt a trauma response protocol by the 2019-20 school year. Requires the trauma response protocol to include long-term responses to a traumatic incident, long-term care and counseling, and community engagement. Allows school districts to partner with local community providers in establishing and implementing the protocol.
- HB 5770 (Conroy) provides that, beginning with the 2018-19 school year, a school board shall notify students and the parents or guardians of students, electronically or in the form of a letter, that a student may be eligible to receive mental health services from the school district under a federal Section 504 plan.
- HB 5786 (Mayfield) provides that, beginning with the 2018-19 school year, an in-school suspension program provided by a school district for any students in kindergarten through grade 12 shall focus on promoting nonviolent conflict resolution and positive interaction with other students and school personnel. Provides that a school district may employ a substitute teacher to oversee an in-school suspension program in kindergarten through grade 12.



- SB 2427 (Stadelman) requires a school district to allow a student to possess and use a topical sunscreen product while on school property or at a school-related event or activity, regardless of the student possessing a note or prescription from a licensed health care professional.
- SB 2460 (Morrison) provides that, beginning with the 2018-19 school year, the Illinois Elementary School Association shall approve, for coaches, game officials, and non-licensed health care professionals, training courses that provide for not less than two hours of training in the subject matter of concussions, including evaluation, prevention, symptoms, risks, and long-term effects.
- SB 2468 (Koehler) amends the Children with Disabilities Article of the School Code. With regard to individualized education programs, provides that if a child's IEP team determines that the child does not require assistive technology services or devices, the team shall include a statement in the child's program that informs the child's parent or guardian of the decision and the basis for the decision.
- SB 2545 (Manar) provides that the Open Meetings Act does not apply to meetings of a joint committee formed under certain provisions of the Code. Amends the Illinois Educational Labor Relations Act. Provides that negotiating team strategy sessions are included in an exception to the Open Meetings Act.
- SB 2654 (Hunter) requires the school board of a school district to include information about influenza and influenza vaccinations in accordance with the latest recommendations of the Advisory Committee on Immunization Practices of the Centers for Disease Control and Prevention when it provides information on immunizations, infectious diseases, medications, or other school health issues to the parents or guardians of students.
- SB 2856 (Connelly) amends the School Code. Defines "school resource officer," "sexting," and "sextortion." Provides that a school board may enter into an agreement with a law enforcement agency to provide a school district with one or more school resource officers. Provides that each school district, charter school, and nonpublic, nonsectarian elementary or secondary school shall create a training program on cyber-bullying, sexting, and sextortion for all school personnel. Specifies training program requirements. Also amends the Illinois Police Training Act. Provides that the Illinois Law Enforcement Training Standards Board shall conduct or approve a training program for school resource officers. Provides that the program shall train school resource officers on all aspects of school-based policing.
- SB 3003 (Sandoval) adds a state of Mexico to the definition of "state." Provides that an applicant for a school bus driving permit cannot have been convicted of committing or attempting to commit specific offenses under the Criminal Code of 2012. Provides that an applicant cannot have been convicted of committing or attempting to commit a felony under the Cannabis Control Act. Provides that an applicant cannot have been convicted of committing or attempting to commit a felony under the Illinois Controlled Substances Act, the Methamphetamine Control and Community Protection Act, or the Methamphetamine Precursor Control Act. Provides that an applicant cannot have been convicted of committing or attempting to commit a felony under the Liquor Control Act of 1934.
- SB 3015 (Koehler), with regard to the self-administration and self-carry of asthma medication, provides that a school district, public school, charter school, or nonpublic school may authorize a school nurse or trained personnel to (i) provide undesignated asthma medication to a student for self-administration only or to any personnel authorized under a student's Individual Health Care Action Plan or asthma action plan, plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or IEP plan to

administer to the student that meets the student's prescription on file, (ii) administer an undesignated asthma medication that meets the prescription on file to any student who has an Individual Health Care Action Plan or asthma action plan, plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or IEP plan that authorizes the use of asthma medication; and (iii) administer an undesignated asthma medication to any person that the school nurse or trained personnel believes in good faith is having respiratory distress; defines "undesignated asthma medication" and "respiratory distress."

#### Funding

- HB 4094 (Ives) requires the State Board of Education to withhold a school district's Evidence-Based Funding for any given school year in which the chief county assessment officer intentionally fails to properly and accurately prepare assessments under the Property Tax Code for property within the district for the preceding levy year until such time as the State Board determines that such assessments have been correctly prepared.
- HB 4800 (Harper) amends the Tax Increment Allocation Redevelopment Act of the Illinois Municipal Code. Provides that surplus tax revenues may be used to pay for costs of special education, social services, and other costs of a public school district. Provides that for municipalities with a population of more than 1 million, redevelopment project costs include public school district qualified workers, costs of providing special educational facilities and services, school psychological services, and school social work services, and any surplus balance in the special tax allocation fund at the end of the fiscal year shall be used for these workers, facilities, and services. Removes provisions allowing anticipated redevelopment project costs to be deemed surplus funds.
- HB 4835 (Ives) requires the State Board of Education to withhold a school district's Evidence-Based Funding for any given school year in which the chief county assessment officer for any portion of the district intentionally fails to properly and accurately prepare assessments under the Property Tax Code for property within the district for the preceding levy year until such time as the State Board determines that such assessments have been correctly prepared.
- HB 5065 (Finnie) provides that 1 percent of the school facility occupation taxes collected shall be distributed to the regional superintendent of schools (currently, these moneys are deposited into the Tax Compliance and Administration Fund) to cover the costs in administering and enforcing the provisions of the school facility occupation taxes Section of the Code.
- HB 5684 (Sosnowski) amends the Evidence-Based Funding provisions of the School Code. Beginning with the Evidence-Based Funding calculation for the 2019-20 school year, provides that an organizational unit's real receipts shall include the total amount of funds received from governmental entities other than the state for the preceding school year, including funds received from the federal government or a unit of local government, including any revenue from a school facility occupation tax or any tax increment finance revenue distributed to the organizational unit.
- HB 5812 (Davis), with regard to property tax relief pool grants, provides that each year, the State Board of Education shall set a threshold above which a school district may apply for property tax relief. Provides that the intended relief may not be greater than 1percent of the Equalized Assessed Value (EAV) for a unit district, 0.69 percent of the EAV for an elementary school district, or 0.31 percent of the EAV for a high school district; defines "EAV." Provides that the total property tax relief allowable to a school district shall be calculated based on the total amount of reduction in the school district's

aggregate extension. With regard to Evidence-Based Funding, provides that when a school district withdraws from a special education cooperative, the portion of the base funding minimum that is attributable to the school district may be redistributed to the school district upon withdrawal. Provides that the school district and the cooperative must include the amount of the base funding minimum that is to be re-apportioned in their withdrawal agreement and notify the State Board of Education of the change with a copy of the agreement upon withdrawal. Repeals a provision governing the basis for apportionment of general state financial aid and supplemental general state aid to the common schools for the 1998-99 through the 2016-17 school years.

#### Mandates

- HB 4235 (Pritchard) provides that a waiver or modification from mandates of the Code may not be requested from a provision in the Code governing tuition for nonresident pupils unless the area encompassing the school district requesting the waiver qualifies as a designated teacher shortage area as determined by the State Board of Education and approved by the U.S. Department of Education.
- HB 4291 (Welch) provides that a pupil entering the ninth grade in the 2019-20 school year or a subsequent school year must successfully complete one semester of computer science as a prerequisite to receiving a high school diploma.
- HB 4292 (Welch) requires a school board to enroll its elementary schools in the Scripps National Spelling Bee program and implement an annual districtwide spelling bee competition for students in the seventh grade. Provides that members of the public must be permitted to attend the competition, and the school district shall publish notice of the date of the competition in a newspaper of general circulation within the district.
- HB 4346 (Jones, T) amends the School Code and various Acts relating to the governance of public universities and community colleges in Illinois. With respect to the requirement that the events of Black History be taught in every public elementary school and high school, provides that a student may not complete the eighth grade or graduate from high school without studying this material and that a school may meet this requirement through an online program or course. Requires every public institution of higher education and community college to offer a course studying the events of Black History. Allows public institutions of higher education and community colleges to meet the requirement by offering an online course.
- HB 4352 (Long) provides that school districts need not comply with and may discharge any mandate or requirement placed on school districts by the Code or by administrative rules adopted by the State Board of Education that is unfunded. Provides that before a school district may lawfully discharge an unfunded mandate, it must hold a public hearing on the matter; sets forth requirements concerning the hearing. Requires a school board to report each unfunded mandate it has discharged to the State Board of Education and requires the State Board to compile and report this information to the General Assembly each year.
- HB 4368 (Halbrook) requires a school district to allow the parent or guardian of twins or higher order multiples to request that his or her children be placed in the same classroom or in separate classrooms if the children are in the same grade level at the same school. Provides that the school may recommend classroom placement to the parent or guardian, but the school shall provide the classroom placement requested by the parent or guardian. Provides for the school board to make the classroom placement determination, after a hearing, if the principal determines that placement in the same classroom is disruptive to the classroom environment.

- HB 5343 (Lilly) creates the Education Prioritization Act. Beginning with fiscal year 2019, requires the General Assembly to appropriate for the Evidence-Based Funding formula under the School Code an amount that is equal to or exceeds the sum of: (i) the total amount appropriated for the Evidence-Based Funding formula during the fiscal year immediately preceding the fiscal year for which the appropriation is being made; and (ii) 51 percent of total new general funds available for spending from estimated growth in revenues and funds available because of budgeted program growth and decline in the fiscal year for which the appropriation is being made; but in no event shall the sum be less than a certain percentage required under the Act. Requires a continuing appropriation if the General Assembly fails to make sufficient appropriations to fund the Evidence-Based Funding formula.
- HB 5634 (Skillicorn), with regard to Evidence-Based Funding, provides that an Organizational Unit may not use funds distributed to the Organizational Unit to make a payment toward travel, lodging, or dining expenses.
- SB 2572 (Holmes)/HB 4730 (Scherer) makes changes to the waivers submitted by district for physical education. Provides that an approved waiver from or modification to a physical education mandate may remain in effect for a period not to exceed two school years (rather than five school years like other mandate waivers) and may be renewed no more than two times upon application by an eligible applicant. Provides that an approved waiver from or modification to a physical education mandate may be changed within the two-year period by the school board or regional superintendent of schools, whichever is applicable, following the procedure set forth in the Code for the initial waiver or modification request. Provides that a school board may determine the schedule or frequency of physical education courses, provided that an elementary school pupil engage in a course of physical education for a minimum of 150 minutes per week and a high school pupil engage in a course of physical education for a minimum of 225 minutes per week (rather than engaging in a course of physical education for a minimum of three days per five-day week).

#### Charters

- HB 4899 (Guzzardi) provides that there is a moratorium on the establishment of new charter schools in financially distressed school districts, including new campuses of existing charter schools, for such a time as the school district meets the definition of a financially distressed school district.
- SB 2283 (Weaver)/HB 5654 (Wheeler, B) amends the Charter Schools Article of the School Code. Removes provisions providing that the total number of charter schools operating under this Article at any one time shall not exceed 120. Removes a provision limiting the number of charter schools to 70 in any city having a population exceeding 500,000. Removes a provision limiting the number of charter schools to 45 in the remainder of the state. Removes a provision providing that the State Board of Education shall assign a number to each charter submission it receives for its review and certification, based on the chronological order in which the submission is received by it.

#### Task Forces/Reports/Commissions

- HB 4657 (Manley) creates the Emotional Intelligence Education Task Force under the State Board of Education. Requires the task force to develop curriculum guidelines on emotional intelligence; sets forth provisions concerning its membership, duties, administration, and dissolution. Provides that, beginning with the 2019-20 school year, every public elementary school and high school shall include in its curriculum a unit of instruction studying emotional intelligence. Requires this unit of instruction to include

teaching how to recognize, direct, and positively express emotions. Permits a school board to use the task force's guidelines in developing this unit of instruction.

- HB 5789 (Conroy) creates the Regional Office of Education Task Force. Provides for the membership of the task force. Provides that the task force shall conduct a study relating to the services provided by the regional offices of education in this state and shall provide the offices with recommendations for improvement. Provides that the task force shall report its recommendations and the findings of the study to the State Board of Education, the Governor, and the General Assembly on or before July 1, 2019, at which time the task force shall be dissolved. Repeals these provisions on July 1, 2020.
- SB 2648 (Bennett) provides that the Agriculture Education Shortage Task Force shall report its findings to the Governor and General Assembly on or before January 1, 2021 (rather than January 1, 2019). Removes a provision providing that the task force is dissolved upon filing the report. Provides that the provision governing the task force is repealed on February 1, 2021 (rather than February 1, 2019).

## **2018 Spring Session ISBE Initiatives**

**Subject:** Districts of Innovation (HB 4902 – Wheeler, B)

**Division:** Superintendent

**Executive Summary:** This proposal would allow school districts in Illinois to become Districts of Innovation. These districts would be encouraged to develop new instructional and administrative practices or alternatives to existing ones with the intention of improving student learning and performance.

**Subject:** Obsolete and Duplicative Bill (HB 5170 – Olsen)

**Division:** Multiple

**Executive Summary:** This initiative would be a continuation of ISBE's efforts to streamline School Code provisions and amend or repeal outdated or otherwise problematic provisions of the School Code.

**Subject:** Licensure (HB 5627 – Bennet)

**Division:** Educator Effectiveness

**Executive Summary:** This is a continuation of past ISBE efforts to streamline the licensure process in Illinois. Possible changes include changing the professional development provider audit process, allowing educators with lapsed licenses (for failure to record professional development) the ability to obtain a substitute teaching license, streamlining out-of-state reciprocity for specific licenses, and other cleanup items.

**Subject:** ESSA (HB 5588 – Crespo)

**Division:** Various Divisions

**Executive Summary:** This proposal will incorporate all the legislative changes necessary to implement Illinois' ESSA State Plan.

**Subject:** Postsecondary and Workforce Readiness Act Expansion (SB 2941 – McGuire)

**Division:** Innovation and Secondary Transformation

**Executive Summary:** Expand provisions within the Postsecondary and Workforce Readiness Act to encourage increased participation. Possible expansion provisions include increasing the limit of districts allowed to participate, allow cooperative applications to apply, explore options for incorporating proficiency-based diploma standards, and others with the goal to increase

learning options for children and prepare them for citizenship by engaging the community with the high school experience.

**Subject:** Income Tax Exemption (HB 4738 – Mayfield)

**Division:** Educator Effectiveness

**Executive Summary:** This proposal would allow Illinois teachers to be exempt from state income tax.

**Subject:** At-Risk Student Support (HB 3784 – Sosnowski/Weaver)

**Division:** Legal

**Executive Summary:** This is a redraft of HB 3784. The initiative will address an issue that impacts students considered at risk for dropping out of school. Currently, students who fail to meet minimum academic standards may be dropped from a district's roster. Removing this provision in the School Code will permit these students to remain in school and have access to opportunities and necessary interventions to ensure that they graduate from high school ready for college and career.

**Subject:** School Construction and School Maintenance Grant (HB 5628- Pritchard)

**Division:** School Business Services

**Executive Summary:** This bill would incorporate changes into the School Construction Law and School Maintenance Grant to streamline and clarify the process for ISBE and districts.

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

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

The State Board of Education hereby authorizes the following legislative proposals to move forward as agency initiated proposals for the spring 2018 legislative session:

- Districts of Innovation
- Obsolete and Duplicative Legislation
- Licensure
- ESSA-Related Legislation
- Postsecondary and Workforce Readiness Act Expansion
- Income Tax Exemption
- At-Risk Student Support
- School Construction and School Maintenance Grant.

#### **Next Steps**

Staff will work to finalize sponsors and language to be ready for filing.