

ILLINOIS STATE BOARD OF EDUCATION



ISBE 4th Floor Board Room
100 N. First Street, Springfield, IL

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

May 15, 2019
9 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. Closed Session (as needed)

III. Presentations

- A. Every Student Succeeds Act (ESSA)
1. Academic / Accountability (pp. 3-20)
 2. Site-Based Expenditure Reporting (pp. 21-46)

IV. Public Participation

V. Approval of The ESSA State Plan Amendment 1: Adjusting for Indicators Not Ready for Implementation (pp. 47-52)

VI. Action to Halt Implementation of Grades for Growth (pp. 53-55)

VII. Superintendent's Report - Consent Agenda

- A. *Approval of Minutes
1. Plenary Minutes: March 20, 2019 (pp. 56-65)
 2. Plenary Minutes: April 17, 2019 (pp. 66-80)
- B. *Rules for Initial Review
1. Part 1 (Public Schools Evaluation, Recognition and Supervision) (Asthma Inhaler Medications in Schools) (pp. 81-93)
- C. *Rules for Adoption
1. Part 1 (Public Schools Evaluation, Recognition and Supervision) (Competency-Based Pilot Program) (pp. 94-106)
- D. *Contracts & Grants Over \$1 Million
1. Request for Six Month IGA - Illinois Virtual School (pp. 107-108)
 2. Assessment Administration Vendor Contract with NCS Pearson Inc. Utilizing Existing Multi-State Procurement (pp. 109-113)
- E. *Approval to Release Invitation for Bid for Teacher Performance Assessment (pp. 114-115)

End of Consent Agenda

VIII. Approval of the RFP – McKinney-Vento Homeless Children and Youth Grant Program – Lead Area Liaisons (pp. 116-122)

IX. Discussion Items

A. Appeal for Program Approval for American Intercontinental University (**pp. 123-141**)

B. Legislative Update (**pp. 142-154**)

X. Announcements & Reports

A. Superintendent's/Senior Staff Announcements

B. Chairperson's Report

C. Member Reports

XI. Information Items

A. ISBE Fiscal & Administrative Monthly Reports (**pp. 155-202**)

B. Freedom of Information Act (FOIA) Monthly Report (**pp. 203-223**)

XII. Adjourn

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

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

**Approved
8/14/19**

Illinois State Board of Education Meeting

May 15, 2019

9 a.m.

Springfield Location: ISBE Board Room, 4th Floor
100 N. First Street, Springfield, IL

**ROLL CALL/PLEDGE
OF ALLEGIANCE**

Members present in Springfield:

Darren Reisberg, *Chairman*
Dr. Donna S. Leak, *Vice Chair*
Dr. Christine Benson, *Member*
Cynthia Latimer, *Member*
Dr. David R. Lett, *Member*
Susie Morrison, *Member*
Dr. Cristina Pacione-Zayas, *Member*
Jacqueline Robbins, *Member*
Jane Quinlan, *Member*

Chairman Reisberg brought the meeting to order at 9:00 a.m. Roll call was taken and a quorum was present.

**CLOSED
SESSION**

No Closed Session

PRESENTATIONS

Every Student Succeeds Act (ESSA)

Academic/Accountability

Dr. Jason Helfer, deputy superintendent for Teaching and Learning, presented on Academic/Accountability. Three points were covered:

- 1) The first amendment which covers a timeline, stakeholder engagement, and methods for redistributing weight between those indicators which are not yet operational within the accountability system and those indicators that are.
- 2) Eliminating Grades for Growth.
- 3) The scope and timeline for the collection of stakeholder input for a possible second amendment, which would be submitted in October to the U.S. Department of Education (ED).

Amendment I: ESSA requires that no less than once every three years, the state board of education must consult with stakeholders and revisit the state plan. In the case of amendment I, ED requested that ISBE submit a formal amendment identifying its approach to the redistribution of weight between those indicators not yet operational and those that are.

Grades for Growth: In the original ESSA State Plan for Illinois approved in August 2017, in addition to the statutory requirements for accountability, Illinois included a provision for Grades for Growth. As stated in the plan:

IBSE will provide each school with a growth designation on the Illinois Report Card beginning in the 2019-2020 school year. This designation will provide parents, caregivers, and community members additional information on the interrelationship between growth and attainment as well as highlight those schools that have made substantial gains in growth. There will be a comparison of like schools and an all school comparison on annual growth to proficiency. In both cases, the assigned Grades for Growth will use an A-F scale. The different levels for the growth designation will be assigned based on each school's performance relative to all comparable schools. The Technical Advisory Council [TAC] will assign designations using either quintiles or normal curve distribution.

The TAC did consider Grades for Growth and shared significant concerns with applying this to schools. Additionally, from the time the plan was approved,

stakeholders shared their concerns and disagreement with this approach through formal and informal means.

A Board member asked how feedback was collected. Dr. Helfer stated that ISBE maintains versions of the state plan. Thus, if the Board approves the elimination of the Grade for Growth, the plan will be updated and shared on the Support and Accountability portion of the website. Eliminating the Grade for Growth will not remove the calculation of growth as a required academic indicator. The only thing that is removed is an A-F grade on the school Report Card.

Amendment II: Dr. Helfer reviewed the substance of and timeline for the development of amendment II. Four areas shall be considered for the amendment: weighting of academic vs. student success indicators, weighting of individual indicators within the each of those categories, newly arrived English Learner assessment policy, and summative designations (changing the number and names of designation categories [there are currently four] and modifying the criteria for the Exemplary designation). Any changes based upon the amendment would be in place for the Report Card released on October 31, 2020. In addition to the listening tour, other mechanisms for collecting data were shared with the Board (e.g., submitting comments via essa@isbe.net and a survey accessed through the support and accountability webpage).

Members asked about the survey in regards to access (e.g., would it be translated in multiple languages; could any individual in Illinois access it) and availability. There were additional questions on the performance levels for indicators (e.g., fine arts, chronic absenteeism), timelines for when indicators would be operational (e.g., fine arts, elementary-middle level, P-2) and impact on the accountability system.

Dr. Helfer indicated that surveys are in the process of being translated and would be accessible to all through July 31, 2019. Further, the information gleaned from the listening tour and surveys will assist in determining the final recommendation for the weights of the academic and student success/school quality categories, as well as the indicators within each category. In June, Dr. Helfer will share preliminary data from the listening tours. This topic will remain on the agenda and updates of progression will be forwarded to the Board.

Site-Based Expenditure Reporting

Sara Shaw, Senior Manager, Fiscal and Academic Solvency, presented on ESSA Site-Based Expenditure Reporting. The main difference from previous laws is that the state has never collected school-level data previously. This law sets up a new level of reporting. There is much left open to interpretation at the state level. ISBE determined to keep itself grounded in the law for the first year of implementation.

The ISBE approach to site-based expenditure reporting is framed by a broader vision of strategic planning and resource allocation in pursuit of fiscal and academic solvency. Included in this vision is collaboration between budget and program areas such that students are holistically supported in sustainable systems. For specific implementation of site-based expenditure reporting, ISBE drew upon a formal advisory group and many other stakeholder groups throughout the process. The group's value proposition and guiding principles were presented. Key portions of the value proposition and guiding principles include acknowledging LEAs and communities as the most affected groups; believing that this reporting should drive conversations at the local level; writing guidance rather than making formal changes to accounting rules for Year 1 implementation; coupling the financial reporting with other state Report Card data; staying close to "minimum ESSA compliance" for Year 1 implementation; believing that districts know their data best and can tell their own story; leveraging existing reporting wherever possible; and acknowledging that this

initiative should and will evolve over years. The Site-Based Expenditure Data Table was shared.

The ESSA law and this requirement apply to all states. There has been a national financial transparency working group of which Illinois has been a part of from the beginning.

The Vice Chair asked whether schools that serve Pre-kindergarten through 8th grade need to disaggregate their spending by grade bands. Ms. Shaw indicated that they would need to follow how they report on the Report Card to maintain alignment. The Vice Chair remarked that taking a look at middle schools across the state would be tricky. Ms. Shaw indicated that it is easier to look at the intra-district allocations, which has been the focus of ISBE and advisory group implementation efforts.

Ms. Shaw stated that the target audiences for this reporting are district leaders, principals, teachers, parents and families, and community members. Portions of the Report Card will be updated accordingly. District finances already exist on the Illinois Report Card. Two new webpages will be created to show site-based expenditure data on the District Report Card and the School Report Card. The design of these pages is based in the original value proposition and its focus on resource allocation, equity, and the relationship between financial investments and student outcomes.

Dr. Ayala, State Superintendent, stated that, when we look at the Evidence-Based Funding (EBF) formula, we have the three student populations for which schools are specifically given more resources: low-income students, English Learners, and students with disabilities. There is a direct connection between EBF, this ESSA site-based expenditure reporting, and the Illinois Report Card. It is important for the field to see the connections. She thanked Ms. Shaw for making those connections.

Dr. Pacione-Zayas, Board Member, asked how ISBE is explicitly inviting the inquiry desired for this reporting. Ms. Shaw spoke about including prompts for districts in the data collection tool, releasing webinars for district leaders to use with their stakeholders, and eventually producing a “leveling-up document” for use by any audience, including parents.

A guidance document has been released, and conference presentations with IASBO, IASA, and IASB have been positive. The ISBE team hopes that the implementation process can be replicated throughout other efforts in ISBE. Feedback regarding the level of stakeholder feedback has been very positive. Many teams within ISBE have been engaged in implementation, including standout work from the School Business Services division.

The Chairman complimented the excellent presentation and thanked the whole team. He noted that the Board acted on the contract with NIU regarding the Report Card and asked how NIU was engaged in the proposed Report Card changes for this reporting. Ms. Shaw stated that the Report Card team was imperative. They made the visualization mock-ups to show what proposals would look like and were overall great partners.

Vice Chair thanked Ms. Shaw for the webinar that is already available as a resource for districts.

PUBLIC PARTICIPATION

Dr. Burkey, Executive Director of LUDA recognized the NCLB was flawed and it was very simple and clear cut. While they feel positive about ESSA, it is very complex. How can it be made better after two years? They believe this will be a constantly evolving plan and they offer their input and work with the agency to better the ESSA plan. This is the beginning of an ongoing discussion and we thank you for the opportunity.

Tony Sanders, Superintendent, feels that the English Learner policy should be changed where new students in this country should not have to take the Illinois Assessment of Readiness the first year they arrive, as it does not provide useful data. Secondly, promote Biliteracy and Dualism within the ESSA plan. If we had a Report Card that promoted dual language districts, and assessments that are linguistically and culturally appropriate, this would be powerful.

Terri Bresnahan, Superintendent of District Berkeley 87, expressed that the time is right for review, re-evaluation, and improvement. She feels that they need to look at the impact that the four categories of summative designations have on districts. Rather than rank the districts, can we look at all districts to have the opportunity to reach Exemplary? She feels the need to look at the word choice since it has an impact on our children.

The second point is to look at student success indicators – chronic absenteeism – raising to 10 percent would be punitive. Our biggest concern is the correlation between chronic absenteeism and poverty. Are we punishing schools for root causes beyond our control. What additional value is this being weighted at 20 percent in our communities? Kindergarten is not a mandated grade, yet we are weighted on their attendance. What can we offer our families and communities?

Dr. Art Vessler, School District 59 – Cut scores – Illinois is one of four states that have the most stringent cut scores. This has had a negative impact on my staff, students, and community. Can we address this with the transition to the IAR from PARCC? We want accountability and rigor, the cut scores are not doing us any favors.

Dr. Cordigan, Chair of state assessment review committee – expresses that the new cut scores label most schools as substandard. Our state may have the most strict cut scores in the country. High expectations is a must, but taking cut scores to an extreme has not helped our students, administrators or teacher

Dr. Ayala appreciated the group meeting with her a few weeks ago. This reinforces a need to have a full evaluation of our assessment system which includes various components. She is hopeful that an assessment evaluation can be completed by next year.

A Board member asked if the cut scores of IAR correlate to PARCC?
The Chairman commented that we do not know and we have the flexibility from the past and we would like to choose what is meeting standards and what isn't.

A Board member asked what were the distinctions between PARCC and IAR?
The Staff will provide an update with that information for the June meeting.
She would also like to know who is making the decision concerning TAC, SARC?

The Vice Chair stated that this is a true sense of urgency and that this is the only public data that people go to since they do not go to MAP scores. These scores are looked at when they move into a new neighborhood.

Stephanie Jones commented that IAR was developed with PARCC items. The data should correlate. We are using the same basis for testing continuing the development the longitudinal data.

Josh Kauffman, Executive Director from Teach Plus Illinois spoke about the ESSA and work around policy, which involve teachers when creating the system; accountability as a school improvement tool; a multiple measures of accountability; measure both growth and attainment; and the accountability that accounts for all. There are five indicators in school quality that schools should be judged by besides cut scores and they are:

1. College and Career Readiness
2. School Environment

3. 9th grade on Track
4. Access to the Arts
5. Gym/P.E.

The Arts are key to a holistic education. Asset based framing for designations would make more sense. We have great indicators but we need to build them as school improvement tools, not punitive ones.

Cynthia Riseman, Illinois Federation of Teachers (IFT). The Superintendents that spoke covered her testimony. ELL kids taking the ACCESS test along with IAR and it's creating a sense of failure in students. She focused on the Site based expenditure reporting: She suggests to have focus groups including parents and educators. They also ask that the parents and teachers be given models to work with. IFT stands ready to help work with you.

Mindy Sjoblom, Dean of Relay Graduate School of Education, she spoke about the teacher shortage and how with their program they can help close that gap. She shared that they are not for profit, fully accredited to license teachers in 11 areas. This includes Special Education and Math and Sciences. Through alternative licensure program they earn salaries while obtaining their degree. We have 200 teachers currently enrolled with 56% special education. 65 teachers will graduate with PELs and will continue to teach in Chicago. 243 are serving in schools with license stipulations. 140 teachers will enroll this summer. Relay staff and faculty are deeply involved in CPS. Their models are personal and online. They would gladly collaborate with ISBE to continue to strengthen teacher workforce.

Chairman Reisberg, asked what the admission requirements are. The requirements are to pass the basic skills test, 3.0 cumulative GPA, required coursework for whatever area they are moving forward in their career path as well as a content test. A 3.0 is a high bar and we want an equitable bar. More traditional programs have a 2.7 GPA requirement. They make sure we are accessible to all candidates and this is key.

Chairman Reisberg, asked what are the barriers of expansion to serve districts in other areas of the state. Ms. Sjoblom stated that there are geographical boundaries and they do not have a full university from a financial aspect. We would be excited to explore possibilities to do online content. Online is not the only way and it has grown to be more through video conferencing. The clinical supervision requirements need a great mentor. A Board member commented that in the real world, how long can this be realized beyond Chicago? Ms. Sjoblom commented that it was a good question. There is an appetite here and finding the right partnering districts would be key as well as mentors.

The Vice Chair asked if other states have a model in place to help them branch out? Ms. Sjoblom stated that they have done work in Rochester NY online. Connecticut does not mirror Illinois with the urgency of the teacher shortage. Chairman Reisberg, commented that the board needed to take some risks to tackle the teacher shortage this problem. He would like to see us partner with Relay.

Beth Crider from Peoria ROE office 48, Regional Superintendent of Illinois Virtual School, is now grant based program. They provide full courses and credit recovery to students. They are a partnership and cost recovery model to the entire state of Illinois. We have teachers all over the country. We allow rural communities to take courses they could not offer, otherwise. Credit recovery over the summer allows students to stay on track. They also have professional development courses.

We look forward to our continued partnership. A Board member inquired about a 6 month extension and what was their understanding of what will happen after that? Beth explained that they are planning to take it to July 1, 2020 and we are

awaiting legal advice and are in the middle of finding out who has legal ownership.

There is an RFSP that has been worked on for the last two years. The Committee established it in 2015 from statute that stated the state board has to have multiple providers. This forced ISBE to look at this course catalog model and the State Board of Education would manage the catalog and authorize its vendors within. Chairman Reisberg stated that with the RFSP, there are multiple entities responding, assuming IVS would be one, then review all, approving or denying, contracts, build system with one person running the course catalog. This seems like a lot and would it be feasible. Ms. Reynolds stated that the biggest delay would be timing and how do you fit in place and the interest level wouldn't be known until the release of the RFSP.

Doug Russell, DRC, feels that ISBE should not approve the contract and that ISBE needs to adhere to the proper procurement process. DRC was awarded the contract in September 2018. In January, the board approved an emergency temporary contract for Pearson. ISBE is asking for up to a 2 year agreement with them. Stability can still be maintained while following the procurement process. A new RFSP can be released. If ISBE plans to extend the contract, it should be for the shorter timeline and not to exceed one year. It is in the best interests of the students and teachers to allow multiple vendors.

DRC will gladly work with ISBE in transition to a new assessment program. Chairman Reisberg asked what DRC services are. DRC is a full service operational system and not content.

Chairman Reisberg expressed that it would help to know the relationship with procurement officer. Ms. Jones stated all competitive bids are submitted to a separate office and she explained the bid system. The Chief procurement office oversees the bidding process. Ellen Daily is the final say as to whether or not an award can be given. We have an SPO that works directly with our office. We awarded the procurement in August 2018, received a protest from Pearson, responded CPO office. Heard in January as to response. They upheld the protest. The issue is DRC and Pearson interpreted parts of the RFSP differently and were not comparing apples to apples. There were more concerns raised during the process and we needed to cancel the procurement. We needed to release a new RFSP. There was no time to release one to release assessments in the spring. The appropriate competitive process was followed. She approved the Pearson contract for the school year to secure an assessment. With the new board and leadership change and alignment of assessments, we are recommending the two year procurement to retain continuity and give us time to develop a correct RFSP. The procurement with Pearson is a completely legal process. It was nationally competitive. Chairman Reisberg asked that if there is an urgency to act on this agreement at this meeting versus the June meeting. Does this impact the 2020 assessment? And it was stated that the more time ISBE has, the better.

Several Board members felt that we need to take a closer look at this because it does not seem fair and does not feel right. State Superintendent stated that we may want to consider just doing a one-year contract with Pearson so that we don't create more change and impact on the schools. A Board member suggested that more information be provided explaining the procurement process.

Erica Hunt, Frank Newman Award, distributed books of which a group of 65 contributors wrote. She went on to explain that Illinois is the only state to have a P12 endorsement. They are trained in early childhood. PSEL a new national leadership standards. We support revisiting principal preparation and look forward to collaboration. This was a 5-year process working with over 800 stakeholders to make sure all voices were heard. She thanked the board for their support.

**APPROVAL OF THE
ESSA STATE PLAN
AMENDMENT 1**

Approval of ESSA State Plan Amendment 1: Adjusting for Indicator Not Ready
for Implementation

Ms. Quinlan made motion that the State Board of Education hereby authorizes the State Superintendent to submit an amendment of its ESSA State Plan to the U.S. Department of Education regarding the proportional adjustment of indicators not ready for implementation. This impacts the 2019 Report Card only. Ms. Robbins seconded the motion. The motion passed by unanimous roll call vote.

**ACTION TO HALT
IMPLEMENTATION OF
GRADES FOR
GROWTH**

Approval of the Action to Halt Implementation of Grades for Growth

Susie Morrison made motion that the State Board of Education hereby authorizes the State Superintendent to halt the calculation and reporting of Grades for Growth for schools as a part of its accountability system on the Illinois Report Card. Ms. Latimer seconded the motion. The motion passed by unanimous roll call vote.

BREAK FOR LUNCH

Time: 12:11
Back 12:47

**SUPERINTENDENT'S
REPORT/CONSENT
AGENDA**

Dr. Leak moved that the State Board of Education hereby approve the Consent Agenda removing D.2 as presented. Ms. Morrison seconded motion. The motion passed with a unanimous voice vote.

Approval of Minutes

Plenary Minutes: March 20, 2019

Plenary Minutes: April 17, 2019

Rules for Initial Review

**Part 1 (Public Schools Evaluation, Recognition and Supervision)
(Asthma Inhaler Medications in Schools)**

The Division of Regulatory Support and Wellness requests the Board to authorize the State Superintendent to authorize the solicitation of public comment on the proposed amendments.

Public Act 100-0726 permits schools to establish a medication policy that provides for the stocking and use of medications for asthma that are not designated for a specific person (undesignated medication). The law requires ISBE to provide a "form and manner" for districts and schools to report the use of asthma medication from the stock supply. The law also refers to rules regarding the training of non-nurse "trained personnel" to recognize signs and symptoms of acute respiratory distress. ISBE staff proposes to integrate the rules regarding undesignated asthma medication into the similar existing rules for use of undesignated epinephrine and opioid antagonists and rename the rule to add asthma in the name.

Rules for Adoption
Part 1 (Public Schools Evaluation, Recognition and Supervision)
(Competency-Based Pilot Program)

The Innovation and Secondary Transformation Division requests the Board to authorize the State Superintendent to adopt a motion adopting the proposed amendments.

Public Act 100-0599 made changes to the Postsecondary and Workforce Readiness Act. Competency-based high school graduation requirements were expanded to include all grade ranges. In addition, the public act increased the opportunities for districts to collaborate in the competency-based pilot program. This new language will allow multiple school districts to collaborate and create one application for the pilot program. These districts may establish and maintain a standing planning and implementation committee individually or collaboratively.

The proposed changes in this rulemaking will remove references to grades 9 through 12 and add language indicating that school districts may apply in a joint application. Additionally, these changes update the criteria for review of Requests for Proposals. Specifically, the point allotment for prior professional development and stakeholder engagement has been separated into two categories. The limitation on the number of points in each of the subcategories for diversity points is being removed to allow for flexibility in awarding points for this category.

The proposed amendments were published in the Illinois Register on March 15, 2019, to elicit public comment; no comments were received.

Contracts & Grants Over \$1 Million
Request for Six Month IGA – Illinois Virtual School

The Division of Innovation and Secondary Transformation requests the Board to authorize the State Superintendent to enter into an Intergovernmental Agreement (IGA) with Peoria Regional Office of Education #48 for six months as a transition period in order to provide adequate time to implement the Illinois Virtual Course Catalog program.

Assessment Administration Vendor Contract with NCS Pearson Inc.
Utilizing Existing Multi-State Procurement

This item was tabled for the June 19th Board meeting.

**Approval to Release Invitation for Bid for Teacher Performance
Assessment**

This

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to release an invitation for bid to solicit offers from vendors that offer a teacher performance assessment.

End of Consent Agenda

**APPROVAL OF THE
RFP FOR MCKINNEY-
VENTO HOMELESS
CHILDREN AND YOUTH
GRANT PROGRAM**

Dr. Lett moved that the State Board of Education hereby authorizes the State Superintendent to release the McKinney-Vento Homeless Children and Youth Program — Lead Area Liaisons Request for Proposals and to award successful applicants. Seven areas, including Chicago Public Schools 299, are expected to receive McKinney-Vento Homeless Children and Youth Grants. The amount awarded will be \$2,887,336 per year for each of three years, totaling \$8,662,008 over the grant period (fiscal year 2020-FY 2022) and Ms. Latimer seconded the motion passed with a unanimous voice vote

There is one full time person who takes manages of the grant and we do have demographic and the information which includes different areas such as EL, Special Education just to name a few according to Mr. Aranowski. Dr. Pacione-Zayas commented that according to a Risk and Reach report showed that southern counties have a higher number of kindergarten listed by county as homeless based on the information reported to the liaisons. Mr. Aranowski stated that it's how well we are identifying that matters. We can look at this. In 2020 there will be a census and could we use the liaison to identify these children. Mr. Aranowski indicated that the federal definitions for housing differ. 82% of our homeless children are doubled up. We can look at how we can make this more seamless. Ms. Latimer asked if the outcomes are more relative to the grant or student performance and the grant is.

DISCUSSION ITEMS

**Appeal for Program Approval for American Intercontinental University
(AIU)**

AIU is requesting program approval by ISBE, but has been denied due to questionable requirements from both SEPLB and ISBE, although they feel that they have met all of the requirements needed. AIU is innovative, for profit and the instruction is online. Their cost is 15,000 dollars, financial aid is offered to obtain a Masters and an endorsement of 48 quarter hours. This program caters to people who have full-time jobs who otherwise wouldn't be able to go to a brick and mortar school. The staff believes that the recommendation of the licensure board is appropriate at this time.

Dr. Helfer gave specific concerns about the questionable alignment of the standards and teaching adult learners. Also, they don't seem to have the rigor for what a teacher needs. Dr. Helfer feels that there is not a great deal of agreement on what this program is and or does. Also, SEPLB provided information as to why AIU was denied and it's been identified in the letters provided.

Several Board members asked very good questions and more information is needed. The board will be provided more information as is available. This item has been tabled and brought back to June's board meeting.

Legislative Update

The Charter commission – the commission will be dissolved as of July 2020, and the Charter school would have to speak with the District to see if they will renew them and if not the they can ask for an appeal from ISBE and if ISBE declines the appeal then the Charter school will need to dissolve. There are 11 Charters that would come under ISBE and we can charge them up to 3% to help with the operational expenses.

HB 423 – eliminates basic skills up to certain amount of time is currently on it is 3rd reading in the senate.

SB 28 – Instructional day – It's on its 3rd reading in the house. We are working with a sponsor to move it along quickly so that districts can access their calendars

SB 456 – sexual misconduct bill – includes changes in interviewing students and creates a stop taskforce.

HB 3053 – consolidation bill – The hearing was this morning at 10 and I have a meeting this week. We need to come to an agreement as far as consolidation.. We have extreme concerns about the process and writing 200 consolidations is not feasible. The Senate pensions committee was receptive to our concerns. Also, creating 10 local commissions is being discussed.

1049 – gender based violence – there is good intent, but we have concerns about the amount of work on districts and whether or not it will add to confusion.

Dr. Pacione-Zayas asked about gender based violence. She wanted to know if ISBE has considered issuing guidance to protect these students? Or an assessment of what districts already do. Ms. Elliott stated that a Taskforce being created to help address these matters. SB456 – this taskforce will tackle this and we will help. We need to partner with the advocates.

Dr. Leak asked about bill 449. She asked if it stated who the perpetrator might be? Since the language was ambiguous. The way the language is written is ambiguous. Ms. Elliott stated that the bill is still in process.

ANNOUNCEMENTS AND REPORTS

Superintendent's/Senior Staff Announcements

ESSA amendment listening tour starts tomorrow in Wheaton. We are looking forward to stakeholder feedback. Regional meetings were attended. This is a way to provide a way to answer questions.

Chairperson's Report

NASBE – chair is not able to attend. If someone wants to join Chris Benson.

Member Reports

Dr. Pacione - Zayas – Illinois adverse childhood collaborative. It's based on science and research as to what trauma does to the brain. Resources will be shared.

Trauma Informed Awareness Day

Trauma ISR 99 designates May 15, 2019 as Trauma-Informed Awareness Day in Illinois to highlight the impact of trauma and the importance of prevention and community resilience through trauma-informed care. It also resolves that policy decisions enacted by the Illinois State Legislature should acknowledge and take into account the principles of early childhood brain development and should, whenever possible, consider the concepts of toxic stress, early adversity, and buffering relationships, and note the role of early intervention and investment in early childhood years as important strategies to achieve a lasting foundation for a more prosperous and sustainable state through investing in human capital.

Dr. Leak thanked Ms. Elliott for being on the front line.

INFORMATION ITEMS

ISBE Fiscal and Administrative Monthly Reports are available online at www.isbe.net.

Freedom of Information Act (FOIA) Monthly Report

**MOTION FOR
ADJOURNMENT**

Chairman Reisberg adjourned the meeting at 3:30 p.m.

Respectfully Submitted,

Cristina Pacione-Zayas
Board Secretary

Darren Reisberg
Chairman