

ILLINOIS STATE BOARD OF EDUCATION



Via Video Conference

Chicago: ISBE Video Conference Room, 14th Floor, 100 W. Randolph Street, Chicago, IL
Springfield: ISBE Video Conference Room, 3rd Floor, 100 N. First Street, Springfield, IL

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

August 8, 2018
9:00 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. Superintendent's Report – Consent Agenda

- A. *Approval of Minutes
 - 1. Plenary Minutes: June 13, 2018 **pp. 3-8**
- B. *Rules for Approval
 - 1. Part 1 (Public Schools Evaluation, Recognition and Supervision) **pp. 9-52**
 - 2. Part 130 (Special Education per Capita Tuition Charge) **pp. 53-66**
- C. *Contracts and Grants Over \$1 Million
 - 1. Request for Sealed Proposal (RFSP) – Information Systems – SharePoint Software Developers **pp. 67-70**
 - 2. Request for Sealed Proposal (RFSP) – Information Systems – Data Warehouse Data Analysts **pp. 71-74**
- D. * Election of Illinois Voting Delegate for National Association of State Boards of Education (NASBE) Annual Conference and Business Meeting 2018 **pp. 75-76**

End of Consent Agenda

- E. Illinois State Educator Preparation and Licensure Board Appointments **pp. 77-80**
- F. Illinois Department of Juvenile Justice Board Appointments **pp. 81-83**

IV. Discussion Items

- A. Legislative Update
- B. Budget Update
- C. ESSA Update
- D. Other Items for Discussion

V. Announcements and Reports

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

VI. Closed Session (as needed)

VII. Information Items

- A. ISBE Financial and Administrative Monthly Reports available online at <https://www.isbe.net>

VIII. 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 Meeting
via video conference**

June 13, 2018

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

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

ROLL CALL Chairman James Meeks called the meeting to order at 9:04 a.m. Dr. Tony Smith was in attendance and a quorum was present.

Members Present in Chicago

James T. Meeks, Chairman
Eligio Pimentel, Vice Chairman
Cesilie Price, Secretary (arrived at 9:12 a.m.)
Ruth Cross
Lula Ford
Mitchell Holzrichter

Members Present in Springfield

Craig Lindvahl
Kevin Settle
Susie Morrison

**PUBLIC
PARTICIPATION**

John Asplund, superintendent of Galesburg Community Unit School District 205, spoke about the impact of the Early Childhood Block Grant (ECBG) in his district. He expressed concern about the loss of funding from the ECBG in his district.

Kenneth Newman, a concerned constituent, expressed apprehension about teachers being falsely accused of sexual assault. He also voiced disappointment in the lack of physical education facilities in Chicago, especially in charter schools.

Elliot Regenstein, senior vice president of advocacy and policy at the Ounce of Prevention Fund, provided an update on the P-2 indicator from his position as an advocate. He explained his disagreement with the Technical Advisory Committee's proposed approach to validate indicators as a collective. He recommended that each indicator be validated individually, available as soon as it is validated, and validated as soon as possible.

Jodi Scott, regional superintendent for Henderson, Knox, Mercer, and Warren counties, urged the Board to review the distribution of Early Childhood Block Grants. She described her experience implementing ECBGs and the impact of early childhood programs in her region. She expressed disappointment about the loss of funding for existing programs and that one school might be funded at the expense of the other.

Ms. Scott introduced Michelle Shepler, a parent-educator in Knox County who responds to teenage mothers. Shepler described her experiences and partnerships in the community.

Chairman Meeks recognized Ms. Scott later in the meeting.

Tara Case, assistant director of family services at ROE 33, expressed the importance of the program to her community. Amber Springer, parent-educator, shared her concerns about the loss of the early childhood program.

Jennifer Garrison, superintendent of Vandalia Community Unit School District 203 and a representative of Advance Illinois, Equity First, Real Life for Real Learning Coalition, and the Illinois Association of School Administrators,

provided comment on the Technical Advisory Committee recommendations. She expressed concern about the 90 percent goal in the Board goals. She presented on proposed goals developed by the coalitions.

Joe Pilger, principal of Lincoln Early Childhood School in Monmouth-Roseville School District 238, spoke about the Preschool for All Expansion program. He described the importance of funding the program to the Board.

Amanda Pilger, a parent in Monmouth County, spoke about her personal experiences with the program.

Carolyn Welch, a representative of the Illinois Association for Gifted Children and a parent of gifted children, spoke on the importance of including high-ability students in Illinois's accountability plan. She requested that the final Technical Advisory Committee report include greater specificity on accountability for underperforming subgroups.

Synthia Harris, a parent and board member at Calumet Public School District 132, spoke about her experiences within her district with her children, who have Individualized Education Protocols (IEPs). She explained that she had noticed unqualified teachers in the classroom and submitted complaints. Ms. Harris said that she experienced retaliation from the school, after which she ran for school board. She expressed disappointment with reactions from district and community and asked for assistance to ensure that district administrators are implementing changes.

Chairman Meeks asked Stephanie Jones, chief general counsel at ISBE, if Ms. Harris could write a letter to ISBE. Ms. Jones recommended that she write a letter to the ROE and ISBE. Chairman Meeks urged Ms. Harris to do so. Ms. Harris expressed concern about retaliation from the district and indicated that she had contacted ISBE previously.

Mark and Katherine Schmidt, parents at Signal Hills District 181, provided public comment on the breach of Illinois State Assessment at the district. They requested more information about ISBE's response.

George Blakemore, a concerned constituent, expressed apprehension about social studies programs and low voting turnout among young people. He urged ISBE to focus on educating students on civic duties. He asked that ISBE make Board meetings more public and accessible. He expressed concern about the education of undocumented students. He also urged that ISBE ensure that Black history is being taught in schools.

**UPDATE ON
POSTSECONDARY
AND WORKFORCE
READINESS ACT**

Mary Reynolds, executive director of Innovation and Secondary Transformation, presented on the Postsecondary and Workforce Readiness Act, including the development of a Postsecondary and Career Expectations framework, competency-based learning systems, college and career pathway endorsements, and transitional math instruction. She gave an overview of the Competency Pilot Request for Applications.

Susie Morrison asked if all the districts participating in transitional math programs have agreements with their community colleges.

Ms. Reynolds said that many, but not all, of them do. She stated that ISBE is trying, along with Northern Illinois University, to facilitate agreements.

Superintendent Smith asked Jon Furr, executive director of the Education Systems Center at Northern Illinois University, to provide comment on those efforts.

Mr. Furr stated that the state is looking to establish a portability review panel in order for high schools to know whether a course is portable throughout the entire state's community colleges.

**CONSENT
AGENDA**

Ruth Cross moved that the State Board of Education approve the consent agenda as presented. Mitch Holzrichter seconded the motion and it passed with a unanimous 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 May 16 Board meeting.

Rules for Initial Review
Part 227 (Gifted Education)

Public Act 99-0706 updated the Section of the School Code pertaining to funding gifted education programs. The PA updated the assessment methods used to identify students who are eligible for gifted education. This rulemaking will update the current references in the administrative rules to be consistent with statute.

PA 100-0421 specified guidelines for school districts to develop accelerated placement policies. These policies will allow students early entrance to kindergarten or first grade, acceleration in a single subject, or grade acceleration. Under the Act, ISBE is required to adopt rules to determine data to be collected regarding accelerated placement. ISBE must also identify a method of making that information available to the public.

This rulemaking clarifies that the written policies shall indicate approaches for early entrance to both kindergarten and first grade. Data that ISBE will collect shall include demographic information (gender, ethnicity, English Learner status, special education status, free and reduced-price lunch/low income), and the type of placement of students who are accelerated. School districts will be required to report data on students upon identification but not later than July 31 of each year beginning with the 2018-19 school year. The data will be posted annually on the ISBE website.

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for Gifted Education (23 Ill. Adm. Code 227), including publication of the proposed amendments in the Illinois Register.

2019 Board Meeting Dates

Meetings will be held via video conference in Springfield and Chicago during the months of February, April, June, August, and October and meetings in Springfield will be held during the months of January, March, May, September, and December. The November meeting will be held in Chicago. A two-day meeting is recommended for the Board retreat and meeting in September.

There will be opportunities scheduled throughout the year for the Board to interact with the Student Advisory Council at Board meetings.

The State Board of Education hereby approves its meeting dates for 2019.

National Association of State Boards of Education 2019 Membership
Dues

The Board Services Office has received the National Association of State Boards of Education (NASBE) invoice for the 2019 association dues. NASBE is offering the option of contributing to a professional development account for the explicit purpose of State Board professional development provided by

NASBE. This professional development account is a way of helping members access the professional development critical to success.

In the past, the Board has opted to include funds for Board member professional development. As of May 16, 2018, the balance of the professional development account was \$175.36, which will roll over for future use. Illinois members used \$1,041.70 during 2018 for travel and participation in NASBE study groups and conferences. It is recommended that the Board contribute \$5,000 to the professional development account. Other options are to contribute nothing and simply have the current funds roll over or to contribute \$7,500 to the professional development account.

The State Board of Education hereby authorizes the State Superintendent to renew NASBE membership for 2019 for the amount of \$42,519 and contribute \$5,000 to the professional development account for a total amount of \$47,519.

END OF THE CONSENT AGENDA

STRATEGIC PLAN PROGRESS REPORT

Karen Corken, first deputy superintendent at ISBE, presented the Strategic Plan Progress Report to the Board and asked for comment.

Board members responded that they liked the organization of the report.

Kevin Settle asked how this information is disseminated after it is sent to the Governor and the General Assembly. Superintendent Smith responded that the report is posted on the website and featured in the Superintendent's Weekly Message. Mr. Settle suggested that copies be sent to the Regional Offices of Education.

Eligio Pimentel moved that the State Board of Education hereby approve the 2018 Comprehensive Strategic Plan for Elementary and Secondary Education Progress Report as presented and authorize the State Superintendent to submit the report to Governor Rauner and the General Assembly. Ruth Cross seconded the motion and it passed with a unanimous voice vote.

CUT SCORE RECOMMENDATIONS

Dr. Jason Helfer, deputy superintendent of Teaching and Learning at ISBE, was available for questions on the cut score recommendations.

Mr. Settle moved that the State Board of Education hereby authorize the State Superintendent to approve the panel-recommended cut scores for the following redeveloped tests: Foreign Language: French, Foreign Language: German, Foreign Language: Spanish, Foreign Language: Japanese, Music, and School Nurse. The Board also authorizes the State Superintendent to approve minus 1 Standard Error of Measurement below the panel-recommended cut score for the General Middle Grades test. Chairman Meeks seconded the motion and it passed with a unanimous voice vote.

TECHNICAL ADVISORY COMMITTEE RECOMMENDATIONS

Dr. Helfer introduced Dr. Erika Landl, senior associate at the Center for Assessment, to present the Technical Advisory Committee (TAC) recommendations. Chris Domaleski, associate director at the Center for Assessment, attended by phone. Dr. Landl gave a summary of the TAC process and recommendations. She noted a change to the TAC recommendation regarding the scoring of English Learners.

Ms. Morrison asked for confirmation that the TAC will continue to be engaged throughout implementation of the accountability system.

Superintendent Smith responded by affirming the continual engagement of the TAC.

Ms. Morrison moved that the State Board of Education hereby approves the recommendations provided by the Technical Advisory Council. Eligio Pimentel seconded the motion and it passed with a unanimous voice vote.

DISCUSSION ITEMS

Legislative Update

Amanda Elliott and Sarah Hartwick, co-directors of Legislative Affairs, presented legislative updates. They highlighted bills that passed both houses, including a minimum teacher salary bill, licensure renewal fee reduction, dual credit quality act and changes as a result of the Public Inquiry into Special Education at Chicago Public Schools (CPS).

They expressed the importance of expedited transmission for time-sensitive bills and gubernatorial action. Additionally, they informed the Board of changes in the General Assembly and its staff. Lastly, they listed upcoming task forces, including the Professional Review Panel and task forces on African-American history in schools, Social Emotional Learning, and Emotional Intelligence.

Ms. Cross asked about the Social-Emotional Learning mental health task force, requesting confirmation that the task force will be writing guidelines for the curriculum, not the curriculum itself. Ms. Elliott confirmed that the group would not be writing specific curriculum. Ms. Cross asked if ISBE had input in the task force members. Ms. Elliott and Superintendent Smith replied that ISBE does, but there are specific roles that members should have.

Lula Ford asked about HB 5721 regarding the CPS definition of “school action.” She expressed concern that the definition is too complicated for the public to understand. Ms. Elliott responded that the bill came out of concerns regarding CPS and she would follow up with more information. Ms. Ford also had a question about HB 5771, which deals with chronic absence in early childhood programs. Ms. Elliott responded that it is a recommendation of the Illinois Attendance Commission.

Ms. Ford asked whether there would likely be a bill regarding an elected school board for CPS. Ms. Elliott said that discussions about an elected school board are frequent.

Ms. Elliott also updated the Board on upcoming subject matter hearings, including one on sexual abuse in CPS, one on special education in CPS, and one about the Early Childhood Block Grant allocation.

Chairman Meeks asked if there was an update on the health and life safety issues in CPS.

Jeff Aranowski, executive director of Safe and Healthy Climate, responded that since his last update, the individual in charge of department has left CPS. He said that ISBE will be reconnecting with the new leader.

Budget Update

Robert Wolfe, chief financial officer at ISBE, provided an update on the enacted budget for fiscal year 2019, including the total appropriations and changes in specific line items. He also stated that ISBE received \$700,000 for broadband expansions and \$5.4 million of additional funding for ROE alternative programs. He highlighted a discrepancy between increased enrollments in ROE alternative programs and the amount of appropriations that would have been given to them through Evidence-Based Funding, which will be a topic of the Professional Review Panel.

Mr. Wolfe also stated that the agency is beginning preparations for the submission of the FY 2020 budget. He stated that there are plans to bring information to Board at the September retreat.

Mr. Holzrichter asked about the required amount necessary to fully fund qualifying applicants to the Early Childhood Block Grant.

Mr. Wolfe stated that there were \$70 million more in requests than available funding.

Every Student Succeeds Act Update

Dr. Helfer provided an update on the progress in notifying schools whether they will be eligible for comprehensive and targeted supports. He stated that ISBE will be notifying school districts at the end of this month and finalizing designation when the Report Card comes out. He informed the Board that he and his team are continuing to interview candidates for school support managers and are in final discussions for an IL-EMPOWER director.

Ms. Morrison asked how funding will be distributed to schools that are identified in need of comprehensive supports.

Dr. Helfer responded that they are working on an algorithm to fund all comprehensive schools and some targeted schools. He stated that there will be no minimum or maximum amount.

Ms. Morrison requested that the solution be shared with the Board.

There was a discussion regarding whether the U.S. Department of Education would have to approve changes in implementation of the Illinois ESSA State Plan.

ANNOUNCEMENTS AND REPORTS

Superintendent's Report

Superintendent Smith expressed appreciation for Craig Lindvahl.

He also asked Ms. Jones to provide an update on the CPS monitoring position. Ms. Jones stated that a person had accepted the position. Superintendent Smith also noted that ISBE is in the process of hiring additional CPS Regional Office of Education staff.

Superintendent Smith highlighted the upcoming meeting of the Professional Review Panel on June 26, which will be an open meeting. He expressed the importance of public participation.

Superintendent Smith recognized Zena Kesselman, the Princeton Project 55 Fellow at ISBE for the past year.

He also expressed appreciation to Ms. Hartwick, co-director of Legislative Affairs, who will be leaving the agency.

INFORMATION ITEMS

ISBE Fiscal & Administrative Monthly Reports (*available online at <http://isbe.net/>*). For information purposes, a summary of the agency's rulemaking activities during fiscal year 2018 and the anticipated rulemakings for the first six months of FY 2019 are included in the Board packet.

MOTION FOR ADJOURNMENT

Cesilie Price moved that the meeting be adjourned. Chairman Meeks seconded the motion and it passed with a unanimous voice vote. The meeting adjourned at 11:21 a.m.

Respectfully Submitted,

Cesilie Price
Board Secretary

Mr. James T. Meeks
Chairman

ILLINOIS STATE BOARD OF EDUCATION MEETING
August 8, 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 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
Marc Johnson, Director, Curriculum and Instruction
Cara Wiley, Director, Regulatory Support and Wellness
Lindsay M. Bentivegna, Agency Rules and Waiver Coordinator

Purpose of Agenda Item

The Center for Teaching and Learning 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

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

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

Background Information

ISBE adopted foreign language standards in 1997, but did not codify them in administrative rule. The standards are considered "advisory" and do not provide the framework necessary to support agency goals.

ISBE met in March with stakeholders consisting of representatives from the Illinois Council on Teaching Foreign Languages and teachers from the field. The suggestion of the stakeholders was to adopt the current World-Readiness Standards for Learning Languages (World-Readiness Standards) created by the American Council on the Teaching of Foreign Languages. The World-Readiness Standards focus on competencies in world languages and provide instructors with a broad framework. Districts and colleges have been using the World-Readiness Standards, which support the Seal of Biliteracy and reflect current goals, benchmarks, and proficiencies for language learners.

This rulemaking will replace current standards and formally adopt the national World-Readiness Standards, which were revised in 2015 and focus on communication, culture, connections, comparisons, and communities.

The proposed amendments were published in the *Illinois Register* on June 6, 2018, to elicit public comment; 131 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. During the public comment period program staff reviewed the proposed change and decided to revise the text to remove the statement that there are no state goals for learning. While true, this statement does not reflect on the state learning standards.

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 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 1
Public Schools Evaluation, Recognition and Supervision

Comment

One hundred thirty-one commenters encouraged ISBE to adopt the World-Readiness Standards for Learning Languages.

Analysis

ISBE appreciates the support in modernizing and codifying the standards.

Recommendation

No change will be made in response to these comments.

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

PART 1
PUBLIC SCHOOLS EVALUATION, RECOGNITION AND SUPERVISION

SUBPART A: RECOGNITION REQUIREMENTS

Section

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

SUBPART B: SCHOOL GOVERNANCE

Section

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

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

SUBPART C: SCHOOL DISTRICT ADMINISTRATION

Section

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

SUBPART D: THE INSTRUCTIONAL PROGRAM

Section

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

SUBPART E: SUPPORT SERVICES

Section

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

SUBPART F: STAFF LICENSURE REQUIREMENTS

Section

- 1.610 Personnel Required to be Qualified
- 1.620 Accreditation of Staff (Repealed)
- 1.630 Paraprofessionals; Other Unlicensed Personnel
- 1.640 Requirements for Different Certificates (Repealed)

- 1.650 Transcripts of Credits
- 1.660 Records of Professional Personnel

SUBPART G: STAFF QUALIFICATIONS

Section

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

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

AUTHORITY: Implementing Sections 2-3.25, 2-3.25g, 2-3.44, 2-3.96, 2-3.159, 10-17a, 10-20.14, 10-21.4a, 10-22.43a, 21B-5, 21B-20, 22-30, 22-60, 24-24, 26-13, 27-3.5, 27-12.1, 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, 27-12.1, 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 _____.

Section 1.APPENDIX D State Goals for Learning

The State Goals for Learning are broad statements of what students in kindergarten through grade 12 should know and be able to do as a result of their public education. The Illinois Learning Standards provide more specific definition of the essential knowledge and skills desired of Illinois students. The State Assessment and the Illinois Kindergarten Individual Development Survey are designed to measure students' mastery of the Illinois Learning Standards, so that a clear connection will emerge between students' learning and the goals and standards of the State of Illinois.

ENGLISH LANGUAGE ARTS AND LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

There are no State Goals for Learning in this area. The applicable standards shall be the "Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects" (2010) published by the Common Core State Standards Initiative, National Governors Association, Hall of the States, 444 North Capitol Street, Suite 267, Washington DC 20001-1512 and posted at <http://www.corestandards.org/the-standards>. No later amendments to or editions of these standards are incorporated by this Section.

MATHEMATICS

There are no State Goals for Learning in this area. The applicable standards shall be the "Common Core State Standards for Mathematics" (2010) published by the Common Core State Standards Initiative, National Governors Association, Hall of the States, 444 North Capitol Street, Suite 267, Washington DC 20001-1512 and posted at <http://www.corestandards.org/the-standards>. No later amendments to or editions of these standards are incorporated by this Section.

WORLD LANGUAGES

The applicable standards shall be the World-Readiness Standards for Learning Languages. 4th ed. (2015), the National Standards Collaborative Board, 1001 N. Fairfax Street, Suite 200, Alexandria VA 22314 and posted at <https://www.actfl.org/publications/all/world-readiness-standards-learning-languages>. No later amendments to or editions of these standards are incorporated by this Section.

SCIENCE

The science goals and standards set forth below shall be applicable through the 2015-16 school year. Beginning in the 2016-17 school year, there are no State Goals for Learning in this area

and the applicable standards shall be the "Next Generation Science Standards" (2013) published by Achieve, Inc., 1400 16th Street NW, Suite 510, Washington DC 20036 and posted at <http://www.nextgenscience.org/>. No later amendments to or editions of these standards are incorporated by this Section.

State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.

Standards:

Know and apply the concepts, principles and processes of scientific inquiry.

Know and apply the concepts, principles and processes of technological design.

State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

Standards:

Know and apply concepts that explain how living things function, adapt and change.

Know and apply concepts that describe how living things interact with each other and with their environment.

Know and apply concepts that describe properties of matter and energy and the interactions between them.

Know and apply concepts that describe force and motion and the principles that explain them.

Know and apply concepts that describe the features and processes of the Earth and its resources.

Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.

Standards:

Know and apply the accepted practices of science.

Know and apply concepts that describe the interaction between science, technology and society.

SOCIAL SCIENCE

Beginning in the 2017-18 school year, there are no State Goals for Learning in this area and the standards applicable to individual grade levels shall be in effect.

Through the 2016-17 School Year

State Goal 14: Understand political systems, with an emphasis on the United States.

Standards:

Understand and explain basic principles of the United States government.

Understand the structures and functions of the political systems of Illinois, the United States and other nations. (NOTE: Not applicable to kindergarten.)

Understand election processes and responsibilities of citizens.

Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.

Understand United States foreign policy as it relates to other nations and international issues. (NOTE: Not applicable to kindergarten.)

Understand the development of United States political ideas and traditions. (NOTE: Not applicable to kindergarten.)

State Goal 15: Understand economic systems, with an emphasis on the United States.

Standards:

Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.

Understand that scarcity necessitates choices by consumers.

Understand that scarcity necessitates choices by producers. (NOTE: Not applicable to kindergarten.)

Understand trade as an exchange of goods or services.

Understand the impact of government policies and decisions on production and consumption in the economy. (NOTE: Not applicable to kindergarten.)

State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

Standards:

Apply the skills of historical analysis and interpretation.

Understand the development of significant political events.

Understand the development of economic systems. (NOTE: Not applicable to kindergarten.)

Understand Illinois, United States and world social history. (NOTE: Not applicable to kindergarten.)

Understand Illinois, United States and world environmental history. (NOTE: Not applicable to kindergarten.)

State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

Standards:

Locate, describe and explain places, regions and features on the Earth.

Analyze and explain characteristics and interactions of the Earth's physical systems. (NOTE: Not applicable to kindergarten.)

Understand relationships between geographic factors and society.

Understand the historical significance of geography.

State Goal 18: Understand social systems, with an emphasis on the United States.

Standards:

Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.

Understand the roles and interactions of individuals and groups in society.

Understand how social systems form and develop over time. (NOTE: Not

applicable to kindergarten.)

Standards Beginning in the 2017-18 School Year

The Social Science Standards consist of both inquiry standards and disciplinary standards. In implementing the Social Science Standards, the inquiry standards should be used simultaneously with the individual disciplinary standards to ensure both students' comprehension and application of the knowledge and skills acquired.

Inquiry Standards

Kindergarten and Grades 1 and 2

Create questions to help guide inquiry about a topic with guidance from adults and/or peers.

Explore facts from various sources that can be used to answer the developed questions.

Gather information from one or two sources with guidance and support from adults and/or peers.

Evaluate a source by distinguishing between fact and opinion.

Ask and answer questions about arguments and explanations.

Use listening, consensus-building and voting procedures to decide on and take action in the classroom.

Grades 3-5

Develop essential questions and explain the importance of the questions to self and others.

Create supporting questions to help answer the essential questions in an inquiry.

Determine sources representing multiple points of view that will assist in answering the essential questions.

Gather relevant information and distinguish between fact and opinion to determine credibility of multiple sources.

Develop claims using evidence from multiple sources to answer essential questions.

Construct and critique arguments and explanations using reasoning, examples and details from multiple sources.

Identify a range of local problems and some ways in which people are trying to address these problems.

Use listening, consensus-building and voting procedures to decide on and take action in the classroom and school.

Grades 6-8

Create essential questions to help guide inquiry about a topic.

Ask essential and focusing questions that will lead to independent research.

Determine sources representing multiple points of view that will assist in organizing a research plan.

Determine the value of sources by evaluating their relevance and intended use.

Determine the credibility of sources based upon their origin, authority and context.

Gather relevant information from credible sources and determine whether they support each other.

Appropriately cite all the sources used.

Identify evidence from multiple sources to support claims, noting any limitations of the evidence.

Develop claims and counterclaims while pointing out the strengths and limitations of both.

Construct arguments using claims and evidence from multiple sources, while acknowledging the arguments' strengths and limitations.

Construct explanations using reasoning, correct sequencing, examples and details, while acknowledging their strengths and weaknesses.

Present arguments and explanations that would appeal to audiences and venues outside of the classroom, using a variety of media.

Critique the structure and credibility of arguments and explanations (self and others).

Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.

Assess individual and collective capacities to take action to address problems and identify potential outcomes.

Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.

Grades 9-12

Address essential questions that reflect an enduring issue in the field.

Explain how supporting questions contribute to inquiry.

Develop new supporting and essential questions through investigation, collaboration and using diverse sources.

Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context and corroborative value of the sources.

Identify evidence that draws information from multiple sources to revise or strengthen claims.

Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.

Articulate explanations and arguments to a targeted audience in diverse settings.

Use interdisciplinary lenses to analyze the causes and effects of, and identify solutions to, local, regional or global concerns.

Use deliberative processes and apply democratic strategies and procedures to address local, regional or global concerns, and take action in or out of school.

Civics Standards

Kindergarten

Describe roles and responsibilities of people in authority.

Explain the need for and purposes of rules in various settings, inside and outside of the school.

Grade 1

Explain how all people, not just official leaders, play important roles in a community.

Identify and explain how rules function in various settings, inside and outside of the school.

Grade 2

Explain what governments are and some of their functions (e.g., making and enforcing laws, protecting citizens, collecting taxes).

Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority.

Grade 3

Describe ways in which interactions among families, workplaces, voluntary organizations and government benefit communities.

Explain how groups of people make rules to create responsibilities and protect freedoms.

Compare procedures for making decisions in the classroom, school and community.

Describe how people have tried to improve their communities over time.

Grade 4

Distinguish the responsibilities and powers of government at the local, State and national levels.

Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.

Identify core civic virtues, such as honesty, mutual respect, cooperation and attentiveness to multiple perspectives, and democratic principles, such as equality, freedom, liberty and respect for individual rights, that guide Illinois and the United States.

Explain how rules and laws change society and how people change rules and laws in Illinois.

Grade 5

Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.

Examine the origins and purposes of rules, laws and key U.S. constitutional provisions.

Compare the origins, functions and structure of different systems of government.

Explain how policies are developed to address public problems.

Grades 6-8

Identify roles played by citizens, for example, voters, jurors, taxpayers, military, protesters and officeholders.

Describe the origins, purposes and impact of constitutions, laws, treaties and international agreements.

Describe the roles of political, civil and economic organizations in shaping people's lives.

Explain the origins, functions and structure of government with reference to the U.S. Constitution, Illinois Constitution and other systems of government.

Evaluate the powers and responsibilities of citizens, political parties, interest groups and the media.

Analyze the powers and limits of governments, public officials and bureaucracies at different levels in the United States and other countries.

Compare the means by which individuals and groups change societies, promote the common good and protect rights.

Explain the connection between interests and perspectives, civic virtues and democratic principles when addressing issues in government and society.

Apply civic virtues and democratic principles in school and community settings.

Compare the means by which individuals and groups change societies, promote the common good and protect rights.

Analyze ideas and principles contained in the founding documents of the United States and other countries, and explain how they influence the social and political system.

Compare the means by which individuals and groups change societies, promote the common good and protect rights.

Critique deliberative processes used by a wide variety of groups in various settings.

Determine whether specific rules and laws (both those that are in effect and proposed) resolve the problems they were meant to address.

Analyze the purposes, implementation and consequences of public policies in historic and contemporary settings.

Develop procedures for making decisions in historic and contemporary settings, such as the school, civil society, or local, state or national government.

Grades 9-12

Distinguish the rights, roles, powers and responsibilities of individuals and institutions in the political system.

Evaluate the opportunities and limitations of participation in elections, voting and the electoral process.

Analyze the impact of constitutions, laws and agreements on the maintenance of order, justice, equality and liberty.

Explain how the U.S. Constitution established a system of government that has powers, responsibilities and limits that have changed over time and are still contested while promoting the common good and protecting rights.

Analyze the impact of personal interest and diverse perspectives on the application of civic dispositions, democratic principles, constitutional rights and human rights.

Describe how political parties, the media and public interest groups both influence and reflect social and political interests.

Describe the concepts and principles that are inherent to American constitutional democracy.

Analyze how individuals use and challenge laws to address a variety of public issues.

Evaluate public policies in terms of intended and unintended outcomes and related consequences.

Explain the role of compromise and deliberation in the legislative process.

Economic Standards

Kindergarten

Explain that choices are made because of scarcity (i.e., because individuals cannot have everything that they want).

Grade 1

Explain and give examples of when choices are made that something else is given up.

Describe the skills and knowledge required to produce certain goods and services.

Explain how people earn pay or income in exchange for work.

Grade 2

Demonstrate how our choices can affect ourselves and others in positive and negative ways.

Explain the role of money in making exchange easier.

Compare the goods and services that people in the local community produce and those that are produced in other communities.

Explain that money can be saved or spent on goods and services.

Grade 3

Compare the goods and services that people in the local community produce and those that are produced in other communities.

Generate examples of the goods and services that governments provide.

Describe the role of banks and other financial institutions in an economy.

Explain that, when people borrow, they receive something of value now and agree to repay the lender over time.

Grade 4

Explain how profits reward and influence sellers.

Describe how goods and services are produced using human, natural and capital resources (e.g., tools, machines).

Analyze how spending choices are influenced by prices, as well as many other factors (e.g., advertising, peer pressure, options).

Explain that income can be saved, spent on goods and services, or used to pay taxes.

Grade 5

Analyze why and how individuals, businesses and nations around the world specialize and trade.

Discover how positive incentives (e.g., sale prices, earning money) and negative consequences (e.g., library fines, parking tickets) influence behavior in the U.S. economy and around the world.

Determine the ways in which government pays for goods and services it provides.

Explain that interest is the price the borrower pays for using someone else's money.

Grades 6-8

Explain how economic decisions affect the well-being of individuals, businesses and society.

Explain how external benefits and costs influence choices.

Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.

Analyze the role of innovation and entrepreneurship in a market economy.

Describe the roles of institutions, such as corporations, non-profit organizations and labor unions, in a market economy.

Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit and foreign currencies.

Explain why standards of living increase as productivity improves.

Explain barriers to trade and how those barriers influence trade among nations.

Evaluate employment, unemployment, inflation, total production, income and economic growth data and how they affect different groups.

Analyze the relationship among skills, education, jobs and income.

Explain the roles and relationships among savers, borrowers, interest, time and the purposes for saving.

Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable expenses.

Explain the correlation among investors, investment options (and associated risks) and income/wealth.

Describe the connection among credit, credit options, interest and credit history.

Analyze the relationship among financial risks and protection, insurance and costs.

Grades 9-12

Analyze how scarcity and incentives influence choices to consume or produce for different individuals and groups.

Use marginal benefits and marginal costs to propose a solution to an economic issue for an individual or community.

Evaluate how much competition exists within and among sellers and buyers in specific markets.

Evaluate the effectiveness of government policies to improve market outcomes, address inequality or reduce inefficiencies.

Analyze the ways in which competition and government regulation influence what is produced and distributed in a market system.

Use data and economic indicators to analyze past and current states of the economy and predict future trends.

Describe how government policies are influenced by and have an impact on a variety of stakeholders.

Analyze how advances in technology and investment in capital goods and human capital affect economic growth and standards of living.

Analyze the role of comparative advantage in global trade of goods and services.

Explain how globalization trends and policies affect social, political and economic conditions in different nations.

Analyze the costs and benefits of various strategies to increase income.

Explain how to make informed financial decisions by collecting information, planning and budgeting.

Explain how time, interest rates and inflation influence saving patterns over a lifetime.

Analyze costs and benefits of different credit and payment options for goods and services, the role of lenders and interest.

Evaluate risks and rates of return of diversified investments.

Analyze the costs and benefits of insurance, including the influences of an individual's characteristics and behavior.

Geography Standards

Kindergarten

Explain how weather, climate and other environmental characteristics affect people's lives.

Identify and explain how people and goods move from place to place.

Grade 1

Construct and interpret maps and other representations to navigate a familiar place.

Grade 2

Construct and interpret maps and other graphic representations of both familiar and unfamiliar places.

Identify some cultural and environmental characteristics of your community and compare to other places.

Explain how people in your community use local and distant environments to meet their daily needs.

Grade 3

Locate major landforms and bodies of water on a map or other representation.

Compare how people modify and adapt to the environment and culture in their community to other places.

Show how the consumption of products connects people to distant places.

Grade 4

Construct and interpret maps of Illinois and the United States using various media.

Analyze how the cultural and environmental characteristics of places in Illinois change over time.

Describe some of the current movements of goods, people, jobs or information to, from or within Illinois, and explain the reasons for the movements.

Grade 5

Investigate how the cultural and environmental characteristics of places within the United States change over time.

Describe how humans have utilized natural resources in the United States.

Compare the environmental characteristics of the United States to other world regions.

Analyze the effects of specific catastrophic and environmental events, as well as technological developments, that have affected the United States and compare those to other places.

Grades 6-8

Use geographic representations (e.g., maps, photographs, satellite images) to explain relationships between the locations (places and regions) and changes in their environment.

Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.

Construct different representations to explain the spatial patterns of cultural and environmental characteristics.

Explain how humans and their environment affect one another.

Compare and contrast the cultural and environmental characteristics of different places or regions.

Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.

Explain how environmental characteristics affect human migration and settlement.

Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.

Evaluate the influences of long-term, human-induced environmental change on spatial patterns of conflict and cooperation.

Identify how cultural and environmental characteristics vary among regions of the world.

Explain how global changes in population distribution patterns affect changes in land use.

Analyze how the environmental characteristics of places and production of goods influence patterns of world trade.

Grades 9-12

Use maps (created using geospatial and related technologies, if possible), satellite images and photographs to display and explain the spatial patterns of physical, cultural, political, economic and environmental characteristics.

Use self-collected or pre-existing data sets to generate spatial patterns at multiple scales that can be used to conduct analyses or to take civic action.

Analyze and explain how humans affect and interact with the environment and vice versa.

Evaluate how political and economic decisions have influenced cultural and environmental characteristics of various places and regions.

Analyze how human societies plan for and respond to the consequences of human-made and naturally occurring catastrophes and how these events affect trade, politics and migration.

Analyze how historical events and the diffusion of ideas, technologies and cultural practices have influenced migration patterns and the distribution of the human population.

Evaluate how economic activities and political decisions affect spatial patterns within and among urban, suburban and rural regions.

Evaluate how short- and long-term climate variability affects human migration and settlement patterns, resource use and land uses.

Describe and explain the characteristics that constitute a particular culture.

Explain how and why culture shapes worldview.

Explain how globalization affects the cultural, political, economic and environmental characteristics of a place or region.

Evaluate how competition for scarce natural resources contributes to conflict and cooperation within and among countries.

History Standards

Kindergarten

Compare life in the past to life today.

Explain the significance of the national holidays of the United States, and the heroism and achievements of the people associated with them.

Grade 1

Create a chronological sequence of multiple events.

Describe individuals and groups who have shaped a significant historical change.

Compare perspectives of people in the past to those of people in the present.

Grade 2

Summarize changes that have occurred in the local community over time.

Compare individuals and groups who have shaped a significant historical change.

Explain how different kinds of historical sources, such as written documents, objects, artistic works and oral accounts, can be used to study the past.

Grade 3

Create and use a chronological sequence of events.

Describe how significant people, events and developments have shaped students' own community and region.

Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.

Grade 4

Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period.

Using artifacts and primary sources, investigate how individuals contributed to the founding and development of Illinois.

Explain probable causes and effects of events and developments in Illinois history.

Grade 5

Create and use a chronological sequence of related events to compare developments that happened at the same time.

Use information about a historical source, including the maker, date, place of origin, intended audience and purpose, to judge the extent to which the source is useful for studying a particular topic.

Explain probable causes and effects of events and developments in U.S. history.

Grades 6-8

Classify a series of historical events and developments as examples of change and/or continuity.

Analyze connections among events and developments in broader historical contexts.

Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

Explain how and why perspectives of people have changed over time.

Analyze multiple factors that influenced the perspectives of people during different historical eras.

Analyze how people's perspectives influenced what information is available in the historical sources they created.

Classify the kinds of historical sources used in a secondary interpretation.

Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.

Analyze how people's perspectives influenced what information is available in the historical sources they created. Use other historical sources to infer a plausible maker, date, place of origin and intended audience for historical sources when this information is not easily identified.

Explain multiple causes and effects of historical events.

Compare the central historical arguments in secondary works across multiple media.

Organize applicable evidence into a coherent argument about the past.

Grades 9-12

Evaluate how historical developments were shaped by time and place, as well as broader historical contexts.

Analyze change and continuity within and across historical eras.

Evaluate the methods used by people and institutions to promote change.

Analyze how people and institutions have reacted to environmental, scientific and technological challenges.

Analyze the factors and historical context that influenced the perspectives of people during different historical eras.

Analyze the concept and pursuit of the "American Dream".

Identify the role of individuals, groups and institutions in people's struggle for safety, freedom, equality and justice.

Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.

Analyze the relationship between historical sources and the secondary interpretations made from them.

Analyze the causes and effects of global conflicts and economic crises.

Analyze multiple and complex causes and effects of events in the past.

Analyze the geographic and cultural forces that have resulted in conflict and cooperation.

Standards for Anthropology, Psychology and Sociology Apply to Grades 9-12 Only

Anthropology Standards

Analyze the elements of culture and explain the factors that shape these elements differently around the world.

Explain how cultures develop and vary in response to their physical and social environment, including local, national, regional and global patterns.

Explain why anthropologists study culture from a holistic perspective.

Evaluate one's own cultural assumptions using anthropological concepts.

Apply anthropological concepts and anthropological knowledge to a variety of everyday, real-world situations.

Explain how local actions can have global consequences and how global patterns and processes can affect seemingly unrelated local actions.

Psychology Standards

Identify scientific methodologies utilized in psychological research.

Evaluate the conclusions made by psychological research, including ethical concerns.

Understand a variety of psychological perspectives and apply their concepts and theoretical ideas to the investigation of similarities and differences in behavior and mental processes.

Analyze how biological, psychological and sociocultural factors and their interactions influence individuals' behavior and mental processes.

Evaluate the complexities of human thought and behavior, as well as the factors related to the individual differences among people.

Identify and apply psychological thinking to personal and societal experiences and issues.

Apply psychological knowledge to one's daily life.

Use appropriate psychological terminology with reference to psychologists and their experiments and theories in order to explain the possible causes of and impact on behavior and mental processes.

Sociology Standards

Identify and apply the sociological perspective and a variety of sociological theories.

Analyze the impact of social structure, including culture, institutions and societies.

Hypothesize how primary agents of socialization influence the individual.

Describe the impact of social relationships on the self, groups and socialization processes.

Explain the social construction of self and groups and their impact on the life changes of individuals.

Analyze the impact of stratification and inequality on groups and the individuals within them.

PHYSICAL DEVELOPMENT AND HEALTH

State Goal 19: Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.

Standards:

Demonstrate physical competency in a variety of motor skills and movement patterns.

Analyze various movement concepts and applications.

Demonstrate knowledge of rules, safety and strategies during physical activity.

State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

Standards:

Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.

Assess individual fitness levels.

Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.

State Goal 21: Develop skills necessary to become a successful member of a team by working with others through physical activity.

Standards:

Demonstrate personal responsibility during group physical activities.

Demonstrate cooperative skills during structured group physical activity.

State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

Standards:

Explain the basic principles of health promotion, illness prevention and safety, including how to access valid information, products and services.

Describe and explain the factors that influence health among individuals, groups and communities.

Explain how the environment can affect health.

Describe how to advocate for the health of individuals, families and communities.

State Goal 23: Understand human body systems and factors that influence growth and development.

Standards:

Describe and explain the structure and functions of the human body systems and how they interrelate.

Explain the effects of health-related actions on the body systems.

Describe factors that affect growth and development.

Describe and explain the structures and functions of the brain and how they are affected by different types of physical activity and levels of fitness.

State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

Standards:

Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

Apply decision-making skills related to the protection and promotion of individual, family and community health.

Demonstrate skills essential to enhancing health and avoiding dangerous situations.

FINE ARTS

The fine arts goals and standards set forth below shall be applicable through the 2017-18 school year.

State Goal 25: Know the language of the arts.

Standards:

Understand the sensory elements, organizational principles and expressive qualities of the arts.

Understand the similarities, distinctions and connections in and among the arts.

State Goal 26: Through creating and performing, understand how works of art are produced.

Standards:

Understand processes, traditional tools and modern technologies used in the arts.

Apply skills and knowledge necessary to create and perform in one or more of the arts.

State Goal 27: Understand the role of the arts in civilizations, past and present.

Standards:

Analyze how the arts function in history, society and everyday life. (NOTE: Not applicable to kindergarten.)

Understand how the arts shape and reflect history, society and everyday life. (NOTE: Not applicable to kindergarten.)

Beginning in the 2018-19 school year, there are no State Goals for Learning in this area and the standards set forth below shall apply.

Discipline: Visual Arts

Process: Creating – Investigate, Plan, Make

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understandings

Creativity and innovative thinking are essential life skills that can be developed.

Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

Process: Creating – Investigate

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understandings

Artists and designers experiment with forms, structures, materials, concepts, media and art-making approaches.

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

People create and interact with objects, places and designs that define, shape, enhance and empower their lives.

Process: Creating – Reflect, Refine, Continue

Anchor Standard 3: Revise, refine and complete artistic work.

Enduring Understanding

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

Process: Presenting – Select

Anchor Standard 4: Select, analyze and interpret artistic work for presentation.

Enduring Understanding

Artists and other presenters consider various technologies, methods, venues and criteria when analyzing, selecting and curating objects, artifacts and artworks for preservation and presentation.

Process: Presenting – Analyze

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Enduring Understanding

Artists, curators and others consider a variety of factors and methods, including evolving techniques, when preparing and refining artwork for display or when deciding if and how to preserve and protect artwork.

Process: Presenting – Share

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding

Objects, artifacts and artworks collected, preserved or presented by artists, museums or other venues communicate meaning and a record of social, cultural and political experiences, resulting in the cultivation of appreciation and understanding.

Process: Responding – Perceive

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understandings

Individual aesthetic and empathic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world and constructed environments.

Visual imagery influences understanding of and responses to the world.

Process: Responding – Analyze

Anchor Standard 8: Construct meaningful interpretations of artistic work.

Enduring Understanding

People gain insights into meanings of artworks by engaging in the process of art criticism.

Process: Responding – Interpret

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding

People evaluate art based on various criteria.

Process: Connecting – Synthesize

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding

Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

Process: Connecting – Relate

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding

People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

Discipline: Music

Process: Creating – Investigate, Plan, Make

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding

The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding

Creative choices are influenced by one's expertise, context and expressive intent.

Anchor Standard 3: Revise, refine and complete artistic work.

Enduring Understanding

People evaluate and refine their work through openness to new ideas, persistence and the application of the appropriate criteria.

Process: Performing

Anchor Standard 4: Select, analyze and interpret artistic work for presentation.

Enduring Understanding

Performers' interest in and knowledge of musical works, context for performance and understanding of their own musicianship influence the selection of repertoire.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Enduring Understanding

To express their musical idea, performers analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding

Performers judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence the audience response.

Process: Responding

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding

Individuals choose music based on their interests, experiences, musical understanding and the musical work's purpose.

Anchor Standard 8: Construct meaningful interpretations of artistic work.

Enduring Understanding

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding

The personal evaluation of musical works and performances is informed by analysis, interpretation, and teacher- or student-established criteria.

Process: Connecting

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding

Performers connect their personal interests, experiences, ideas and knowledge to creating, performing and responding.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding

Understanding connections to varied contexts and daily life enhances one's creating, performing and responding.

Discipline: Dance

Process: Creating – Explore

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding

Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Process: Creating – Plan

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding

The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers.

Process: Creating – Revise

Anchor Standard 3: Revise, refine and complete artistic work.

Enduring Understanding

Choreographers analyze, evaluate, refine and document their work to communicate meaning.

Process: Performing – Express

Anchor Standard 4: Select, analyze and interpret artistic work for presentation.

Enduring Understanding

Body, space, time and energy are the basic elements of dance.

Process: Performing – Embody

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Enduring Understanding

Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

Process: Performing – Present

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding

Dance performance is an interaction among choreographer, performer, production elements and audience that heightens and amplifies artistic intention.

Process: Responding – Analyze

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding

Dance is perceived and analyzed to comprehend its meaning.

Process: Responding – Interpret

Anchor Standard 8: Construct meaningful interpretations of artistic work.

Enduring Understanding

Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure and context.

Process: Responding – Critique

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding

Criteria for evaluating dance vary across genres, styles and cultures.

Process: Connecting – Synthesize

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding

Personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning in dance.

Process: Connecting – Relate

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding

Dance literacy includes deep knowledge and perspectives about societal, cultural, historical and community contexts.

Discipline: Theater

Process: Creating – Envision, Conceptualize

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding

Theater artists rely on intuition, curiosity and critical inquiry.

Process: Creating – Develop

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding

Theater artists work to discover different ways of communicating meaning.

Process: Creating – Rehearse

Anchor Standard 3: Revise, refine and complete artistic work.

Enduring Understanding

Theater artists refine their work and practice their craft through rehearsal.

Process: Performing – Select

Anchor Standard 4: Select, analyze and interpret artistic work for presentation.

Enduring Understanding

Theater artists make strong choices to convey meaning effectively.

Process: Performing – Prepare

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Enduring Understanding

Theater artists develop personal processes and skills for a performance or design.

Process: Performing – Share, Present

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding

Theater artists share and present stories, ideas and envisioned worlds to explore human experience.

Process: Responding – Reflect

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding

Theater artists reflect to understand the impact of drama processes and theater experiences.

Process: Responding – Interpret

Anchor Standard 8: Construct meaningful interpretations of artistic work.

Enduring Understanding

Theater artists' interpretations of drama/theater work are influenced by personal experiences and aesthetics.

Process: Responding – Evaluate

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding

Theater artists apply criteria to investigate, explore and assess drama and theater work.

Process: Connecting – Empathize

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding

Theater artists allow awareness of interrelationships between self and others to influence and inform their work.

Process: Connecting – Interrelate, Research

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding

Theater artists understand and can communicate their creative process as they analyze the way the world may be understood.

Theater artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

Discipline: Media Arts

Process: Creating – Conceive

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding

Media arts ideas, works and processes are shaped by the imagination, creative processes and experiences, both within and outside the arts.

Process: Creating – Develop

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding

Media artists plan, organize and develop creative ideas, plans and models into process structures that can effectively realize the artistic idea.

Process: Creating – Construct

Anchor Standard 3: Revise, refine and complete artistic work.

Enduring Understanding

Media artists develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

Process: Producing – Integrate

Anchor Standard 4: Select, analyze and interpret artistic work for presentation.

Enduring Understanding

Media artists make choices about how and to whom their work is presented.

Process: Producing – Practice

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Enduring Understanding

Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.

Process: Producing – Present

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding

Media artists purposefully present, share and distribute media artworks for various contexts.

Process: Responding – Perceive

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding

Media artworks can be appreciated and interpreted through analyzing their components.

Process: Responding – Interpret

Anchor Standard 8: Construct meaningful interpretations of artistic work.

Enduring Understanding

Interpretation and appreciation require engagement with the content, form and context of media artworks.

Process: Responding – Evaluate

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding

Skillful evaluation and critique are critical components of experiencing, appreciating and producing media artworks.

Process: Connecting – Synthesize

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding

Personal and cultural experiences affect and are affected by how media artworks are made and interpreted.

Process: Connecting – Relate

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding

Media artworks and ideas are better understood and produced by relating them to their purposes, values and various contexts.

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

ILLINOIS STATE BOARD OF EDUCATION MEETING
August 8, 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 130 (Determining Special Education per Capita Tuition Charge)

Materials: Recommended Rules

Staff Contact(s): Jeffrey Aranowski, Executive Director, Safe and Healthy Climate
Tim Imler, Division Administrator, Funding and Disbursements
Cara Wiley, Director, Regulatory Support and Wellness
Lindsay Bentivegna, Agency Rules Coordinator

Purpose of Agenda Item

The Funding and Disbursements Division requests the Board to authorize the State Superintendent to adopt a motion approving the proposed amendments.

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

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

- Every school offers a safe and healthy learning environment for all students.

Background Information

Public Act 100-465, the Evidence-Based Funding (EBF) for Student Success Act, was enacted on August 31, 2017. It integrated funding for five programs:

- General State Aid
- English Learner Education
- Special Ed Personnel
- Special Ed Funding for Children
- Special Ed Summer School

The Part 130 Special Education Per Capita Tuition rules require modification due to the sunset of the Special Education Personnel program authorized in Section 14-13.01 of the School Code and the accompanying reimbursement amounts for full-time licensed personnel, including paraprofessionals and other nonlicensed personnel (i.e., program aides), as a revenue offset to special education program expenditures. Previous to PA 100-465, the Special Education Personnel program provided reimbursement for a portion of prior year compensation costs for the aforementioned staff who were employed or contracted by a district or special education cooperative. Full-time licensed personnel employed 180 days were reimbursed a maximum of \$9,000. Full-time licensed paraprofessionals, as well as nonlicensed personnel, were reimbursed a maximum of \$3,500.

One of the primary amendments to this Part requires that all full-time licensed personnel, licensed paraprofessionals, and nonlicensed personnel who are included for computation of special education program costs will have their compensation offset using the Special Education Personnel funding each district or cooperative received as part of their base funding minimum at the traditional amounts of \$9,000 and \$3,500, respectively. This is being done to maintain consistency of special education program costs as EBF is implemented. The per capita expenditures and offsets are integral to the computation of individual student amounts that are billed to other Local Education Agencies or filed with the state under Section 14-7.03 (Special Education Individual Orphanage) or Section 14-7.02b (Special Education Excess Cost).

Additionally, this rulemaking adds the following definitions: building, classroom, contractual services, equipment, and supplies. This rulemaking revises the following definitions: Local Education Agency and special school. The threshold for depreciation of equipment is being increased from \$2,500 to \$5,000 to align to the federal definition for equipment in 2 CFR 200.33 of the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards. Finally, the unique Student Information System identification number is being included to the list of items that must be a part of tuition bills.

ISBE staff conducted three stakeholder meetings regarding the proposed rule changes during the month of March. Consensus of the proposed changes was achieved in each of these meetings.

The proposed amendments were published in the *Illinois Register* on May 18, 2018, to elicit public comment; no comments were received.

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

Policy Implications: The proposal to offset special education compensation expenditures using EBF base funding minimum revenue from the Special Education Personnel program provides consistency, but more importantly, minimizes overall program cost variations from year to year. It is important to note that the proposed change does not require a district or cooperative to allocate revenue by a particular employee or the program for which they provide service or instruction.

The proposed modification to define equipment from \$2,500 to \$5,000 per unit allows a district or cooperative to depreciate equipment purchased for a special education program in one year instead of 20 percent over five years.

Budget Implications: None.

Legislative Action: None.

Communication: Please see “Next Steps” below.

Pros and Cons of Various Actions

Pros: The proposed changes incorporate agency policy and practices, as is required under the Illinois Administrative Procedure Act (IAPA).

Cons: Not proceeding with the rulemaking will cause the agency's rules to be in conflict with certain provisions of the IAPA, which requires that the policies of state agencies be set forth in administrative rules. Additionally, not proceeding with the rulemaking will cause the agency's rules to be in conflict with the School Code in light of changes made in PA 100-465.

Superintendent’s Recommendation

I recommend that the following motion be adopted:

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

Part 130 (Determining Special Education per Capita Tuition Charge)

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.

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER c: FINANCE

PART 130
DETERMINING SPECIAL EDUCATION PER CAPITA TUITION CHARGE

Section	
130.10	Definitions
130.20	Applicability
130.30	Allowable Expenditures for Determining Per Capita Cost
130.40	Expenditures Not Allowed in the Per Capita Cost
130.45	Calculation of Individual Cost
130.50	Tuition Billing

AUTHORITY: Implementing and authorized by Sections 14-7.01, 14-7.02b, and 14-7.03 of the School Code [105 ILCS 5/14-7.01, 14-7.02b, and 14-7.03].

SOURCE: Adopted at 11 Ill. Reg. 5942, effective March 23, 1987; amended at 16 Ill. Reg. 9475, effective June 9, 1992; amended at 24 Ill. Reg. 4936, effective March 10, 2000; amended at 30 Ill. Reg. 16614, effective October 5, 2006; amended at 33 Ill. Reg. 2838, effective January 21, 2009; amended at 42 Ill. Reg. _____, effective _____.

Section 130.10 Definitions

"Accounting Rules" – 23 Ill. Adm. Code 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing).

"Average Daily Attendance" - The number of full-time equivalent days a pupil is in attendance in a program divided by the number of days school is in session.

"Average Daily Enrollment" - For an individual pupil, the number of days a pupil is enrolled in a program divided by the number of days a program is in session, multiplied by the percentage of the school day the pupil participates in the program. For a program, the ~~average daily enrollment~~Average Daily Enrollment is the total of the ~~average daily enrollment~~Average Daily Enrollment figures for all students enrolled in it.

"Building" – For purposes of Section 130.30(i)(1), a building is a fixed or portable structure owned by a school district or joint agreement that is necessary and used for the delivery of student instruction and related services on a regular basis. A building does not include warehouses; out buildings for vehicles, equipment or storage; or any other structure not used for student instruction.

"Classroom" – A defined physical space in a building where student instruction occurs on a regular basis. For purposes of Section 130.30(i)(1), the number of classrooms cannot be increased due to a movable wall or partition. Classrooms shall not include offices, hallways, libraries, common areas or multipurpose rooms.

"Contractual Services" - Amounts paid for personal services rendered by personnel who are not on the school district or joint agreement's payroll, and other services the school district or joint agreement may purchase. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided in order to obtain the desired results.

"Days in Session" – The number of actual pupil attendance days reported on the final calendar for the school year.

"District Per Capita Tuition Charge" - District expenditures (including allowable depreciation) associated with providing education during the regular school term from local taxes and common school fund monies, calculated by deducting revenues for various state categorical programs as shown on the district's annual financial statement filed in accordance with Section 3-15.1 of the School Code ~~[105 ILCS 5/3-15.1]~~, local user fees, and federal receipts, other than federal impaction aid, from the operating expense; then dividing the result by the annual average daily attendance of the district.

"Equipment" - Tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost that equals or exceeds the lesser of the capitalization level established by a district or joint agreement for financial statement purposes, or \$5,000.

"Eligible Pupils" - All children with disabilities as defined in Sections 14-1.02 and 14-1.03a of the School Code ~~[105 ILCS 5/14-1.02 and 14-1.03a]~~ and in 23 Ill. Adm. Code 226 (Special Education).

"Individualized Education Program" or "IEP" – Has the same meaning as ascribed in 23 Ill. Adm. Code 266.85A ~~pupil's individualized education program (see 23 Ill. Adm. Code 226).~~

"Local Education Agency" - A public educational agency at the local level that operates schools or contracts for educational services. This includes school districts, school districts providing services under a joint agreement pursuant to Section 10-22.31a of the School Code ~~[105 ILCS 5/10-22.31a]~~, educational service regions pursuant to Section 3A-1 of the School Code ~~[105 ILCS 5/3A-1]~~, educational (intermediate) service centers pursuant to Section 2-3.62 of the School Code ~~[105 ILCS 5/2-3.62]~~ and 23 Ill. Adm. Code 525 (Regional Offices of Education and Intermediate Services), public university laboratory schools pursuant to Section 18-8.05(K) of the School Code ~~[105 ILCS 5/18-8.05(K)]~~, and governing boards formed pursuant to Section 10-22.31 or Section 3-15.14 of the

School Code ~~[105 ILCS 5/10-22.31 or 3-15.14]~~, and charter schools authorized by the State Charter School Commission pursuant to Section 27A-7.5 of the School Code.

"Local Educational Facilities" - Buildings, including sites and site improvements, operated by a local education agency.

"Program" – For purposes of the reimbursement of claims under Sections 14-7.02b and 14-7.03 of the School Code ~~[105 ILCS 5/14-7.02b and 14-7.03]~~, a combination of special education instructional services, supportive services, supplies, materials, physical plant adjustments, and other special educational facilities designated by a local education agency as meeting the common educational needs of a group of students with disabilities.

"School Code" – 105 ILCS 5.

"Special Education" - Those instructional programs, supportive services, supplies, materials, physical plant adjustments, and other special educational facilities described in Article 14 of the School Code ~~[105 ILCS 5/Art. 14]~~ and 23 Ill. Adm. Code 226 that modify, supplement, support, or are in place of the standard educational program of the public school, and that are needed to meet the needs of eligible pupils.

"Special Educational Facility and Services" – See Section 14-1.08 of the School Code ~~[105 ILCS 5/14-1.08]~~.

"Special Education Per Capita Cost" - The average expenditure per eligible pupil incurred by a local education agency in the implementation and maintenance of each special education program, computed by dividing the allowable program expenditures by the average daily enrollment of all eligible participating pupils in the manner prescribed in this Part.

"Special Education Pupil Transportation" - Those transportation services that are in addition to the regular pupil transportation services provided by the local education agency, and that are required and provided in accordance with the provisions of 23 Ill. Adm. Code 226.

"Special School" - An educational setting that is established by the local education agency or State agency exclusively to meet the needs of students with disabilities~~exceptional pupils~~.

~~"The School Code" – The School Code [105 ILCS 5].~~

"Supplies" - Amounts paid for material items of an expendable nature that are consumed, worn out or deteriorated in use or items that lose their identity through fabrication or incorporation into different or more complex units or substances.

"Time in Special Education" – For purposes of the reimbursement of claims under Sections 14-7.02b and 14-7.03 of the School Code, the percentage that reflects the amount of time for which a pupil receives special education services under his or her IEP at the time of entry into the special education program as compared to the total amount of time in the pupil's regular instructional day. The instructional school day is not "bell to bell" and should omit passing periods, lunch, and recess unless the pupil's IEP requires support during those times.

"Total Number of Pupils Enrolled" - The total enrollment of the local education agency for the school year, as reported to the State Board of Education as of the last school day in September.

"Total Number of Special Education Pupils Enrolled" - The total number of pupils reported to the State Board of Education as being enrolled in special education programs on December 1 of a particular year. For special education joint agreements and regional programs, this is the sum of all member districts' enrolled special education pupils as of December 1.

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

Section 130.30 Allowable Expenditures for Determining Per Capita Cost

- a) All local education agencies operating special educational facilities shall maintain evidence of their accountability for funds as prescribed in the accounting rules.
- b) Accounting dimensions used to record expenditures used in calculating per capita costs shall include at least the fund, fiscal year, four-digit function number, and object. Functions and objects must correspond to and be traceable to the official budget and annual financial report of the local education agency.
- c) Expenditures for equipment necessary for the operation of a special educational facility either shall be included in the expenditures in the year of purchase, if the total cost is less than ~~\$5,000~~~~\$2500~~, or shall be depreciated on a five-year schedule, if the total cost is ~~\$5,000~~~~\$2500~~ or more. If equipment is purchased solely for the benefit of one pupil and billed in that manner, the district billed is the owner of the equipment.
- d) Per capita instructional costs recorded in functions 1201-1220 of the accounting rules shall be calculated by dividing the allowable expenditures, minus individual student costs such as individual aides, by the average daily enrollment of the pupils served in the specific special education program.
- e) Per capita expenditures recorded in the functional accounts 2120 (Guidance Services), 2130 (Health Services), 2210 (Improvement of Instruction), and 2220 (Educational Media Services) as specified in the accounting rules shall be calculated as provided in this subsection (e).

- 1) Expenditures in each functional area shall be allocated as follows:
 - A) All expenditures for specific special education programs;
 - B) All expenditures that are incurred in support of all eligible pupils and that cannot be directly allocated to a specific special education program as required in subsection (e)(1)(A) ~~of this Section~~; and
 - C) All expenditures that are incurred in support of the general pupil population, including eligible pupils.
- 2) Per capita pupil support services costs for a specific special education program shall be calculated by dividing the allowable expenditures by the average daily enrollment of the pupils served in the program.
- 3) Per capita pupil support services costs incurred in support of all eligible children shall be calculated by dividing the allowable expenditures by the total number of special education pupils enrolled.
- 4) Per capita pupil support services costs incurred in support of the general pupil population shall be calculated by dividing the allowable expenditures by the total number of pupils enrolled.
- f) Per capita expenditures recorded in the functional accounts 2113 (Social Work Services), 2140 (Psychological Services), and 2150 (Speech Pathology and Audiology Services) as specified in the accounting rules shall be calculated by dividing the allowable expenditures by the total number of special education pupils enrolled.
- g) Per capita expenditures for general administrative services recorded in the functional accounts 2310 (Board of Education Services), 2320 (Executive Administrative Services), 2330 (Special Area Administrative Services), 2410 (Office of the Principal Services), 2510 (Direction of Business Support Services), 2520 (Fiscal Services), 2570 (Internal Services), and 2600 (Support Services Central) as specified in the accounting rules shall be calculated by dividing the allowable expenditures by the total number of pupils enrolled.
- h) Per capita special education administration costs recorded in the functional account 2330 (Special Area Administrative Services) shall be calculated by dividing the allowable expenditures by the total number of special education pupils enrolled.
- i) Operation and Maintenance

- 1) Expenditures for the operation and maintenance of buildings owned by a local education agency shall be allocated to each program according to the number of classrooms used and the average cost per classroom. The average cost per classroom shall be identified by dividing the total amount of expenditures for operations and maintenance, excluding capital outlay, by the total number of classrooms.
- 2) If a privately owned building is used, the portion of the operation and maintenance costs attributable to a specific program shall be determined by dividing the square footage of the portion of the building so used by the square footage of the building or buildings for which operation and maintenance costs are incurred.

j) Depreciation and Rent

- 1) Depreciation of physical facilities owned by the local education agency shall be calculated using the rate provided in Section 14-7.01 of the School Code. The local education agency may not rent facilities from itself. The depreciation rate specified in Section 14-7.01(f) of the School Code must be applied to all owned facilities. Operations and maintenance costs for owned facilities may be claimed as provided in subsection (i) of this Section.
- 2) If the local educational facility is rented by the local education agency, the actual rent paid for the physical facilities is to be divided by the average daily enrollment of the pupils served within the facility. If the rented facility is used for both instructional and administrative functions, the square footage used for instruction shall be divided by the total square footage rented. The result of this division shall be multiplied by the rental fee paid to determine the portion of rent applicable to the program.

k) Interest paid for costs of operating a program approved pursuant to Section [14-7.02b or](#) 14-7.03 of the School Code shall be segregated in the accounts of the local agency and claimed in total. Per capita interest costs shall be computed by dividing the other interest expenditures recorded in the 5000 series of functions, less interest for capital expenditures, by either:

- 1) the total number of pupils enrolled, if the local education agency serves both special and regular education students; or
- 2) the total number of special education pupils enrolled, if the local education agency serves only special education students.

l) Twenty percent of the total cost incurred for special education pupil transportation, or [thesueh](#) total cost minus reimbursement received during the current year from the State of Illinois under Section 14-13.01(b) of the School

Code ~~[105 ILCS 5/14-13.01(b)]~~, whichever is less, may be included in the computation of the per capita cost. However, for pupils claimed under Section 14-7.03 of the School Code, one hundred percent of the transportation costs shall be included in the computation and not claimed for special education pupil transportation reimbursement.

- m) Non-special education (i.e., regular) program costs charged to other districts must be calculated in accordance with Section 10-20.12a of the School Code ~~[105 ILCS 5/10-20.12a]~~ and billed to the district of residence based on a percentage of the student's time spent in non-special education classes.
- n) Social Security and Illinois Municipal Retirement Fund contributions by the employer; the amounts recovered shall be returned to the funds from which the expenditures were made.
- o) Expenditures for liability insurance; the amounts recovered shall be returned to the funds from which the expenditures were made.

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

Section 130.40 Expenditures Not Allowed in the Per Capita Cost

- a) Food service expenditures may not be claimed for reimbursement under Section ~~14-7.02b or~~ 14-7.03 of the School Code, unless they are directly related to instructional methodology or techniques, for example in homemaking, cooking, or consumer education courses. However, food service expenditures may be billed to the district of residence of a pupil served.
- b) ~~Amounts for employee salary and benefit costs charged to State or federal grants, or special education personnel revenue computed in the Base Funding Minimum for fiscal year 2017 as part of the Evidence-Based Funding for Student Success Act under Section 18-8.15 of the School Code and allocated to full-time licensed personnel, paraprofessionals endorsed pursuant to 23 Ill. Adm. Code 25.510 and other nonlicensed personnel during the current school year. Expenditures from revenue received from state reimbursement during the current year for special education personnel under Section 14-13.01 of the School Code, allocated to each program based on the number of positions in the program divided by the number of positions claimed for special education personnel reimbursement~~
- c) Expenditures that are reimbursed from federal sources, except for health care services as provided in Section 14-7.04 of the School Code ~~[105 ILCS 5/14-7.04]~~; the amount of federal reimbursement for such services need not be deducted.
- d) Expenditures for life-safety building improvements or asbestos abatement.

- e) Expenditures classified (see Table F of the accounting rules) as Capital Outlay (the 500 series of object codes), except specialized equipment purchased for the specific special education program, which may be included based upon a depreciation schedule of five years.
- f) Expenditures for purchased services (the 300 series of object codes) other than those recorded in accounts 1201-1220 (Instruction), 2113 (Social Work Services), 2130 (Health Services), 2140 (Psychological Services), 2150 (Speech Pathology and Audiology Services), 2210 (Improvement of Instruction), 2220 (Educational Media Services), and 2540 (Operation and Maintenance).
- g) Expenditures applicable to one student only.

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

Section 130.45 Calculation of Individual Cost

- a) The individual cost for a specific special education pupil is the per capita cost of the specific special education program in which the pupil is enrolled plus the result of multiplying:
 - 1) the serving district's per capita tuition rate as computed per Section 10-20.12a of the School Code, by
 - 2) the percentage of the school week the pupil spends in the regular education program, as stated in the pupil's Individualized Education Program (IEP) at the time the pupil entered the specific special education program for the school year being billed or claimed, by
 - 3) the average daily enrollment of the pupil.
- b) When the local education agency providing educational services also provides special transportation services to the pupil, the serving local education agency may calculate the pupil's transportation cost and add this transportation cost to the tuition bill. These transportation costs, paid by the school district of residence, may not be claimed by the serving local education agency under Section 14-13.01(b) of the School Code. The school district of residence may claim 20 percent of the transportation cost for the pupil when the pupil's educational costs are claimed for reimbursement under Section 14-7.02b of the School Code. However, if the pupil is claimed for reimbursement under Section 14-7.03 of the School Code, 100 percent of the transportation cost may be claimed.
- c) The individual costs not included in the per capita cost for the program may be included in the individual cost. These costs are limited to:
 - 1) total compensation including benefits for an individual aide for one pupil or if the aide is assigned to serve other pupils, eligible costs are limited to

the total compensation including benefits for the individual aide divided by the total of all students assigned to the aide;

- 2) special equipment for one pupil;
- 3) specific, unique related services provided for a pupil that are not provided to other pupils in the program, that are not a part of the normal program service configuration, and whose costs are not included in the special education per capita cost for the program; and
- 4) legal costs associated with students eligible, served, and claimed under Section 14-7.02b and 14-7.03 of the School Code.

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

Section 130.50 Tuition Billing

- a) Each local education agency shall prepare tuition bills which shall include at least the following:
 - 1) The name and Student Information System unique identification number of the pupil for whom the bill is prepared;
 - 2) The name of the special education programs~~program(s)~~ in which the pupil participated;
 - 3) The number of days the pupil was enrolled in the program;
 - 4) The number of days each program was in session;
 - 5) The per capita cost for each program in which the pupil participated, including the regular education program;
 - 6) The percentage of the school week the pupil participated in the regular education program and the percentages for special education programs, respectively, according to the pupil's current IEP; and
 - 7) The individual service costs.
- b) Each final bill must include a copy of the Special Education Tuition Cost Sheet for the programs in which the pupil participated. Each bill must be calculated in accordance with this Part.

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

ILLINOIS STATE BOARD OF EDUCATION MEETING
August 8, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Melissa Oller, Chief Operating and Professional Capital Officer *MO*

Agenda Topic: Request for Sealed Proposal (RFSP) – Information Systems –
SharePoint Software Developers

Materials: None

Staff Contact(s): John Shake, Director of Information Systems

Purpose of Agenda Item

The Information Systems Division requests the Board to authorize the State Superintendent to release an RFSP to acquire the services of two software developers to assist in the continued development and maintenance of various SharePoint applications. The total award to the successful offeror/s will not exceed \$1.7 million over a 4.5-year period.

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

The contractors will provide critical support to various SharePoint applications. These applications may include, but are not limited to, the ISBE public website and ISBE intranet. These software developers will work with ISBE staff to automate manual processes by gathering business requirements and creating automated workflows and electronic (web-based) forms. Developers will also support communications in various program areas, including, but not limited to, early childhood, state assessments, educator effectiveness, education and licensure, and child nutrition. Accordingly, it is expected that the scope of work provided in this RFSP will support the following Board goals:

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

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

Background Information

The Illinois Education Data Systems are being transformed via a portfolio of projects into a comprehensive statewide data solution designed to provide a sustainable, cost-effective, integrated education analysis and reporting system. This initiative will protect data privacy while also maintaining high data quality, security policies, and standards.

These re-engineered systems and underlying data will support teachers, administrators, agency staff, parents, and policymakers by allowing them to make informed, efficient, and effective data-driven decisions to improve student achievement.

The demand for IT services continues to increase as additional processes are automated and as access to data becomes more critical/necessary to enable internal and external stakeholder decision-making. It is necessary to increase the Information Systems Division’s capacity in order to meet the continued demand while simultaneously minimizing risk to the agency. The SharePoint software developers will provide support for a range of ISBE web and data projects, serving the long-term goal of providing the Illinois education community with one of the best education data systems in the nation.

The contractors will provide critical technical support and continued maintenance of the ISBE websites and various SharePoint tools and applications. These efforts provide support for divisions across the agency, ensuring accurate and up-to-date information is displayed on our public and internal websites. The contractors will also engage in the creation of automated workflows and electronic (web-based) forms, which increases the ease of certain operations processes. The contractors will serve an invaluable role to improve communications between the agency and employees, as well as between the agency and the public.

Financial Background

The initial term will begin January 1, 2019, and extend through June 30, 2021. There will be one possible two-year renewal contingent upon sufficient appropriation and satisfactory contractor performance in each preceding contract year. The estimated contract total costs, including renewal, will not exceed \$1.7 million. The RFSP will be federally funded.

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

	Requested State Funding	Requested Federal Funding	Total Contract per Fiscal Year
FY19		\$188,000	\$188,000
FY20		\$376,000	\$376,000
FY21		\$376,000	\$376,000
FY22		\$380,000	\$380,000
FY23		\$380,000	\$380,000
Total			\$1,700,000

Business Enterprise Program (BEP)

None.

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

Policy Implications: None.

Budget Implications: The contract will be federally funded, as detailed above.

Legislative Action: None.

Communication: The SharePoint software developers will assist in communications functions by improving and maintaining isbe.net and ISBE Connects. This work will enhance ISBE’s ability to communicate with employees and the public.

Pros and Cons of Various Actions

The contractors will be expected to support continued efforts to strengthen the agency's ability to manage information and utilize it more clearly and consistently in the accomplishment of the vision, mission, and goals. Approval of this RFSP will allow the Information Systems Division to continue providing a high level of service to all ISBE divisions and external stakeholders, reducing risk for the agency and improving agency outreach and transparency.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to release an RFSP to procure the services of two software developers to assist in the continued development and maintenance of various SharePoint applications. The initial term of the contract that will be awarded to the successful offeror/s will begin January 1, 2019, and extend through June 30, 2021. There will be one possible two-year renewal contingent upon sufficient appropriation and satisfactory contractor performance in each preceding contract year. The estimated contract total costs, including renewal, will not exceed \$1.7 million.

Next Steps

Upon Board authorization, agency procurement staff will present the RFSP to the Chief Procurement Office (CPO) for review and publication. Upon approval from the CPO, agency staff will release an RFSP in accordance with the approved motion. After all proposals are evaluated, agency staff will award to the successful offeror/s.

ILLINOIS STATE BOARD OF EDUCATION MEETING
August 8, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Melissa Oller, Chief Operating and Professional Capital Officer *MO*

Agenda Topic: Request for Sealed Proposal (RFSP) – Information Systems – Data Warehouse Data Analysts

Materials: None

Staff Contact(s): John Shake, Director of Information Systems

Purpose of Agenda Item

The Information Systems Division requests the Board to authorize the State Superintendent to release an RFSP to acquire the services of two data analysts to provide data analysis support of agency initiatives revolving around the ISBE Data Warehouse and the implementation of the Every Student Succeeds Act (ESSA). The total award to the successful offeror/s will not exceed \$1.52 million over a four-year period. The data analysts will join a project manager and a business analyst in this work. (The project manager and business analyst positions are being dealt with in separate RFSPs.)

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

The contractors will work with the lead data analyst on projects that may include support of Evidence-Based Funding, Illinois Report Card, state assessments, Data Quality Dashboard, IL-EMPOWER IBAM rubric, ESSA summative designations, holistic district plans, and Ed360 instructional support. Accordingly, it is expected that the scope of work described in this contract will support the following Board goals:

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

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

Background Information

The Illinois Education Data Systems are being transformed via a portfolio of projects into a comprehensive statewide data solution designed to provide a sustainable, cost-effective, integrated education analysis and reporting system. This initiative will protect data privacy while also maintaining high data quality, security policies, and standards.

These re-engineered systems and underlying data will support teachers, administrators, agency staff, parents, and policymakers by allowing them to make informed, efficient, and effective data-driven decisions to improve student achievement.

The demand for IT services continues to increase as additional processes are automated and as access to data becomes more critical/necessary to enable internal and external stakeholder decision-making. It is necessary to increase the Information Systems Division’s capacity in order to meet the continued demand while simultaneously minimizing risk to the agency. The Data Warehouse data analysts may provide support for a range of ISBE data projects, serving the long-term goal of providing the Illinois education community with one of the best education data systems in the nation.

The data analysts will be two of four new resources that will support the continued development efforts associated with the ISBE Data Warehouse and the implementation of ESSA. They will be joined by a project manager who will provide project support and a business analyst who will provide business analysis support for the aforementioned projects. There are separate RFSPs dealing with the project manager and business analyst positions; this was done to address a need in timing. There is currently a critical need for operational assistance for the Illinois ePlan, and these RFSPs are designed to meet that need.

The contractors may be assigned to multiple project teams over the course of the contract. Each project team will maintain a project plan that includes clearly defined objectives, tasks, and timelines. The contractors will be required to provide weekly status reports and to attend weekly project status meetings. The project team’s progress and accomplishments will be continually measured/evaluated by ISBE management against the expectations to ensure that each member is performing efficiently and effectively.

Financial Background

The initial term of the contract will begin upon execution and extend through June 30, 2021. There will be one possible one-year renewal contingent upon a sufficient appropriation and satisfactory contractor performance in each preceding contract year. The estimated contract total costs, including renewal, will not exceed \$1.52 million. The RFSP will be funded with a combination of state and federal funds.

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

	Requested State Funding	Requested Federal Funding	Total Contract per Fiscal Year
FY19	\$190,000	\$190,000	\$380,000
FY20	\$190,000	\$190,000	\$380,000
FY21	\$190,000	\$190,000	\$380,000
FY22	\$190,000	\$190,000	\$380,000
Total			\$1,520,000

Business Enterprise Program (BEP)

None.

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

Policy Implications: None.

Budget Implications: The contract will be funded with a combination of state and federal funds.

Legislative Action: None.

Communication: None.

Pros and Cons of Various Actions

The contractors will be expected to support continued efforts to strengthen the agency's ability to manage information and utilize it more clearly and consistently in the accomplishment of the vision, mission, and goals. Approval of this RFSP will allow the Information Systems Division to continue providing a high level of service to all ISBE divisions and external stakeholders and to reduce risk for the agency.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to release an RFSP to procure the services of two data analysts to provide data analysis support of agency initiatives revolving around the ISBE Data Warehouse and the implementation of the Every Student Succeeds Act. The initial term of the contract will begin upon execution and extend through June 30, 2021. There will be one possible one-year renewal contingent upon sufficient appropriation and satisfactory contractor performance in each preceding contract year. The estimated contract total costs, including renewal, will not exceed \$1.52 million.

Next Steps

Upon Board authorization, agency procurement staff will present the RFSP to the Chief Procurement Office (CPO) for review and publication. Upon approval from the CPO, agency staff will release an RFSP in accordance with the approved motion. After all proposals are evaluated, agency staff will award to the successful offeror/s.

ILLINOIS STATE BOARD OF EDUCATION MEETING
August 8, 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: Election of Illinois Voting Delegate for National Association of State Boards of Education (NASBE) Annual Conference and Business Meeting 2018

Materials: None

Staff Contact: Katherine Galloway, Board Services Coordinator

Purpose of Agenda Item

The Board will appoint a member to serve as the Illinois voting delegate at the NASBE business meeting to be held October 17-20 in Denver, Colorado.

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

The National Association of State Boards of Education exists to serve and strengthen State Boards of Education in their pursuit of high levels of academic achievement for all students. The work of NASBE aligns with the Illinois State Board of Education's goals by working to strengthen state leadership in educational policymaking, promote excellence in the education of all students, advocate equality of access to educational opportunity, and ensure continued citizen support for public education.

Background Information

The Board is a dues-paying member of the National Association of State Boards of Education, which provides resources and support to state boards of education. NASBE holds an annual conference and business meeting during which key issues are voted on. The Board will elect a voting delegate.

Financial Background

This agenda item has no financial implications or background information.

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

Policy Implications: None.

Budget Implications: None.

Legislative Action: None.

Communication: Board Services staff will communicate with NASBE regarding Illinois' voting delegate.

Pros and Cons of Various Actions

Pros: The Board will gain resources and support by having a member attend the annual NASBE conference and business meeting.

Cons: None.

Chairman's Recommendation

I hereby open the floor for nominations for the voting delegate to the NASBE annual conference and business meeting for 2018.

I recommend that the following motion be adopted:

The State Board of Education hereby designates Lula Ford as its voting delegate at the 2018 NASBE annual conference.

Next Steps

Upon Board authorization, agency staff will communicate the chosen designee to NASBE and prepare the designee for the conference.

ILLINOIS STATE BOARD OF EDUCATION MEETING
August 8, 2018

TO: Illinois State Board of Education

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

Agenda Topic: Appointees to State Educator Preparation and Licensure Board

Materials: Resumes of Prospective Appointees

Staff Contacts: Jason Helfer, Ph.D., Deputy Superintendent for Teaching and Learning
Emily Fox, Director, Educator Effectiveness

Purpose of Agenda Item

The purpose of the agenda item is to present nine recommended State Educator Preparation and Licensure Board (SEPLB) appointees for the board's approval.

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

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

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

Background Information

The SEPLB supports a system of preparing and licensing teachers, administrators, and school service personnel who reflect the highest standards and best practices to meet the educational needs of every child in the State of Illinois. The SEPLB meets bimonthly and advises the State Superintendent of Education about licensure issues, such as license suspension and revocation, licensure criteria, and high-quality teacher preparation programs and systems. The members of the SEPLB are appointed by the State Board of Education as designated by law. According to 105 ILCS 5/21B-10(a):

The State Educator Preparation and Licensure Board shall consist of the State Superintendent of Education or a representative appointed by him/her, who shall be ex-officio chairman, five administrative or faculty members of public or private colleges or universities located in Illinois, three administrators and 10 classroom teachers employed in the public schools (five of whom must be members of and nominated by a statewide professional teachers organization and five of whom must be members of and nominated by a different statewide professional teachers' organization), and one regional superintendent of schools, each to be appointed by the State Board of Education; provided that at least one of the administrators and at least three of the classroom teachers so appointed shall be employees of a school district which is subject to the provisions of Article 34 (105 ILCS 5/34-1 et seq.).

Nominations were submitted to fill the following seats that were vacant as of June 30, 2018:

- One representative of private colleges or universities;
- Two representatives of public school administrators;

- Two representatives of public school classroom teachers who are represented by the Illinois Education Association (IEA); and
- Four representative of public school classroom teachers who are represented by the Illinois Federation of Teachers (IFT.) One additional seat was vacated in July 2018 for a total of five vacancies.

ISBE Division of Educator Effectiveness management interviewed 24 nominees. Individuals were asked seven questions to gauge the knowledge and expertise they would bring to the licensure board. Questions centered around topics such as preparation essentials for learner-ready teachers, criteria leading to the discontinuation or suspension of a preparation program, and views of innovative or alternative approaches to educator preparation. Nominees were rated on a scale of 1-10 for each question. Individuals with the highest average score were selected for recommended appointment.

Upon appointment, each individual will serve a three-year term (expiring June 30, 2021) and will be eligible for a second term.

Financial Background

Not applicable.

Business Enterprise Program (BEP)

Not applicable.

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

Policy Implications: Please see "Background Information" on the previous page.

Budget Implications: None.

Legislative Action: None.

Communication: Please see "Next Steps" on the following page.

Pros and Cons of Various Actions

The proposed appointment will allow all vacant positions on the SEPLB to be filled, thus enabling the board to better perform its collective duties pertaining to educator licensure and preparation.

Superintendent's Recommendation

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

The State Board of Education hereby appoints the following individuals to the State Educator Preparation and Licensure Board:

- Dr. Tom Phillion, dean of the College of Education at Roosevelt University, as a representative of private colleges or universities;
- Dr. Lindsey Hall, superintendent at Mahomet-Seymour CUSD #3, as a representative of public school administrators;
- Christine Murphy Judson, director of talent acquisition at Chicago Public Schools District #299, as a representative of public school administrators;
- Joseph Scanavino, high school German teacher at Sangamon Valley High School, as an IEA representative of public school classroom teachers;

- Lindsey Jensen, high school English teacher at Dwight Township High School and 2018 Illinois Teacher of the Year, as an IEA representative of public school classroom teachers;
- Brandon Hentze, high school social science and math teacher at Belleville Township High School West, as an IFT representative of public school classroom teachers;
- Mylea Fossett, elementary education teacher at Harvard Elementary School, as an IFT representative of public school classroom teachers;
- Paula Barajas, special education teacher at Roberto Clemente High School, as an IFT representative of public school classroom teachers;
- James Staros, social science teacher at Dr. Martin Luther King Jr. College Preparatory High School, as an IFT representative of public school classroom teachers; and
- Spencer Saal, science teacher at Madison High School, as an IFT representative of public school classroom teachers.

Next Steps

Individuals will be informed of their appointment to SEPLB. Information on the appointments will be communicated to relevant stakeholders.

ILLINOIS STATE BOARD OF EDUCATION MEETING
August 8, 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: Appointment of Illinois Department of Juvenile Justice Board of Education Members

Materials: Biographies of IDJJ Board of Education Prospective Reappointments Curriculum Vitae and Application of Prospective Appointee

Staff Contact(s): Jeffrey Aranowski, Executive Director, Safe and Healthy Climate
Mary Reynolds, Executive Director, Innovation and Secondary Transformation
Heather Calomese, Executive Director, Special Education Services

Purpose of Agenda Item

The purpose of this agenda item is to request that the Board act upon the recommendations for appointments to the Board of Education of the Illinois Department of Juvenile Justice (IDJJ) School District.

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

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

- 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.

Expected Outcome of Agenda Item

It is expected the Board will appoint four members to the IDJJ Board of Education for three-year terms beginning August 8, 2018.

Background Information

Section 13-41 of the School Code requires that the State Board of Education appoint four members to the IDJJ Board of Education. Such an appointment is for a three-year term.

Appointments to the IDJJ Board of Education are as follows:

- Director of the Department of Juvenile Justice, who serves as president of the Board
- Two members appointed by the director of the Department of Juvenile Justice
- Four members appointed by the Illinois State Board of Education

The law requires that at least one of the members shall have knowledge of, or experience in, vocational education and one of whom shall have knowledge of, or experience in, higher and continuing education. The members appointed shall be selected so far as is practicable on the basis of their knowledge of, or experience in, problems of education in correctional, vocational, and general educational institutions.

Board of Education Recommendations

In accordance with procedures set forth in 105 ILCS 5/13-41, the State Superintendent has received nominations and recommends reappointment of the following three members:

- Dr. Heather Marie Dalmage – Professor of Sociology, Roosevelt University;
- John Patrick Griffin – Senior Program Officer, Criminal Justice, John D. and Catherine T. MacArthur Foundation; and
- Jennifer D. Vidis – Deputy Commissioner, Chicago Department of Public Health.

The State Superintendent recommends appointment of the following:

- Dr. Shawn L. Jackson, Interim President, Harry S Truman College, Chicago.

Tresa Dunbar Garrett, appointed to the Board by ISBE in 2012 and reappointed in 2015, requested to not be reappointed.

The combination of the four recommendations for the ISBE appointees, along with the IDJJ appointments, will meet the required conditions set forth in Section 13-41 of the School Code for members of the IDJJ Board of Education.

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

Policy Implications: Approval of these members will ensure compliance with the statute citation of the Illinois School Code.

Budget Implications: None.

Legislative Action: None.

Communication: None.

Pros and Cons of Various Actions

Pros: Appointments fulfil requirements set forth in the Illinois School Code.

Cons: Failing to make appointments to the Board of Education would provide inadequate governance of the Illinois Department of Juvenile Justice School District.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby appoints the following four individuals to the Illinois Department of Juvenile Justice Board of Education for three-year terms beginning August 8, 2018:

- Dr. Heather Marie Dalmage;
- John Patrick Griffin;
- Dr. Shawn L. Jackson; and
- Jennifer D. Vidis.

Next Steps

Upon Board authorization, agency staff will notify the individuals and IDJJ about the action taken by the State Board of Education.