

ILLINOIS STATE BOARD OF EDUCATION



Illinois State Board of Education February Board Meeting

FEBRUARY 18, 2020

10:00 a.m.

Convene Board Meeting

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

FEBRUARY 19, 2020

7:45 a.m.

Legislative Breakfast

Stratton Building
401 S Spring St., Room A-1
Springfield, IL

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

February 18, 2020
10:00 a.m.

1. Roll Call/Pledge of Allegiance (10-10:05)

- A. Consideration of and Possible Actions on Any Requests for Participation in Meeting by Other Means

2. Public Participation (10:05-10:35 a.m.)

3. Presentations

- A. Strategic Goals Assessment Baseline Presentation (10:35-11:15 a.m.) (pp. 4-47)

4. Closed Session (as needed)

- A. Meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America. 5 ILCS 120/2(c)(29)

5. Superintendent's Report – Consent Agenda (11:15-11:40 a.m.)

**All action consideration items listed with an asterisk (*) below are considered to be routine and will be enacted in one motion and vote. Any board member who wishes separate discussion on any item listed on the consent agenda may remove that item from the consent agenda, in which event, the item will be considered in its normal sequence.*

- A. *Approval of Minutes – Plenary Minutes: January 15, 2020 (pp. 48-58)
- B. *Rules for Initial Review - Part 51 (Dismissal of Tenured Teachers under Article 24 and Dismissal of Tenured Teachers and Principals under Article 34 of the School Code) *Approved Training Application* (pp. 59-65)
- C. *Rules for Initial Review - Part 255 (Registered Apprenticeship Program) *Apprentice Program new* (pp. 66-70)
- D. *Rules for Adoption - Part 1 (Public Schools Evaluation, Recognition and Supervision) *Time Out and Physical Restraint* (pp. 71-157)
- E. *Rules for Adoption - Part 27, 28 and 29 (Standards for Endorsements in Specific Teaching Fields, Standards for Endorsements in Special Education, and Standards for Administrative Endorsements) *General Clean up* (pp. 158-669)
- F. *Rules for Adoption - Part 100 (Requirements for Accounting, Budgeting, Financial Reports, and Auditing) *Tort Fund* (pp. 670-731)
- G. *Rules for Adoption - Part 252 (Driver Education) *Distance Learning and Educator Evaluations* (pp. 732-740)
- H. *Acceptance of the FY19 Financial Audit Report (pp. 741-806)

- I. *Approval of Illinois Science Assessment Grade 11 Waiver (pp. 807-809)
- J. *Approval of the Spring 2020 Waiver Report (pp. 810-850)

End of Consent Agenda

6. Approval Items

- A. Approval of 21st Century Learning Centers Request for Proposals (11:40-11:45 a.m.) (pp. 851-853)

LUNCH (11:45-12:15 p.m.)

7. Discussion Items

- A. Strategic Plan (12:15-12:25 p.m.) (pp. 854-862)
- B. ESSA Update: Student Success/School Quality Indicators (12:25-12:55 p.m.) (pp. 863-875)
- C. Legislative Update (12:55-1:15 p.m.) (pp. 876-889)
- D. Affirming and Inclusive Schools Task Force Model Policy (1:15-1:30 p.m.) (pp. 890-926)

8. Upcoming Board Actions (1:30-2:05 p.m.)

- A. Part 75 (Agricultural Education Program) *Agricultural Education Pre-Service Teacher Internship Program* (pp. 927-940)
- B. Approval of Cut Score Recommendations for Redesigned Licensure Test: Elementary Education (1-6) (pp. 941-949)
- C. Approval of Truants' Alternative and Optional Education Program Grant Notice of Funding Opportunities/Request for Proposals (pp. 950-952)
- D. Approval of the Perkins V State Plan (pp. 953-1054)
- E. Approval of Ed360 and Illinois Longitudinal Data Systems Project Team Request for Sealed Proposals (pp. 1055-1057)
- F. Discussion of Charter School Appeals (pp. 1058-1060)
- G. Acceptance of the School Financial Profile Results Based on FY2019 Annual Financial Reports (pp. 1061-1066)

9. Public Participation (2:05-2:35 p.m.)

10. Announcements & Reports (2:35-2:50 p.m.)

- A. Superintendent's/Senior Staff Announcements
- B. Chair of the Board's Report
- C. Member Reports

11. Information Items

- A. ISBE Fiscal & Administrative Monthly Reports (pp. 1067-1119)
- B. FOIA Monthly Report (pp. 1120-1133)

12. Adjourn (2:50 p.m.)

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 Chair of the Board may call for a break in the meeting as necessary in order for the Board to go into closed session.

Strategic Goals Assessment Baseline Presentation

February 2020



Illinois
State Board of
Education
Plenary Packet - Page 4

Introduction

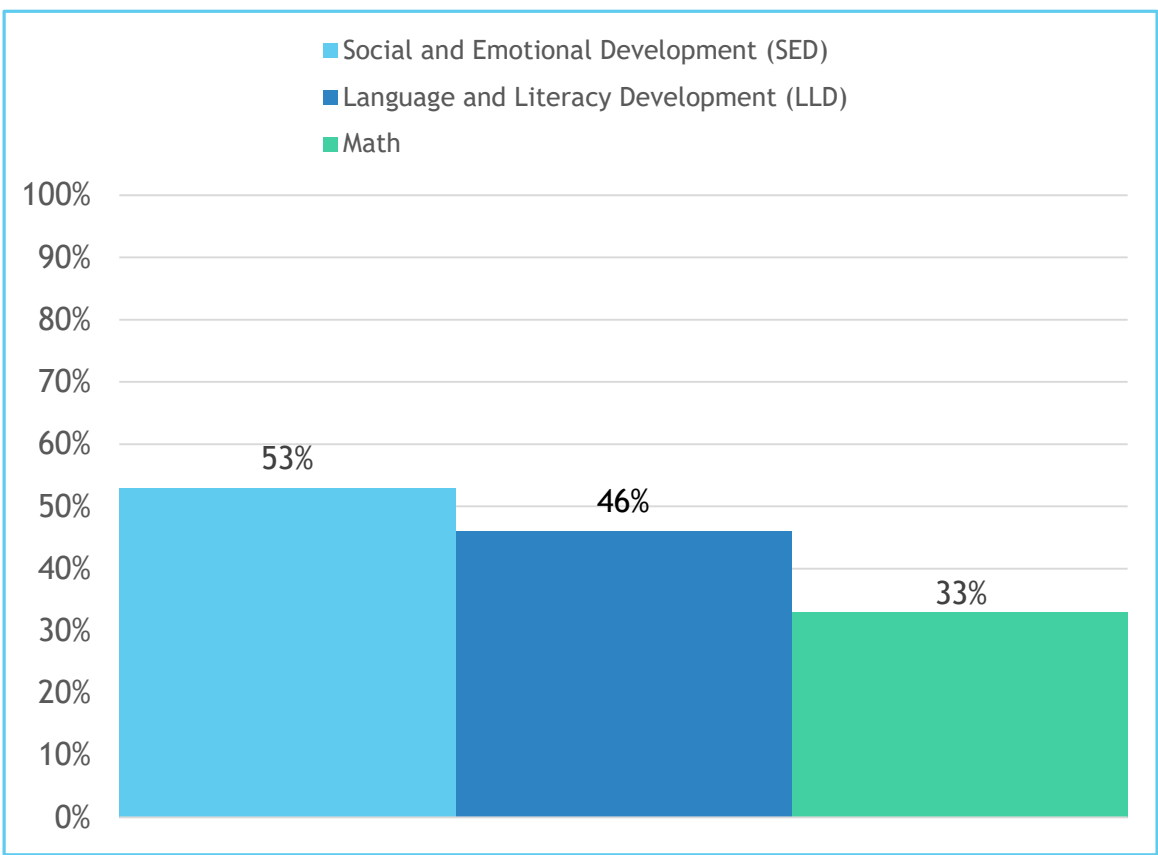
- ▶ This presentation aligns our Strategic Plan goals with data as a baseline for tracking our ongoing efforts to improve all 4,000 schools in 852 districts.
- ▶ Seeks to Inform our Board and stakeholders about the progress we are making to improve student learning.

Goal 1: Student Learning

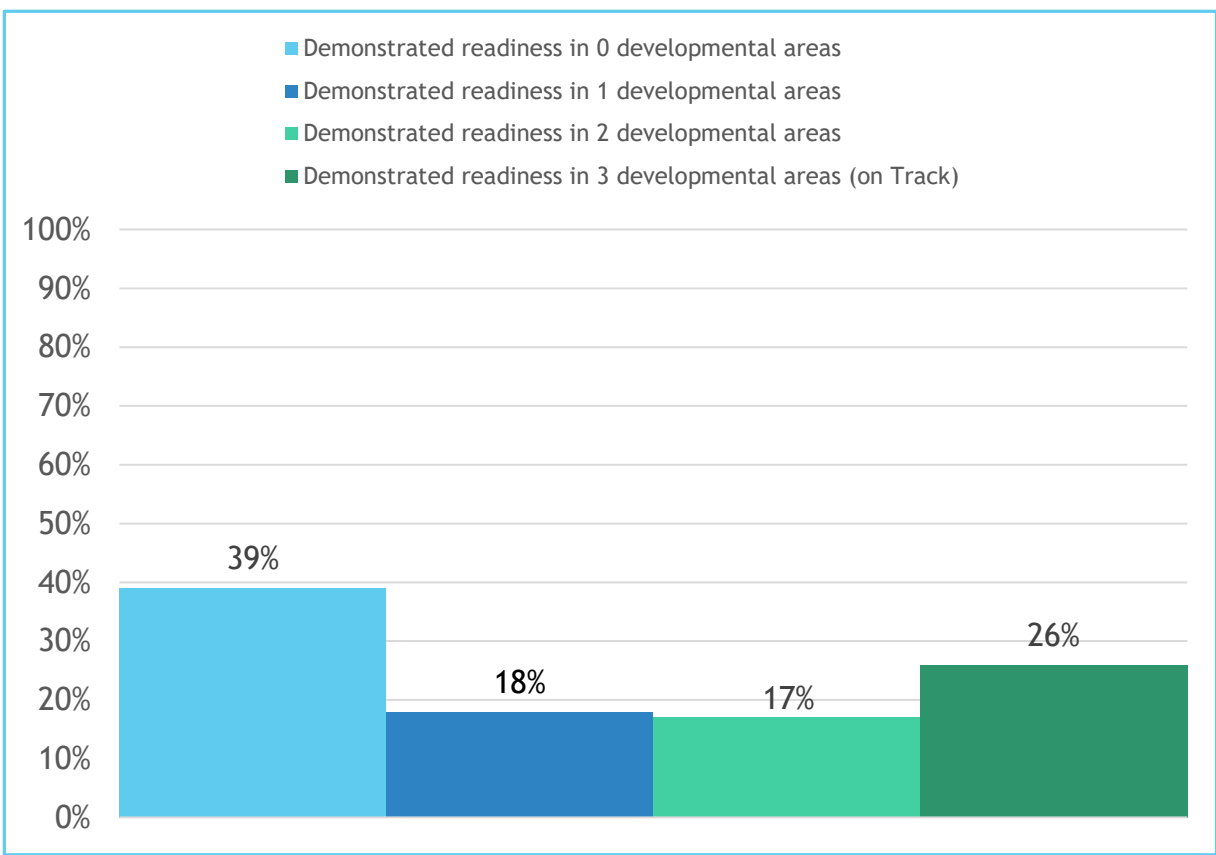
- ▶ Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- ▶ **Priority Areas**
 1. **System of Support** | Provide all schools, districts, and Early childhood Care and Education (ECCE) entities with the level of support necessary to propel efforts to continuously improve.
 2. **Student Assessment** | Develop and support an aligned PreK-12 student learning system within four years that enables every student to accurately demonstrate their ability.

Kindergarten Individual Developmental Survey (KIDS)

Readiness by Developmental Area



Overall Readiness

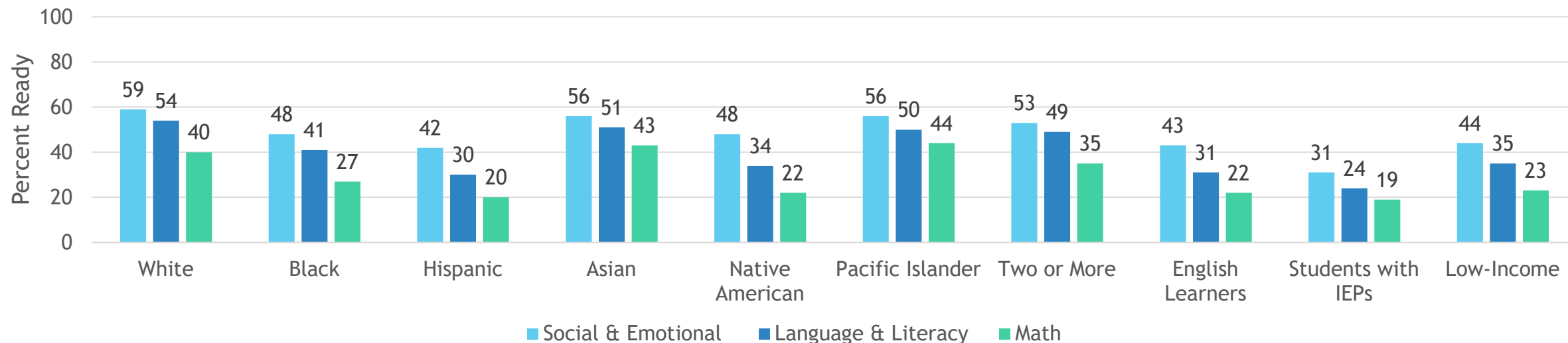
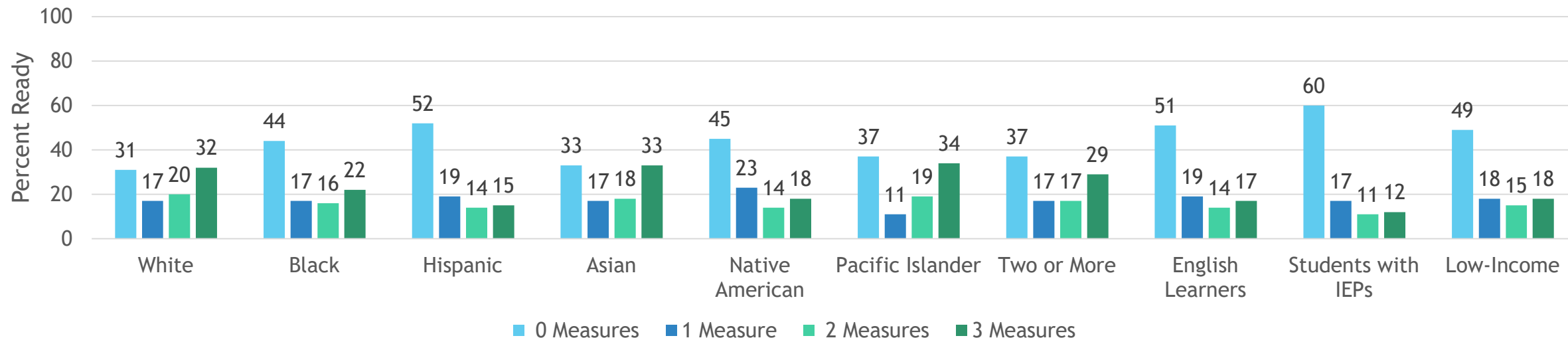


Approximately 116,000 Kindergarten students were assessed in Fall 2018

Kindergarten Readiness by Student Group - Fall 2018



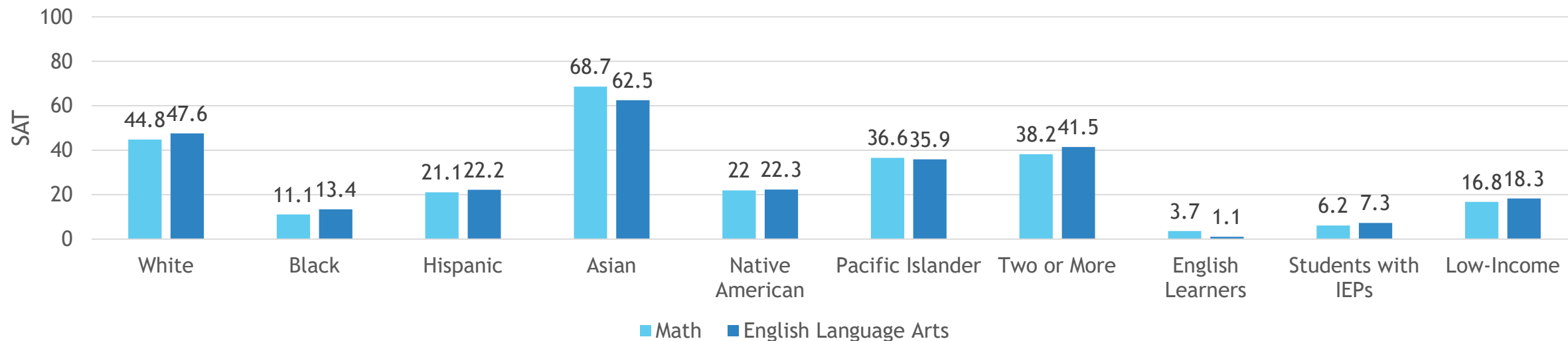
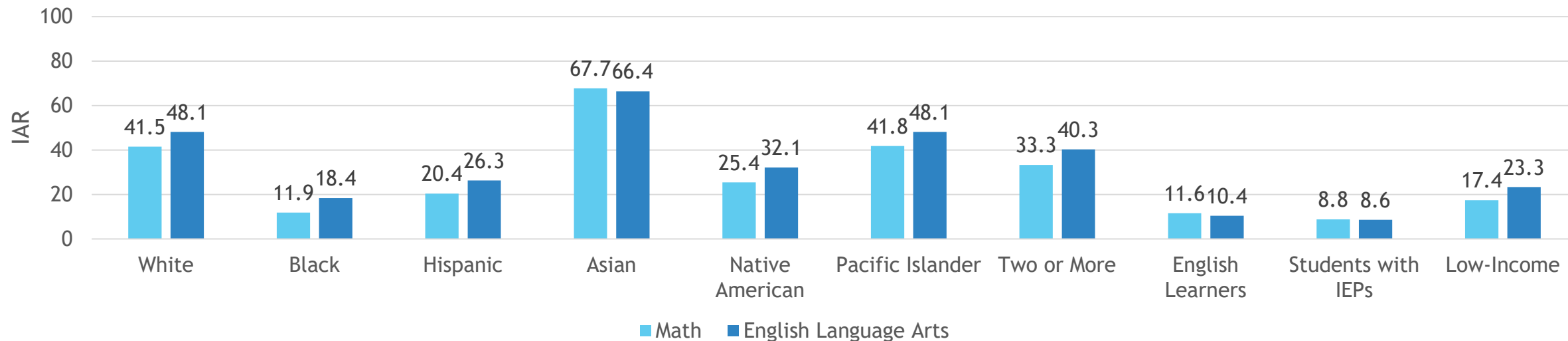
Illinois
State Board of
Education



Proficiency by Student Group - 2019



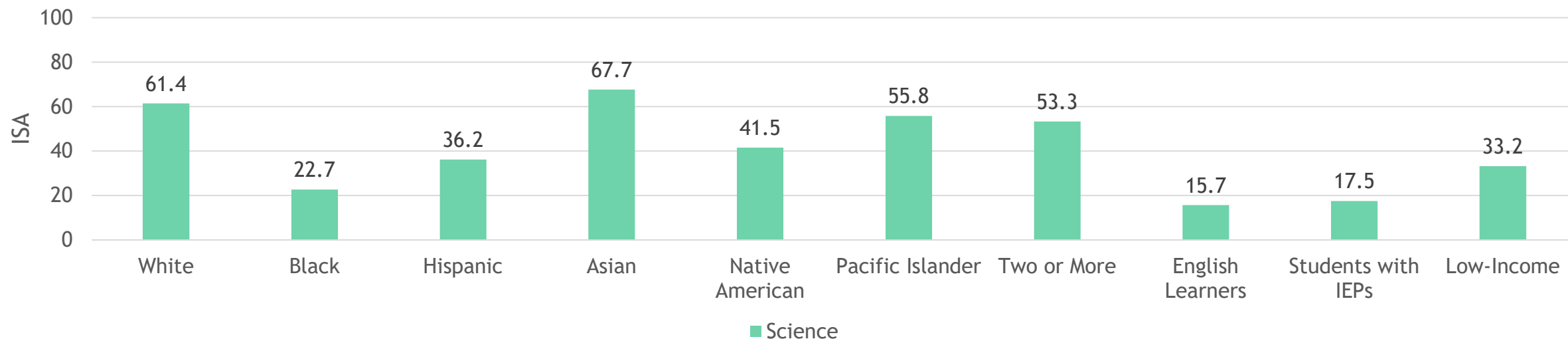
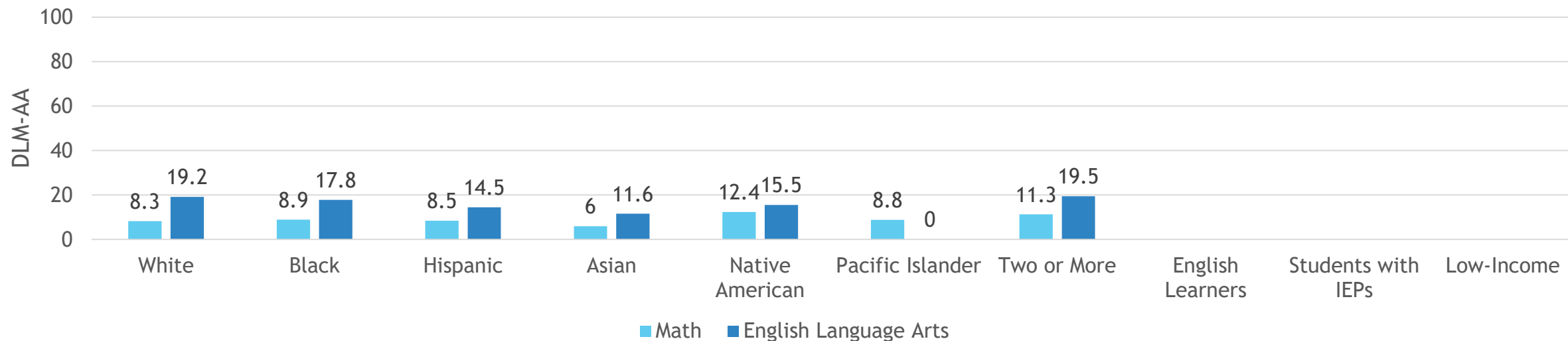
Illinois
State Board of
Education



Proficiency by Student Group - 2019



Illinois
State Board of
Education



English Learners - 2019

Performance on ACCESS



Illinois
State Board of
Education

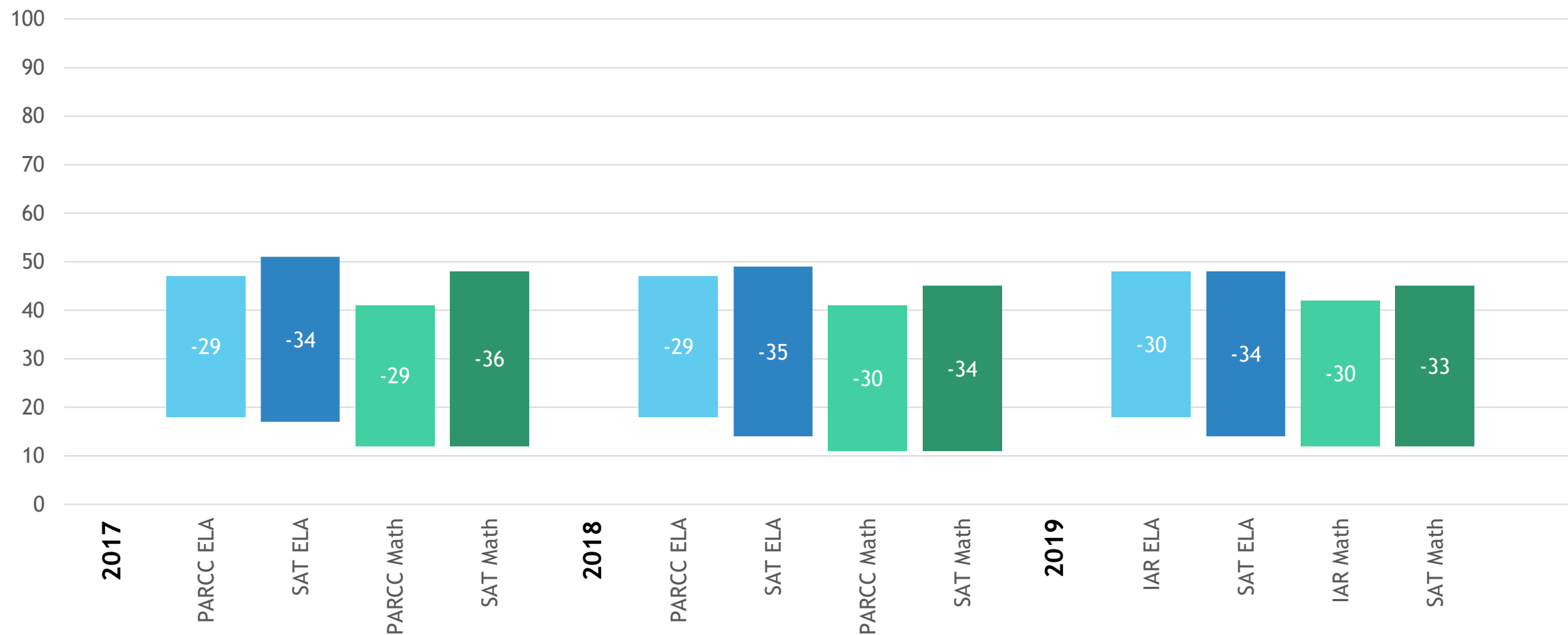


Achievement Gap - 2019



Illinois
State Board of
Education

Black/White

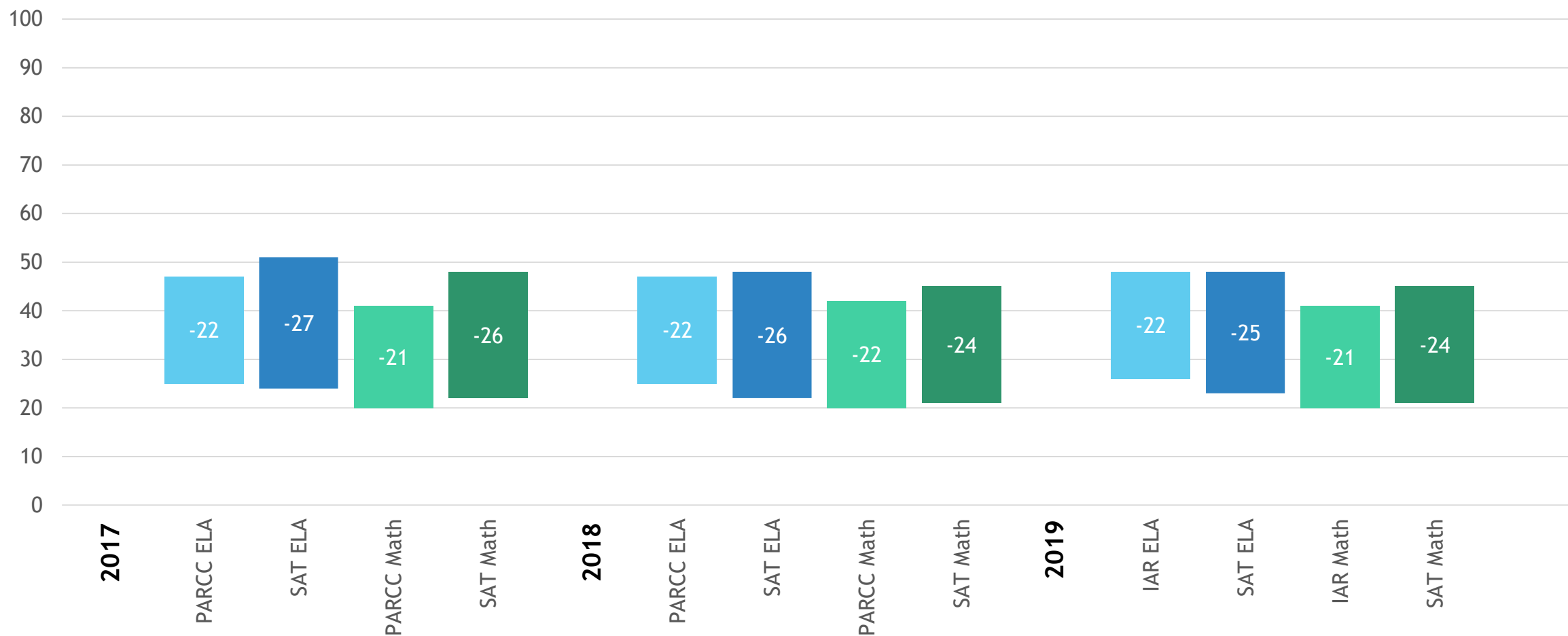


Achievement Gap - 2019



Illinois
State Board of
Education

Hispanic/White

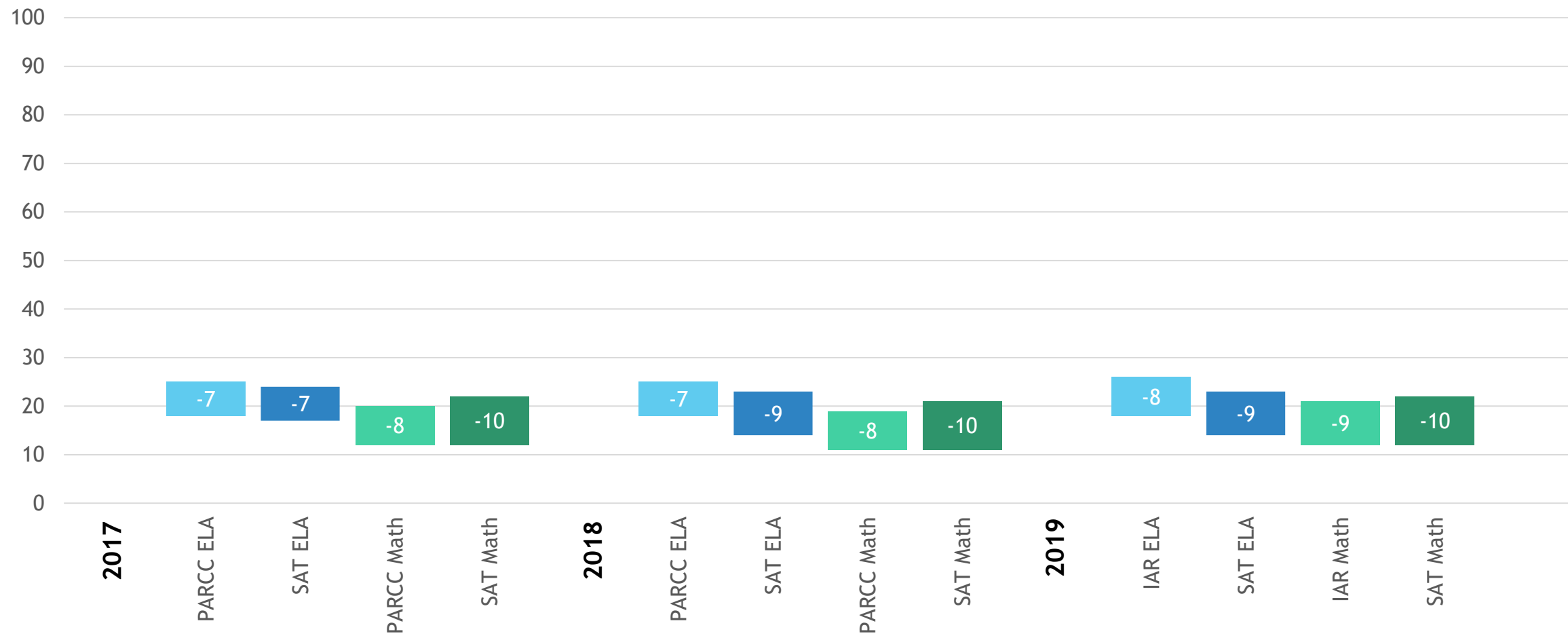


Achievement Gap - 2019

Black/Hispanic



Illinois
State Board of
Education

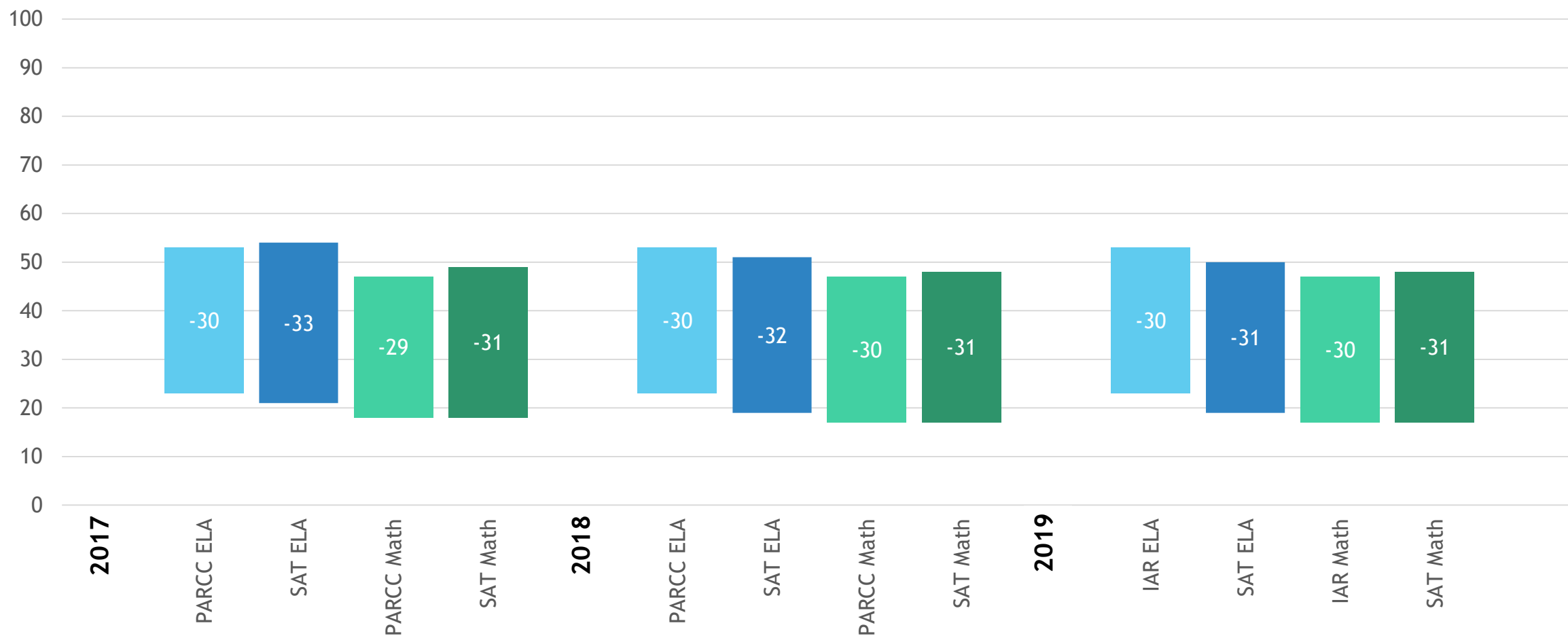


Achievement Gap - 2019

Low Income/Non-Low Income



Illinois
State Board of
Education

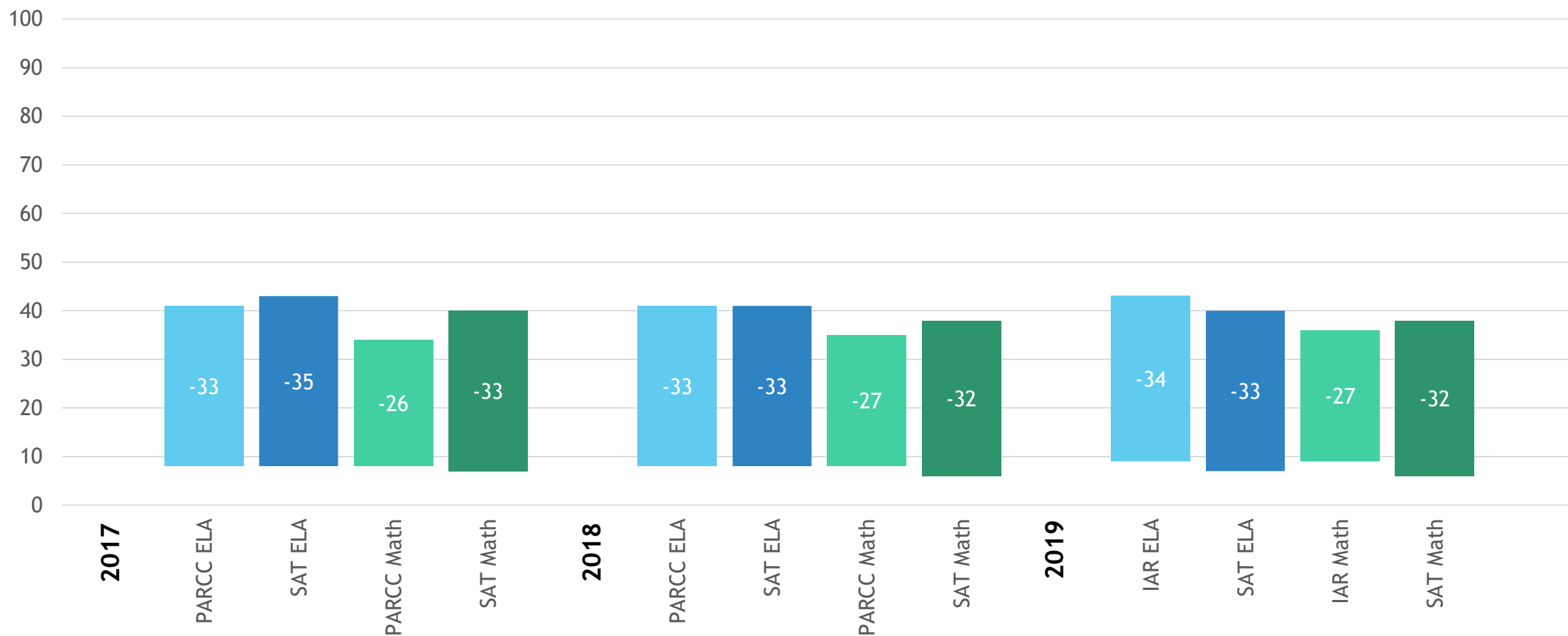


Achievement Gap - 2019

With IEP/Without IEP



Illinois
State Board of
Education

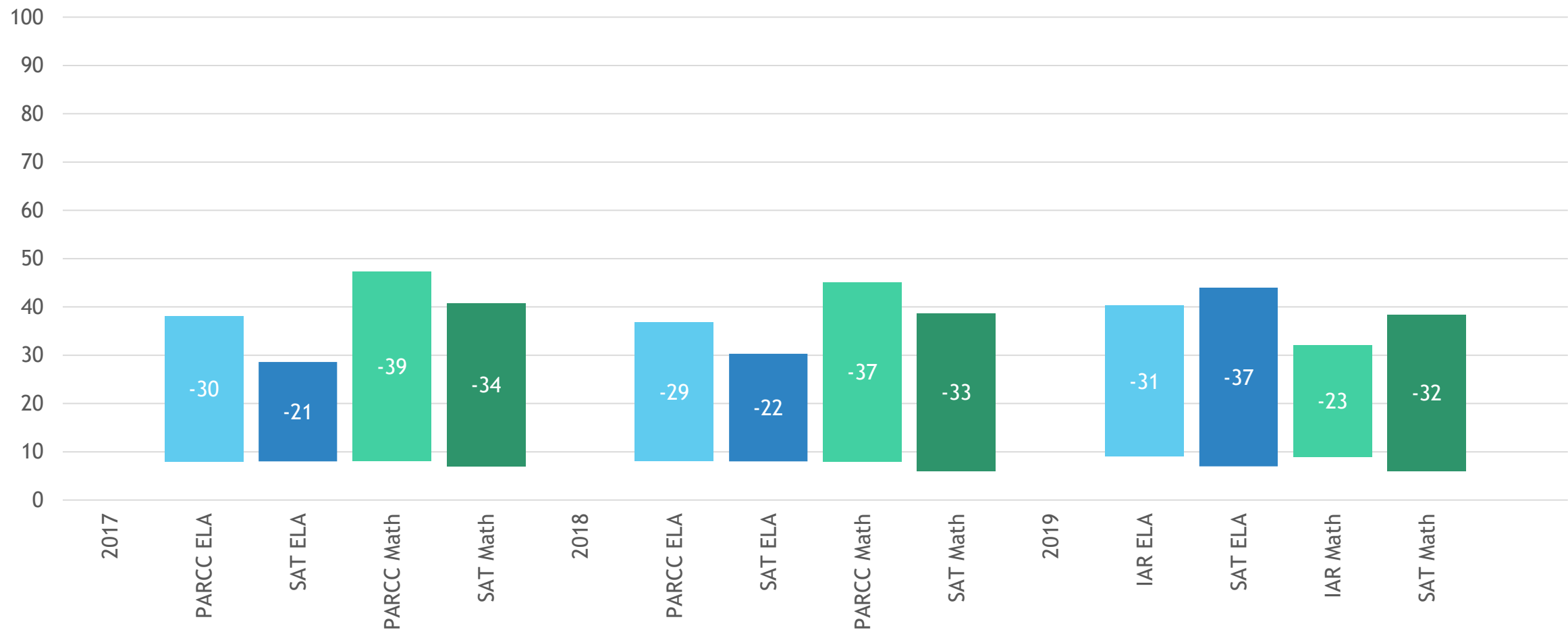


Achievement Gap - 2019

English Learners/
Non-English Learners



Illinois
State Board of
Education



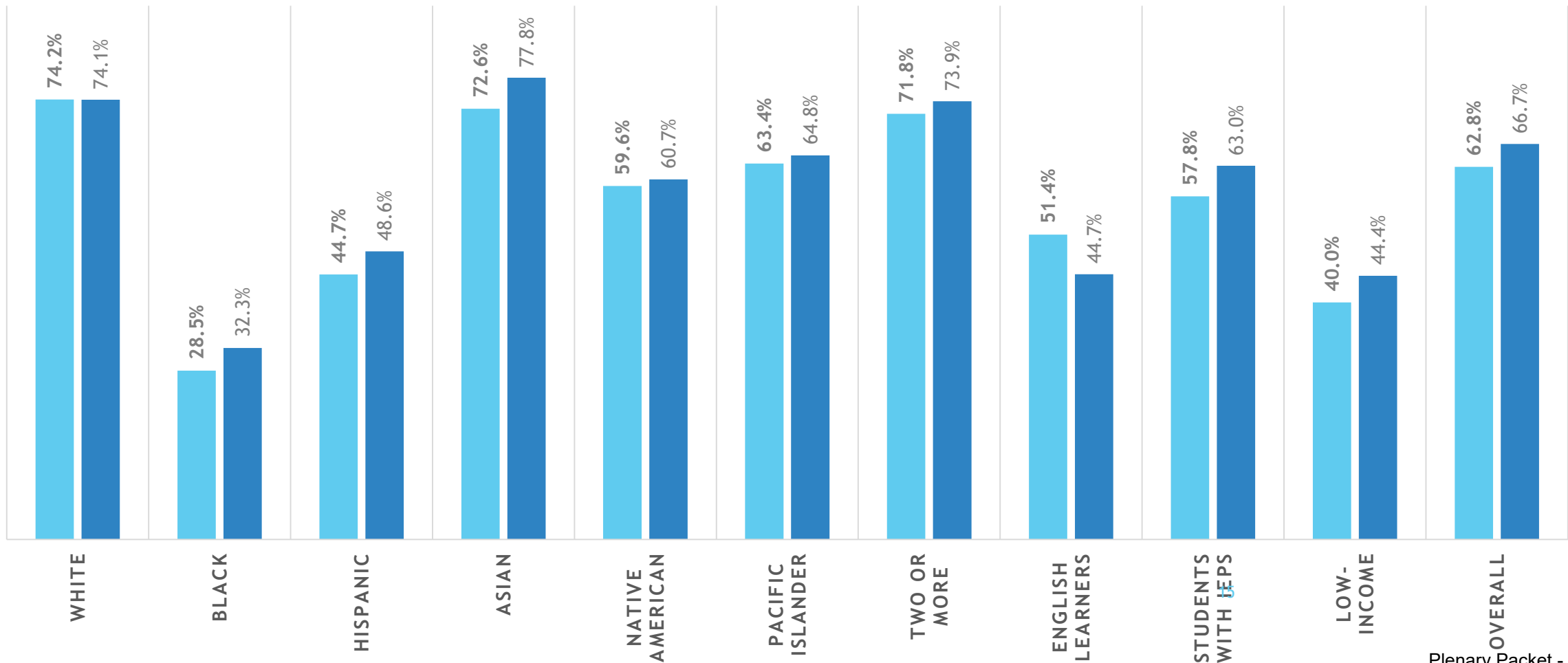
Advanced Placement Exams

Pass Rates By Student Group



Illinois
State Board of
Education

2018 2019



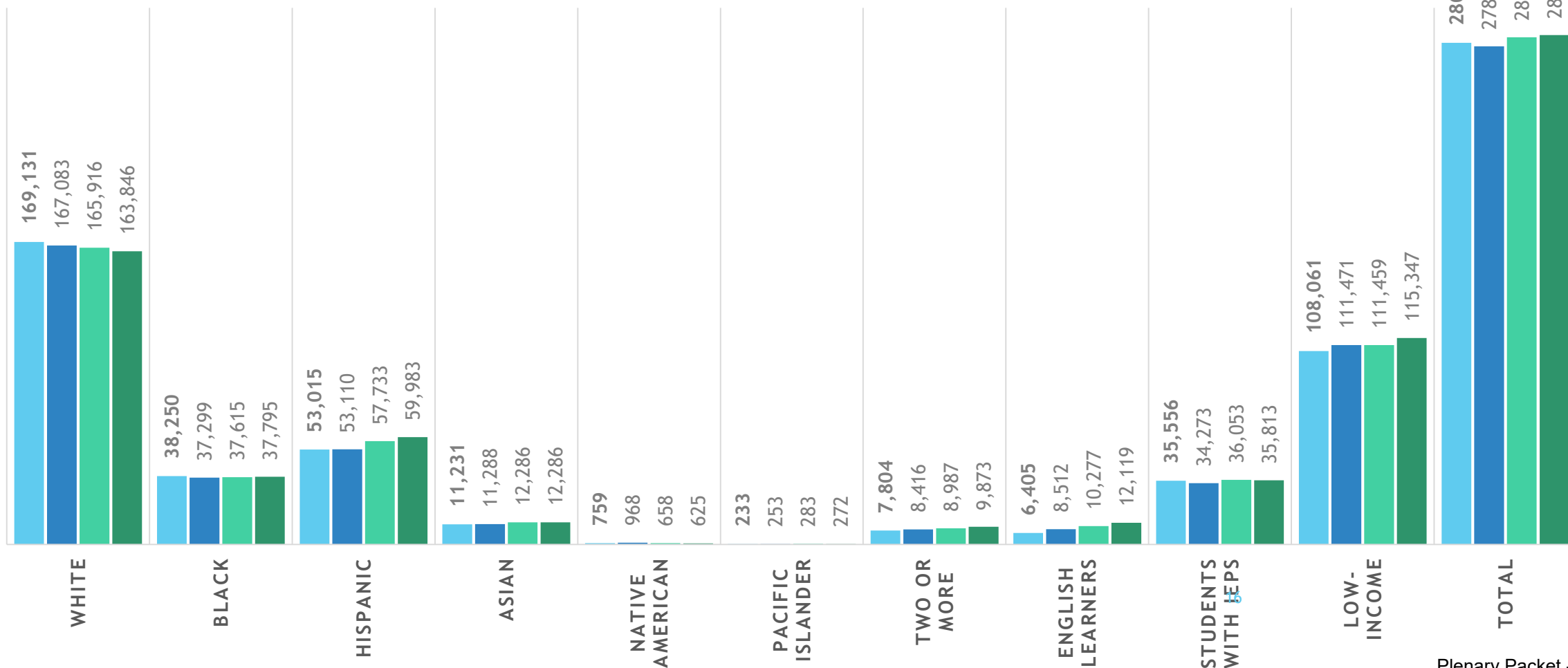


Career and Technical Education Enrollment

Enrollment By Student Group

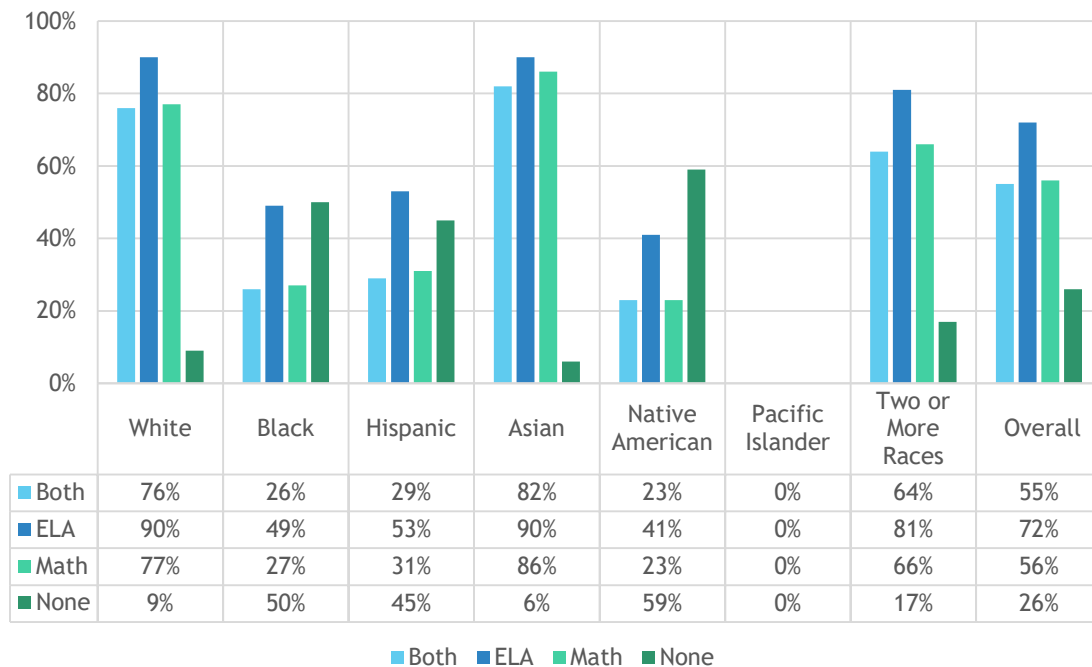
This chart shows the # of students enrolled in at least one CTE course.

2016 2017 2018 2019

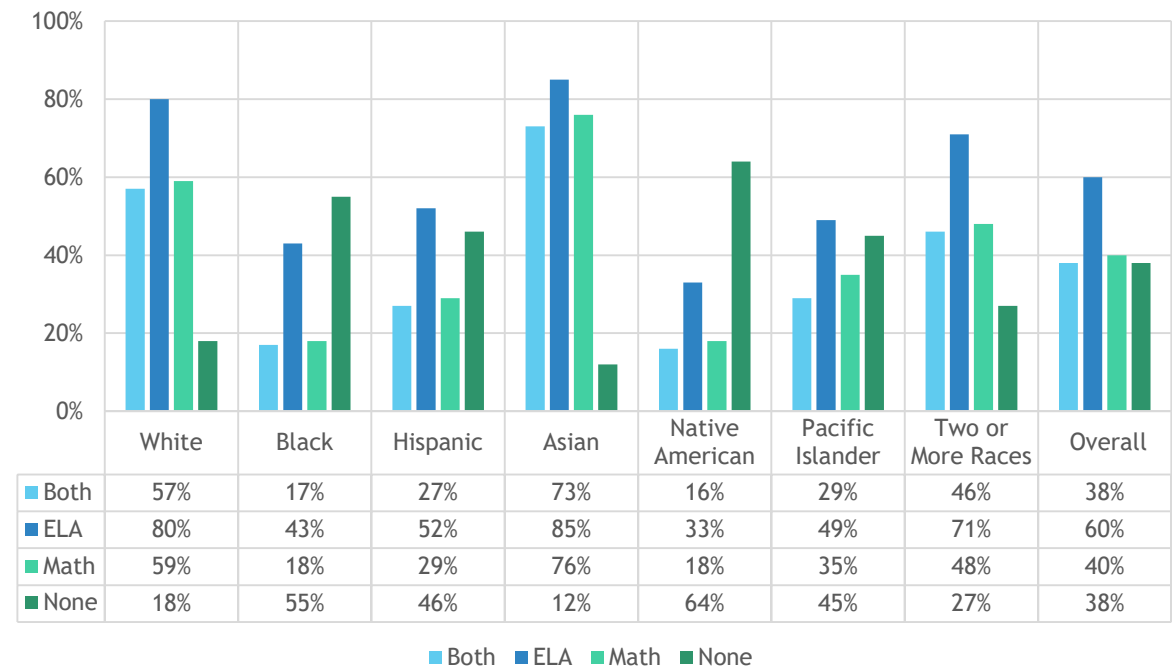


College and Career Readiness

College and Career Readiness- SY17



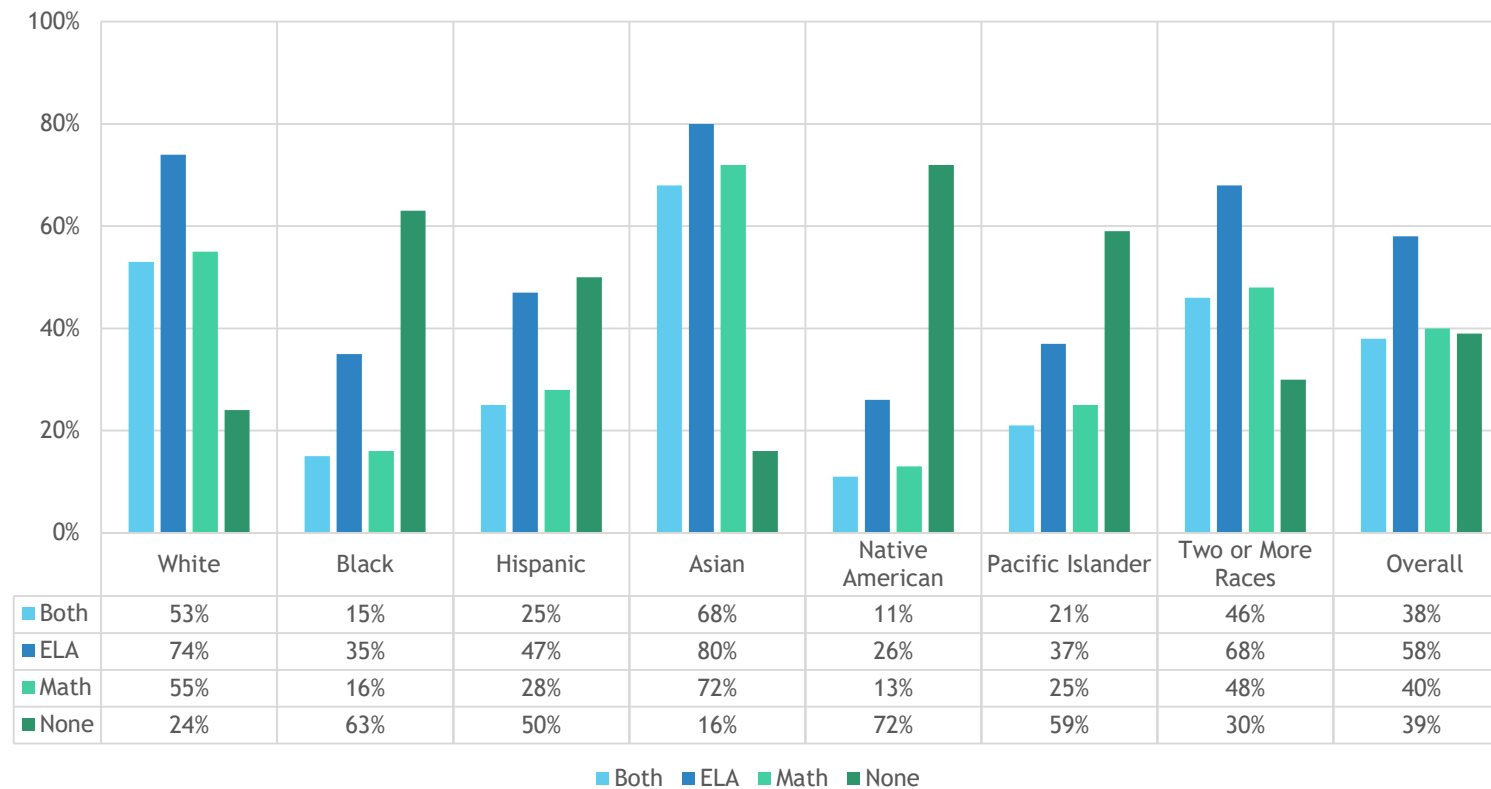
College and Career Readiness- SY18



The measure for College and Career readiness displayed here reflects the percentage of students meeting the College Board's benchmarks for College and Career Readiness. Benchmarks for Math reflect a score of 530 on the SAT and ELA is a score of 480. College Board's benchmarks translate to a 75% chance that a student achieving that score will earn a "C" or better in a first semester, credit-bearing, college level course.

College and Career Readiness

College and Career Readiness- SY19

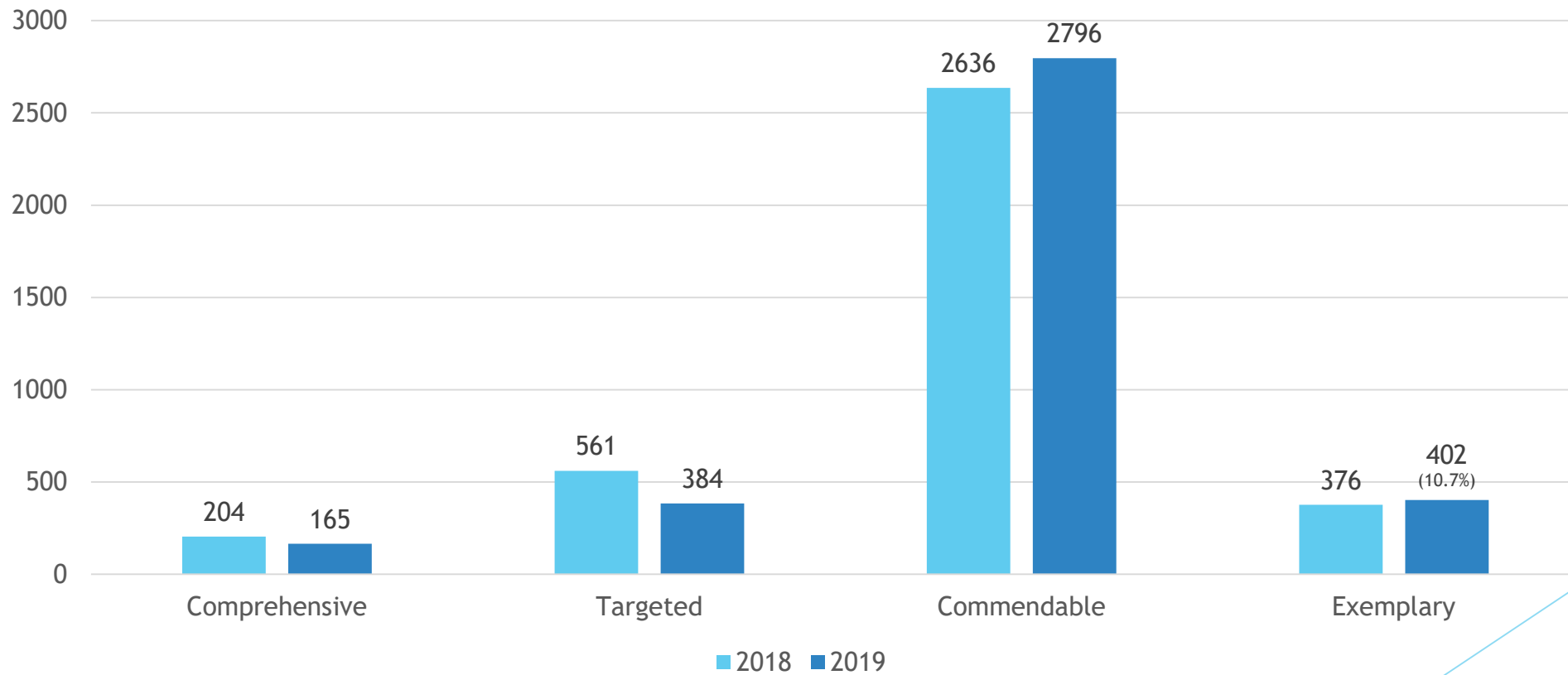


Accountability Matrix

	INDICATOR	DEFINITION	WEIGHT (% OUT OF 100)	
Academic			P-8	9-12
	English Language Arts Growth	Average of individual students' growth percentiles in English language arts	25%	—
	Math growth	Average of individual students' growth percentiles in math	25%	—
	English Language Arts Proficiency	Percentage of students who met grade-level expectations in English language arts	7.5%	
	Math Proficiency	Percentage of students who met grade-level expectations in math	7.5%	
	Science Proficiency	Percent of students meeting grade-level expectations in science	5%	
	English Learner Progress to Proficiency	Measure of English Learners' progress toward attaining language proficiency within five years of identification	5%	
	Graduation	Four-year graduation rate	—	30%
		Five-year graduation rate	—	15%
		Six-year graduation rate	—	5%
School Quality/Student Success	Chronic Absenteeism	Percentage of students who missed 10 percent or more of the prior academic year (excused or unexcused absences)	20%	10%
	Climate Survey	Percentage of students who participated in the climate survey	5%	6.67%
	9th-Graders on Track	Percent of ninth-grade students having earned five full-year course credits or 10 semester credits and no more than one semester F in a core subject	—	8.33%
	Fine Arts*	Not yet defined	—	—
	P-2*	Chronic absenteeism; dual language programs; third-grade literacy, measured by grades or standards-based grading; and participation in enrichment and acceleration	—	
	3-8*	Fifth-grade math, measured by grades or standards-based grading; middle school success, measured by the percentage of students with an A or B and no D or F or commensurate standards-based grading and who have not experienced a suspension or expulsion; and participation in enrichment and acceleration	—	
	College and Career Readiness*	Percent of students meeting the requirements for the College and Career Ready or Distinguished Scholar pathways	—	

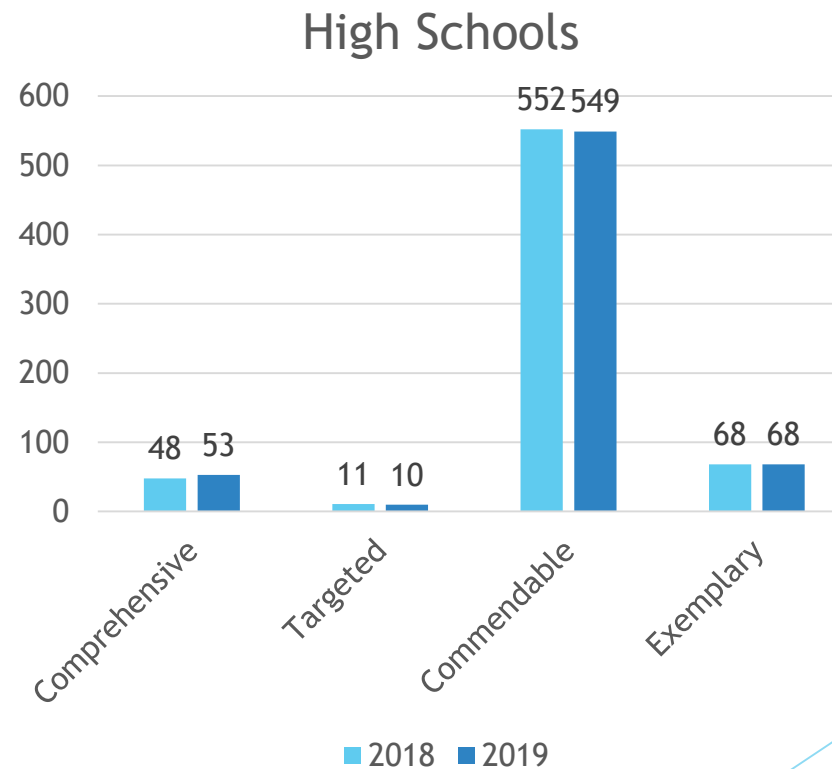
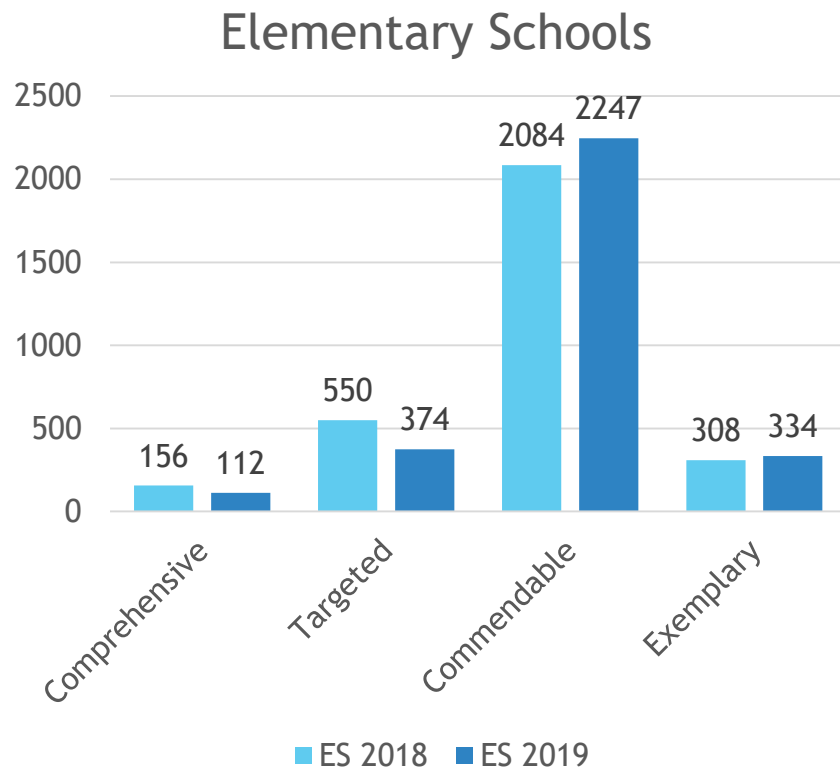
School Summative Designations

All Schools



School Summative Designations

By School Type



Goal 2: Learning Conditions

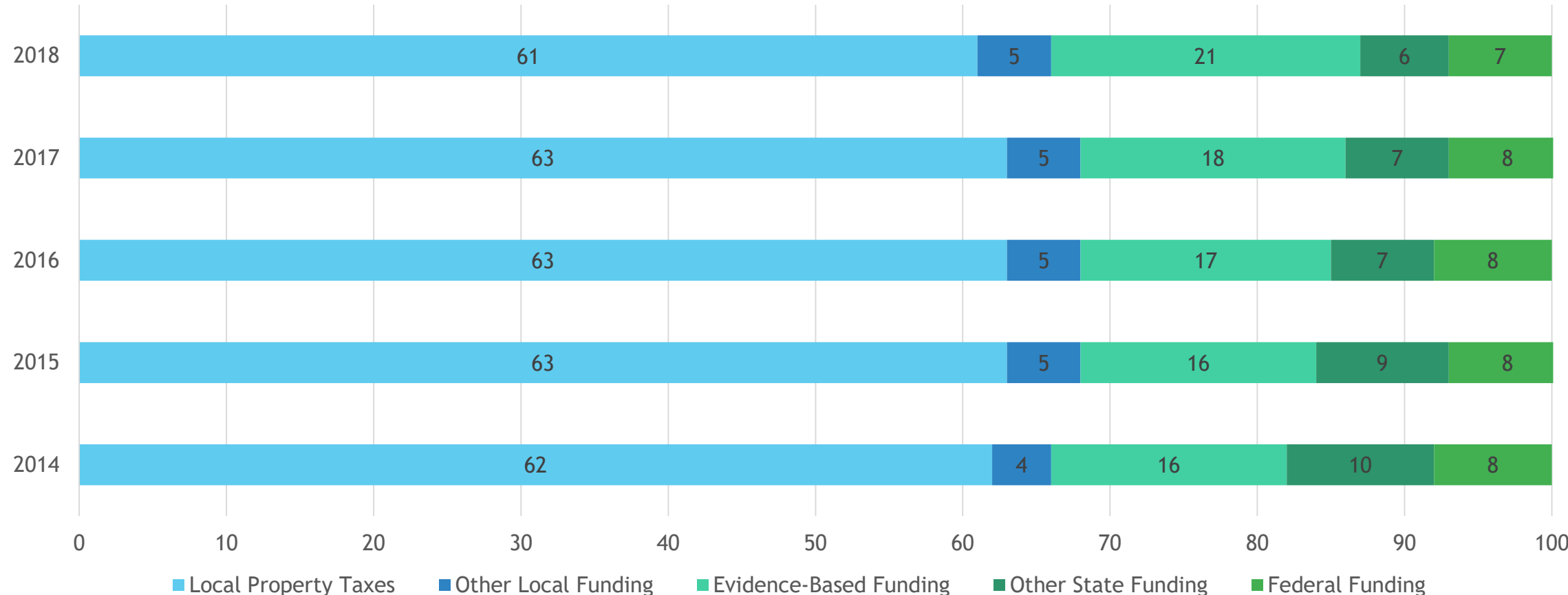
- ▶ All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.
- ▶ **Priority Areas**
 1. **Resource Allocation** | Strategic resource allocation decision-making is being used across LEAs and within LEAs within four years to address inequities, close achievement gaps, and improve the achievement of every student.
 2. **System of Support** | All schools and ECCEs will be equipped with the tools and resources needed to create safe and healthy learning environments for every student.

District Finances - FY 2018



Illinois
State Board of
Education

Revenue By Source



School Finances - FY 2019



Illinois
State Board of
Education

ESSA Site-Based Expenditure Reporting sample

School Finances

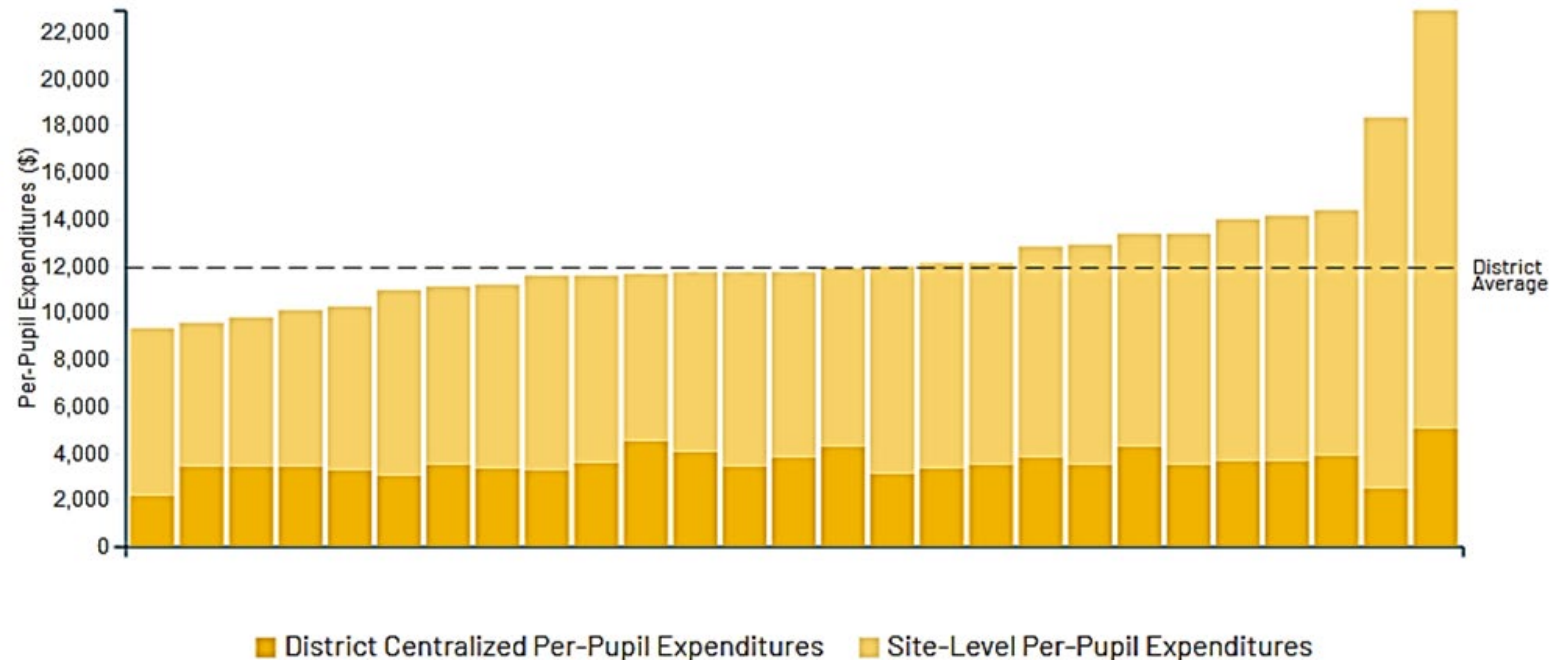
Average FY 2019 expenditures per student at each school in the district

Bar Chart

Scatterplot

SELECT: ☐ Overall ☐ Source of Funds ☒ Expenditure Type

☐ Show school names



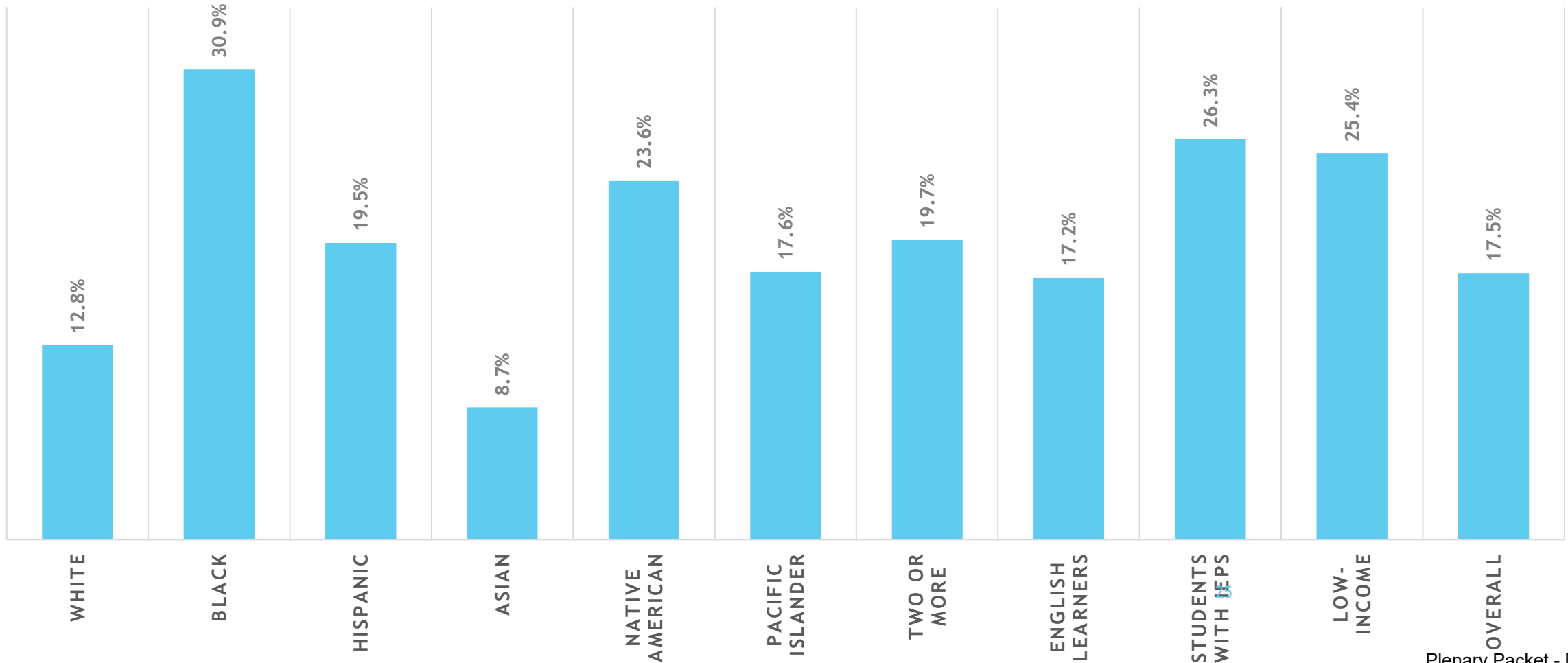
Learning Conditions - 2019 Chronic Absenteeism

By Student Group



Illinois
State Board of
Education

■ Chronic Absenteeism



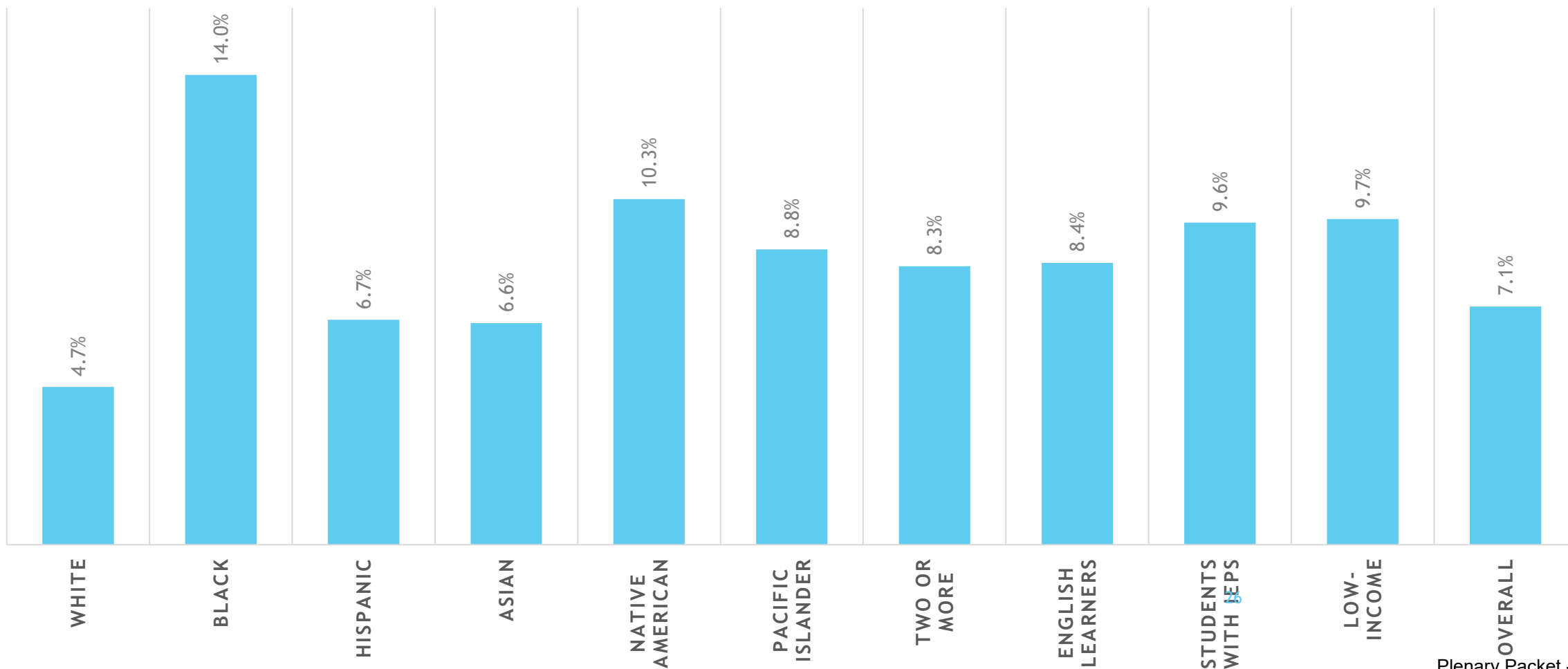
Learning Conditions - 2019 - Student Mobility



Illinois
State Board of
Education

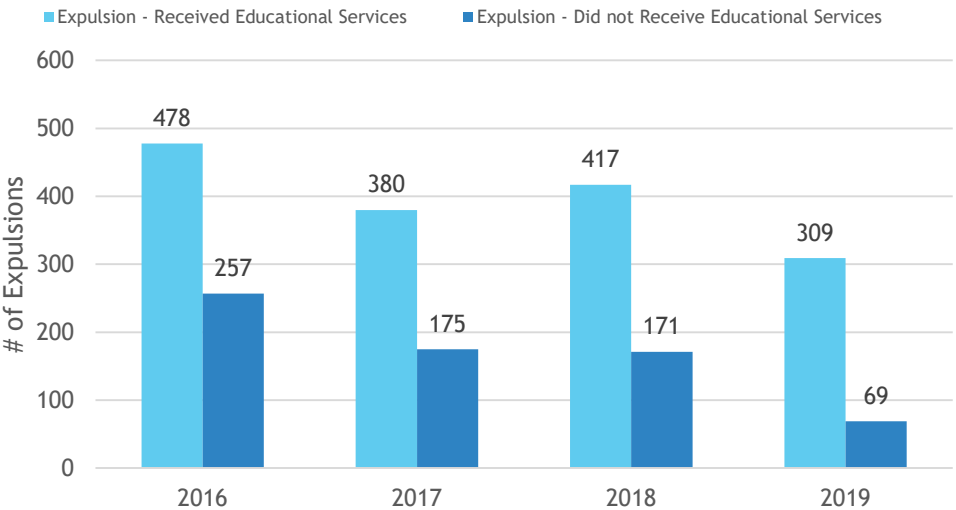
By Student Group

■ Student Mobility

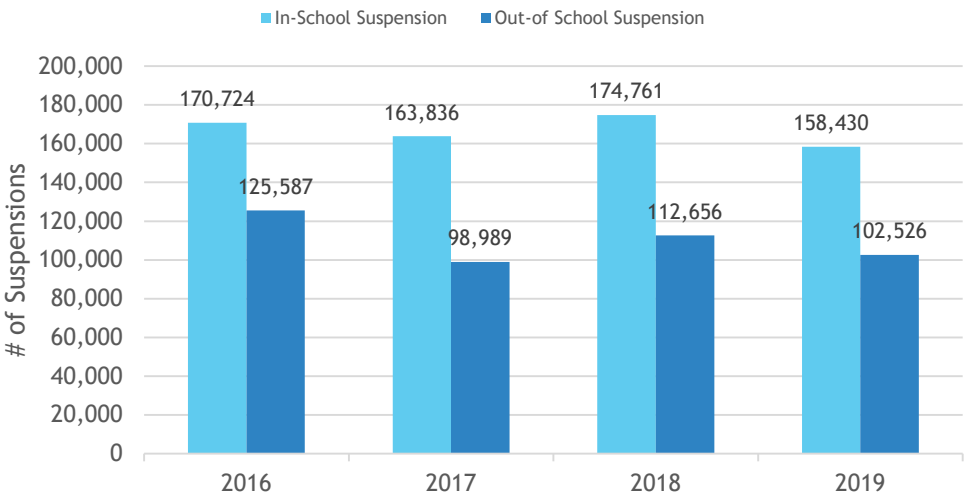


Expulsion\Suspensions

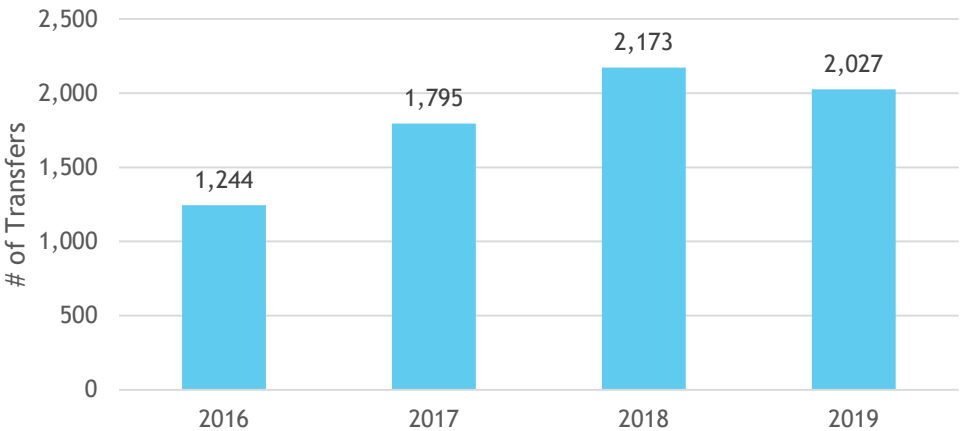
Number of Expulsions



Number of Suspensions

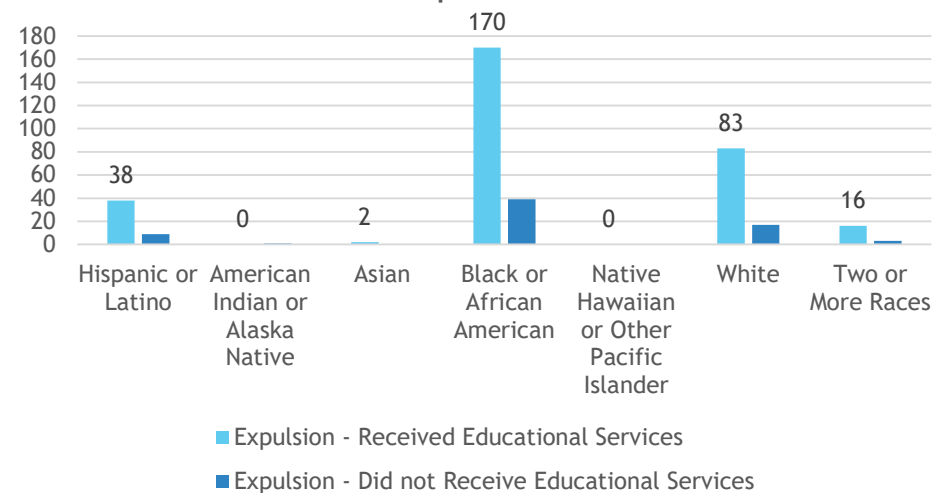


Transfer to Alternative Program In-Lieu of Another Disciplinary Action

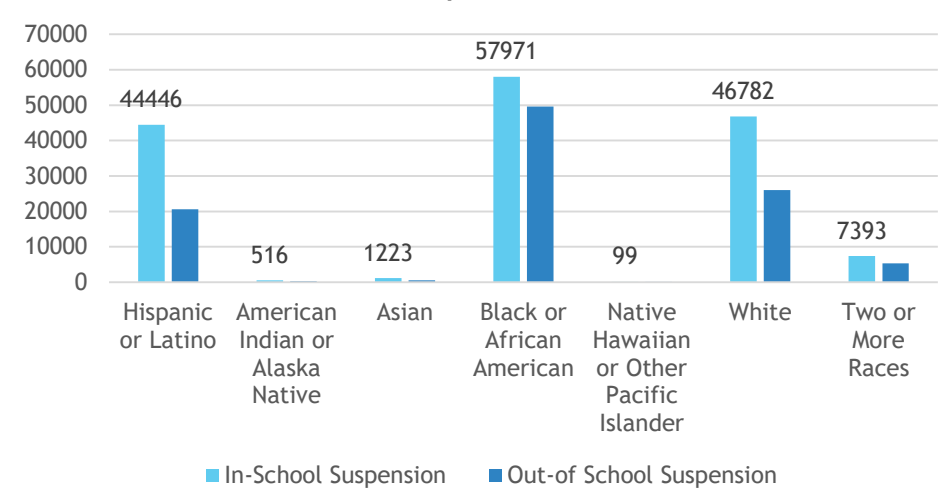


Expulsions and Suspensions by Race/Ethnicity for SY2018-19

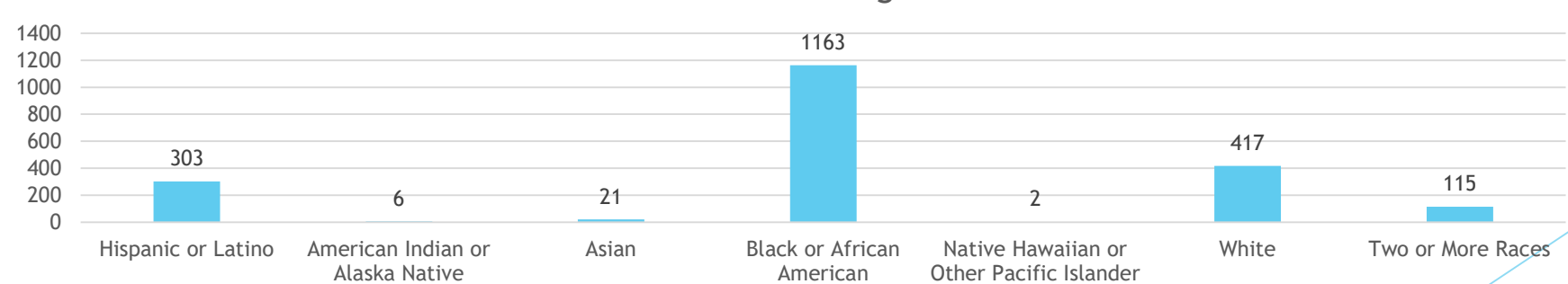
Number of Expulsions SY2018-19



Number of Suspensions SY2018-19



Transfer to Alternative Program SY2018-19



Goal 3: Elevating Educators

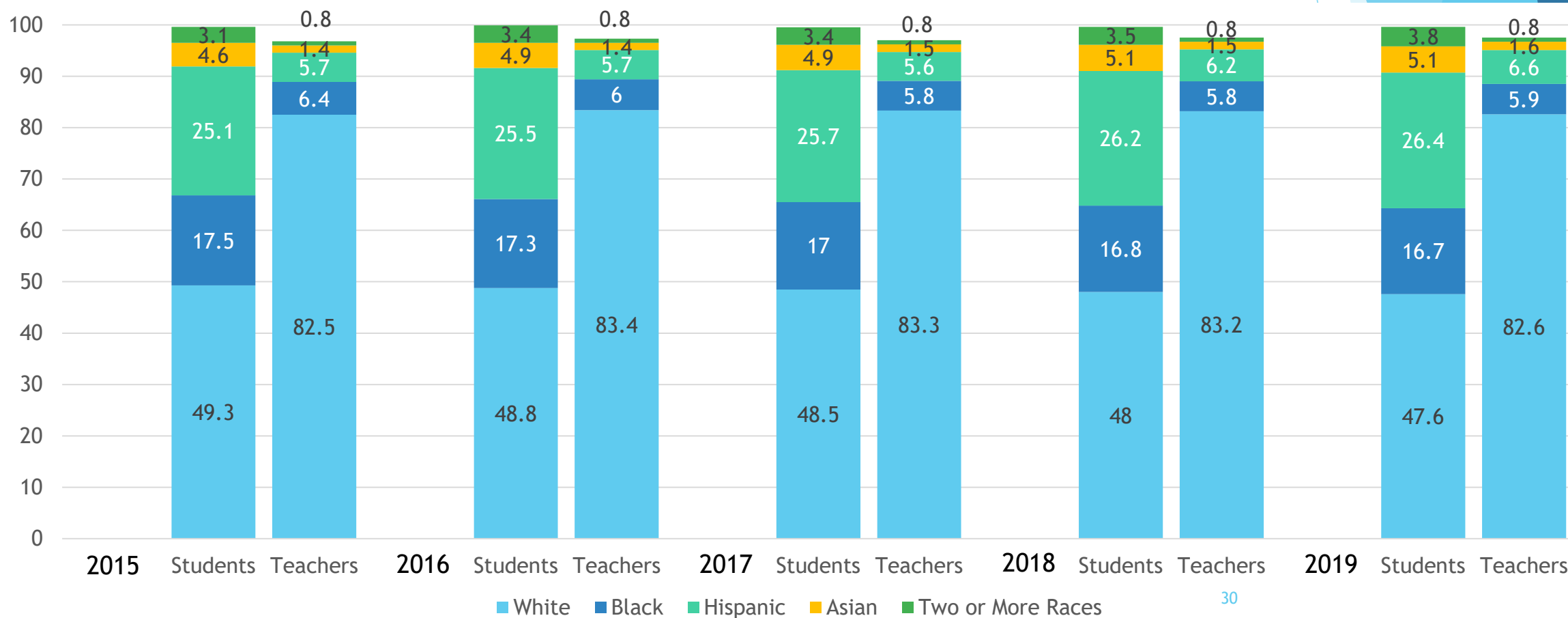
- ▶ Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.
- ▶ **Priority Area**
 1. **Educator Support, Recruitment, and Preparation** | To increase the number of educators who meet the needs of the local context and increase educator diversity in Illinois public schools.

Student vs. Teacher Racial Diversity



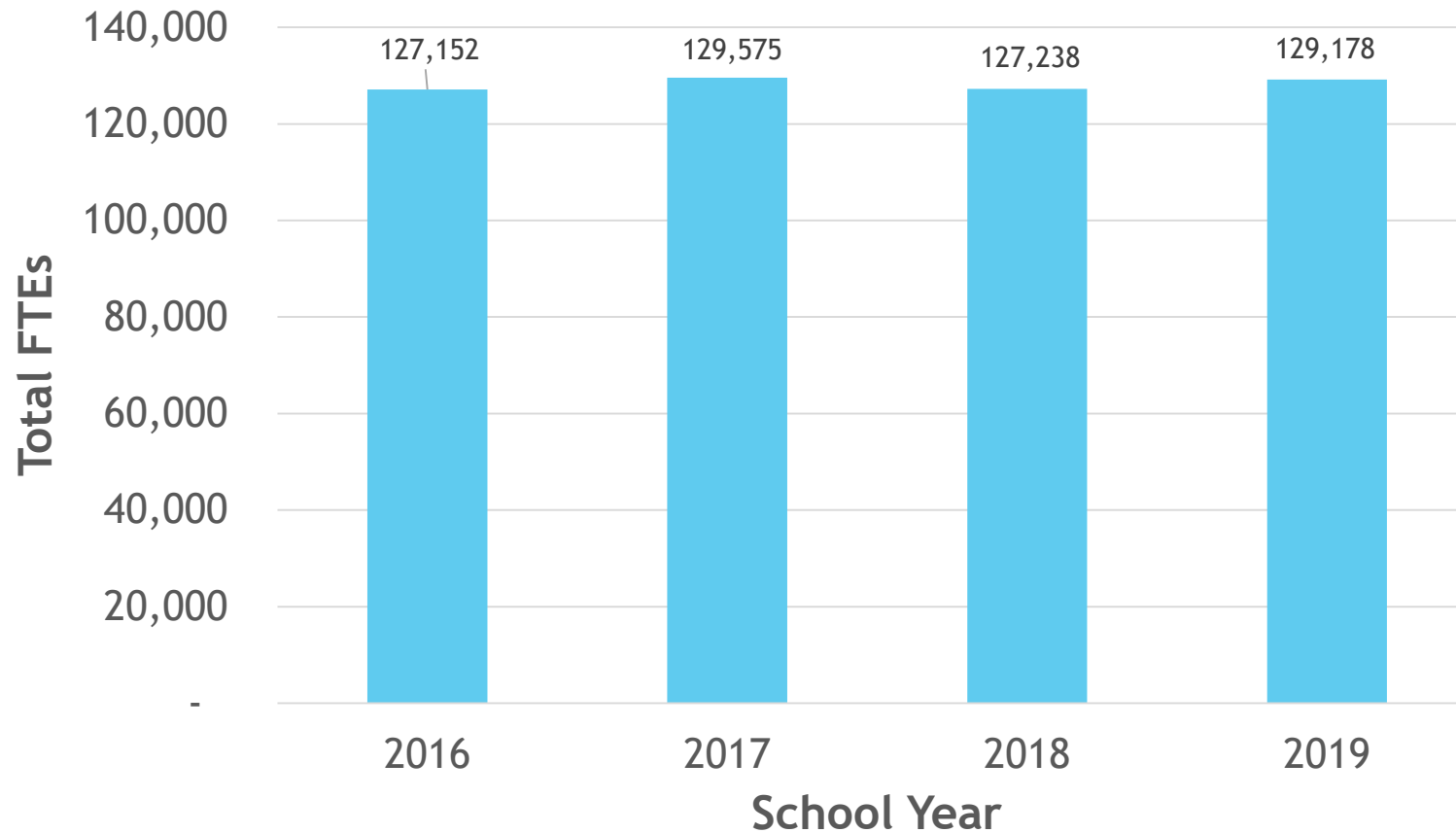
Illinois
State Board of
Education

Percentages of Totals



Teachers

Total # of Teachers

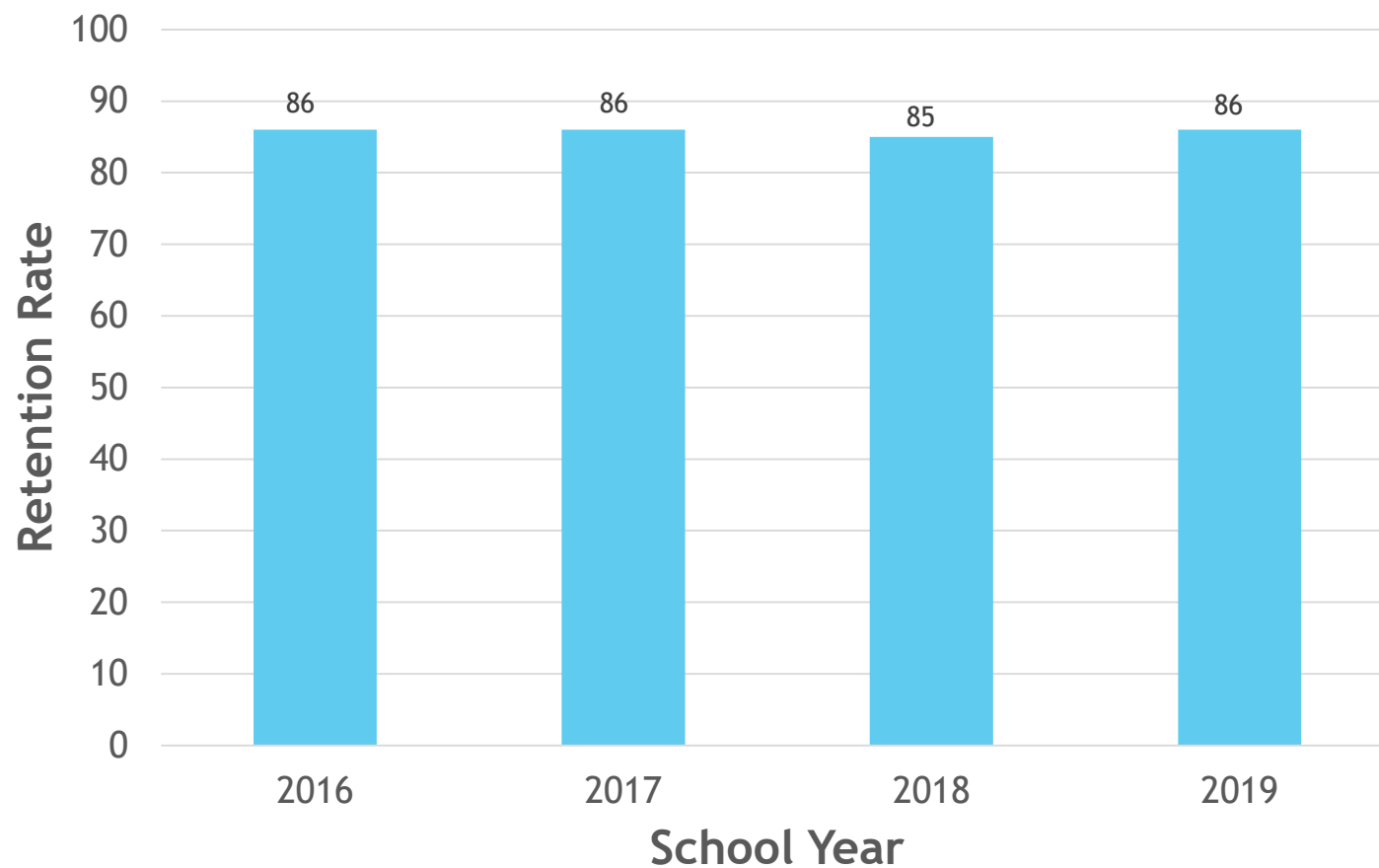


FTE is a measure of both whether a teacher is part time or full time AND the duration of the year a staff member is employed. E.g. a full-time teacher who was only employed for the 1st semester would be considered a 0.5 FTE. A 1.0 FTE is a full-time teacher who was employed for the entire school year.



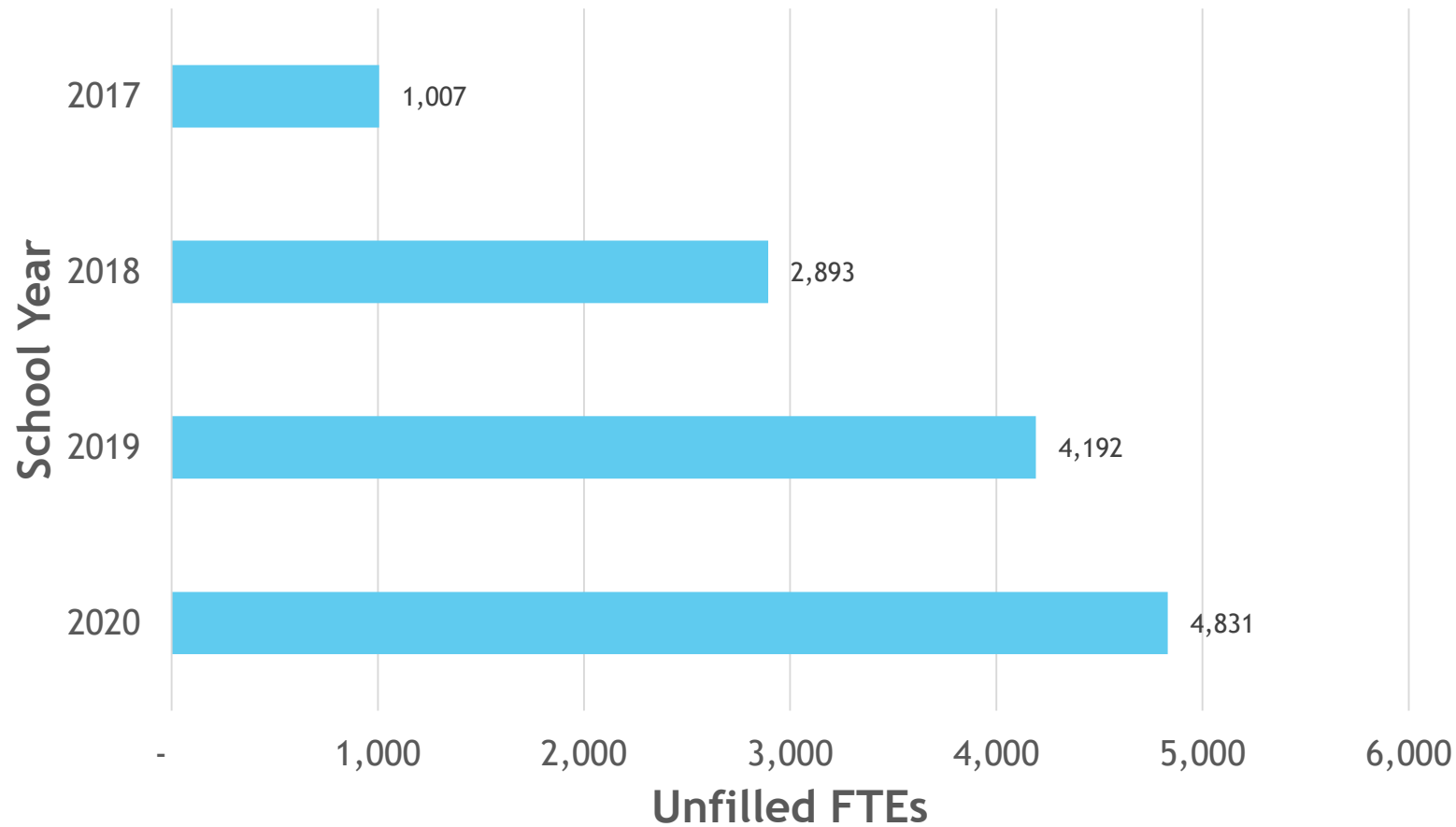
Teachers

Retention



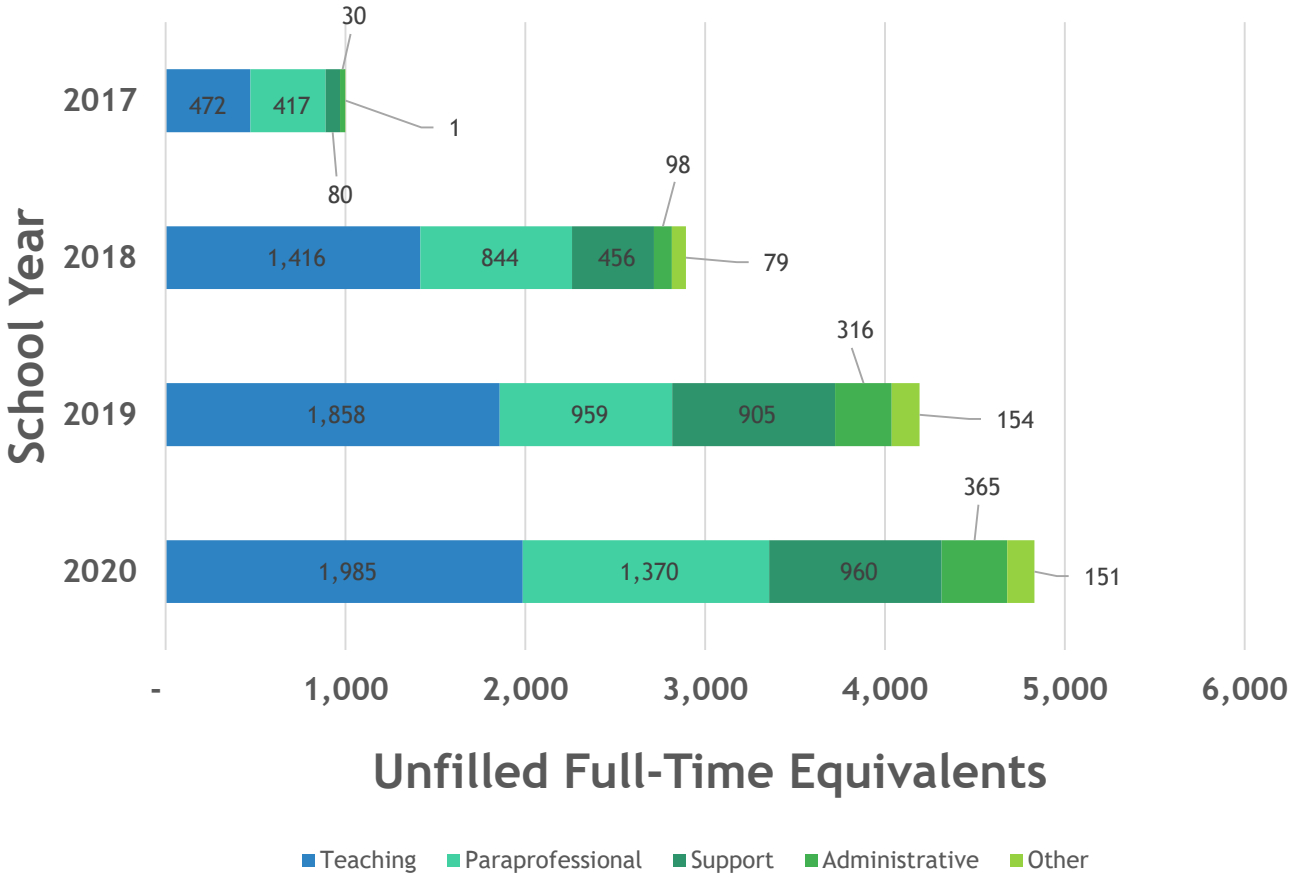
Educators

Total Overall Unfilled Positions



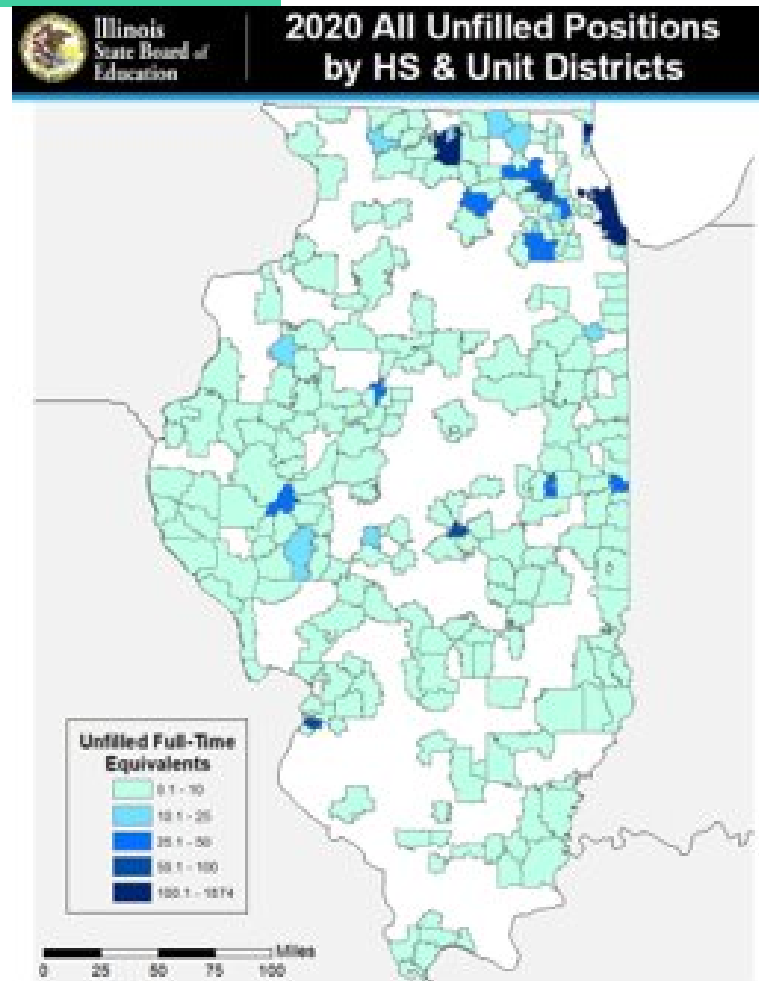
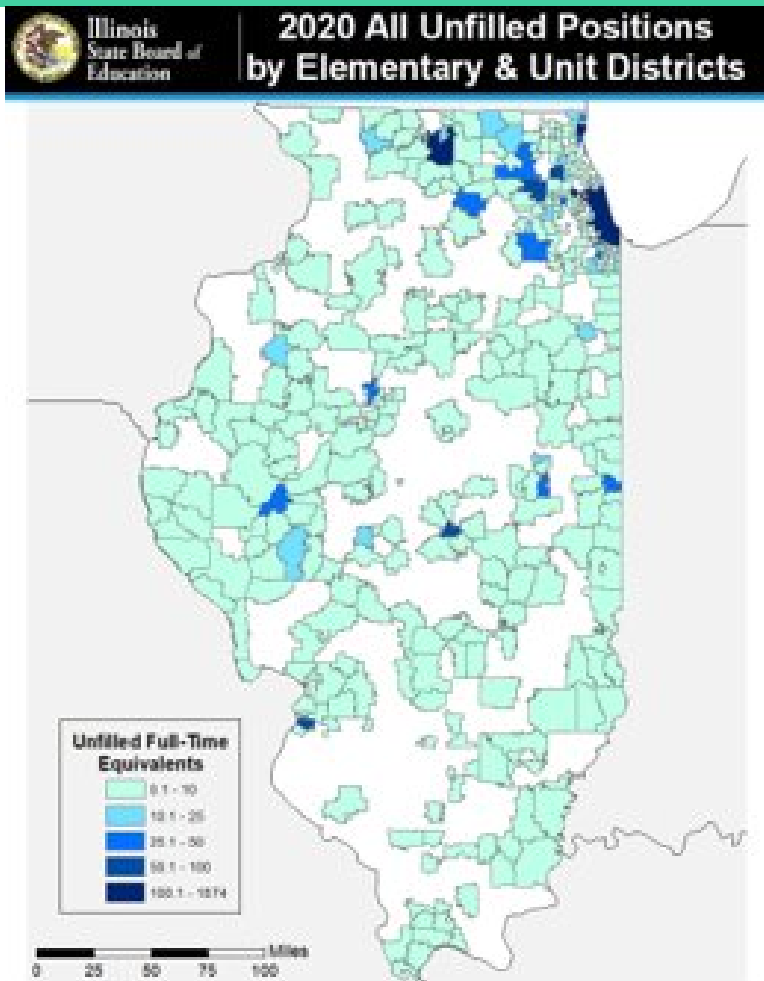
Educators

Total Unfilled Positions by Licensure Type



Educators

Total Unfilled Positions by Region



Summary of Baseline Data Findings

Goal 1: Student Learning

Assessment Data

Achievement Gaps

Summative Designations

ACCESS data

CTE Enrollment

Goal 2: Learning Conditions

Evidence Base Funding

Site Base Expenditure

Chronic Absenteeism

Student Mobility

Student Discipline

Goal 3: Elevating Educations

Teacher Diversity

Teacher Retention

Teacher Recruitment

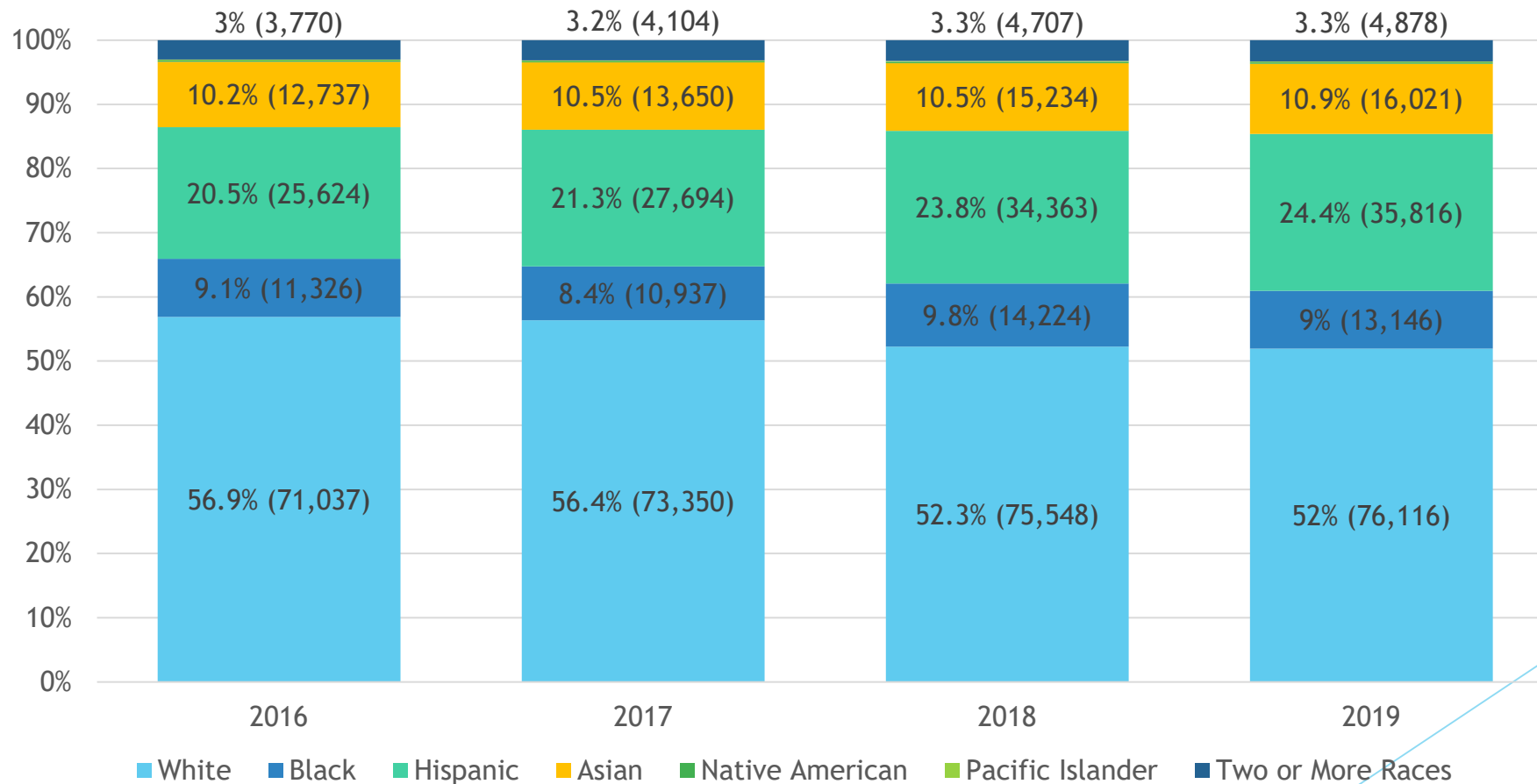
Appendix

Advanced Placement Enrollment

By Student Group



Illinois
State Board of
Education



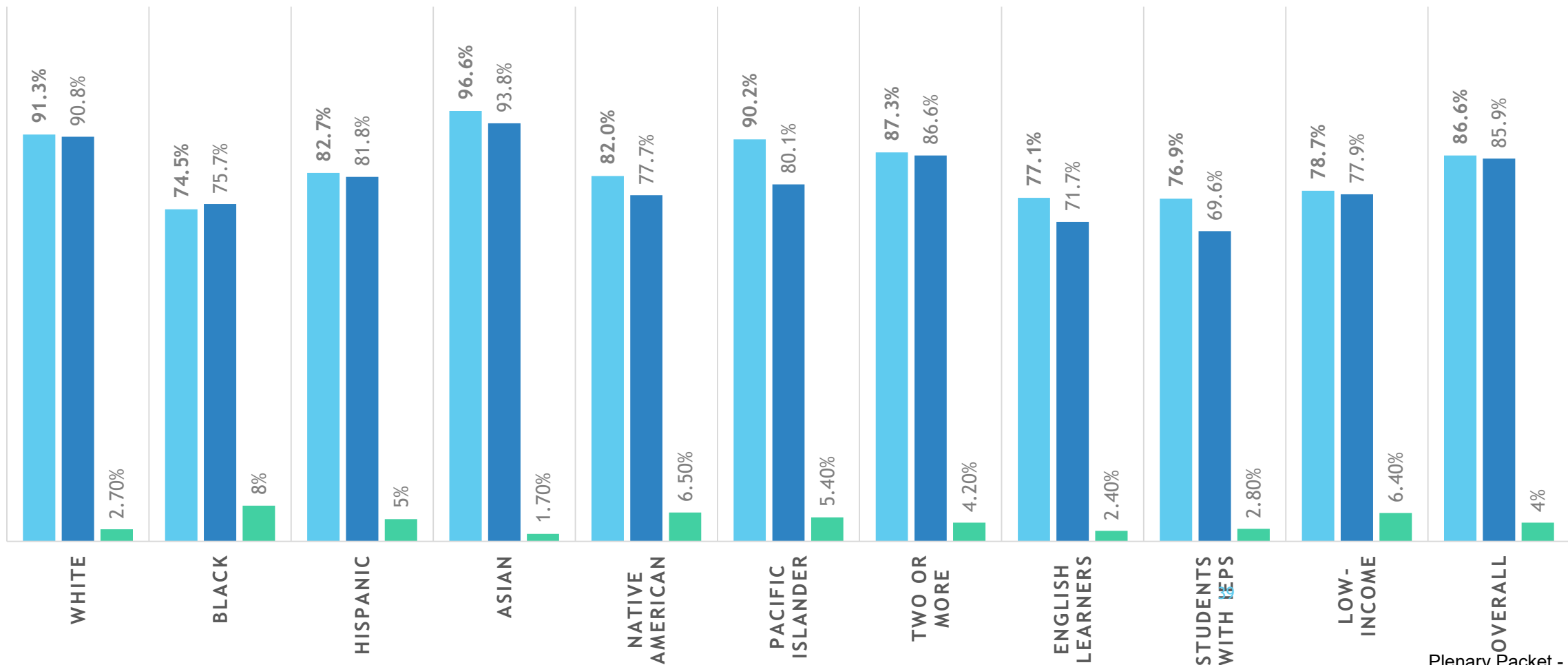
High School Outcomes - 2019

By Student Group



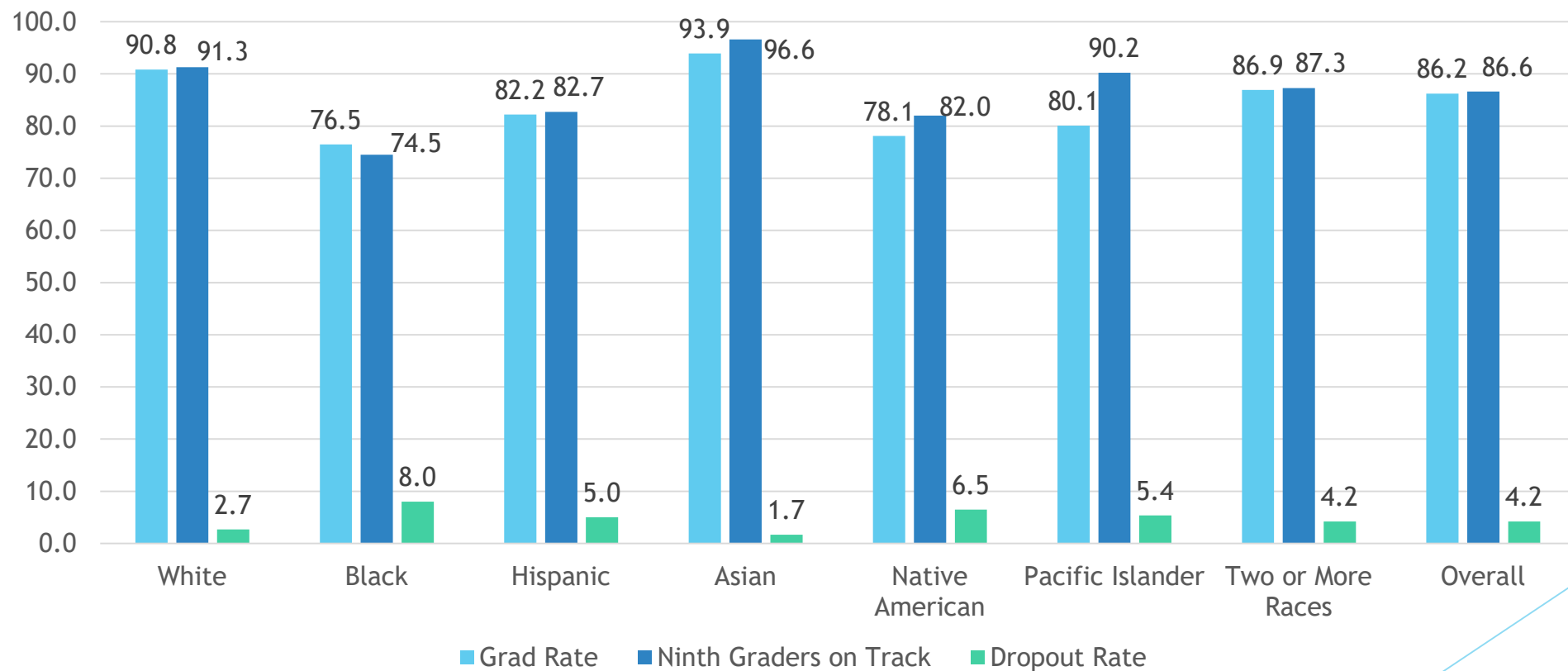
Illinois
State Board of
Education

■ Ninth-Graders On Track ■ Four-Year Graduation Rate ■ Dropout Rate



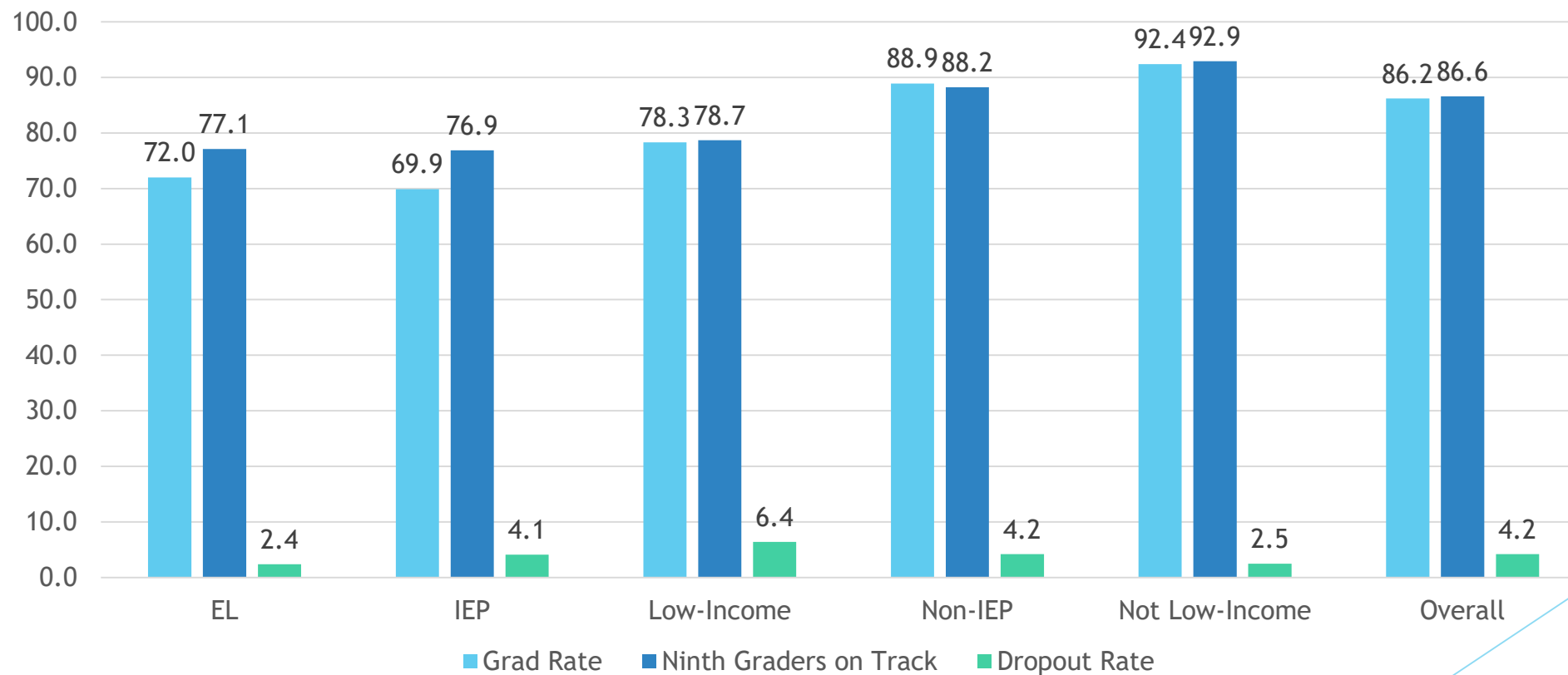
2019 Graduation, On Track & Dropout Rates

By Race/Ethnicity



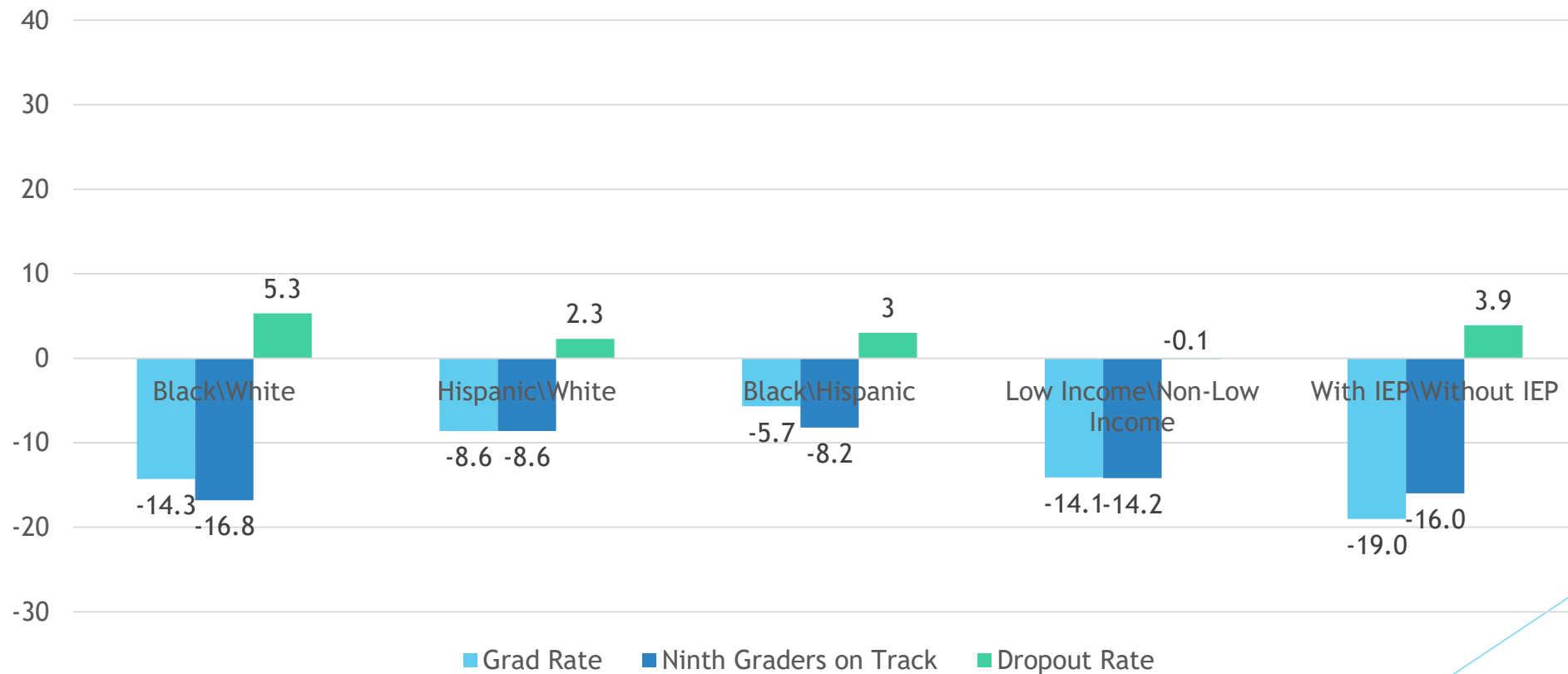
2019 Graduation, On Track & Dropout Rates

By Student Subgroup



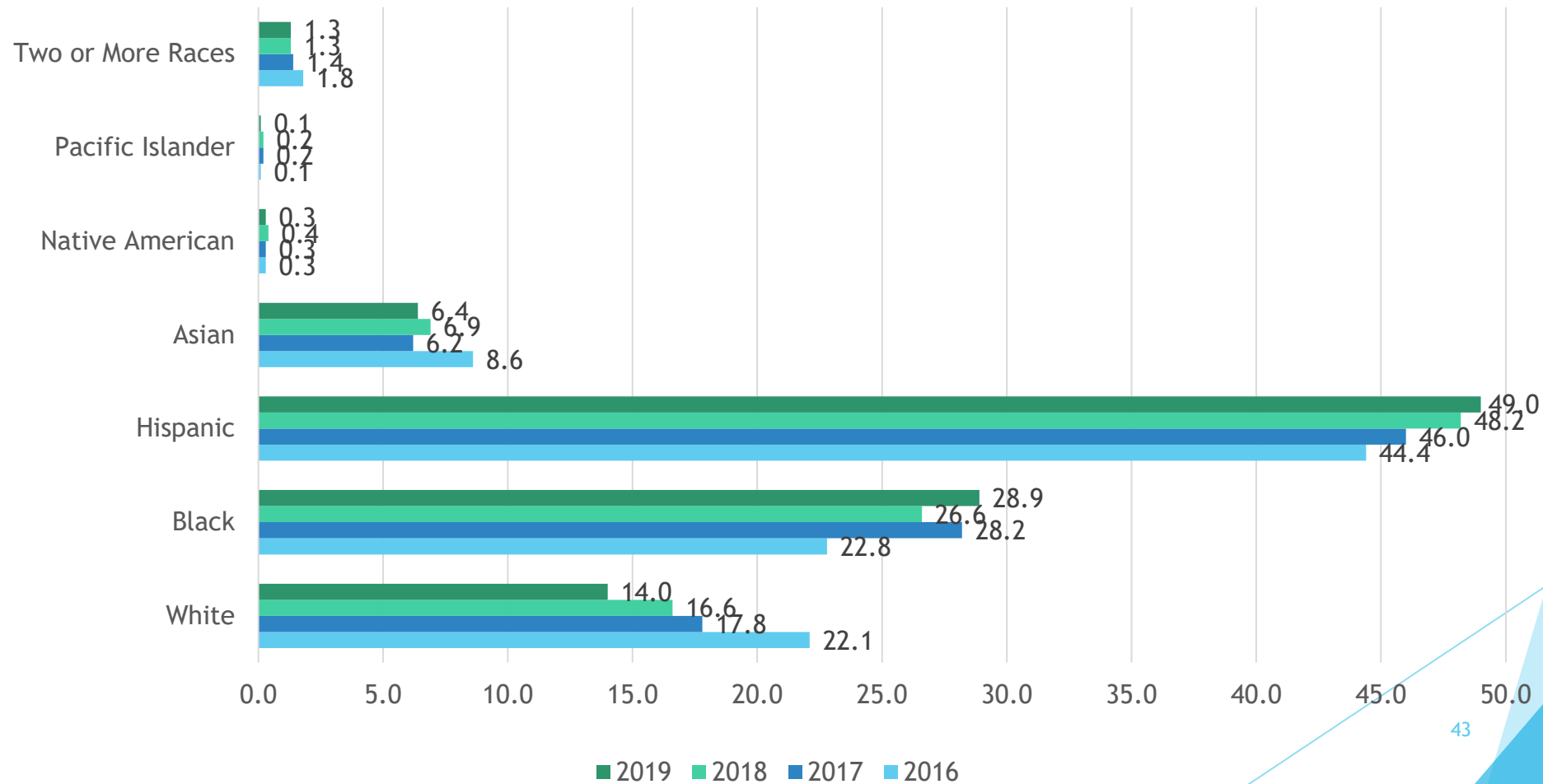
2019 Graduation, On Track & Dropout Rates

Achievement Gap By Student Subgroup



2019 Percent IB Enrollment By Race/Ethnicity

2016-2019



Questions or Comments

100 N. First St, Board Room
Springfield, IL

ROLL CALL

Mr. Darren Reisberg, chair of the Board, called the meeting to order at 10:05 a.m.

Chair of the Board Reisberg announced that the Board meeting was being audio-cast live over the internet, and that audio files of meetings will now be available online going forward.

Chair of the Board Reisberg asked the clerk to call the roll. A quorum was present with nine members. State Superintendent Dr. Carmen I. Ayala was also in attendance.

Members Present:

Mr. Darren Reisberg, Chair of the Board
Dr. Donna Leak, Vice Chair
Dr. Cristina Pacione-Zayas, Secretary
Dr. Christine Benson
Ms. Cynthia Latimer
Dr. David Lett
Ms. Susie Morrison
Ms. Jacqueline Robbins
Ms. Jane Quinlan

Chair of the Board Reisberg thanked the Student Advisory Council for being in attendance.

Chair of the Board Reisberg honored former ISBE Board member Craig Lindvahl and Williamsville High School graduate Alex McCray, both of whom recently passed away. Those in attendance observed a moment of silence.

**PUBLIC
PARTICIPATION**

Chair of the Board Reisberg reminded those in attendance of the updated public participation policy.

Sue Taylor from the Illinois Federation of State Office Educators spoke on ISBE-IFSOE contract negotiations. She thanked the ISBE negotiation team and encouraged the Board to ratify the tentative agreement.

Susan Stanton of Act Now spoke on after-school programs. She had concerns with the ISBE's budget and how after school programs are categorized as a line item. She asked for clarity in the way line items for "after-school programs" are used. She claims that most of that money goes to a healthy community grant instead of programs dedicated to after-school programs. She also said the grant requirements make it difficult for many rural schools to qualify. She also encouraged funding for community schools. She is concerned that community schools are not in ISBE's budget.

Christy Filby of the YMCA spoke on after-school programs. She echoed the comments made by Ms. Stanton regarding the state funding for after-school programs, especially as it pertains to rural districts. She encouraged the line item be clarified. She said the lack of dedicated funding for community schools hampers the efforts to expand and support the community schools' models.

Diane Beedy from the Illinois Association for Gifted Children spoke on gifted education. She said that a program to train teachers on gifted education by ISBE is sunsetting. She encouraged ISBE to provide another training. She also encouraged ISBE to hire a full-time staffer to focus on gifted education.

Suzanne Lee of the Illinois State Advisory Council for Children with Disabilities spoke on isolated time out and restraint. She said that it appears clear that educators need significantly more education in crisis management and in de-escalation. She encouraged ISBE to be a leader on this. She said there is no set of rules that can change a school climate to focus on restorative practices. She said that compliance documents should emphasize climate and culture shift. She encouraged more financial investments in schools, so they can provide the necessary supports for students.

Mark Klaisner from the Illinois Association of Regional Superintendent of Schools (IARSS) spoke on partnerships with the agency. He thanked ISBE for embracing and supporting IARSS and Regional Offices of Education (ROEs), especially with the new Regional Services Center and the Strategic Plan. He said the IARSS agenda includes funding for the Truants' Alternative and Optional Education Program and Regional Safe Schools.

Sarah Pines, a parent from Pittsfield, spoke on Head Start programs and the importance of the programs for her family.

Erika Mendez from Latino Policy Forum spoke on the budget. She encouraged an additional \$5 million for diverse educator recruitment. She said the plan laid out in the budget memo is a good start. She said there needs to be additional efforts for bilingual teacher recruitment and retention. She encouraged a \$5 million appropriation for the Future Teachers program. She said the Seal of Biliteracy is an important initiative for recruiting bilingual educators. She encouraged \$150 million for the Early Childhood Block Grant.

Jim O'Connor from Advance Illinois spoke on the budget. He applauded the budget appropriations for the teacher pipeline. He provided various data points regarding the educator shortage. He encouraged ISBE to take a long-term approach to the shortage. He thanked ISBE for Evidence-Based Funding (EBF) and early childhood recommendations.

Betty Lindquist and Diana Kon from Illinois Association of Private Special Education Centers spoke on isolated time out and restraint. They commended ISBE for new rules and policies regarding the practices. She spoke on several points on which they would like to have clarification and support from ISBE. The issues include types of door locks and supine restraint.

Marchelle Kassebaum from the Gifted Advisory Board spoke on gifted education. She thanked several senior staffers for meeting with her organization and for making advanced learners a priority. She asked the Board to hire a full-time staff member for advanced learners given the lack of a line item in the budget recommendation.

Daryl Morrison from Illinois Education Association (IEA) spoke about the Strategic Plan. He thanked ISBE for allowing IEA members to provide input on the plan. He also said IEA supports programs for teacher and principal mentoring and said that as more money is allocated, some statutory changes may be required.

Jonathan Oster from the Ounce of Prevention spoke on the budget, specifically early childhood. He encouraged an increase of \$150 million for the Early Childhood Block Grant.

RECOGNITION

The Board recognized 2020 Teacher of the Year Eric Combs.

Mr. Combs thanked the Board for the opportunity to be the 2020 Teacher of the Year and spoke to some of the goals and opportunities that he is excited to pursue with this platform.

STUDENT ADVISORY COUNCIL

Jen Saba, executive director of Regional Services, introduced members of the Student Advisory Council (SAC). The members briefly introduced themselves and gave a presentation on their key areas of focus for this year: student safety, equity, and student success. They also highlighted ways to engage their peers and communities regarding the 2020 Census.

Chair of the Board Reisberg thanked the SAC members for their efforts in working with their peers in schools and in synthesizing these insights and ideas for the Board.

Dr. Leak commended the SAC for taking ownership over the 2020 Census and encouraged the members to consider sharing the Census.gov lessons with their school districts.

Ms. Latimer thanked the SAC for its work and stated that she was looking forward to the SAC presentation in March.

Chair of the Board Reisberg reflected on some of the key insights that the SAC members had shared and recommended that the members think about how to use communication outlets to engage their school districts.

Dr. Ayala expressed pride in the SAC for representing many voices in Illinois. She stated that the agency is creating a Student Care Department to directly linking to students and families and encourage exchange with the agency.

EARLY CHILDHOOD EDUCATION

Dr. Ayala stated that Illinois is committed to becoming the best in the nation for families raising young children with the nation's best programming in early childhood and child care possible. The agency and Governor JB Pritzker made a commitment that every child will enter kindergarten having developed the cognitive and social emotional skills needed to be successful in the high-quality programs that Illinois has to offer.

Carisa Hurley, director of Early Childhood, introduced a panel of experts in the early childhood education field: Phyllis Glink, executive director of the Irving Harris Foundation; Dr. Theresa Hawley, first assistant deputy governor of Education in the Illinois Governor's Office; Linda Saterfield, interim associate director of the Office of Early Childhood at the Department of Human Services; and Lauri Morrison-Frichtl, executive director of the Illinois Head Start Association. Ms. Hurley presented information on publicly funded early childhood education programs in Illinois. Dr. Hawley spoke about the Commission for Equitable Funding for Early Childhood Education and Care, highlighting its timeline for its report.

The panel members discussed what they felt were the most important investments in early childhood for Illinois, and how programs, agencies, and communities can work together to support the development of early childhood community systems in Illinois. They also spoke to how equity can be ensured for children and identified barriers to recruitment and enrollment for parents and caregivers and possible ways to increase the early childhood education workforce.

Dr. Pacione-Zayas reported statistics pertaining to the early childhood workforce from the Early Childhood Consensus Statement from the Governor's Office. Dr. Hawley explained what Early Childhood Block Grant funds can tangibly do, the importance of the funding requests from advocates, and the impact that early childhood investments have on K-12.

Chair of the Board Reisberg thanked the panelists for their time and work with the funding commission.

AFFIRMING AND INCLUSIVE SCHOOLS TASK FORCE REPORT

Chair of the Board Reisberg introduced the Affirming and Inclusive Schools Task Force, which was convened by the Governor's Office. He introduced task force co-chair Jax Wokas, a high school student, and task force members Jennifer Gill, superintendent of Springfield Public Schools, and Keith Brown, superintendent of Illini Bluffs High School.

Chair of the Board Reisberg gave a brief history of the task force and commended the task force for its efforts. He recognized Mr. Wokas for his service on the task force and for his accomplishments serving the task force as a current student.

The panel members described their experiences in schools through their respective lenses of high school student and school superintendents and spoke to their work through the task force.

Dr. Leak appreciated the work that the committee did on the report and asked Ms. Gill how her school district approached support for LGBTQ+ students from the emotional and budget perspectives. Ms. Gill reported that professional development was instrumental in creating shared language and changing school culture.

Jeff Aranowski, executive director of Safe and Healthy Climate, presented potential next steps for the agency and the Board.

Ms. Morrison asked if there would be an agency staff member dedicated to responding to inquiries and providing supports regarding this work. Mr. Aranowski stated that at the current moment he fields those, but the agency is examining ways to create systemic support.

Dr. Pacione-Zayas appreciated the work of the task force in compiling the report. She discussed the importance of having concrete plans for implementation. She asked to what extension the task force explored the intersection between gender and racial-ethnic identity. Mr. Wokas replied that current students and recent graduates on the task force discussed this topic a fair amount, as many current students and recent graduates were young people of color. Mr. Brown remarked that the task force has various areas that they explored based on the needs of students and families, especially in re-examining best practices and family context. Ms. Gill highlighted the importance of conversations with faculty members to examine their own experiences and to set best practices with student and family context in mind.

Dr. Leak asked what the task force's next steps would be. Chair of the Board Reisberg stated that the task force was disbanded upon completion and delivery of the report to the Governor's Office. He and the Board expressed deep gratitude for the work of the task force.

CLOSED SESSION

Dr. Pacione-Zayas moved that the Board enter into closed session under the exceptions set forth in the Open Meetings Act of the State of Illinois as follows:

- A. Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(2)(c)(2)
- B. Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. 5 ILCS 120/2(c)(11)

She further moved that Board members may invite anyone they wish to be included in this closed session.

Ms. Latimer seconded the motion, and it passed with a unanimous roll call vote.

The open meeting recessed at 12:42 p.m. and the Board went into closed session at 12:48 p.m. The open meeting reconvened at 1:12 p.m.

APPROVAL OF AGREEMENT BETWEEN ISBE AND IFSOE

Dr. Lett moved that the State Board of Education approve the agreement between the Illinois State Board of Education and the Illinois federation of State Office Educators, Local 3236, IFT-AFT.

Dr. Leak seconded the motion, and it passed with a unanimous roll call vote.

CONSENT AGENDA

Dr. Ayala reviewed the items under the consent agenda.

Susie Morrison moved that the State Board of Education approve the consent agenda.

Dr. Benson seconded the motion, and it passed unanimously with a roll call vote.

The following motions were approved by action taken in the consent agenda motion:

Approval of Minutes

Plenary Session Minutes: December 18, 2019

The State Board of Education hereby approves the Dec. 18, 2019, plenary session minutes.

Rules for Initial Review

Part 375 (Student Records) (Chronic Absenteeism)

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for Part 375 (Student Records), including publication of the proposed rules in the *Illinois Register* to elicit public comment.

Part 650 (Charter Schools) (Charter Authorization and Oversight)

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for Part 650 (Charter Schools), including publication of the proposed rules in the *Illinois Register* for public comment.

Contracts and Grants Over \$1 Million

Approval of Intergovernmental Agreement with Illinois State University to Administer the National Board for Professional Preparation Support System

The State Board of Education hereby authorizes the State Superintendent to enter into an intergovernmental agreement with the National Board Resource Center at Illinois State University from July 1, 2020, to June 30, 2021, with the option of four one-year renewals to extend the agreement through June 30, 2025.

Dr. Pacione-Zayas expressed appreciation for the disaggregated data and requested that the agency identify the number of educators identifying as bilingual in the future. The agency should assess how these resources acknowledge and recognize bilingual educators.

Dr. Leak emphasized that the agency should also be intentional about recruiting teachers of color and should be sure to include districts where there are many teachers of color.

Approval of Request for Sealed Proposals for the Illinois Assessment of Readiness

The State Board of Education hereby authorizes the State Superintendent to release a Request for Sealed Proposals (RFSP) for the Grades 3-8 Illinois Assessment of Readiness Administration Contractor and to enter into a contract with the successful bidder for an initial term of five years from July 1, 2020, to June 30, 2025, with an optional three-year renewal (ending June 30, 2028) and an optional two-year renewal (ending June 30, 2030) for an amount not to exceed \$360 million.

Dr. Pacione-Zayas noted that this is a significant investment. In light of the prior incident with Pearson, she stated that bidders should disclose past instances of data breaches with student data as a part of the RFSP, as well as their security policies. In addition, the agency should require bidders to disclose their holdings as a company/organization, so that the agency may understand if their holdings go toward private prisons, detention centers, or practices harmful to the environment. She stated that the agency should take care to ensure that bidders are not investing in that which is not beneficial to children, especially in cases where the agency is granting such a large amount of funds.

Dr. Leak agreed with Dr. Pacione-Zayas and expressed that the agency must ensure that the new RSFP includes a week-long data correction window. She stated that the agency must put forth a clear expectation to ensure that educators are receiving accurate data in a timely manner.

Dr. Lett asked if this was the longest solicitation for assessment historically. Robert Wolfe reviewed a previous 10-year agreement regarding assessment and stated that this is the first 10-year contract for assessment since then.

Dr. Ayala reported that in the assessment review and in gathering feedback from the field, consistency was a high value across the board. Therefore, putting renewals in the contract aim to provide consistency in assessments while still building in flexibility.

Dr. Lett and Dr. Ayala discussed the possibility of testing companies challenging the procurement. Mr. Wolfe outlined the procurement and RFSP review processes.

Dr. Pacione-Zayas asked if there was precedent for the agency to request information on bidder holdings. She noted that Governor Pritzker has signed into a law a ban on private detention centers, and the agency should be mindful of holdings that would undermine the agency's values. Mr. Wolfe stated that he would follow up with the Board.

Approval of Cut Scores Recommendations for Redeveloped Licensure Tests

The State Board of Education hereby authorizes the State Superintendent to approve the panel recommended cut scores for the following licensure content tests: Dance, Family and Consumer Sciences, Library Information Specialist, Reading Teacher, Technology Specialist, Chief School Business Official, School Counselor, English as a New Language, World Language: Italian, and World Language: Russian.

END OF THE CONSENT AGENDA

APPROVAL OF RFP/NFO FOR THE EARLY CHILDHOOD BLOCK GRANT- PREVENTION INITIATIVE 0-3 PRESCHOOL FOR ALL 3-5, AND PRESCHOOL FOR ALL EXPANSION 3-5

Ms. Hurley explained the Notice of Funding Opportunities (NOFO)/Request for Proposals (RFP) evaluation process in response to Dr. Pacione-Zayas' question about the reflection of stakeholder recommendations regarding prenatal to 3 services.

Ms. Robbins made a motion that the State Board of Education hereby authorizes the State Superintendent to release and award the fiscal year 2021 NOFO/RFP for Prevention Initiative 0-3, Preschool for All 3-5, and Preschool for All 3-5 Expansion. Funding for the NOFO/RFP is subject to appropriation by the Illinois General Assembly.

Ms. Quinlan seconded the motion and it passed with eight votes in favor. Dr. Leak abstained from this vote.

DISCUSSION ITEMS

Strategic Plan

Dr. Ayala gave an update on the development of the agency Strategic Plan. She focused on the draft strategies for the proposed priority areas.

Dr. Leak asked whether there was intent to create an aligned pre-K assessment. Dr. Ayala replied that the agency is looking at ways to link pre-K evaluations to K-12 data, but the agency is researching how to proceed.

Ms. Robbins asked whether there were plans for the assessments in languages other than English and Spanish. Dr. Ayala replied that the agency will start by providing accommodations for low-incident languages as it evaluates what the next biggest language is. She also reviewed strategies and support used in the field to assess language arts abilities for students of low-incident languages.

Dr. Pacione-Zayas reviewed the research demonstrating the importance of birth-5 education and suggested adding a strategy demonstrating agency commitment to early childhood because of its fundamental nature. Dr. Ayala stated that the Early Childhood Department is working to naturally integrate birth-5 services into each of the Strategic Plan goals.

Chair of the Board Reisberg pointed out that the agency should consider rewording the priority areas of student assessment and systems of support, as well as the strategy of resource allocation, to communicate agency intentions clearly and differentiate from agency departments.

Dr. Leak described her experiences in responding to data requirements and reporting with ISBE and the need to align the requirements and systems to lift burden from school districts.

Dr. Pacione-Zayas stated that parents should be included in stakeholder committees to give input into safe and healthy school issues. Dr. Ayala stated that the agency will include them as stakeholders.

Dr. Ayala gave an update on the first regional stakeholder meeting in Belleville and reviewed the timeline for conducting the remaining stakeholder meetings and drafting a plan.

The Board discussed ways to include more perspectives, including paying special attention to eastern and western Illinois during regional stakeholder meetings, preparing Spanish-language sessions, leveraging the March Board meeting in Macomb to gather feedback, and holding student stakeholder meetings.

Dr. Ayala and Chair of the Board Reisberg commended Ms. Snopek and her team for their work on the Strategic Plan thus far.

Perkins V

Dr. Jen Kirmes, executive director of Teaching and Learning, and Whitney Thompson, senior director of Career and Technical Education at the Illinois Community College Board (ICCB), gave an update on the second draft of the Perkins V Plan.

Dr. Kirmes clarified the usage of two grants intended for educator preparation pathways exploration and for the closure of equity gaps using innovative strategies.

Dr. Pacione-Zayas confirmed that the educator pathways initiative had strategies for early childhood embedded in it. Dr. Kirmes stated that there is a provision in the RFP in regard to giving high school students experience in a variety of education spaces, including in early childhood spaces, with community partners. and with elementary schools. Dr. Kirmes noted the funding provision for collaboration with the Illinois Department of Juvenile Justice. Ms. Thompson stated that funding will continue to be given to the Department of Corrections to offer educational programming with ICCB.

Dr. Kirmes laid out the timeline for planning and implementation of the RFP.

Dr. Kirmes stated that the agency is working on an RFSP for the re-evaluation of Education for Employment boundaries, and that the process is being initiated this year.

Ms. Thompson highlighted that local recipients of Perkins funds must engage with local stakeholders to encourage partnership with community-based organizations. There is also an expansion of integrated education and training models.

Dr. Lett asked how the agency can reward unique partnerships and planning that the agency encourages. Ms. Thompson stated that funding for reserve and leadership is meant to address issues but is not necessarily meant to reward these partnerships. Dr. Kirmes stated that the agency will think about how to build in incentives.

Legislative Update

Amanda Elliott, executive director of Legislative Affairs, provided a legislative update to the Board and explained the process of determining the agency's position on bills that are expected in the coming session.

Ms. Elliott also reported that a goal for the new year was to increase legislative engagement with agency staff and Board members. She gave details on events that the Legislative Affairs team was planning with members of the General Assembly.

Chair of the Board Reisberg stated that he planned to be in attendance to some of these events and thought it was a great opportunity for formal engagement with Dr. Ayala and legislators regarding the strategic plan.

Ms. Elliott gave an update on the restraint and seclusion rules. She highlighted that Senators Richard Durbin, Tammy Duckworth, and 10 members of Congress sent a letter to U.S. Secretary of Education Betsy DeVos. This letter addressed the ProPublica article and praised the agency's swift action. It expressed concern that Illinois is only the fifth state to ban restraint and seclusion. The letter further urges DeVos to act on behalf of children nationwide.

APPROVAL OF FISCAL YEAR 2021 BUDGET RECOMMENDATION ON BEHALF OF BIRTH-K THROUGH 12TH GRADE EDUCATIONAL SERVICE PROVIDERS

Ms. Quinlan reviewed the process of crafting the budget recommendation. She recognized the 288 individuals who submitted testimony online and in person. Agency staff also provided recommendations, which were reviewed and discussed by the Finance and Audit Committee. She recognized Mr. Wolfe and Scott Harry, director of budget, and their team for the efforts behind the budget recommendation process.

Mr. Wolfe, financial officer, provided an update on the FY 2021 Budget Recommendation. He reviewed the agency's approach to crafting the budget recommendation and highlighted the changes to the Superintendent's budget recommendation.

Mr. Wolfe detailed the differences between the Golden Apple Scholars program and the Golden Apple Accelerators program.

Mr. Wolfe explained the Governor's request for state agencies to reduce their budget, and how the agency displayed a reduction in the maintenance budget. The agency will have conversations with the Governor's Office once the Board forms a recommendation.

Ms. Morrison requested a one-pager explaining the educator pipeline line items and their target audiences. She stated that she did not see much evidence that there are paraprofessional pathways into teaching. She asked how the agency is measuring effectiveness and impact of these investments in order to re-evaluate future investments. She also requested that the agency examine rules regarding use of these coaching and mentoring funds. In addition, she asked the agency to

consider how funds can better support educator salary and working conditions because research shows those are two big factors that make people leave the professions.

Dr. Pacione-Zayas concurred with Ms. Morrison. She also stated that early childhood panel was compelling, and that there is data demonstrating that the workforce issue is exaggerated with respect to early childhood educators. Chicago is an example of what the state is experiencing. She asked if there were specific provisions for the expansion of universal pre-K in the educator effectiveness investments considering the heightened turnover rate in early childhood. She concurred that there needs to be greater detail provided on how specific areas are being targeted with the budget.

Dr. Leak highlighted the budget issue with respect to After-School Programs that was mentioned during public participation. She asked how the funds are being used because the usage is not detailed in the budget recommendation.

Ms. Quinlan reported on discussions that the Finance and Audit Committee had about moving away from allocating funds in the form of competitive grants. She highlighted that the community partnerships for student health and well-being pilot line item would still be allocated by use of competitive grants. She requested that ROEs and Intermediate Service Centers be considered eligible applicants or that the applications be open to Local Education Agencies.

Dr. Pacione-Zayas noted that the Teach for America line item remained unchanged since it was discussed at the last Board meeting. She suggested that its emphasis as a leadership development organization rather than a teacher training organization may add to the high turnover of educators in Illinois. She also highlighted that the Golden Apple line item allocates funds to scholars working in an area of need. She emphasized that this area of need is only in a school-based setting and that there is no flexibility for scholars wishing to serve in community-based organizations, many of which provide early childhood services.

Mr. Harry detailed the appropriations for the Golden Apple Scholars program and the Golden Apple Accelerators program. Dr. Ayala explained that the appropriation amounts were recommended, and that the agency has yet to determine the exact breakdown between the two programs. She said that Golden Apple will work with the agency to determine the breakdown.

Mr. Wolfe stated that there would new agency staff acquired to work within the administration of the Golden Apple program.

Mr. Wolfe described ROE programs and alternative school programs, detailing the funding allocations that will occur due to the increases given to EBF. He confirmed that this is additional money being given to these programs.

Chair of the Board Reisberg summarized the conversations and suggested that a Golden Apple representative present to the Board at the next meeting to speak about its plans.

Ms. Morrison emphasized that the agency needs to be measuring the effectiveness of each investment made in order to inform future decisions.

Chair of the Board Reisberg discussed the process after the Board approves the budget recommendation and the areas where the Board can find flexibility.

Ms. Latimer expressed gratitude for the increase in EBF.

Dr. Ayala stated that the budget recommendation, though not perfect, represents a lot of stakeholder feedback, historical data, and an alignment to the Strategic Plan. Her recommendation was to approve the budget moving forward.

Ms. Robbins noted that there could be adjustments because the Governor's budget allocation is still pending. She thanked the Board and agency for their work on the budget recommendation.

Dr. Leak stated that she was supportive of moving the budget forward. She also stated that her school district will be allocated non-competitive state funds in the same manner as all other school districts in the State of Illinois. Thus, there is no conflict of interest posed.

Dr. Pacione-Zayas stated that the Erikson Institute used to be an Early Childhood Block Grant recipient, but this is no longer in effect. Thus, there should be no conflict of interest.

Ms. Quinlan moved that the Illinois State Board of Education hereby recommends a FY 2021 General Funds appropriation of \$9,643,466,900 and a FY 2020 General Revenue Fund supplemental request of \$11.2 million for Special Education Orphanage and a \$1.1 million General Revenue Fund supplemental request for an operations line, the Student Care Department, to address issues relating to protecting students and education staff from harm, namely, improper restraint and seclusion. She further moved that the Illinois State Board of Education hereby authorizes the State Superintendent to make changes to the "Other State Funds" and "Federal Funds" recommendations outlined in Exhibit A, or for new funding opportunities, as appropriate until the budget has been enacted.

Ms. Morrison seconded the motion, and it passed with a unanimous roll call vote.

UPCOMING BOARD ACTIONS

Part 51 (Dismissal of Tenured Teachers under Article 24 and Dismissal of Tenured Teachers and Principals under Article 34 of the School Code) (Approved Training Application)

There were no questions from the Board on this agenda item.

Part 255 (Registered Apprentice Program) (Apprentice Program new)

There were no questions from the Board on this agenda item.

Approval of 21st Century Community Learning Centers Grant Request for Proposals

There were no questions from the Board on this agenda item.

Approval of Illinois Science Assessment Grade 11 Waiver

There were no questions from the Board on this agenda item.

Approval of the Spring Waiver Report

There were no questions from the Board on this agenda item.

ANNOUNCEMENTS AND REPORTS

Superintendent/Senior Staff Announcements

Nothing at this time.

Chair of the Board's Report

Nothing at this time.

Member Reports

Dr. Pacione-Zayas reported that she invited to speak to California legislators about early childhood education in Illinois.

INFORMATION ITEMS

ISBE Fiscal & Administrative Monthly Reports
Freedom of Information Act Monthly Report

MOTION FOR ADJOURNMENT

Dr. Benson moved that the meeting be adjourned.

Ms. Morrison seconded the motion, and it passed with a unanimous voice vote. The meeting adjourned at 3:29 p.m.




Respectfully Submitted,

Dr. Cristina Pacione-Zayas
Board Secretary

Darren Reisberg
Chair of the Board

ILLINOIS STATE BOARD OF EDUCATION MEETING
February 18, 2020

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Dr. Ernesto Matias, Education Officer 
Irma Snopek, Policy and Communications Officer 

Agenda Topic: Part 51 (Dismissal of Tenured Teachers under Article 24 and Dismissal of Tenured Teachers and Principals under Article 34 of the School Code)
Approved Training Application

Expected Outcome: Approval to file Part 51 (Dismissal of Tenured Teachers under Article 24 and Dismissal of Tenured Teachers and Principals under Article 34 of the School Code) proposed rules in the *Illinois Register* to elicit public comment

Materials: Appendix A: Part 51 (Dismissal of Tenured Teachers under Article 24 and Dismissal of Tenured Teachers and Principals under Article 34 of the School Code) Proposed Rules

Staff Contact(s): Jason Helfer, Ph.D., Deputy Officer, Instructional Education
Emily Fox, Director, Educator Effectiveness
Amanda Elliott, Executive Director, Legislative Affairs
Azita Kakvand, Agency Rules Coordinator, Legislative Affairs

Purpose of Agenda Item

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

Background Information/History

Section 24-16.5 of the School Code provides for the dismissal of teachers by a school board under an optional alternative evaluative dismissal (OAED) process. The OAED process may be used when a tenured teacher has failed to complete a remediation plan with a performance evaluation rating of "proficient" or higher and the teacher received the "unsatisfactory" rating that necessitated the remediation plan through a performance evaluation that incorporated data and indicators of student growth, as authorized under Article 24A of the School Code. Section 24-16.5(f) further provides that a school board, within 45 days after receipt of a hearing officer's findings of fact and recommendation, shall decide, through adoption of a written order, whether the teacher must be dismissed from its employ or retained and requires that only board members who have completed training mandated by the Performance Evaluation Reform Act (PERA) may participate in the vote with respect to the decision.

Part 51 provides for the application and approval requirements for providers of PERA training. Currently, the rules require an entity to submit an application with the State Board of Education any time between March 1 and May 1 of each even-numbered year, which application shall be valid for two calendar years. The proposed rules allow for a continuous application submission to ensure sufficient approval of providers in the field.

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

Policy Implications: Please see "Background Information/History" above.

Budget Implications: None.

Legislative Action: None.

Communications: Upon approval, rule changes will be communicated with stakeholders and published in the *Illinois Register* and on the ISBE website.

Pros and Cons of Various Actions

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

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

Board Member(s) Who Will Abstain: Unknown.

Superintendent's Recommendation

I recommend that the following motion be adopted:

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

Part 51 (Dismissal of Tenured Teachers under Article 24 and Dismissal of Tenured Teachers and Principals under Article 34 of the School Code)

Including publication of the proposed rules in the *Illinois Register* to elicit public comment.

Next Steps

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

Date of Board Action: Feb. 18, 2020

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER b: PERSONNEL

PART 51

DISMISSAL OF TENURED TEACHERS UNDER ARTICLE 24 AND
DISMISSAL OF TENURED TEACHERS AND PRINCIPALS
UNDER ARTICLE 34 OF THE SCHOOL CODE

SUBPART A: GENERAL PROVISIONS

Section

51.10

Definitions

SUBPART B: STANDARD DISMISSAL PROCEDURES
UNDER ARTICLES 24 AND 34 OF THE SCHOOL CODE

51.20

Applicability of this Subpart B

51.30

Notice of Charges to Tenured Teachers

51.35

Suspension without Pay

51.40

Qualifications and Selection of Hearing Officers; Conditions of Service

51.50

Suspension Pending the Hearing (Repealed)

51.55

Pre-Hearing Procedures

51.60

The Hearing

51.70

The Decision: School Districts Not Organized under Article 34 of the School
Code

51.75

The Decision: School Districts Organized under Article 34 of the School Code

51.80

Waiver, Interpretation and Application of this Part (Repealed)

SUBPART C: OPTIONAL ALTERNATIVE EVALUATIVE DISMISSAL
UNDER SECTION 24-16.5 OF THE SCHOOL CODE

Section

51.200

Purpose and Applicability of this Subpart C

51.210

Establishment of the List of Second Evaluators; Qualifications

51.220

Selection of Second Evaluators

51.230

Use of a Second Evaluator in Specific Remediations

51.235

Approval of Providers of PERA Training

51.240

Hearing Procedures

51.250

Notice of Dismissal to the Affected Tenured Teacher

51.260

Qualifications and Selection of Hearing Officers

51.270

Scope of the Hearing

51.280 Findings of Fact and Recommendation of the Hearing Officer
51.290 Decision of Board

AUTHORITY: Implementing and authorized by Sections 24-12 and 34-85 of the School Code [105 ILCS 5/24-12 and 34-85].

SOURCE: Rules Prescribed by the State Board of Education Governing the Procedure for the Dismissal of Tenured Teachers in Illinois, adopted February 19, 1976; codified at 8 Ill. Reg. 13739; emergency amendment at 9 Ill. Reg. 13116, effective August 9, 1985, for a maximum of 150 days; amended at 10 Ill. Reg. 5807, effective April 2, 1986; emergency amendment at 10 Ill. Reg. 19572, effective October 30, 1986, for a maximum of 150 days; amended at 11 Ill. Reg. 5950, effective March 23, 1987; amended at 29 Ill. Reg. 10108, effective June 30, 2005; amended at 32 Ill. Reg. 4824, effective March 21, 2008; amended at 36 Ill. Reg. 12829, effective July 25, 2012; amended at 38 Ill. Reg. 21906, effective November 3, 2014; amended at 44 Ill. Reg. _____, effective _____.

SUBPART A: GENERAL PROVISIONS

Section 51.10 Definitions

As used in this Part:

"Board" means the local school board and not the State Board of Education.

"Day" means calendar day unless otherwise specified in this Part, and the time within which any action required under this Part must occur shall be determined in accordance with the provisions of Section 1.11 of the Statute on Statutes [5 ILCS 70/1.11].

"General Superintendent" means the chief executive officer of City of Chicago School District 299. (See 105 ILCS 5/34-6.)

"Parties" means the tenured teacher against whom charges are brought and the school board bringing the charges.

"PERA" means the Performance Evaluation Reform Act of 2010 (P.A. 96-861, effective January 15, 2010).

"School Code" or "Code" means 105 ILCS 5.

"State Board" means the Illinois State Board of Education.

"Tenured Teacher" means any teacher who has entered upon contractual

continued service pursuant to Section 24-11 of the School Code [105 ILCS 5/24-11] and, in school districts organized under Article 34 of the School Code [105 ILCS 5/Art. 34], a teacher or principal (see Sections 34-84 and 34-85 of the School Code [105 ILCS 5/34-84 and 34-85]).

(Source: Amended at 44 Ill. Reg. _____, effective _____)

SUBPART C: OPTIONAL ALTERNATIVE EVALUATIVE DISMISSAL
UNDER SECTION 24-16.5 OF THE SCHOOL CODE

Section 51.235 Approval of Providers of PERA Training

In accordance with Section 24-16.5(f) of the School Code, only members of the Board who have successfully completed a training program regarding performance evaluations administered or approved by the State Board shall consider the findings of fact and recommendation and make a determination as to whether the affected tenured teacher should be retained or dismissed using procedures set forth in this Subpart C.

- a) Training organizations, institutions, regional offices of education, firms, professional associations, universities and colleges, or individuals may apply to the State Board of Education for approval to conduct PERA training.
- b) Each entity wishing to receive approval to offer PERA training shall submit an application on a form supplied by the State Board of Education. ~~An entity shall submit the application to the State Board of Education any time between March 1 and May 1 of each even-numbered year. Any application received after May 1 shall not be considered for that approval cycle.~~ The application shall include, but is not limited to:
 - 1) evidence that the entity is knowledgeable about PERA and the optional alternative evaluation process;
 - 2) a description of the training to be provided, to address how the training activities will present participants with:
 - A) a basic foundation of PERA;
 - B) information specific to the components of a performance evaluation plan required under Article 24A of the School Code [105 ILCS 5/Art. 24A]; and
 - C) information about the processes and procedures (i.e., professional development plans, remediation plans, dismissal procedures) to

take place in the event of a "needs improvement" or "unsatisfactory" performance evaluation rating, as defined in 23 Ill. Adm. Code 50.30 (Evaluation of Educator Licensed Employees under Articles 24A and 34 of the School Code);

- 3) the qualifications and experience of the entity and of each presenter to be assigned to provide the PERA training, which shall include evidence of a presenter's specific skills and knowledge in this area; and
 - 4) assurances that the requirements of subsection (c) of this Section will be met.
- c) Each entity approved to provide training under this Section shall:
- 1) verify attendance at its training activities, provide to participants a written confirmation of their completion of the training, and require participants to complete an evaluation of the training; and
 - 2) maintain attendance and evaluation records for a period of not less than five years for each event or activity it conducts or sponsors.
- d) Applicants may be asked to clarify particular aspects of their materials.
- e) The State Superintendent of Education shall respond to each application for approval no later than 30 days after receiving it.
- f) An entity shall be approved to offer PERA training if the entity's application presents evidence that the training that it conducts will be developed and presented by persons knowledgeable about PERA.
- g) The State Board of Education will post on its website at www.isbe.net the list of all approved providers.
- h) Approval as a provider shall be valid for two full fiscal calendar years and expires on July 1 immediately following the second full fiscal year after the approval was issued (i.e., January 1 through December 31). To request renewal of approval, a provider shall submit a renewal application on a form supplied by the State Board of Education, ~~within the timeframe specified in subsection (b) of this Section, and~~ containing:
- 1) a description of any significant changes in the material submitted as part of its approved application or a certification that no such changes have occurred; and

- 2) assurances that the PERA trainings will be provided in a manner consistent with the content of the approved application and any changes proposed for the renewal period.
- i) A provider's approval shall be renewed if the application conforms to the requirements of subsection (h), provided that the State Superintendent has received no evidence of noncompliance with the requirements of this Section.
- j) The State Board of Education may evaluate an approved provider at any time to ensure compliance with the requirements of this Section. Upon request by the State Board, a provider shall supply information regarding its schedule of training, which the State Board may, at its discretion, monitor at any time. ~~If in the event~~ If an evaluation indicates that the requirements have not been met, the State Board of Education may withdraw approval of the provider.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
February 18, 2020

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education
Dr. Ernesto Matias, Education Officer
Irma Snopek, Policy and Communications Officer

Agenda Topic: Part 255 (Registered Apprenticeship Program) *Apprentice Program new*

Expected Outcome: Approval to file Part 255 (Registered Apprenticeship Program) proposed rules in the *Illinois Register* to elicit public comment

Materials: Appendix A: 255 (Registered Apprenticeship Program) Proposed Rules

Staff Contact(s): Jason Helfer, Ph. D., Deputy Officer, Instructional Education
Jennifer Kirmes, Executive Director, Teaching and Learning
Amanda Elliott, Executive Director, Legislative Affairs
Azita Kakvand, Agency Rules Coordinator, Legislative Affairs

Purpose of Agenda Item

The CTE and Innovation Department requests the Board to authorize the State Superintendent to adopt a motion authorizing solicitation of public comment on the proposed amendments.

Background Information/History

Part 255 (Registered Apprenticeship Program) is being created to align with the enactment of Public Act 100-0992, effective Aug. 20, 2018. PA 100-0992 requires the State Board of Education to adopt rules to allow students of any high school in this State who are 16 years of age or older to participate in registered apprenticeship programs. The PA requires the rules to include a waiver of all non-academic requirements mandated for graduation from a high school under the School Code that would otherwise prohibit or prevent a student from participating in the program.

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

Policy Implications: Please see "Background Information/History" above.

Budget Implications: None.

Legislative Action: Bill sponsors will be notified of pending rulemaking.

Communications: Upon approval, rule changes will be communicated with stakeholders and published in the *Illinois Register* and on the ISBE website.

Pros and Cons of Various Actions

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

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

Board Member(s) Who Will Abstain: Unknown.

Superintendent's Recommendation

I recommend that the following motion be adopted:

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

Part 255 (Registered Apprenticeship Program)

Including publication of the proposed rules in the *Illinois Register* to elicit public comment.

Next Steps

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

Date of Board Action: Feb. 18, 2020

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER g: SPECIAL COURSES OF STUDY

PART 255 REGISTERED APPRENTICESHIP PROGRAM

Section

255.100 Definitions

255.200 Registered Apprenticeship Program

AUTHORITY: Implementing Section 2-3.175 of the School Code

Source: Adopted at 44 Ill. Reg. _____, effective _____.

Section 255.100 Definitions

"Registered apprenticeship program" means an industry-based occupational training program of study with standards reviewed and approved by the United States Department of Labor that meets each of the following characteristics:

- 1) Apprentices in the program are at all times employed by a company participating in the program.
- 2) The program features a structured combination of on-the-job learning supported by related technical classroom instruction, delivered either by a high school or a public community college.
- 3) Apprentices in the program are paid a training wage of not less than the State minimum wage, which escalates throughout the life of the apprenticeship, and employment is continued with the company following conclusion of the apprenticeship for a period of not less than 2 years.
- 4) Apprentices in the program earn an industry-related occupational skills certificate and a high school diploma.
- 5) Apprentices in the program may earn postsecondary credit toward a certificate or degree, as applicable.

"Registered apprenticeship program" does not include an apprenticeship program related to construction, as defined under the Employee Classification Act.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

“School Code” or “Code” means 105 ILCS 5.

“State Board” means the State Board of Education.

Section 255.200 Registered Apprenticeship Program

- a) Each school district that maintains any of grades 9 through 12 may adopt a policy to allow a student of any high school who is 16 years of age or older to participate in a registered apprenticeship program.
- b) A school district that adopts a policy under this Section must include all of the following in the policy:
 - 1) Allowing a student enrolled in a registered apprenticeship program to satisfy one or more high school course or academic graduation requirements by:
 - A) successfully completing the program; or
 - B) by substituting for and successfully completing in place of a high school course or academic graduation requirement, a related career and technical education course which contains at least 50% of the content of the required course or academic graduation requirement for which it is substituted.
 - 2) A definition of an apprenticeship program that meets the criteria outlined in Section 255.100.
 - 3) Opportunities for students enrolled in a registered apprenticeship program to earn postsecondary credit toward a certificate or degree, as applicable.
 - 4) Language confirming that no career and technical education course may be substituted for a required course or academic graduation requirement under any policy adopted by a school board under this Section unless the student's parent or guardian approves the substitution in writing on a form that the school district makes available on its website.
 - 5) *A waiver of all non-academic requirements mandated for graduation from high school under the School Code that would otherwise prohibit or*

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

prevent a student from participating in the registered apprenticeship program (Section 2-3.175 of the Code).

- c) A school district that adopts a policy under this Section must do all of the following:
 - 1) Post the policy on its website visible for students, parents, and members of the business and industry community to locate.
 - 2) Notify students and parents of the opportunities for registered apprenticeships. At a minimum, a school district must provide this notification through the school district's website and the school handbook. This notification must include all of the following:
 - A) a statement that a student may participate in the school district's apprenticeship program; and
 - B) a statement that a student may find an apprenticeship program with a business or organization, if a registered apprenticeship program is not offered in the school district.
- d) A school district must identify and submit to the State Board through the Student Information System under Section 1.75 data on those students who are participating in a registered apprenticeship program.
- e) A school district must identify and attempt to eliminate any barriers to student participation in a registered apprenticeship.
- f) If a school district awards endorsements under the Postsecondary and Workforce Readiness Act, the registered apprenticeship program must be included in the Career Pathway Endorsement.

ILLINOIS STATE BOARD OF EDUCATION MEETING
February 18, 2020

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Irma Snopek, Policy and Communications Officer 
Dr. Ernesto Matias, Education Officer 

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

Expected Outcome: Approval to submit Part 1 (Public Schools Evaluation, Recognition and Supervision) rules to JCAR for second notice

Materials: Appendix A: Part 1 (Public Schools Evaluation, Recognition and Supervision) Proposed Rules
Appendix B: Public Comment Summary and Analysis

Staff Contact(s): Barbara Moore, Director, Special Education
Amanda Elliott, Executive Director, Legislative Affairs
Azita Kakvand, Agency Rules Coordinator, Legislative Affairs

Purpose of Agenda Item

The Special Education Department requests the Board to authorize the State Superintendent to submit the proposed rulemaking to the Joint Committee on Administrative Rules (JCAR) for second notice.

Background Information/History

The State Board of Education was appalled and deeply saddened by the horrifying instances of isolated time out, time out, and physical restraint revealed in the ProPublica and Chicago Tribune investigations last fall. Based on these reports, ISBE took immediate action on Nov. 20, 2019, to institute emergency rules to provide greater restrictions on the use time out and restraint to ensure the safety of students in Illinois schools. The agency proposed permanent rules on Dec. 9, 2019, that ban the use of restrictive measures that are not necessary to safely de-escalate crisis situations, including prone physical restraint and, except for very limited circumstances, the placement of students in isolated time out. The rules clarify the narrow and strict parameters under which restraint and time out are allowed to protect the safety of students and staff under threat of imminent physical danger. The rules also institute stronger requirements for staff training and greater oversight, accountability, and transparency for these practices going forward, including increased documentation and parental notification.

The 45-day public comment period for these rules ended on Feb. 3, 2020. The agency received 310 letters of public comment.

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

Policy Implications: None.

Budget Implications: None.

Legislative Action: Bill sponsors will be notified of pending rulemaking.

Communications: Rule changes will be communicated with stakeholders and published in the *Illinois Register* and on the ISBE website.

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 conflict with certain provisions of the IAPA, which requires that the policies of state agencies be set forth in administrative rules.

Board Member(s) Who Will Abstain: None.

Superintendent's Recommendation:

I recommend that the following motion be adopted

The State Board of Education hereby authorizes the State Superintendent to submit the proposed rulemaking for Part 1 (Public Schools Evaluation, Recognition and Supervision) Proposed Rules to JCAR for second notice.

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

Next Steps

Upon Board authorization, agency staff will submit the proposed rulemaking to the Joint Committee on Administrative Rules for a second notice hearing and, upon issuance of a Certification of No Objection, will submit the proposed rulemaking to the Administrative Code Division for publication in the *Illinois Register*.

Date of Board Action: Feb. 18, 2020

Summary and Analysis of Public Comments

The agency received 310 letters of public comment. A summary and analysis of the comments, delineated by subject matter, are below.

PHYSICAL RESTRAINT

Comment:

83 commenters suggest allowing prone physical restraint with the same exceptions as supine physical restraint under subsection (d)(7). The commenters note that a ban on both prone physical restraint and supine physical restraint would have severe consequences that include increased intervention by police, increased injury to students and staff, and increased disruptions to the educational environment. Some commenters suggest additional criteria for the use of prone physical restraint. One commenter, Giant Steps, submitted language that may be used to allow for the use of both prone physical restraint and supine physical restraint.

Comments were received from the following individuals and organizations:

Kristena Adamo
Ashley Arsenault
Kelsey Arsenault
Jennifer Bell
Sherry Bochenek
Claire Boyd
Cheryl Bransford
Diana Calvillo
Ashley Casey
Amanda Clay
Lucy D'Avanzo
Alice Dean
Don Dean
LynnZee Debnar
Sarah Dillon
Sarah Donnelly
Juan Jose Sanchez Escobar
Ramon Esparza
Catherine Fitzgerald
Catherine Fitzgerald
Michelle Fitzgerald
Charles and Margaret Galey
Alfonso Galvez
Coco Galvez
Emilia Galvez
Gabriela Galvez
Marisela Galvez
Martha Galvez
Giant Steps, submitted by Sylvia Smith
Christine Gillespie
Maribel Gonzalez
Javier Guijosa
Kevin Guijosa
Michelle Guijosa
Jimmy Gunnell

Summary and Analysis of Public Comments

James W. Gunnell
Elizabeth Jain
Becky Kaufman
Kearsti-Rae Knowles
Becky Joy Kristula
Tina Kubes
Joy Lazzara
Katelyn Leid
Abby Lynch
Katherine Manetas
Gretchen Mann
Jason Mann
Candace Meneou
Suzanne Mitchell
Kristina Neville
Tara Oetting
Hiral Patel
Lily Paterno
Brooke Pawlak
Guy Pearson
Abigail Picinich
Alec Picinich
Leslie Picinich
Leslie Picinich
Amy Prchal
Sarah Puhr
Ashik Rahman
Holly Reinagel
Mary Reinagel
Sue Rossetti
Giselle Sandi-Tapia
Ragan Shaffer
Robyn Shareef
Jennifer Slawski
Kaitlin Smith
John Smits
Southwest Cook County Association for Special Education, submitted by Dr. Gineen O'Neil and Dr. Jeff Stawick
Angelina Strum
Mandie Taylor
Unidentified commenter
Tricia Urbanowski
Cletus Van Damme
John Whittington
Laura Whittington
Liz Woodin
Shannon Woolley
Anne Zircher

Analysis:

Summary and Analysis of Public Comments

ISBE believes it is best practice to prohibit prone physical restraint completely and to only narrowly allow supine physical restraint.

Recommendation:

No changes will be made in response to this comment.

Comment:

17 commenters expressed concerns over using a supine hold over a prone restraint. The commenters noted that the number of staff members required to use a supine restraint is almost double that of using a prone restraint. The commenters also noted two safety concerns with utilizing a supine restraint. First, the position requires the student to face the staff member utilizing the restraint, which has various safety issues. Second, the supine restraint increases the chances of aspiration because the students are laying down.

Comments were received from the following individuals and organizations:

Dirk Aardsma
Kristin Aardsma
Mr. Jon Baricovich
Mary Blake
Amanda Deaton
Esperanza School & Esperanza Learning Center, submitted by Anne Hellmer
Holly Forsyth
Rebecca Hernandez
M. Janociak
Kathy Johnson
Margaret Joyce
Jamie Mahalik
Marklund Day School, submitted by Paula Bodzioch
Mary Meehan
Christine M. Smith
Dr. Troy J. Whalen
Nancy Wojcik

Analysis:

ISBE feels it's best practice to prohibit prone physical restraint and narrowly allow supine physical restraint.

Recommendation:

No changes will be made in response to this comment.

Comment:

38 commenters suggest allowing the use of prone and supine physical restraint if the criteria in Section 1.285(b)(1)-(7) of the Part 1 emergency amendment to the emergency rules (effective Dec. 4, 2019) is met.

Comments were received by the following individuals and organizations:

Jennifer Atterberry
Karin Behrendt

Summary and Analysis of Public Comments

Anna Belcia
Madeline Bennett
Cassie Bieberstein
Charity Bothwell
Brianna Brodeur
Kelly Brodeur
Lawrence Brodeur
Joanna Champagne
Giuseppe Fiduccia
Joanne Hall
Amanda Hlavaty
Lauren Humphries
Jourdan Hunt
David Hurlbert
Heather Johnson
Liz Karnik
Katie Keller
Angela Kopulos
Barbara Lechowicz
Marklund Day School, submitted by Paula Bodzioch
Anna Mersereau
Maja Mijatovic
Sarah Milligan
Brittany Nguyen
Emily Olberding
Lisa M. Oros
Amy and Paul Padavana
Christina Pallack
Jessica Redmund
Lara Rufenacht
Adam Schulz
Diane Stoner
Gabrielle Ulanski
Edel Vaca
Nancy Vincej
Terrence Wilkinson

Analysis:

ISBE feels it's best practice to prohibit prone physical restraint and only narrowly allow supine physical restraint.

Recommendation:

No changes will be made in response to this comment.

Comment:

11 commenters suggest allowing the use of prone restraint because it may be the only safe way to contain the extreme physicality of certain children's emotions so that they do not hurt themselves or those around them. The commenters note that a prone restraint, when done properly by trained staff, is safe and supportive of someone who has lost control.

Summary and Analysis of Public Comments

Comments were received from the following individuals:

Stacie Daley

Vicki Daviau

Stella DeGenova

Kathleen Gleeson

Jessica Lambert

Proficio Consulting Group

Christine Putlak

Tamara Simpson

Turning Pointe Autism Foundation, submitted by Bernadette Bassett

Brian Weems

Kelsey Wladyka

Analysis:

ISBE maintains that a ban on prone physical restraint is best practice.

Recommendation:

No changes will be made in response to this comment.

Comment:

The Illinois Association of Private Special Education Centers, submitted by Sally Sover, suggests allowing prone physical restraint and other physical restraints in very limited circumstances, including when the student's medical or psychological limitations contraindicate the use of other restraint options and the situation is deemed an emergency. The commenter provides language that may be used to achieve this suggestion.

Analysis:

ISBE feels it's best practice to prohibit prone physical restraint and narrowly allow supine physical restraint.

Recommendation:

No changes will be made in response to this comment.

Comment:

11 commenters suggest ISBE to prohibit supine physical restraint completely and not make the restraint subject to the exceptions under Section 1.285(d)(7). Some commenters note that there are other permissible forms of physical restraint outside of prone or supine and that the exceptions under subsection (d)(7) should apply to those other types of physical restraint.

Comments were received from the following individuals and organizations:

Access Living, submitted by Chris Yun

Arc of Illinois, submitted by Meg Cooch

Dawn Albanese

Chicago Lawyers' Committee for Civil Rights, submitted by Amy Meek

Equip for Equality, submitted by Cheryl R. Jansen

Illinois Council on Developmental Disabilities, submitted by Kimberly Mercer-Schleider

Michael Heinrich

Summary and Analysis of Public Comments

Mary Fahey Hughes

Laurel Kaish

Legal Council for Health Justice, submitted by Barb Cohen

National Council on Independent Living, submitted by Kelly Buckland

Analysis:

ISBE believes it's best practice to narrowly allow supine physical restraint.

Recommendation:

No changes will be made in response to this comment.

Comment:

One commenter, Kristal LeRette, suggests that the rules allow for time out or physical restraint if a student presents a danger of emotional harm to the student or others.

Analysis:

ISBE believes that the determination of emotional harm is too subjective and does not pose an imminent danger of physical harm to others.

Recommendation:

No changes will be made in response to this comment.

Comment:

Two commenters, Arc of Illinois, submitted by Meg Cooch, and the National Council on Independent Living, submitted by Kelly Buckland, are concerned with the exception to ending a physical restraint if the student is observed to be in severe distress under subsection (d)(2)(C) ["if ending the restraint would cause serious physical harm"]. The commenters request ISBE to elaborate on the exception and define "severe distress" and "serious physical harm".

Analysis:

Because of a response to another comment, this subsection no longer exists.

Recommendation:

No changes will be made in response to this comment.

Comment:

One commenter, Gerardo Moreno, submitted the Illinois Council for Children with Behavioral Disorders' recommendations regarding physical restraint procedures in schools. These recommendations include all of the following:

- 1) Prohibiting the use of mechanical or chemical restraints for the purpose of managing or addressing a student's behavior.
- 2) Physical restraints should rarely be used in a school setting and only if the following are met:

Summary and Analysis of Public Comments

- a) The restraint is conducted by persons who are trained in the use of physical restraint procedures.
 - b) A restraint to control behavior should only be used if (i) the student poses a clear, present, and imminent physical danger to him/her or to others, (ii) less restrictive measures have not effectively de-escalated the risk of injury, (iii) the restraint lasts only as long as necessary to resolve the actual risk of danger, and (iv) the degree of force applied may not exceed what is necessary to protect the student or others.
 - c) Prone or supine restraint should never be used. No restraint should be administered in such a manner that prevents a student from breathing or speaking.
 - d) Restraints are never used as punishment, to force compliance, or as a substitute for appropriate educational support.
 - e) There is documentation of the restraint included in the student's record and provided to the student's parent.
 - f) A staff de-briefing occurs as soon as possible, but no later than 48 hours, after the incident.
 - g) Repeated use of physical restraints for any one student or multiple physical restraints across different students is viewed as a failure of educational programming and supports, educational methodologies, and other interventions need to be modified.
 - h) School wide or general safety plans or policies clearly identify when a restraint can be employed.
 - i) If applicable, the use of restraint should not be included in the student's Individualized Education Program (IEP) or Behavior Intervention Plan (BIP).
- 3) State rules on physical restraint should apply to all students and all schools and should specifically identify how the standards will be monitored.
- 4) Each school that uses physical restraint should have a set of written policies.

Analysis:

ISBE appreciates the commenter's submission regarding the use of physical restraints in schools. We feel that all of the commenter's concerns are either addressed specifically or generally in the proposed rules or changes have been made based on other public comments. We are happy to work with the commenter to further discuss the issue of physical restraints in schools.

Recommendation:

No changes will be made in response to this comment.

Comment:

The Southwest Cook County Association for Special Education, submitted by Dr. Gineen O'Neil and Dr. Jeff Stawick, suggests adding language to the rules that allows "cooperatives, private day schools, and residential schools" to utilize prone restraints when students are in danger to themselves or others.

Analysis:

ISBE believes it's best practice to prohibit the use of prone physical restraint in all instances.

Summary and Analysis of Public Comments

Recommendation:

No changes will be made in response to this comment.

Comment:

Two commenters, James W. Gunnell and Jimmy Gunnell, suggest changing the term “physical restraint” to “physical management” throughout the rules. The commenters also note that a momentary hands-on escort to separate a student from classmates should not be considered physical restraint and should not be reported on the ISBE form.

Analysis:

ISBE believes it’s best to continue the use of the phrase “physical restraint” because it is a widely understood industry standard term. Also, the proposed rules clarify that a momentary hands-on escort is not a physical restraint and ISBE will be providing instructions on form completion to the field.

Recommendation:

No changes will be made in response to this comment.

Comment:

One commenter, Val Donnan, suggests using terms such as “therapeutic de-escalation” and “therapeutic holds” rather than “time out” and “physical restraint.”

Analysis:

ISBE believes it is best to use the terms “time out” and “physical restraint” because they are industry standard terms.

Recommendation:

No changes will be made in response to this comment.

Comment:

Turning Pointe Autism Foundation, submitted by Bernadette Bassett, suggests carving out the use of physical restraint and isolated time out for schools that meet best practice standards with clinical training, site visits, and reporting requirements.

Analysis:

ISBE is making changes for use of isolated time out in limited circumstances.

Recommendation:

No changes will be made in response to this comment.

Comment:

Legal Council for Health Justice, submitted by Barb Cohen, recommends that, because “momentary” is too vague to be an objective standard, momentary restriction should not be allowed to prevent damage to property and that ISBE provide this feedback to legislatures.

Analysis:

Summary and Analysis of Public Comments

ISBE believes that the language regarding momentary restriction is clear.

Recommendation:

No changes will be made in response to this comment.

Comment:

The National Council on Independent Living, submitted by Kelly Buckland, opposes the use of physical intervention to prevent damage to property under subsection (c)(1). The commenter also notes that, for subsection (d)(4), if a student uses a device of communication, the rule must explicitly state that the student must have access to their communication device.

Analysis:

ISBE believes subsection (c)(1) appropriately addresses the use of physical interventions for momentary periods. The proposed rules also address the commenters concern regarding access to their augmentative mode of communication

Recommendation:

No changes will be made in response to this comment.

TIME OUT

Comment:

89 commenters agree that the misuse of isolated time out or restraint needs to end, but note that the use of isolated time out, seclusion, or restraint is still necessary for therapeutic reasons and to help students with “severe disabilities in crisis” who will be further traumatized by their removal. The commenters note that taking away isolated time out or seclusion would put students and staff in harm. Some of those commenters also noted that students would have no way to de-escalate in a quiet and safe place, and that these places are needed for students who are unable to stay regulated or demonstrate aggression.

Comments were received by the following individuals and organizations:

Jan Altman

Rachel Aumiller

Tammy Beckham

Ms. Julia R. Beer

Belleville Area Special Services Cooperative, submitted by Jeff Daugherty

Kari Bierman

Melynda Blue

Emily Boldt

Kylee Booth

Erin Bowman

Kris Cannon-Hunt

Cheryl Charlton

Jennifer Chedister

Adam Clavey

Jordan Coleman

Community Consolidated School District 59, submitted by Dr. Elizabeth deGruy

Dawn Cook

Mrs. Jodi Cooper

Summary and Analysis of Public Comments

Jamie Cullen
Mary Current
Laura Dill
Sarah Donnelly
Elm Christian School, submitted by Mike Otte
Karen Ewing
Holly Forsyth
Ellie Giacobbe
Bruce Gibbons
L. Mercedes Gillett
Dawn Grubb
Jill Hall
Richard Harp
Barb Hartseil
Ms. Stephanie Hedgespeth
Louis A. Herrin
Tracy Hitchins
Kathy Horath
Daniel Huffman
Abbie Hummel
Illinois Alliance of Administrators of Special Education, submitted by Dr. Kevin Rubenstein
Illinois Education Association, submitted by Sean Denney
Tarin Kendrick
Jennifer Kiesewetter
Michele Kinley
Kam Knox
Chuck Lane
Joy Lazzara
Cassie Lee
Kristal LeRette
Emily Lewis
Alexis Maciarz
Allison Malcom
Nikki Maurer
Tammy McCollum
Samantha Medland
Mary Meehan
Mount Vernon City Schools, District 80, submitted by Aletta Lawrence
Susan Murray
Jordan Newton-Gonzalez
Susan Nicklas
Tammy Nieman
Ali Nordin
Dr. Joshua R. Olsen
Missy Peters
Cathy Piehl
Jera Pieper
Christine Putlak
Karen Rennels
Ms. Rachel Reule

Summary and Analysis of Public Comments

Mrs. Jayne Runyon
Sandra Scoma
Jennifer Scott
Kristin Smith
Ms. Jill Steffes
Wayne Stone
Brenda Sushka
Hillary Tanner
Mariellen Taylor
Megan Thomas
Justin Thorsen
Mrs. Sydney Tipton
Linda Tudor
Diana Vissering
Dana Waggoner
Benay Walker
Jeanne Ward
Rhonda Walsh
Karen Widdowson
Jane Widmer
Leah Williams

Analysis:

ISBE has reconsidered the use of isolated time out in limited circumstances. ISBE believes that both staff and student safety are important. When the adult in the time out room or enclosure is in imminent danger of serious physical harm because the student is unable to cease actively engaging in extreme physical aggression, it may be necessary to remove the adult because students may need space and time to de-escalate without the adult in the room.

Recommendation:

Changes will be made throughout the proposed rules to allow for the use of isolated time out in limited circumstances.

Comment:

45 commenters stated that the rules need to allow trained staff to utilize time out rooms without requiring an adult to remain in the room with a student who is highly aggressive. Some commenters suggest allowing continuous visual and auditory contact with a student and require that an enclosure used for time out permit continuous visual monitoring and communication with the student. Some commenters note that having a staff member present may cause the student more stress rather than de-escalate.

Comments were received from the following individuals and organizations:

Dirk Aardsma
Kristin Aardsma
Mr. Jon Baricovich
Debra L. Barton
Belleville Area Special Services Cooperative, submitted by Jeff Daugherty
Mary Blake
Jim Carver
Centralia High School #200, submitted by Chuck Lane

Summary and Analysis of Public Comments

Amanda Deaton
Four Rivers Special Education District, submitted by Christiane Pennell
Travis Friedrich
Giant Steps, submitted by Sylvia Smith
James W. Gunnell
Jimmy Gunnell
Brenda J. Huber
Illinois Council of School Attorneys, submitted by Bridget Trojan
Illinois Education Association, submitted by Sean Denney
Illinois Statewide School Management Alliance, submitted by Brian D. Schwartz
M. Janociak
Kathy Johnson
Margaret Joyce
Laura Kartsounes
Kaskaskia Special Education District #801, submitted by Cassie Clark
Jeanne Kross
Krista Lafferty
Jessica Lambert
Andrew Larson
Alexis Maciarz
Jamie Mahalik
Mid-State Special Education, submitted by Angela K. Armour and Lyn Becker
Kristina Neville
Proficio Consulting Group
Salem Elementary District No. 111, submitted by Dr. Leslie Foppe
Sangamon Area Special Education District, submitted by Mark Strawn
Jennifer Scott
Christine M. Smith
Kristin Smith
Janah Sudduth-Mottola
Megan Thomas
Tolono CUSD 7, submitted by Lanee Reichert
Linda Tudor
Turning Pointe Autism Foundation, submitted by Bernadette Bassett
Brian Weems
Dr. Troy J. Whalen
Nancy Wojcik

Analysis:

ISBE agrees that both staff and student safety are important and has reconsidered that there may be limited times when it is appropriate for the staff member to not remain in a time out room, but remain in continuous visual and auditory contact of the student for the safety of the student and the staff member.

Recommendation:

Changes will be made throughout the proposed rules to allow for the use of isolated time out in limited circumstances.

Comment:

Summary and Analysis of Public Comments

82 commenters suggest allowing variances or deviations to time outs or restraints for children on a case-by-case basis. The commenters note that some students benefit from the low stimulation environment provided by isolated time out. One commenter, Giant Steps, submitted language that may be used to achieve this suggestion. One commenter also suggests allowing parents and caregivers the option to be consulted when their child is being restrained or in a time out so that they can have input into the de-escalation process and be given the choice to go to the school and pick up their child from the educational program.

Comments were received by the following individuals and organizations:

Doris (unidentified last name)

Kristena Adamo

Natalie Amato-Zech

Ashley Arsenault

Kelsey Arsenault

Jennifer Bell

Sherry Bochenek

Claire Boyd

Cheryl Bransford

Diana Calvillo

Ashley Casey

Amanda Clay

Community and Residential Services Authority, submitted by Dr. Robert Bloom and Debbi Smith

Lucy D'Avanzo

Alice Dean

Don Dean

LynnZee Debnar

Sarah Dillon

Sarah Donnelly

Juan Jose Sanchez Escobar

Ramon Esparza

Catherine Fitzgerald

Catherine Fitzgerald

Michelle Fitzgerald

Charles and Margaret Galey

Alfonso Galvez

Coco Galvez

Emilia Galvez

Gabriela Galvez

Marisela Galvez

Martha Galvez

Giant Steps, submitted by Sylvia Smith

Christine Gillespie

Maribel Gonzalez

Javier Guijosa

Kevin Guijosa

Michelle Guijosa

Wendy Jacoby

Elizabeth Jain

Becky Kaufman

Kearsti-Rae Knowles

Summary and Analysis of Public Comments

Becky Joy Kristula
Tina Kubes
Joy Lazzara
Katelyn Leid
Abby Lynch
Katherine Manetas
Gretchen Mann
Jason Mann
Candace Meneou
Suzanne Mitchell
Tara Oetting
Hiral Patel
Lily Paterno
Brooke Pawlak
Guy Pearson
Abigail Picinich
Alec Picinich
Amy Prchal
Sarah Puhr
Ashik Rahman
Holly Reinagel
Mary Reinagel
Sue Rossetti
Juan Sanchez
Giselle Sandi-Tapia
Ragan Shaffer
Robyn Shareef
Jennifer Slawski
Erica Slusher
Kaitlin Smith
John Smits
Angelina Strum
Mandie Taylor
Unidentified commenter
Tricia Urbanowski
Cletus Van Damme
John Whittington
Laura Whittington
Liz Woodin
Shannon Woolley
Anne Zircher

Analysis:

ISBE has reconsidered that there may be limited times when it is appropriate for the staff member to not remain in the room but remain in continuous visual and auditory contact of the student for the safety of the student and the staff member. As for a commenter's concerns over parental involvement, we feel this is included in subsection (f)(4)(a) and believe that parents always have the option to pick their child up from school.

Recommendation:

Summary and Analysis of Public Comments

Changes will be made throughout the rules to allow for the use of isolated time out in limited circumstances.

Comment:

12 commenters suggest that the use of non-isolated time out and restraint be strictly limited to emergencies when (i) the student's behavior presents an imminent danger of serious physical harm to the student or others, (ii) less restrictive and intrusive measures have been tried and proven ineffective, and (iii) there is no medical, emotional, psychological, or other contraindication to its use, as verified by a qualified professional.

Comments were received from the following organizations:

Access Living, submitted by Chris Yun

Arc of Illinois, submitted by Meg Cooch

Chicago Lawyers' Committee for Civil Rights, submitted by Amy Meek

Dawn Albanese

Equip for Equality, submitted by Cheryl R. Jansen

Illinois Association of School Social Workers, submitted by Tom Tebbe

Illinois Council on Developmental Disabilities, submitted by Kimberly Mercer-Schleider

Michael Heinrich

Mary Fahey Hughes

Laurel Kaish

Legal Council for Health Justice, submitted by Barb Cohen

National Council on Independent Living, submitted by Kelly Buckland

Analysis:

ISBE believes the commenters' concerns are already addressed in the proposed rules.

Recommendation:

No changes will be made in response to this comment.

Comment:

The Illinois Association of Private Special Education Centers, submitted by Sally Sover, suggests allowing exceptions to the prohibition of isolated time out only if certain conditions are met, including a requirement that the enclosed space remain unlocked and that trained personnel have ongoing and continuous visual and auditory contact with the student. The commenter provides language that may be used to achieve this suggestion.

Analysis:

ISBE agrees that both staff and student safety are important and has reconsidered that there may be limited times when it is appropriate for the staff member to not remain in the room but remain in continuous visual and auditory contact of the student for the safety of the student and the staff member.

Recommendation:

Changes will be made throughout the proposed rules to allow for the use of isolated time out in limited circumstances.

Comment:

Summary and Analysis of Public Comments

Four commenters suggest ISBE require that when a student is accompanied in the same room by a trained staff member under Section 1.285(a), the staff member be qualified in therapeutic practices to assist the student in calming and de-escalating and learn skills to prevent future occurrences of time out.

Comments were received from the following organizations:

Chicago Lawyers' Committee for Civil Rights, submitted by Amy Meek

Equip for Equality, submitted by Cheryl R. Jansen

Illinois Council on Developmental Disabilities, submitted by Kimberly Mercer-Schleider,

Legal Council for Health Justice, submitted by Barb Cohen

Analysis:

ISBE believes that the training requirements in the proposed rules already accomplishes this goal.

Recommendation:

No changes will be made in response to this comment.

Comment:

Two commenters, Jenny Holliday and Kim Woolridge, suggest banning any type of seclusion or restraint that is damaging to a child.

Analysis:

ISBE believes the changes made to the proposed rules already ensure the safety of students.

Recommendation:

No changes will be made in response to this comment.

Comment:

Two commenters, Margaret Howard and an unidentified commenter, believe the rules should ban seclusion in all rooms, not just locked rooms.

Analysis:

Except for very limited circumstances, the proposed rules already ban seclusion in all rooms.

Recommendation:

No changes will be made in response to this comment.

Comment:

ED-RED, submitted by Sarah Hartwick, expressed concern over the use of the term "involuntary" in subsection (a) because teachers and paraprofessionals often need to prompt students as to appropriate ways to de-escalate, which may include suggesting a "break." The commenter asks for more clarification on this issue.

Analysis:

ISBE believes the commenter's concerns are already addressed in subsection (a).

Recommendation:

No changes will be made in response to this comment.

Summary and Analysis of Public Comments

Comment:

Two commenters, Cathy Piehl and Kristin Smith, note the difficulty of having time out rooms that comply with the requirements in Section 1.285(a)(1)(C), including the difficulty of finding a room with no electrical outlets, wires for laptops, etc.

Analysis:

ISBE believes that it is important for schools to not have these objects in a time out room to maintain a safe environment with students.

Recommendation:

No changes will be made in response to this comment.

Comment:

Six commenters recommend specifying the minimum size of a time out room in accordance with Department of Children and Family Services (DCFS) guidance. The commenters also suggest requiring an adult in a time out room to be a staff person qualified in therapeutic practices to assist the student in calming and de-escalating his or her behavior and learning skills to prevent future occurrences of time out.

Comments were received from the following individuals and organizations:

Access Living, submitted by Chris Yun

Dawn Albanese

Michael Heinrich

Mary Fahey Hughes

Laurel Kaish

Legal Council for Health Justice, submitted by Barb Cohen

Analysis:

ISBE feels it is best practice to keep the standard as “large enough” because schools may not be able to find rooms of a specific dimensions. As to the commenters’ second suggestion, we believe the training requirements in the proposed rules are sufficient to carry out this suggestion.

Recommendation:

No changes will be made in response to this comment.

Comment:

The National Council on Independent Living, submitted by Kelly Buckland, suggests the following about time out rooms:

- (1) Because time out areas are inherently traumatic to students, no single-purpose time out area should be maintained and all rooms in each school should have routine, non-traumatizing purposes.
- (2) Add “water” to the list in subsection (a)(4).

Summary and Analysis of Public Comments

- (3) The second sentence in subsection (a)(4) should read: "Except in circumstances where a student in time out is actively attempting to use their clothing, including, but not limited to, a belt, shoes, or shoelaces, for the purpose of self-injury, and in which there is imminent risk of significant injury, clothing shall not be removed. If clothing is removed, the justification for the removal of each garment shall be clearly documented."

Analysis:

ISBE believes use of time out rooms may be necessary in cases of imminent danger and we believe trauma-related factors are addressed through the proposed rules' requirements for training. ISBE agrees with adding "water," "shoes," and "shoe laces" to subsection (a)(4).

Recommendation:

Subsection (a)(4) [which has been renumbered to (a)(7)] will be changed to include "water," "shoes," and "shoe laces."

Comment:

One commenter, Val Donnan, suggests that subsection (a)(4) include "injury to staff and others" after "self-injury" and removing shoes/boots in addition to clothing.

Analysis:

ISBE agrees with the commenter's suggestions.

Recommendation:

The second sentence in subsection (a)(4) [which has been renumbered to (a)(7)] will read: "Except in circumstances in which there is a risk of self-injury or injury to staff or others, a student in time out shall not have his or her clothing removed, including, but not limited to, shoes, shoelaces, boots, or a belts".

DOCUMENTATION/EVALUATION

Comment:

22 commenters expressed concerns with requiring a meeting to review a student's IEP and inviting the student's parent or guardian to participate in this review every time the student experiences three instances of time out or physical restraint as it would put a burden on the school district, parents or guardians, and school staff. Commenters expressed concerns over the frequency of the meetings and note that it is unclear if the three restraints need to occur within a specific timeframe (i.e., days, months, years). Commenters also suggest the review meeting be required only after the first three instances of time out or physical restraint, but only if the student is a general education student. One commenter suggests a waiver in instances when the entire IEP has agreed.

Comments were received by the following individuals and organizations:
Belleville Area Special Services Cooperative, submitted by Jeff Daugherty
Jim Carver
Centralia High School #200, submitted by Chuck Lane
Val Donnan
Four Rivers Special Education District, submitted by Christiane Pennell
Travis Friedrich
Kathy Horath
Illinois Council of School Attorneys, submitted by Bridget Trojan

Summary and Analysis of Public Comments

Illinois Federation of Teachers, submitted by Daniel J. Montgomery
Kaskaskia Special Education District #801, submitted by Cassie Clark
Jessica Lambert
Andrew Larson
Mid-State Special Education, submitted by Angela K. Armour and Lyn Becker
Park Ridge-Niles School District #64, submitted by Dr. Lea Anne Frost and Ms. Angela Phillips
Proficio Consulting Group
Christine Putlak
Salem Elementary District No. 111, submitted by Dr. Leslie Foppe
Sangamon Area Special Education District, submitted by Mark Strawn
Kristin Smith
Janah Sudduth-Mottola
Tolono CUSD 7, submitted by Lanee Reichert
Jeanne Ward

Analysis:

ISBE agrees that clarification is warranted over the frequency of meetings under Section 1.285(f)(4). A 30-day time period is a good indicator of a pattern of behavior.

Recommendation:

Section 1.285(f)(4) will read: "When a student experiences instances of isolated time out, time out, or physical restraint on three days within a 30-day period..."

Comment:

17 commenters expressed that the new paperwork is challenging, extensive, time-consuming, and takes away from instructional and therapy time. One commenter notes that the previous documentation monitored time out and restraint easily.

Comments were received from the following individuals:

Dirk Aardsma
Kristin Aardsma
Mr. Jon Baricovich
Mary Blake
Amanda Deaton
Holly Forsyth
M. Janociak
Kathy Johnson
Jessica Lambert
Alexis Maciarz
Jamie Mahalik
Mary Meehan
Cathy Piehl
Christine M. Smith
Linda Tudor
Dr. Troy J. Whalen
Nancy Wojcik

Analysis:

Summary and Analysis of Public Comments

ISBE believes that the new documentation requirements have minimal changes compared to the prior documentation requirements.

Recommendation:

No changes will be made in response to this comment.

Comment:

Park Ridge-Niles School District #64, submitted by Dr. Lea Anne Frost and Ms. Angela Phillips, suggests that the form submitted by an educational institution to parents and ISBE have no character limit and a spell check feature, and that ISBE should clarify how the agency is going to compile and analyze the information on the form.

Analysis:

ISBE will take this commenter's suggestions into consideration as it is currently reviewing and revising these forms. However, the specifics of these forms are not addressed in the proposed rules.

Recommendation:

No changes will be made in response to this comment in the proposed rules, but ISBE will consider them when reviewing and revising its forms.

Comment:

80 commenters suggest changing the forms submitted by schools to reflect the unique needs of the student, including de-escalation strategies used, post crisis strategies, and re-integration strategies.

Comments were received from the following individuals:

Kristena Adamo
Ashley Arsenault
Kelsey Arsenault
Jennifer Bell
Sherry Bochenek
Claire Boyd
Cheryl Bransford
Diana Calvillo
Ashley Casey
Amanda Clay
Lucy D'Avanzo
Alice Dean
Don Dean
LynnZee Debnar
Sarah Dillon
Sarah Donnelly
Juan Jose Sanchez Escobar
Ramon Esparza
Catherine Fitzgerald
Catherine Fitzgerald
Michelle Fitzgerald
Charles and Margaret Galey
Alfonso Galvez

Summary and Analysis of Public Comments

Coco Galvez
Emilia Galvez
Gabriela Galvez
Marisela Galvez
Martha Galvez
Christine Gillespie
Maribel Gonzalez
Javier Guijosa
Kevin Guijosa
Michelle Guijosa
Illinois State Advisory Council on the Education of Children with Disabilities, submitted by Dr. Jennifer Naddeo
Wendy Jacoby
Elizabeth Jain
Becky Kaufman
Kearsti-Rae Knowles
Becky Joy Kristula
Tina Kubes
Joy Lazzara
Katelyn Leid
Abby Lynch
Katherine Manetas
Gretchen Mann
Jason Mann
Candace Meneou
Suzanne Mitchell
Tara Oetting
Hiral Patel
Lily Paterno
Brooke Pawlak
Guy Pearson
Abigail Picinich
Alec Picinich
Leslie Picinich
Leslie Picinich
Amy Prchal
Sarah Puhr
Ashik Rahman
Holly Reinagel
Mary Reinagel
Sue Rossetti
Juan Sanchez
Giselle Sandi-Tapia
Ragan Shaffer
Robyn Shareef
Jennifer Slawski
Kaitlin Smith
John Smits
Angelina Strum
Mandi Taylor

Summary and Analysis of Public Comments

Unidentified commenter
Tricia Urbanowski
Cletus Van Damme
John Whittington
Laura Whittington
Liz Woodin
Shannon Woolley
Anne Zircher

Analysis:

ISBE will take these commenters' suggestions into consideration as it is currently reviewing and revising these forms. However, the specifics of these forms are not addressed in the proposed rules.

Recommendation:

No changes will be made in response to this comment in the proposed rules, but ISBE will consider them when reviewing and revising its forms.

Comment:

One commenter, Jan Altman, notes that the paperwork is challenging, and the documentation is not user friendly. The commenter suggests a place to copy and paste or attach the log of the incident.

Analysis:

ISBE is looking into the technological capacity of the agency to receive information and will make updates to the system as economical and appropriate.

Recommendation:

No changes will be made in response to this comment.

Comment:

Nine commenters suggest that the proposed rules require the written documentation to include why less restrictive and intrusive measures failed or were determined by staff to be inappropriate or impractical. The commenters also suggest that the review under subsection (f)(4) include a review of the events that led up to the use of time out or physical restraint, whether other less restrictive and intrusive interventions were utilized before using time out or physical restraint and, if so, why those alternative interventions were not successful, and what types of supports and services are needed to prevent their future use.

Comments were received from the following individuals and organizations:

Access Living, submitted by Chris Yum
Arc of Illinois, submitted by Meg Cooch
Chicago Lawyers' Committee for Civil Rights, submitted by Amy Meek
Dawn Albanese
Equip for Equality, submitted by Cheryl R. Jansen
Michael Heinrich
Illinois Council on Developmental Disabilities, submitted by Kimberly Mercer-Schleider
Laurel Kaish
Legal Council for Health Justice, submitted by Barb Cohen

Analysis:

Summary and Analysis of Public Comments

ISBE will continue to revise and update the forms as necessary to achieve our needs of monitoring. ISBE agrees that increased documentation on the events leading up to the restraint and whether lesser restrictive forms are needed and will adjust the form accordingly. The proposed rules already address the documentation of the planned approach to address the behavior in the future.

Recommendation:

No changes will be made in response to this comment.

Comment:

One commenter, Tarin Kendrick, notes that the data collection forms should not have more information than the law requires and should be on a form that uploads directly to the State.

Analysis:

ISBE requires the information to be submitted on these forms so the agency can adequately conduct its monitoring functions. These forms are also already uploaded directly to ISBE.

Recommendation:

No changes will be made in response to this comment.

Comment:

Allendale Association, submitted by Jennifer Stiemsma, requests that any licensed practitioner, rather than only a licensed educator, be able to evaluate situations under subsection (f)(3)(A), including clinical licensed staff.

Analysis:

ISBE agrees to use the terms licensed educator or licensed clinical practitioner.

Recommendation:

The beginning of subsection (f)(3)(A) will read as: "A licensed educator or licensed clinical practitioner..."

Comment:

Two commenters, Jordan Coleman and Proficio Consulting Group, seek clarity in subsection (f)(4)(A). Specifically, the commenter is unclear as to what would happen if a student needs to be restrained again within the 10-day period of notice to his or her parent or guardian. Is restraint permitted under this situation?

Analysis:

Nothing would prohibit the use of a restraint in the commenter's scenario if all other requirements for that restraint are satisfied.

Recommendation:

No changes will be made in response to this comment.

Comment:

The Illinois Association of School Social Workers, submitted by Tom Tebbe, believes it's more appropriate and effective to have schools monitor the number of instances of time out or physical restraint within a one-month period and to review behavior plans for those students with the highest instance

Summary and Analysis of Public Comments

levels (rather than require a review after a student experiences three instances of time out or physical restraint).

Analysis:

ISBE prefers review after three instances of time out or restraint over a monthly review because the agency does not feel it is best practice for schools to wait a month to review plans and make changes when changes can be made after three instances.

Recommendation:

No changes will be made in response to this comment.

Comment:

One commenter, Kristin Smith, notes the reality of a crisis is that seclusion or restraint may be required for brief moments or for a longer period of time depending on the intensity and duration of the behavior, and that the current documentation does not allow for this to be recorded in a meaningful way.

Analysis:

ISBE is in the process of revising the form to better meet documentation needs and will keep the comment in consideration while revising the form.

Recommendation:

No changes to the rules will be made in response to this comment, but ISBE will consider the commenter's concerns when reviewing and revising its forms.

Comment:

The National Council on Independent Living, submitted by Kelly Buckland, suggests providing a copy of the written documentation to Equip for Equality and DCFS, as well as the notification under subsection (g)(1) to Equip for Equality. The commenter also suggests that the review under subsection (f)(4) should be triggered after each occurrence of time out or physical restraint, rather than after three instances.

Analysis:

For the commenter's first suggestion, ISBE believes our processes for reporting to the State Superintendent is sufficient. For the commenter's second suggestion, ISBE believes that review after three instances is sufficient because documentation requirements include a description of a planned approach to dealing with the student's behavior in the future.

Recommendation:

No changes will be made in response to this comment.

Comment:

Three commenters believe the rules should require a debriefing following each incident of time out or physical restraint no later than 48 hours after the incident, unless the student's parent or guardian requests an extension. The commenters note that the school's principal should convene this meeting and a separate meeting with school staff.

Comments were received from the following organizations:

Chicago Lawyers' Committee for Civil Rights, submitted by Amy Meek

Summary and Analysis of Public Comments

Equip for Equality, submitted by Cheryl R. Jansen
Illinois Council on Developmental Disabilities, submitted by Kimberly Mercer-Schleider

Analysis:

ISBE believes that our notification requirements are already adequate in ensuring parents are informed in time out and restraint incidents, and that the requirement of additional meetings would put too great of a burden on schools.

Recommendation:

No changes will be made in response to this comment.

Comment:

Two commenters, Loyola ChildLaw Center, submitted by Jackie Ross, and the National Council on Independent Living, submitted by Kelly Buckland, note that, with regard to the meeting requirement under subsection (f)(4), it is critical that the parent and student be involved as equal participants. The commenters add that it should be made clear that the parent is able to bring an attorney or advocate to the meeting. Also, one commenter notes that it should be made clear that for a student who does not have an IEP or Section 504 Plan, the parent has the same stay-put rights available to students under the Individuals with Disabilities Education Act (IDEA) or Section 504.

Analysis:

ISBE believes the commenters concerns regarding parent involvement are addressed in the proposed rules.

Recommendation:

No changes will be made in response to this comment

REPORTING/NOTIFICATION REQUIREMENTS

Comment:

Three commenters note that the 24-hour timeline under Section 1.285(g)(3) is a difficult timeline and that a timeline of one school day, two school days, 48 hours, or 72 hours is more reasonable due to the "written notification" requirement.

Comments were received from the following individuals or organizations:

Illinois Council of School Attorneys, submitted by Bridget Trojan

Southwest Cook County Association for Special Education, submitted by Dr. Gineen O'Neil and Dr. Jeff Stawick

Brian Weems

Analysis:

We appreciate the commenters' concerns on the timeline and the need to address situations when schools are not open. ISBE recognizes that the 24-hour timeline is a difficult timeline to meet and believes a change to one business day would address the commenters' concerns.

Recommendation:

The beginning of Section 1.285(g)(3) will read: "Within one business day 24 hours..."

Summary and Analysis of Public Comments

Comment:

10 commenters suggest that the proposed rules require schools to notify a student's parent or guardian on the same day that time out or physical restraint is used (rather than make a "reasonable attempt" to do so), and that this notification requirement should be deemed satisfied if the school attempts to contact the parent or guardian using at least two methods of contact. The commenters further note that the rules should require schools to provide the following information to parents or guardians upon request and after each incident physical restraint or time out: (i) a copy of the standards for when time out or physical restraint can be used, (ii) information about student or parental or guardian rights, (iii) information about the parent's or guardian's right to file a complaint with the State Superintendent and the complaint procedure, and (iv) the contact information for Equip for Equality.

Comments were received from the following individuals and organizations:

Access Living, submitted by Chris Yun

Arc of Illinois, submitted by Meg Cooch

Dawn Albanese

Chicago Lawyers' Committee for Civil Rights, submitted by Amy Meek

Equip for Equality, submitted by Cheryl R. Jansen

Michael Heinrich

Mary Fahey Hughes

Illinois Council on Developmental Disabilities, submitted by Kimberly Mercer-Schleider

Laurel Kaish

Legal Council for Health Justice, submitted by Barb Cohen

Analysis:

ISBE feels it's best practice to keep the "reasonable attempt" standard because schools are not able to control a parent's availability. For the commenters' other concerns, ISBE believes the requirement of sending home the form is sufficient and that policy and procedural safeguards are available online. The contact information for Equip for Equality is also available online.

Recommendation:

No changes will be made in response to this comment.

Comment:

Six commenters expressed that the 48-hour window for reporting incidents to the State is a difficult timeline to meet and suggest changing the requirement to 48 school hours or a weekly submission. One commenter recommends requiring those reports to be submitted via the Student Information System.

Comments were received from the following individuals and organizations:

Esperanza School & Esperanza Learning Center, submitted by Anne Hellmer

Jimmy Gunnell

James W. Gunnell

Illinois Council of School Attorneys, submitted by Bridget Trojan

Ms. Jill Steffes

Brian Weems

Analysis:

Under Section 1.285(h), the reporting requirement to the State Superintendent of Education is within a two-school day period, which would satisfy the commenters' suggestion to changing the requirement to

Summary and Analysis of Public Comments

48 school hours. ISBE will review capacity to have these reports submitted in the most efficient and economical method possible.

Recommendation:

No changes will be made in response to this comment.

Comment:

The Leadership Education in Neurodevelopmental and Related Disabilities (LEND) organization, submitted by Peg Agnos, expressed concern over the reporting requirements to the State Superintendent and recommends the information remain local. The commenter also recommends that the form be standardized.

Analysis:

ISBE agrees that forms shall be maintained at the local level, but believes that State oversight is warranted. ISBE has standardized its form.

Recommendation:

No changes will be made in response to this comment.

Comment:

Loyola ChildLaw Center, submitted by Jackie Ross, suggests adding to the parental notification under subsection (g): (i) a diagram depicting the type of restraint used, if applicable; (ii) information about a parent's right to file a complaint; (iii) a copy of standards for when time out or physical restraint can be lawfully used; and (iv) contact information for Equip for Equality.

Analysis:

ISBE appreciates the comment and will add information on how to file a complaint to the ISBE Physical Restraint and Time Out form that parents are given after an incident.

Recommendation:

No changes will be made to the proposed rules in response to this comment

IEPs, BIPs, and Federal Section 504 Plans

Comment:

Ten commenters believe that allowing the use of time out or physical restraint to be included in a student's IEP, BIP, or federal Section 504 Plan will "only serve to legitimize and perpetuate the use of these high risk interventions, rather than promote a shift in school culture aimed at reducing their use", and suggest that ISBE prohibit its inclusion as a component of those plans.

Comments were received from the following individuals and organizations:

Access Living, submitted by Chris Yun

Dawn Albanese

Chicago Lawyers' Committee for Civil Rights, submitted by Amy Meek

Equip for Equality, submitted by Cheryl R. Jansen

Michael Heinrich

Mary Fahey Hughes

Summary and Analysis of Public Comments

Illinois Council on Developmental Disabilities, submitted by Kimberly Mercer-Schleider

Laurel Kaish

Legal Council for Health Justice, submitted by Barb Cohen

National Council on Independent Living, submitted by Kelly Buckland

Analysis:

ISBE believes the best utilization of those plans is to address students' individualized needs with the most appropriate student information available.

Recommendation:

No changes will be made in response to this comment.

Comment:

Arc of Illinois, submitted by Meg Cooch, suggests the form include whether or not the student who was placed in time out or physically restrained has a BIP, and that all information required on the form be included in the proposed rules.

Analysis:

ISBE believes that the requirements for documentation are adequately stated. ISBE will make revisions to the form based on any changes in rule. ISBE believes that the information required on the form is addressed in the rules.

Recommendation:

No changes will be made in response to this comment.

Comment:

37 commenters suggest allowing for the continuation of IEP teams to individualize plans to meet students' needs.

Comments were received by the following individuals and organizations:

Jennifer Atterberry

Karin Behrendt

Anna Belcia

Madeline Bennett

Cassie Bieberstein

Charity Bothwell

Brianna Brodeur

Kelly Brodeur

Lawrence Brodeur

Joanna Champagne

Giuseppe Fiduccia

Amanda Hlavaty

Lauren Humphries

Jourdan Hunt

David Hurlbert

Heather Johnson

Liz Karnik

Katie Keller

Summary and Analysis of Public Comments

Angela Kopulos
Barbara Lechowicz
Marklund Day School, submitted by Paula Bodzioch
Anna Mersereau
Maja Mijatovic
Sarah Milligan
Brittany Nguyen
Emily Olberding
Lisa M. Oros
Amy and Paul Padavana
Christina Pallack
Jessica Redmund
Lara Rufenacht
Adam Schulz
Diane Stoner
Gabrielle Ulanski
Edel Vaca
Nancy Vincej
Terrence Wilkinson

Analysis:

ISBE agrees that IEP teams must continue to develop individualized education programs and decisions on inclusion of the use of restraint and time out in the IEP, but that such use of time out and restraint should conform with any rules promulgated by the agency.

Recommendation:

No changes will be made in response to this comment.

Comment:

One commenter, Cathy Hoyda, notes that properly trained staff are currently allowed to use seclusion or restraint if allowed by the student's IEP and that federal law guides an IEP.

Analysis:

ISBE agrees that IEP teams must continue to develop individualized education programs and decisions on inclusion of the use of restraint and time out in the IEP, but that such use of time out and restraint should conform with any rules promulgated by the agency.

Recommendation:

No changes will be made in response to this comment.

TRAINING REQUIREMENTS

Comment:

Two commenters, Kathy Horath and Kristina Neville, believe that training should be required, but that individual districts should be able to determine the nature and time requirements of that training.

Analysis:

Summary and Analysis of Public Comments

ISBE believes that all of the components outlined in our proposed rules in regard to requirements for training are necessary to ensure adequate training for staff.

Recommendation:

No changes will be made in response to this comment.

Comment:

One commenter, Tami Meer, believes that school staff need to be trained in the most current, proactive methods and not methods that may cause students to become escalated. The commenter notes that there are “evidence-based alternative strategies” available to accomplish this training.

Analysis:

ISBE believes that all of the components outlined in the proposed rules in regard to training include the most proactive methods and alternative strategies.

Recommendation:

No changes will be made in response to this comment.

Comment:

Four commenters believe all staff in schools need systematic training on how to address mental health concerns and mechanisms in schools to assist students.

Comments were received from the following individuals:

Kylee Booth
Jordan Coleman
Jennifer Scott
Rhonda Walsh

Analysis:

ISBE believes that training in trauma-informed practices addresses mental health concerns in schools.

Recommendation:

No changes will be made in response to this comment.

Comment:

18 commenters suggest some or all of the following:

- (1) Clarify if training is required for staff who are using time out and physical restraint or if these training requirements are required only for staff members utilizing physical restraint.
- (2) Align training requirements to the length of the actual evidence-based training programs.
- (3) Define terms and procedures that may be unfamiliar to schools and practitioners and provide examples of what might meet these training requirements.
- (4) Determine if online training will be allowed under the rules.

Summary and Analysis of Public Comments

- (5) Determine if these topics must be covered in one specific training or if several trainings together would be sufficient.
- (6) Add a requirement that the staff member will receive a copy of the applicable State, federal, or local policy on physical restraint and time out.

Comments were received by the following individuals and organizations:

Tammy Beckham

Community Consolidated School District 59, submitted by Dr. Elizabeth DeGruy

Mrs. Jodi Cooper

Karen Ewing

Jill Hall

Richard Harp

Illinois Alliance of Administrators of Special Education, submitted by Dr. Kevin Rubenstein

Tarin Kendrick

Tammy McCollum

Mount Vernon City Schools, District 80, submitted by Aletta Lawrence

Kristina Neville

Ali Nordin

Park Ridge-Niles School District #64, submitted by Dr. Lea Anne Frost and Ms. Angela Phillips

Jera Pieper

Wayne Stone

Dana Waggoner

Benay Walker

Leah Williams

Analysis:

For the commenters' suggestion in (1), ISBE feels this is already clarified in the proposed rules. For (2), because there are a lot of evidence-based training programs, ISBE does not feel it is best to align to just one and the eight-hour standard in the proposed rules is just a minimum. For (3), terms will be clarified in the revised guidance document. For (4), ISBE agrees that online training should be permissible, except for physical management training. For (5), the eight hours can be broken up as seen fit but that remains a local decision. ISBE agrees with the commenter's suggestion in (6).

Recommendation:

ISBE will clarify that online training is not permissible for physical restraint training. ISBE will change subsection (i) to include that trained staff members will receive copy of the district policies that cover isolated time out, time out, and physical restraint.

Comment:

The Community and Residential Services Authority, submitted by Dr. Robert Bloom and Debbi Smith, suggests more training hours than those in the proposed rules and extending the training throughout the school year. The commenter also suggests incorporating trauma-informed practices as part of the required training and that ISBE create a professional line staff for the employees who are on the front line and are involved with the restraints.

Analysis:

Summary and Analysis of Public Comments

The proposed rules have an eight-hour minimum of annual training; however, schools are able to provide additional training hours.

Recommendation:

No changes will be made in response to this comment.

Comment:

Four commenters note that the training should not be limited to the “safe application” of time out or physical restraint. The commenters also believe ISBE should determine and specify in the rules which type and level of training should be required for all staff and whether the type and level of training should be different for staff involved in imposing time out and physical restraint. Lastly, the commenter suggests that the rules require that as soon as is practicable, but no later than 60 days after the incident, all staff involved in the decision or implementation of physical restraint be retrained in the process of effective de-escalation, less restrictive interventions, and effective debriefing and strategies.

Comments were received from the following organizations:

Arc of Illinois, submitted by Meg Cooch

Chicago Lawyers' Committee for Civil Rights, submitted by Amy Meek

Equip for Equality, submitted by Cheryl R. Jansen

Illinois Council on Developmental Disabilities, submitted by Kimberly Mercer-Schleider

Analysis:

ISBE believes that no differentiation should be made between time out and physical restraint because instances of time out can also turn into instances of physical restraint. ISBE also believes that our training requirements are sufficient.

Recommendation:

No changes will be made in response to this comment.

Comment:

One commenter, Jan Altman, notes that the requirement of training eight hours every year to use a time out room is infeasible and providing two-year cycles for all five trainings would be more effective.

Analysis:

ISBE believes that annual training is important to ensure the safety of students and staff and the maintenance of staff knowledge.

Recommendation:

No changes will be made in response to this comment.

Comment:

14 commenters believe the eight hours of annual training requirement is not feasible without the allocation of additional funding. Some commenters suggest removing the eight-hour requirement until ISBE is prepared to fund the training and further recommends ISBE to maintain on its website a list of approved training programs.

Comments were received from the following individuals and organizations:

Summary and Analysis of Public Comments

Belleville Area Special Services Cooperative, submitted by Jeff Daugherty
Jim Carver
Centralia High School #200, submitted by Chuck Lane
Val Donnan
Four Rivers Special Education District, submitted by Christiane Pennell
Travis Friedrich
Illinois Council of School Attorneys, submitted by Bridget Trojan
Kaskaskia Special Education District #801, submitted by Cassie Clark
Andrew Larson
Mid-State Special Education, submitted by Angela K. Armour and Lyn Becker
Janah Sudduth-Mottola
Salem Elementary District No. 111, submitted by Dr. Leslie Foppe
Sangamon Area Special Education District, submitted by Mark Strawn
Tolono CUSD 7, submitted by Lane Reichert

Analysis:

ISBE understands the need to fund educational programming and advocates for full funding every year.

Recommendation:

No changes will be made in response to this comment.

Comment:

Eight commenters note that a minimum of eight hours of annual training is inadequate to prepare school personnel for exercising best practices on the use of time out or physical restraint. The commenters recommend ISBE to increase the initial training hours and provide a list of approved programs and vendors.

Comments were received from the following individuals and organizations:

Access Living, submitted by Chris Yun
Arc of Illinois, submitted by Meg Cooch
Dawn Albanese
Michael Heinrich
Mary Fahey Hughes
Laurel Kaish
Legal Council for Health Justice, submitted by Barb Cohen
Kim Woolridge

Analysis:

The proposed rules have an eight-hour minimum of annual training; however, schools are able to provide additional training hours, and ISBE expects schools to provide more training hours. ISBE appreciates the second comment and will look into maintaining that sort of list.

Recommendation:

No changes will be made in response to this comment.

Comment:

The Illinois Education Association, submitted by Sean Denney, notes that the number of school personnel who are trained in physical, hands-on, crisis management should be limited and that, post-training,

Summary and Analysis of Public Comments

everyone in the building should know who those employees are. The commenter notes that only these employees should be asked to intervene when students are behaving in a way that is a danger to themselves or others.

Analysis:

ISBE believes that local school teams should determine how many people are trained in hands-on, crisis management and the protocol should include knowledge of who those people are.

Recommendation:

No changes will be made in response to this comment.

Comment:

The Illinois Association of School Social Workers, submitted by Tom Tebbe, recommends requiring at least three trained staff members in each building and that all building administrators receive initial training with further training based on the needs of their building. The commenter also notes that schools serving the highest need students should take an annual refresher course.

Analysis:

ISBE believes the commenter's first concern is a local matter to be determined by the schools, and that the commenter's second concern is already addressed through the annual training.

Recommendation:

No changes will be made in response to this comment.

Comment:

One commenter, Kristina Neville, believes both in-person and online training should be allowable for the specific training topics.

Analysis:

ISBE believes that the method of training is a local matter to be determined by the schools.

Recommendation:

No changes will be made in response to this comment.

Comment:

The Illinois Statewide School Management Alliance, submitted by Brian D. Schwartz, recommends removing the requirement of eight hours of training and recommends an initial training with a refresher training every two years (rather than annually).

Analysis:

ISBE believes that annual training is necessary for those supervising a student in time out or involved in a physical restraint.

Recommendation:

No changes will be made in response to this comment.

Summary and Analysis of Public Comments

Comment:

The Crisis Prevention Institute Inc., submitted by Erik Dahlberg, suggests a formal refresher program every six to 12 months.

Analysis:

ISBE believes its eight-hour minimum for training covers the necessary components as described in our proposed rules.

Recommendation:

No changes will be made in response to this comment.

Comment:

The Illinois Association of Private Special Education Centers, submitted by Sally Sover, suggests expanding the training requirements to any adult who has contact with a student for purposes of education, treatment, supervision, or support.

Analysis:

ISBE believes its minimum training requirements are adequate, and that decisions on expanding training requirements can be made at the local level.

Recommendation:

No changes will be made in response to this comment.

Comment:

The LEND organization, submitted by Peg Agnos, recommends ISBE to review training practices already in place, review who is receiving training, and determine efforts are not duplicated. The commenter notes that, because of the statewide staff shortage, individuals who are available in a therapeutic and highly specialized area are difficult to find.

Analysis:

ISBE believes its requirements for training are necessary. ISBE remains concerned about the teacher shortage, but believes adequately trained personnel are more likely to remain in the field.

Recommendation:

No changes will be made in response to this comment.

Comment:

The National Council on Independent Living, submitted by Kelly Buckland, suggests an additional eight hours of training annually on ways to build positive relationships with students who exhibit challenging behavior.

Analysis:

ISBE believes that building positive relationships with students is covered in our requirements for training on crisis de-escalation, restorative practices, and trauma-informed practices.

Recommendation:

No changes will be made in response to this comment.

Summary and Analysis of Public Comments

Comment:

One commenter, Alexandra Mroz, who is a paraprofessional at Marklund Day school, noted that she has undergone training to be certified in Professional Crisis Management (PCM), with a written and physical exam, and is trained immediately after a protocol is changed. She also notes that she undergoes PCM trainings monthly with physical practice.

Analysis:

ISBE appreciates the comment and information.

Recommendation:

No changes will be made in response to this comment.

Comment:

One commenter, Kristine Jones, expressed the need for schools to have more trained staff members to implement the proposed rules, including a school social worker to work with parents and students, and that students need more therapeutic minutes at school. The commenter also suggests that the proposed rules include a requirement for school administrators to consult with a psychologist, social worker, nurse, or behavioral specialist to assess the need and effectiveness of physical restraint or time out as an intervention for a student that is at risk of harming himself or herself or others.

Analysis:

ISBE agrees with the commenter that there needs to be an appropriate amount of trained staff members in schools, which is why the proposed rules address training requirements. ISBE believes it's appropriate to have trained school service personnel, but that this is a local matter for school districts to address directly.

Recommendation:

No changes will be made in response to this comment.

Comment:

Arc of Illinois, submitted by Meg Cooch, notes that accessibility and communication concerns should be addressed in strategies of de-escalation.

Analysis:

ISBE appreciate the comment and will clarify these topics in our guidance documents.

Recommendation:

No changes will made to the proposed rules in response to this comment, but will be considered for guidance documents.

STATE COMPLAINT PROCEDURES

Comment:

12 commenters believe the rules should make clear that filing a complaint will not impact the student's or his or her parent's or guardian's ability to pursue other remedies, "such as due process," and the rules

Summary and Analysis of Public Comments

should permit the filing of anonymous complaints to alleviate the fear of retaliation. Some commenters suggest that the one-year limitation for filing a complaint with the State Superintendent should be tolled or extended if the parent or guardian does not receive timely notification of an incident of time out or physical restraint. Those commenters believe the parent or guardian should be able to file a complaint within one year of receiving proper notification.

Comments were received from the following organizations:

Access Living, submitted by Chris Yun

Arc of Illinois, submitted by Meg Cooch

Dawn Albanese

Chicago Lawyers' Committee for Civil Rights, submitted by Amy Meek

Equip for Equality, submitted by Cheryl R. Jansen

Michael Heinrich

Mary Fahey Hughes

Illinois Association of School Social Workers, submitted by Tom Tebbe

Illinois Council on Developmental Disabilities, submitted by Kimberly Mercer-Schleider

Laurel Kaish

Legal Council for Health Justice, submitted by Barb Cohen

National Council on Independent Living, submitted by Kelly Buckland

Analysis:

As policy, ISBE does not accept anonymous complaints because the agency cannot fully investigate the complaints in a fair and equitable manner. ISBE will maintain the one-year filing limitation to remain consistent with federal regulations.

Recommendation:

No changes will be made in response to this comment.

Comment:

The Illinois Council of School Attorneys, submitted by Bridget Trojan, note that the complaint procedures lack detail regarding what happens once a complaint is filed and do not ensure that due process is provided to the parties involved. The commenter suggests mirroring the procedures to the special education State Complaint Procedures under Section 226.570.

Analysis:

ISBE agrees that greater clarity is needed regarding general education State complaint procedures.

Recommendation:

ISBE will add general education complaint procedures to subsection (k).

Comment:

The Illinois Association of Private Special Education Centers, submitted by Sally Sover, suggests that a school subject to the complaint be given the opportunity to respond to the complaint and provide information to the State Superintendent that should be considered as part of the complaint review. The commenter offers language that can be used to achieve this suggestion.

Analysis:

ISBE agrees that greater clarity is needed regarding general education state complaint procedures.

Summary and Analysis of Public Comments

Recommendation:

ISBE will add general education complaint procedures to subsection (k).

SCHOOL BOARD POLICY

Comment:

The Illinois Council of School Attorneys, submitted by Bridget Trojan, suggests changing the first sentence of subsection (j) to: "Any use of time out or physical restraint permitted by a board's policy shall be implemented in accordance with written procedures that include":

Analysis:

ISBE agrees with the change because it ensures policies will be followed.

Recommendation:

The first sentence of subsection (j) will read: "Any use of isolated time out, time out, or physical restraint permitted by a board's policy shall be implemented in accordance with written procedures that include:"

Comment:

Nine commenters suggest the rules require ISBE to develop a standardized policy on the use of time and physical restraint that contains core language and principals that must be included in a board's policy under Section 1.285(j).

Comments were received from the following individuals and organizations:

Access Living, submitted by Chris Yun

Dawn Albanese

Chicago Lawyers' Committee for Civil Rights, submitted by Amy Meek

Equip for Equality, submitted by Cheryl R. Jansen

Michael Heinrich

Mary Fahey Hughes

Illinois Council on Developmental Disabilities, submitted by Kimberly Mercer-Schleider

Laurel Kaish

Legal Council for Health Justice, submitted by Barb Cohen

Analysis:

ISBE appreciates the comment and will reach out to the Illinois Association for School Boards to develop proposed standardized policies.

Recommendation:

No changes will be made in response to this comment.

Comment:

Proficio Consulting Group believes the board policy requirement should also apply to serving schools/other school entities that may not specifically have a "board".

Analysis:

ISBE believes all students are covered by their respective home school board policies.

Summary and Analysis of Public Comments

Recommendation:

No changes will be made in response to this comment.

DEFINITIONS

Comment:

42 commenters suggest defining various key terms throughout the rules, including “physical restraint,” “seclusion,” “restorative practices,” and “severe distress.”

Comments were received from the following individuals and organizations:

Dirk Aardsma

Karen Aardsma

Access Living, submitted by Chris Yun

Allendale Association, submitted by Jennifer Stiemsma

Arc of Illinois, submitted by Meg Cooch

Dawn Albanese

Mr. Jon Baricovich

Tammy Beckham

Mary Blake

Ellie Britton

Chicago Lawyers' Committee for Civil Rights, submitted by Amy Meek

Community Consolidated School District 59, submitted by Dr. Elizabeth DeGruy

Community and Residential Services Authority, submitted by Dr. Robert Bloom and Debbi Smith,

Mrs. Jodi Cooper

Amanda Deaton

Equip for Equality, submitted by Cheryl R. Jansen

Karen Ewing

Jill Hall

Richard Harp

Michael Heinrich

Mary Fahey Hughes

Illinois Alliance of Administrators of Special Education, submitted by Dr. Kevin Rubenstein

Illinois Council on Developmental Disabilities, submitted by Kimberly Mercer-Schleider

Bev Johns

Kathy Johnson

Laurel Kaish

Tarin Kendrik

Legal Council for Health Justice, submitted by Barb Cohen

Kristal LeRette

Tammy McCollum

Mount Vernon City Schools, District 80, submitted by Aletta Lawrence

Ali Nordin

Park Ridge-Niles School District #64, submitted by Dr. Lea Anne Frost and Ms. Angela Phillips

Jera Pieper

Christine Putlak

Christine M. Smith

Wayne Stone

Dana Waggoner

Summary and Analysis of Public Comments

Benay Walker
Dr. Troy J. Whalen
Leah Williams
Nancy Wojcik

Analysis:

ISBE agrees that more terms need clarification, but believes the clarity is better suited for our guidance documents rather than a change in the rules.

Recommendation:

No changes will be made in response to this comment in the proposed rules, but guidance documents will be updated.

Comment:

The Illinois Council of School Attorneys, submitted by Bridget Trojan, suggests changing the definition of “physical restraint” to the following:

“Physical restraint” means holding a student or otherwise restricting a student's his or her movements. “Physical restraint” as permitted pursuant to this section includes only the use of specific, planned techniques ~~(e.g., the “basket hold” and “team control”).~~

1) “Prone physical restraint” means physical restraint in which a student is held face down on the floor or other surface and physical pressure is applied to the student's body to keep the student in the prone position.

2) “Supine physical restraint” means physical restraint in which a student is held face up on the floor or other surface and physical pressure is applied to the student's body to keep the student in the supine position.

Analysis:

ISBE agrees with the comment to change “his or her” to “student” for consistency and agrees to delete the examples. ISBE also agrees to add definitions for prone and supine restraints.

Recommendation:

Changes will be made to use the term “student” throughout the rules. Deletion of examples will be made. Definitions will be added.

Comment:

One commenter, Tricia Giron, expressed that the term “sensory break” would still allow a school to legally place a student in a locked seclusion room with no other person present and that schools will use this term as a loophole to the requirements in the rules. The commenter suggests adding language that better defines what is a valid reason for restraint or seclusion.

Analysis:

ISBE appreciates this comment and the commenter's concern, but believes this issue is already addressed by the ban of locked seclusion rooms.

Recommendation:

No changes will be made in response in this comment.

Summary and Analysis of Public Comments

Comment:

Park Ridge-Niles School District #64, submitted by Dr. Lea Anne Frost and Ms. Angela Phillips, notes that the definition of “time out” is confusing and vague. Specifically, the commenter wants to know the type of room that can be used for time out, its proximity to classmates, and if there can be blocking of egress by an adult.

Analysis:

ISBE believes the proposed rules already address the commenter’s concerns.

Recommendation:

No changes will be made in response to this comment.

Comment:

The National Council on Independent Living, submitted by Kelly Buckland, notes that “time out” must be defined as an emergency response, and that the definition should specify what constitutes a break or a sensory break.

Analysis:

ISBE believes the proposed rule changes address the time out definition. Definitions will be further clarified in revisions to the guidance document.

Recommendation:

No changes will be made in response to this comment.

Comment:

The Illinois Council of School Attorneys, submitted by Bridget Trojan, suggests that the last sentence in subsection (a) should read: “Interventions that will not be considered a time out include, but are not limited to: a student-initiated or teacher-initiated break; a student-initiated for teacher-initiated sensory break, including a sensory room containing sensory tools to assist a student to calm and de-escalate; a student-initiated or teacher-initiated calming break; the use of study carrels or other similar, non-enclosed partitions within the classroom; or an in-school suspension or detention, or any other appropriate disciplinary measure that is imposed outside of the student’s classroom, including a student’s removal to the hallway or other environment.”.

Analysis:

ISBE believes its definition of “time out” in subsection (a) is adequate, but may provide further clarification of the term in its guidance documents.

Recommendation:

No changes will be made in response to this comment.

SUBSECTION (d)

Comment:

Summary and Analysis of Public Comments

12 commenters note that subsection (d)(1)(A) uses the language “the student poses a physical risk to himself, herself, or others” rather than “the student’s behavior presents an imminent danger of serious physical harm to the student or others,” which is the language that is used elsewhere throughout the proposed rules.

Comments were received from the following organizations:

Access Living, submitted by Chris Yun
Arc of Illinois, submitted by Meg Cooch
Dawn Albanese
Chicago Lawyers’ Committee for Civil Rights, submitted by Amy Meek
Equip for Equality, submitted by Cheryl R. Jansen
Illinois Association of School Social Workers, submitted by Tom Tebbe
Illinois Council on Developmental Disabilities, submitted by Kimberly Mercer-Schleider
Michael Heinrich
Mary Fahey Hughes
National Council on Independent Living, submitted by Kelly Buckland
Laurel Kaish
Legal Council for Health Justice, submitted by Barb Cohen

Analysis:

The language in this particular subsection cannot be changed because it is quoted directly from the Illinois School Code.

Recommendation:

No changes will be made in response to this comment.

Comment:

17 commenters suggest changing subsection (d)(2)(B) so that a staff member supervising the restraint must also end the restraint if he or she recognizes that the student may be in respiratory distress. As a conforming change, the commenters also suggest deleting (d)(2)(C).

Comments were received from the following individuals and organizations:

Tammy Beckham
Community Consolidated School District 59, submitted by Dr. Elizabeth DeGruy
Mrs. Jodi Cooper
Karen Ewing
Jill Hall
Richard Harp
Illinois Alliance of Administrators of Special Education, submitted by Dr. Kevin Rubenstein
Tammy McCollum
Mount Vernon City Schools, District 80, submitted by Aletta Lawrence
Ali Nordin
Park Ridge-Niles School District #64, submitted by Dr. Lea Anne Frost and Ms. Angela Phillips
Jera Pieper
Wayne Stone
Dana Waggoner
Benay Walker
Brian Weems

Summary and Analysis of Public Comments

Leah Williams

Analysis:

ISBE agrees to this addition to the proposed language because it is more inclusive and better effectuates the intent of the rules. Because of this change, ISBE also agrees with the deletion of (d)(2)(C).

Recommendation:

Subsection (d)(2)(B) will state: "the student indicates that he or she cannot breathe or staff supervising the restraint recognizes that the student may be in respiratory distress." Subsection (d)(2)(C) will be deleted.

Comment:

The Illinois Council of School Attorneys, submitted by Bridget Trojan, recommends moving subsection (d)(5)(A)-(F) to the first paragraph of the Section. The commenter also suggests adding the phrase "Section 504 plan" to subsection (d)(7)(G)(i) and (ii), (f)(4), and (f)(4)(B).

Analysis:

ISBE agrees with moving the language to the beginning of Section 1.285. ISBE also agrees with the addition of "Section 504 Plan" and "other plan of care," but "other plan of care" in subsection (d), but feels it is not appropriate for subsection (f).

Recommendation:

The language from subsection (d)(5) will be moved and "federal Section 504" and "other plan of care" will be added to subsection (d)(7)(G)(i) and (ii).

Comment:

One commenter, Brian Weems, notes that in subsection (d)(7)(G), the use of the phrase "review the effectiveness of the procedures used" assumes that physical management is a teaching tool. The commenter suggests changing the language so that if a student requires a floor restraint, it is listed and reviewed as part of the student's Crisis Plan in his or her BIP or, for a general education student, another domain.

Analysis:

This recommended change is already addressed in the proposed rules.

Recommendation:

No changes will be made in response to this comment.

Comment:

16 commenters suggest changing subsection (d)(3) to read: "The staff involved in physically restraining a student must periodically (at least every five minutes) assess the situation and the student to evaluate if the imminent danger of serious physical harm continues to exist. If the imminent danger of serious physical harm continues to exist, staff may continue to use the physical restraint."

Comments were received from the following individuals and organizations:

Tammy Beckham

Summary and Analysis of Public Comments

Community Consolidated School District 59, submitted by Dr. Elizabeth DeGruy
Mrs. Jodi Cooper
Karen Ewing
Jill Hall
Richard Harp
Illinois Alliance of Administrators of Special Education, submitted by Dr. Kevin Rubenstein
Tammy McCollum
Mount Vernon City Schools, District 80, submitted by Aletta Lawrence
Ali Nordin
Park Ridge-Niles School District #64, submitted by Dr. Lea Anne Frost and Ms. Angela Phillips
Jera Pieper
Wayne Stone
Dana Waggoner
Benay Walker
Leah Williams

Analysis:

ISBE believes “periodically”, without the inclusion of “at least every five minutes,” is more beneficial because staff must determine what is the best practice in each scenario of physical restraint. Five minutes may be too long or too short for certain scenarios.

Recommendation:

No changes will be made in response to this comment.

Comment:

10 commenters note that the Supine Review under Section 1.258(d)(7)(G) should also occur when a student is placed in time out on at least two separate instances within a 30-day school period. Those commenters note that that “if applicable” and “as appropriate” should be deleted from subsection (d)(7)(G)(i) and (ii).

Comments were received from the following individuals and organizations:

Access Living, submitted by Chris Yun
Arc of Illinois, submitted by Meg Cooch
Dawn Albanese
Chicago Lawyers’ Committee for Civil Rights, submitted by Amy Meek
Equip for Equality, submitted by Cheryl R. Jansen
Legal Council for Health Justice, submitted by Barb Cohen
Michael Heinrich
Mary Fahey Hughes
Illinois Council on Developmental Disabilities, submitted by Kimberly Mercer-Schleider
Laurel Kaish

Analysis:

ISBE believes that the additional review requested by the commenters would put an undue burden on schools and school districts, and that the use of “if applicable” and “as appropriate” are necessary because the proposed rules apply to all students, not solely special education students.

Recommendation:

No changes will be made in response to this comment.

Summary and Analysis of Public Comments

Comment:

ED-RED, submitted by Sarah Hartwick, noted that, for the review under subsection (d)(7)(G), there is a possibility that the school personnel involved are two separate individuals and clarification is needed as to the appropriate individual to initiate this review. The commenter also notes that the language needs to be amended to better reflect the intent of the subsection, which is for school personnel to consider changes to future practices or if different interventions and supports may be needed. The commenter is also concerned with an overlap of documentation under subsections (g)(3) and (f)(3)(C) and recommends the use of one document. The commenter suggests that, under subsections (g) and (h), school districts have five school days to complete and submit the form to parents or the State Superintendent.

Analysis:

ISBE believes that schools can determine the specifics for this review at a local level, and the agency believes that the language addresses the intent of the Supreme Review. ISBE appreciates the commenter's comment on our documentation and will consider it as reviewing our forms.

Recommendation:

No changes will be made in response to this comment.

Comment:

Six commenters suggest adding the word "immediately" before "carry out" in subsection (d)(8).

Comments were received from the following individuals and organizations:

Access Living, submitted by Chris Yun

Dawn Albanese

Michael Heinrich

Mary Fahey Hughes

Laurel Kaish

Legal Council for Health Justice, submitted by Barb Cohen

Analysis:

ISBE agrees the addition of the word "immediately" is appropriate.

Recommendation:

The applicable portion of subsection (d)(8) [which has been changed to (d)(7)] will state: "unless a student also demonstrates a means of or intent to immediately carry out the threat."

SUBSECTION (e)

Comment:

10 commenters suggest that in subsection (e)(1), a student should not be kept in time out for no longer than 30 minutes, rather than no longer than is reasonably necessary.

Comments were received from the following individuals and organizations:

Access Living, submitted by Chris Yun

Arc of Illinois, submitted by Meg Cooch

Dawn Albanese

Summary and Analysis of Public Comments

Chicago Lawyers' Committee for Civil Rights, submitted by Amy Meek
Equip for Equality, submitted by Cheryl R. Jansen
Legal Council for Health Justice, submitted by Barb Cohen
Michael Heinrich
Mary Fahey Hughes
Illinois Council on Developmental Disabilities, submitted by Kimberly Mercer-Schleider
Laurel Kaish

Analysis:

ISBE feels that the "reasonably necessary" standard is best because it allows for variances between each student and scenario.

Recommendation:

No changes will be made in response to this comment.

Comment:

The National Council on Independent Living, submitted by Kelly Buckland, suggests that, given the subjective nature of "reasonably necessary" under subsection (e), the standard should be changed to if a student continues the presenting behavior for 45 minutes after the time out or restraint has been initiated, the student should be suspected of being in a medical or psychological crisis, and medical assistance should be summoned.

Analysis:

ISBE believes the proposed rules address appropriate actions for a supervising adult.

Recommendation:

No changes will be made in response to the comment.

IMMINENT DANGER OF SERIOUS PHYSICAL HARM

Comment:

13 commenters are concerned with the use of the word "serious" in the phrase "imminent danger of serious physical harm" because it may have unintended consequences when used elsewhere in IDEA. Also, the commenters note that the word is subject to interpretation and will put educators in an untenable position. The commenters suggest deleting the word each time it appears in that phrase.

Comments were received from the following individuals and organizations:

Belleville Area Special Services Cooperative, submitted by Jeff Daugherty
Jim Carver
Centralia High School #200, submitted by Chuck Lane
Four Rivers Special Education District, submitted by Christiane Pennell
Illinois Council of School Attorneys, submitted by Bridget Trojan
Illinois Statewide School Management Alliance, submitted by Brian D. Schwartz
Kaskaskia Special Education District #801, submitted by Cassie Clark
Andres Larson
Mid-State Special Education, submitted by Angela K. Armour and Lyn Becker
Salem Elementary District No. 111, submitted by Dr. Leslie Foppe
Sangamon Area Special Education District, submitted by Mark Strawn

Summary and Analysis of Public Comments

Janah Sudduth-Mottola
Tolono CUSD 7, submitted by Lanee Reichert

Analysis:

Because of the serious nature of the topic of these behavioral interventions, ISBE believes it is important to ensure that the application of those behavioral interventions is only utilized in instances of serious physical harm.

Recommendation:

No changes will be made in response to this comment.

Comment:

The Illinois Council of School Attorneys, submitted by Bridget Trojan, suggests that, for consistency, the phrase “imminent danger of physical harm” should be added to the following subsections: (d)(2)(A), (d)(7)(B), (d)(7)(F), (d)(8), (e)(1), and (e)(2).

Analysis:

ISBE appreciates the comment, however, to establish a consistent standard throughout the rules, the rules will use the phrase “imminent danger of serious physical harm.”

Recommendation:

No changes will be made in response to this comment.

Comment:

Legal Council for Health Justice, submitted by Barb Cohen, recommends making the standard of “imminent danger of causing physical harm to the student or others” for both physical restraint and time out, rather than just time out. The commenter also notes that there should be a requirement of calling medical personnel or any other qualified individual to attend and end the restraint once the maximum duration of physical restraint is up.

Analysis:

ISBE notes that the proposed rules are clear in that it applies to both time out and physical restraint. ISBE also believes that the provisions regarding the duration of physical restraint are adequate.

Recommendation:

No changes will be made in response to this comment.

THREAT ASSESSMENT

Comment:

Six commenters suggest adding a threat assessment requirement even if a student is deemed to demonstrate an intent to carry out a threat.

Comments were received from the following individuals and organizations:

Access Living, submitted by Chris Yun
Dawn Albanese
Michael Heinrich

Summary and Analysis of Public Comments

Mary Fahey Hughes
Laurel Kaish
Legal Council for Health Justice, submitted by Barb Cohen

Analysis:

ISBE is unclear as to what a threat assessment means.

Recommendation:

No changes will be made in response to this comment.

OVERSIGHT/ACCOUNTABILITY

Comment:

15 commenters suggest setting up a panel to review time out rooms on school-by-school basis before issuing a State-wide mandate.

Comments were made by the following individuals and organizations:

Tammy Beckham
Community Consolidated School District 59, submitted by Dr. Elizabeth deGruy
Cheryl Charlton
Mrs. Jodi Cooper
Karen Ewing
Jill Hall
Richard Harp
Illinois Alliance of Administrators of Special Education, submitted by Dr. Kevin Rubenstein
Tammy McCollum
Mount Vernon City Schools, District 80, submitted by Aletta Lawrence
Jera Pieper
Wayne Stone
Dana Waggoner
Benay Walker
Leah Williams

Analysis:

ISBE believes that the proposed rules provide the appropriate specifications for time out rooms to ensure the safety of students and staff.

Recommendation:

No changes will be made in response to this comment.

Comment:

17 commenters suggest creating a permanent committee to provide oversight and monitoring on the use of physical restraint and time out in schools. Some commenters offer suggestions on who should comprise the committee and what the committee should accomplish.

Comments were received by the following individuals and organizations:

Tammy Beckham
Community Consolidated School District 59, submitted by Dr. Elizabeth DeGruy

Summary and Analysis of Public Comments

Mrs. Jodi Cooper
Val Donnan
Karen Ewing
Jill Hall
Richard Harp
Illinois Alliance of Administrators of Special Education, submitted by Dr. Kevin Rubenstein
Tammy McCollum
Mount Vernon City Schools, District 80, submitted by Aletta Lawrence
Ali Nordin
Jera Pieper
Wayne Stone
Dana Waggoner
Benay Walker
Leah Williams
Kim Woolridge

Analysis:

ISBE understands the need to monitor the effectiveness of regulations and intends to monitor this issue through making continued internal stakeholder communications and further regulatory changes.

Recommendation:

No changes will be made in response to this comment.

Comment:

78 commenters suggest increasing State-level accountability regarding the use of time out or restraint by (i) clarifying the rules' use of "last resort," (ii) putting an emphasis on proactive behavior supports for students, and (iii) requiring staff training in a nationally accredited crisis management system.

Comments were received from the following individuals:

Kristena Adamo
Ashley Arsenault
Kelsey Arsenault
Jennifer Bell
Shery Bochenek
Claire Boyd
Cheryl Bransford
Diana Calvillo
Ashley Casey
Amanda Clay
Lucy D'Avanzo
Alice Dean
Don Dean
LynnZee Debnar
Sarah Dillon
Sarah Donnelly
Juan Jose Sanchez Escobar
Ramon Esparza
Catherine Fitzgerald
Catherine Fitzgerald

Summary and Analysis of Public Comments

Michelle Fitzgerald
Charles and Margaret Galey
Alfonso Galvez
Coco Galvez
Emilia Galvez
Gabriela Galvez
Marisela Galvez
Christine Gillespie
Maribel Gonzalez
Javier Guijosa
Kevin Guijosa
Michelle Guijosa
Wendy Jacoby
Elizabeth Jain
Becky Kaufman
Kearsti-Rae Knowles
Becky Joy Kristula
Tina Kubes
Joy Lazzara
Katelyn Leid
Abby Lynch
Katherine Manetas
Gretchen Mann
Jason Mann
Candace Meneou
Suzanne Mitchell
Tara Oetting
Hiral Patel
Lily Paterno
Brooke Pawlak
Guy Pearson
Abigail Picinich
Alec Picinich
Leslie Picinich
Leslie Picinich
Amy Prchal
Sarah Puhr
Ashik Rahman
Holly Reinagel
Mary Reinagel
Sue Rossetti
Juan Sanchez
Giselle Sandi-Tapia
Ragan Shaffer
Robyn Shareef
Jennifer Slawski
Kaitlin Smith
John Smits
Angelina Strum
Mandie Taylor

Summary and Analysis of Public Comments

Unidentified commenter
Tricia Urbanowski
Cletus Van Damme
John Whittington
Laura Whittington
Liz Woodin
Shannon Woolley
Anne Zircher

Analysis:

ISBE believes that the additional training requirements are already addressed in the proposed rules and does not believe that nationally accredited crisis management necessary. ISBE also maintains that the proposed rules are already clear on the use of last resort.

Recommendation:

No changes will be made in response to this comment.

Comment:

The Illinois State Advisory Council on the Education of Children with Disabilities, submitted by Dr. Jennifer Naddeo, suggests ISBE to provide leadership to ensure that districts and joint agreements examine and address their professional development needs. The commenter notes that school staff must be self-regulated and highly skilled in their interactions with students to avoid escalation and use of time out or restraint as punishment or retaliation. Finally, the commenter highlights that schools needs more money to secure the personnel, training, and other resources to make substantive progress toward offering a safe and healthy learning environment for all students.

Analysis:

ISBE believes the training requirements in the proposed rules are adequate, and understands the need to fully fund educational programs and advocates for appropriate school funding every year.

Recommendation:

No changes will be made in response to this comment.

Comment:

12 commenters suggest the rules require ISBE to develop and maintain a centralized database for the information reported to the State Superintendent under Section 1.285(h) so that aggregate data can be analyzed and trends and practices can be identified. The commenters suggest making this data available annually on ISBE's website, to the Governor, and to the Committees on Education in the Senate and the House of Representatives. The commenters suggest adding specific information to this report that is also required in other states.

Comments were received from the following individuals and organizations:

Access Living, submitted by Chris Yun
Dawn Albanese
Arc of Illinois, submitted by Meg Cooch
Chicago Lawyers' Committee for Civil Rights, submitted by Amy Meek
Equip for Equality, submitted by Cheryl R. Jansen
Loyola ChildLaw Center, submitted by Jackie Ross

Summary and Analysis of Public Comments

Michael Heinrich
Mary Fahey Hughes
Illinois Council on Developmental Disabilities, submitted by Kimberly Mercer-Schleider
Laurel Kaish
Legal Council for Health Justice, submitted by Barb Cohen
National Council on Independent Living, submitted by Kelly Buckland

Analysis:

ISBE acknowledges the benefit of aggregating data and analyzing trends of this information. ISBE is reviewing capacity to develop and maintain a database as described.

Recommendation:

No changes will be made in response to this comment.

Comment:

The Illinois Council of School Attorneys, submitted by Bridget Trojan, suggests requiring ISBE to publicly report data on the use time out and physical restraint annually. The commenter provides language that may be used for the reporting requirement.

Analysis:

ISBE acknowledges the benefit of reporting this information publicly and will determine the appropriate manner for doing so.

Recommendation:

No changes recommended for this comment

Comment:

12 commenters suggest the rules require ISBE to establish a process for ongoing review, monitoring, including independent monitoring, and auditing of the use of time out or physical restraint to ensure that the misuse of these practices is identified and stopped. The commenters also suggest requiring ISBE to establish enforcement methods and procedures to ensure schools fully comply with reporting requirements, with consequences for a failure to report.

Comments were received from the following organizations:

Access Living, submitted by Chris Yun
Dawn Albanese
Arc of Illinois, submitted by Meg Cooch
Chicago Lawyers' Committee for Civil Rights, submitted by Amy Meek
Equip for Equality, submitted by Cheryl R. Jansen
Michael Heinrich
Mary Fahey Hughes
Illinois Association of School Social Workers, submitted by Tom Tebbe
Illinois Council on Developmental Disabilities, submitted by Kimberly Mercer-Schleider
Laurel Kaish
Legal Council for Health Justice, submitted by Barb Cohen
National Council on Independent Living, submitted by Kelly Buckland

Analysis:

Summary and Analysis of Public Comments

ISBE believes these requirements are already included under ISBE's general supervision responsibilities.

Recommendation:

No changes will be made in response to this comment.

Comment:

10 commenters suggest requiring ISBE to establish improvement goals for schools to reduce and eventually eliminate the use of time out or physical restraint. The commenters suggest that schools be required to develop a plan and that these plans be submitted to ISBE for review, analysis, and ongoing monitoring for compliance.

Comments were received from the following individuals and organizations:

Access Living, submitted by Chris Yun

Dawn Albanese

Arc of Illinois, submitted by Meg Cooch

Chicago Lawyers' Committee for Civil Rights, submitted by Amy Meek

Equip for Equality, submitted by Cheryl R. Jansen

Michael Heinrich

Mary Fahey Hughes

Illinois Council on Developmental Disabilities, submitted by Kimberly Mercer-Schleider

Laurel Kaish

Legal Council for Health Justice, submitted by Barb Cohen

Analysis:

ISBE appreciates the comment and will discuss the subject matter internally.

Recommendation:

No changes will be made to the proposed rules in response to this comment.

Comment:

Allendale Association, submitted by Jennifer Stiemsma, requests to include consideration for guidelines for working in cooperation with DCFS, the Department of Human Services, and the Joint Commission. The commenter also requests that, rather than prescribing the type of meeting within the rules, the rules allow for other types of meetings to satisfy the meeting requirement.

Analysis:

ISBE appreciates the comment and will continue to work with our interagency departments. ISBE believes its meeting requirements are appropriate.

Recommendation:

No changes will be made in response to this comment.

Comment:

One commenter, Bev Johns, suggests the following:

- (1) A hotline for calls when students are being abused and a thorough investigation of complaints.

Summary and Analysis of Public Comments

- (2) While ISBE collects forms about the use of time out and physical restraint, it should look at patterns of behavior that are occurring, preventative strategies that were implemented prior to its use, and the person supervising the interventions.
- (3) Mental health support services for students that is not dependent on parental insurance.
- (4) Supportive services for staff members who are working with students with the most significant behavioral challenges.
- (5) Ongoing review of laws and regulation.

Analysis:

ISBE maintains that all staff working in an educational setting are mandated reporters and must report suspected abuse through DCFS. ISBE agrees that all forms will be reviewed for the information stated in the above comments. ISBE believes training for staff members is sufficiently addressed in the proposed rules and will continue to review laws and regulations.

Recommendation:

No changes will be made in response to this comment.

Comment:

One commenter, Donna M. Gruber, notes that there is nothing in the proposed rules that mandates by law that school districts and staff have to take steps to prevent these behaviors using interventions appropriate to the specific disability of the child, and no accountability or audit procedures from ISBE or outside of the State.

Analysis:

ISBE believes that the training requirements include appropriate preventative measures that take into account various disability categories. ISBE is also addressing accountability through its data collection system.

Recommendation:

No changes will be made in response to this comment.

Comment:

Loyola ChildLaw Center, submitted by Jackie Ross, suggests adding a provision that states, within three months of the rules being adopted, ISBE must form a statewide, multi-stakeholder task force to oversee and monitor the rollout of the new rules and policies. The commenter offers details on the membership of the task force and its duties.

Analysis:

ISBE believes its additional reporting requirements will increase oversight.

Recommendation:

No changes will be made in response to this comment.

Comment:

Summary and Analysis of Public Comments

Loyola ChildLaw Center, submitted by Jackie Ross, suggests that either ISBE, the referring district, or an independent monitor tour/observe any therapeutic day school or residential school to which it refers its students to ensure compliance to ISBE's rules.

Analysis:

ISBE already conducts evaluations and monitoring of non-public facilities under Part 401.

Comments:

No changes will be made in the response to this comment.

ILLINOIS FEDERATION OF TEACHERS

The Illinois Federation of Teachers, submitted by Daniel J. Montgomery, suggests the following:

- 1) Because the term "imminent danger" in the phrase "student's behavior presents an imminent danger of serious physical harm to the student or others" is subjective, ISBE should allocate funding for mandatory training on race, the history of race relations in the U.S., and implicit and explicit bias.
- 2) Clarification on "less restrictive and intrusive measures."
- 3) Clarification on what classifies a time out vs. "a brief removal" of a student to some different environment.
- 4) Clarifying whether one trained adult can supervise more than student in time out and what precautions will be developed to protect the safety of the adult.
- 5) Allocate funding for all staff to be thoroughly trained in physical restraint strategies and procedures to ensure they are applied, observed, and evaluated properly.
- 6) Clarifying how an administrator must take action under subsection (d)(7) if a school does not have a psychologist, social worker, nurse, or behavior specialist.
- 7) All staff be trained so that multiple individuals can serve as supervisors or evaluators of time out or physical restraint.
- 8) Results of the evaluation and any recommendations be shared with parents/caregivers of the student subjected to time out or physical restraint.
- 9) In subsection (h), add that an evaluation of the incident and recommended changes/adjustments be reported to ISBE within seven school days from the date of the incident. The commenter also suggests requiring ISBE to provide detailed feedback to the school district within 14 calendar days of the reported incident.
- 10) At least 30 hours of initial training with no less than 15 hours being face-to-face instruction. Also, at least 10 hours of re-training and continual development provided to all staff annually.

Summary and Analysis of Public Comments

- 11) ISBE convene education stakeholders to review, develop criteria, or create a high-quality training that districts can utilize.

Analysis:

- 1) The term “imminent danger” will be clarified in the ISBE guidance document. ISBE also believes that the training requirements in the proposed rules are sufficient.
- 2) This will be clarified in the ISBE guidance document.
- 3) ISBE believes this definition is clear.
- 4) ISBE believes that our rules are clear in that one trained adult cannot supervise more than one student.
- 5) ISBE understands the need to fully fund educational programs and advocates for appropriate school funding every year.
- 6) ISBE believes that best practice would be to consult with the personnel listed above.
- 7) ISBE believes that schools/districts must determine how many staff must be trained.
- 8) ISBE believes this information is included on the form.
- 9) ISBE will be developing a system for monitoring.
- 10) ISBE believes the eight-hour minimum is sufficient.
- 11) ISBE will be engaging stakeholder input in areas for professional development

Recommendation:

No changes will be made in response to this comment.

PROFICIO CONSULTING GROUP

Proficio Consulting Group seeks clarification for the following items:

- 1) The term “clearly defined area” in the first paragraph of Section 1.285. *This term was removed in response to another commenter.*
- 2) The terms “teacher-initiated sensory breaks” and “including a student’s brief removal to the hallway or similar environment” under subsection (a). *These terms will be defined in ISBE’s guidance document as a glossary item.*
- 3) Whether momentary periods of physical restriction for the purpose of removing a disruptive student would include escorts/transportations that are approved by the Crisis Prevention Institute, Therapeutic Crisis Intervention, PCM, etc., and defining “momentary.” *This is addressed in the current guidance document.*
- 4) Ending a restraint when it appears to be causing a student severe “distress” because most students participating in a restraint are in severe distress. *Severe distress means that a student is having difficulty breathing, etc.*
- 5) Under subsection (d)(7)(A), where would the entity find this information? *If known, this would be in the student’s record.*
- 6) Who is a “school staff person trained in identifying the signs of distress” and what is the appropriate course of action if the particular restraint used in accordance with the school-wide approved system doesn’t have the fewest points of contact on a student during

Summary and Analysis of Public Comments

restraint? *The staff person is defined in training requirements in subsection (i). Restraints should comply with all requirements and not be used if unable to meet those requirements.*

- 7) Can supine restraint go longer 30 minutes? *Yes, if the conditions under subsection (d) are met.*
- 8) Will there be an online system by which the form will be submitted that will allow for the aggregation and analysis of data? *ISBE is considering methods for data collection that allow for the aggregation and analysis of data.*
- 9) Subsection (f)(3) seems to conflict with subsection (e)(1) for time outs. *Per a previous comment, we have removed subsection (f)(3).*
- 10) Under subsection (f)(4)(B), does a serving school have to also invite the referring school district for a full IEP meeting since a change in placement could be discussed? *Yes, if an IEP is held, the LEA representative would be required to participate.*
- 11) How much of the form under subsection (g)(3) must be sent to parents and guardians? *The entire form must be sent to parents/guardians.*
- 12) Is the eight-hour training requirement for each subparagraph and would training for a de-escalation system qualify? *The eight-hour minimum requirement pertains to all sections in their entirety. Training requirements include a component of crisis de-escalation.*
- 13) The use of spaces larger than isolated time out cells that may not be completely empty or may contain outlets. *Current rules clarify the requirements of enclosures.*

Analysis:

See the italicized responses above.

Recommendation:

No changes will be made in response to this comment.

MISCELLANEOUS

Comment:

Turning Pointe Autism Foundation, submitted by Bernadette Bassett, suggests defining an emergency use clause for when a student with a disability is in crisis and at imminent risk of harming self or others.

Analysis:

This comment is unclear.

Recommendation:

No changes will be made in response to this comment.

Comment:

Summary and Analysis of Public Comments

One commenter, Sarah Donnelly, expressed that the agency failed to address the possibility that the rules may require parents to make difficult decisions regarding administering medication or increasing medication levels for their children.

Analysis:

ISBE believes that the administration of medication is at parental discretion. The agency does not have a stance on the administration of medication.

Recommendation:

No changes will be made in response to this comment.

Comment:

One commenter, Melanie Conley, suggests that the agency put out guidelines for “students with special education who have destructive outbursts that don’t necessarily qualify as a danger to self or others. For instance, students who destroy classroom property and continue to do so after being given multiple intervention options.”

Analysis:

ISBE will continue to review its guidance documents and will consider this commenter’s suggestion.

Recommendation:

No changes will be made to the proposed rules in response to this comment, but will the comment in review of the agency’s guidance documents.

Comment:

One commenter, Egan Hicks, believes visits and communication with professionals and school districts from members of the agency, the Governor’s Office, and the General Assembly should be a priority before making any changes to the rules regarding time out and physical restraints.

Analysis:

The agency has communicated and maintains communication with professionals and school districts on the use of time out and physical restraints.

Recommendation:

No changes will be made in response to this comment.

Comment:

One commenter, Marilyn Fawell, expressed concern over allowing special education students in the same classroom as regular education students.

Analysis:

ISBE appreciates the comment, but federal regulations require special education students to be educated in the general education environment to the greatest extent possible.

Recommendation:

No changes will be made in response to this comment.

Summary and Analysis of Public Comments

Comment:

Park Ridge-Niles School District #64, submitted by Dr. Lea Anne Frost and Ms. Angela Phillips, requests ISBE to provide guidance for parents of general education students on the infringement of educational rights.

Analysis:

ISBE intends to publish additional guidance following publication of the proposed rules.

Recommendation:

No changes will be made in response to this comment to the proposed rules, but the comment will be considered for ISBE's guidance documents.

Comment:

One commenter, Representative Grant E. Wehrli, suggests allowing parents and guardians to initiate a signed waiver with their licensed therapeutic schools, in accordance with standards and protocols established by the agency, that would give permission to schools and their trained staff in accordance with the individual crisis management plan to use isolated time out calm rooms for the sole purpose of de-escalation.

Analysis:

ISBE does not feel it's best practice to use waivers to allow the use of isolated time out.

Recommendation:

No changes will be made in response to this comment.

Comment:

23 commenters expressed concern that the proposed rulemaking may increase student suspensions and police involvement. Some commenters are concerned about the amount of youth who are mentally unstable and who will enter the jail system. The commenters also noted that over the course of a long period of time, the effect of the rules may create a higher increase in burn out and turn over for employees and may worsen the teacher shortage issue in this State. One commenter asks for further examination and consideration be given to the current staffing challenges before adopting the proposed rules.

Comments were made by the following individuals:

Dirk Aardsma

Mr. Jon Baricovich

Kari Bierman

Mary Blake

Kylee Booth

Cheryl Charlton

Jordan Coleman

Amanda Deaton

Esperanza School & Esperanza Learning Center, submitted by Anne Hellmer

Dawn Grubb

Daniel Huffman

Kathy Johnson

Summary and Analysis of Public Comments

Superintendent Chuck Lane
Missy Peters
Ms. Rachel Reule
Kristin Schmidt
Jennifer Scott
Christine M. Smith
Steven Steele
Mrs. Sydney Tipton
Rhonda Walsh
Dr. Troy J. Whalen
Nancy Wojcik

Analysis:

ISBE appreciates the comment and the concerns addressed by the commenters are not the intention of the proposed rules. ISBE will continue to monitor the effect of the rules on suspensions and entry into the juvenile justice system. ISBE believes that the increased training requirements in the rules may positively impact teacher retention because teachers will be better prepared to serve students with challenging behaviors.

Recommendation:

No changes will be made in response to this comment.

Comment:

One commenter, Tiffany M. Gibson, suggests utilizing behavioral development classrooms where students can learn emotional management along with history and math, then integrate some of their skills into an average classroom.

Analysis:

ISBE notes that schools are already able to offer these services and should continue with social emotional learning.

Recommendation:

No changes will be made in response to this comment.

Comment:

One commenter, Joy Lazzara, asked ISBE to make it easier for special needs parents to place their children in the most appropriate school for them.

Analysis:

ISBE believes that a student has a right to a free and appropriate public education in the least restrictive environment. We continue to review to ensure it's user friendly and parent friendly and make changes where necessary.

Recommendation:

No changes will be made in response to this comment.

SUPPORT FOR PROPOSED RULES

Summary and Analysis of Public Comments

Comment:

Four commenters support the proposed rules.

Comments were received by the following individuals:

Kelsey Bright
Diane Godsil
Chloe Konicki
Susan Ward

Analysis:

ISBE appreciates the supportive comments.

Recommendation:

No changes will be made in response to this comment.

Comment:

16 commenters support the ban on prone physical restraint under Section 1.285(d)(6). Some commenters also offer suggestions if the agency decides to allow prone physical restraint in schools.

Comments were received by the following individuals and organizations:

Tammy Beckham
Community Consolidated School District 59, submitted by Dr. Elizabeth DeGruy
Mrs. Jodi Cooper
Karen Ewing
Jill Hall
Richard Harp
Illinois Alliance of Administrators of Special Education, submitted by Dr. Kevin Rubenstein
Tammy McCollum
Mount Vernon City Schools, District 80, submitted by Aletta Lawrence
National Council on Independent Living, submitted by Kelly Buckland
Ali Nordin
Jera Pieper
Wayne Stone
Dana Waggoner
Benay Walker
Leah Williams

Analysis:

ISBE maintains that a ban on prone restraints will remain to ensure the safety of all students.

Recommendation:

No changes will be made in response to this comment.

Comment:

11 commenters support various actions taken by ISBE in the proposed rules to prohibit the use of isolated time out and restrict the use of physical restraint, including the prohibition on chemical, mechanical, and prone restraint and the requirement of written documentation.

Summary and Analysis of Public Comments

Comments were received from the following organizations:

Access Living, submitted by Chris Yun

Arc of Illinois, submitted by Meg Cooch

Dawn Albanese

Chicago Lawyers' Committee for Civil Rights, submitted by Amy Meek

Equip for Equality, submitted by Cheryl R. Jansen

Legal Council for Health Justice, submitted by Barb Cohen

Michael Heinrich

Mary Fahey Hughes

Illinois Association of School Social Workers, submitted by Tom Tebbe

Illinois Council on Developmental Disabilities, submitted by Kimberly Mercer-Schleider

Laurel Kaish

Analysis:

ISBE appreciates the supportive comments.

Recommendation:

No changes made in response to this comment.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER 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

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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
1.423	Competency-Based High School Graduation Requirements 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
1.443	Illinois Global Scholar Certificate
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

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 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

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

1.792	Short-Term Substitute Teacher
1.794	Substitute Teachers; Recruiting Firms
1.APPENDIX A	Professional Staff Educator Licensure
1.APPENDIX B	Competency-Based High School Graduation Requirements Pilot Program Criteria for Review
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)
1.APPENDIX H	Guidance and Procedures for School Districts Implementing the Illinois Global Scholar Certificate

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

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.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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. 11512, effective June 8, 2018; amended at 43 Ill. Reg. 3792, effective February 28, 2019; amended at 43 Ill. Reg. 10213, effective August 30, 2019; amended at 43 Ill. Reg. 10718, effective September 11, 2019; amended at 43 Ill. Reg. 13324, effective October 29, 2019; emergency amendment at 43 Ill. Reg. 14305, effective November 20, 2019, for a maximum of 150 days; emergency amendment to emergency rule at 43 Ill. Reg. _____, effective December 4, 2019, for the remainder of the 150 days; amended at 44 Ill. Reg. _____, effective _____.

SUBPART B: SCHOOL GOVERNANCE

Section 1.280 Discipline

Section 24-24 of the School Code [105 ILCS 5] provides for teachers, other licensed educational employees (except for individuals employed as a paraprofessional educator), and persons providing a related service for or with respect to a student as determined by the board of education to maintain discipline in the schools.

- a) The board of education shall establish and maintain a parent-teacher advisory committee as provided in Section 10-20.14 of the School Code.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- b) The board of education shall establish a policy on the administration of discipline in accordance with the requirements of Sections 10-20.14 and 24-24 of the School Code and disseminate that policy as provided in Section 10-20.14 of the School Code. Under no circumstance shall the policy authorize the use of time out or physical restraint as a form of discipline or punishment.
- e) ~~Any use of isolated time out or physical restraint permitted by a board's policy shall conform to the requirements of Section 1.285. If isolated time out or physical restraint is to be permitted, the policy shall include:~~
- ~~1) the circumstances under which isolated time out or physical restraint will be applied;~~
 - ~~2) a written procedure to be followed by staff in cases of isolated time out or physical restraint;~~
 - ~~3) designation of a school official who will be informed of incidents and maintain the documentation required pursuant to Section 1.285 when isolated time out or physical restraint is used;~~
 - ~~4) the process the district or other administrative entity will use to evaluate any incident that results in an injury that the affected student (or the responsible parent or guardian), staff member, or other individual identifies as serious;~~
 - ~~5) a description of the alternative strategies that will be implemented when determined advisable pursuant to Section 1.285(f)(4); and~~
 - ~~6) a description of the district's or other administrative entity's annual review of the use of isolated time out or physical restraint, which shall include at least:~~
 - ~~A) the number of incidents involving the use of these interventions;~~
 - ~~B) the location and duration of each incident;~~
 - ~~C) identification of the staff members who were involved;~~
 - ~~D) any injuries or property damage that occurred, and~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

E) ~~the timeliness of parental notification and administrative review.~~

- c) ~~d)~~ In addition to, or as part of, its policy on the maintenance of discipline, each board of education shall adopt policies and procedures regarding the use of behavioral interventions for students with disabilities who require intervention. Each board's policies and procedures shall conform to the requirements of Section 14-8.05(c) of the School Code.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 1.285 Requirements for the Use of Isolated Time Out, Time Out, and Physical Restraint

Isolated time out, time out, and physical restraint, as defined in this Section, shall be used only when the student's behavior presents an imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures have been tried and proven ineffective in stopping the imminent danger of serious physical harm. ~~as means of maintaining discipline in schools (that is, as means of maintaining a safe and orderly environment for learning) and only to the extent that they are necessary to preserve the safety of students and others.~~ Neither isolated time out nor physical restraint shall be used in administering discipline to individual students, i.e., as a form of punishment. ~~Nothing in this Section or in Section 1.280 of this Part shall be construed as regulating the restriction of students' movement when that restriction is for a purpose other than the maintenance of an orderly environment (e.g., the appropriate use of safety belts in vehicles).~~ Isolated time out, time out, or physical restraint shall not be used as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others.

a) Isolated time out or time out

- 1) "Isolated time out" means the involuntary confinement of a student alone in a time out room or other enclosure outside the classroom without a supervising adult in the time out room or enclosure. Isolated time out is allowed only under limited circumstances. If all other requirements under this Section are met, isolated time out may be used only when the adult in the time out room or enclosure is in imminent danger of serious physical harm because the student is unable to cease actively engaging in extreme physical aggression.
- 2) ~~a)~~ "Time ~~Isolated time~~ out" means a behavior management technique for the

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

purpose of calming or de-escalation that involves the involuntary monitored separation of a student from classmates with an adult trained under subsection (i) for part of the school day, only for a brief time, in a non-locked setting. the confinement of a student in a time-out room or some other enclosure, whether within or outside the classroom, from which the student's egress is restricted. The use of isolated time out shall be subject to the following requirements.

- 3) “Isolated time out” or “time out” does not include a student-initiated or student-requested break, a student-initiated or teacher-initiated sensory break, including a sensory room containing sensory tools to assist a student to calm and de-escalate, an in-school suspension or detention, or any other appropriate disciplinary measure, including a student’s brief removal to the hallway or similar environment.
- 4) ~~4)~~ Any enclosure used for isolated time out or time out shall:
- A) meet all of the health/life safety requirements of 23 Ill. Adm. Code 180;
 - B) ~~A)~~ have the same ceiling height as the surrounding room or rooms and be large enough to accommodate not only the student being placed in isolated time out or time out ~~isolated~~ but also, if applicable, any other individual who is required to accompany that student under this Section;
 - C) ~~B)~~ be constructed of materials that cannot be used by students to harm themselves or others, be free of electrical outlets, exposed wiring, and other objects that could be used by students to harm themselves or others, and be designed so that students cannot climb up the walls; ~~(including walls far enough apart so as not to offer the student being isolated sufficient leverage for climbing);~~ and
 - D) ~~C)~~ be designed to permit continuous visual monitoring of and communication with the student; and -
 - E) if fitted with a door, be fitted with either a steel door or a wooden door of solid-core construction. If the door includes a viewing panel, the panel shall be unbreakable. The door shall not be fitted with a locking mechanism or be physically blocked by furniture or

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

any other inanimate object at any time during the isolated time out or time out.

- 5) For an isolated time out, an adult who is responsible for supervising the student must remain within two feet of the enclosure. The supervising staff member must always be able to see, hear, and communicate with the student. The door shall not be locked or held to block egress. A student in isolated time out shall not be supervised using cameras, audio recording, or any other electronic monitoring device.
- ~~2) — If an enclosure used for isolated time out is fitted with a door, either a steel door or a wooden door of solid-core construction shall be used. If the door includes a viewing panel, the panel shall be unbreakable.~~
- ~~6)3) — For time out, an An adult trained under subsection (i) who is responsible for supervising the student must shall remain in the same room as the student at all times during the time out within two feet of the enclosure.~~
- ~~7)4) A student placed in isolated time out or time out must have reasonable access to food, water, medication, and toileting facilities. Except in circumstances in which there is a risk of self-injury or injury to staff or others, a student in isolated time out or time out shall not have his or her clothing removed, including, but not limited to, shoes, shoelaces, boots, or belts. The adult responsible for supervising the student must be able to see the student at all times. If a locking mechanism is used on the enclosure, the mechanism shall be constructed so that it will engage only when a key, handle, knob, or other similar device is being held in position by a person, unless the mechanism is an electrically or electronically controlled one that is automatically released when the building's fire alarm system is triggered. Upon release of the locking mechanism by the supervising adult, the door must be able to be opened readily.~~
- b) "Physical restraint" means holding a student or otherwise restricting a student's ~~his or her~~ movements. "Physical restraint" as permitted pursuant to this Section includes only the use of specific, planned techniques (~~e.g., the "basket hold" and "team control"~~).
- c) The requirements set forth in subsections (d) through (i) (~~h~~) of this Section shall not apply to the actions described in this subsection (c) because, pursuant to Section 10-20.33 of the School Code [105 ILCS 5/~~10-20.33~~], "restraint" does not

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

include momentary periods of physical restriction by direct person-to-person contact, without the aid of material or mechanical devices, accomplished with limited force and designed to:

- 1) *prevent a student from completing an act that would result in potential physical harm to himself, herself, or another or damage to property; or*
 - 2) *remove a disruptive student who is unwilling to leave the area voluntarily.*
- d) The use of physical restraint shall be subject to the following requirements and limitations.
- 1) Pursuant to Section 10-20.33 of the School Code, physical restraint may only be employed when:
 - A) *the student poses a physical risk to himself, herself, or others,*
 - B) *there is no medical contraindication to its use, and*
 - C) *the staff applying the restraint have been trained in its safe application as specified in subsection (i) ~~(h)(2)~~ of this Section.*
 - 2) Physical restraint must end immediately when:
 - A) the threat of imminent danger of serious physical harm ends; or
 - B) the student indicates that he or she cannot breathe or staff supervising the student recognizes that the student may be in respiratory distress.
 - C) ~~except if ending the restraint would cause serious physical harm, the student is observed to be in severe distress.~~
 - 3) The staff involved in physically restraining a student must periodically halt the restraint to evaluate if the imminent danger of serious physical harm continues to exist. If the imminent danger of serious physical harm continues to exist, staff may continue to use the physical restraint and the continued use may not be considered a separate instance of physical restraint.
 - 4) A physical restraint shall not impair a student's ability to breathe or

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

communicate normally, obstruct a student's airway, or interfere with a student's ability to speak. If physical restraint is imposed upon a student whose primary mode of communication is sign language or an augmentative mode, the student shall be permitted to have his or her hands free of restraint for brief periods, unless the supervising adult determines that this freedom appears likely to result in harm to the student or others.

- 5) Prone physical restraint is prohibited. "Prone physical restraint" means a physical restraint in which a student is held face down on the floor or other surface and physical pressure is applied to the student's body to keep the student in the prone position.
- 6) "Supine physical restraint" means a physical restraint in which a student is held face up on the floor or other surface and physical pressure is applied to the student's body to keep the student in the supine position. Supine physical restraint is prohibited, except if all of the following criteria are met:
 - A) Before using a supine physical restraint, the school district or other entity serving the student shall review and determine if there are any known medical or psychological limitations that contraindicate the use of a supine restraint.
 - B) The school district or other entity serving the student deems the situation an emergency, defined as a situation in which immediate intervention is needed to protect a student or other individual from imminent danger of serious physical harm to himself, herself, or others and less restrictive and intrusive interventions have been tried and proven ineffective in stopping the imminent danger.
 - C) Supine physical restraint is used in a manner that does not restrict or impair a student's ability to breathe or communicate normally, obstruct a student's airway, or interfere with a student's primary mode of communication.
 - D) Supine physical restraints are used only by personnel who have completed required training under subsection (i).
 - E) Supine physical restraints are used only if those interventions are the least restrictive and intrusive interventions to address the emergency and stop the imminent danger of serious physical harm

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

to the student or others. During each incident, one school staff person trained in identifying the signs of distress must be assigned to observe and monitor the student during the entire incident. That staff person may not be involved in the physical holding of the student. The number of staff involved in physically restraining the student may not exceed the number necessary to safely hold the student. Staff involved in the restraint must use the least amount of force and the fewest points of contact necessary and must afford the student maximum freedom of movement while maintaining safety.

- F) The supine physical restraint ends immediately when the threat of imminent danger of serious physical harm ends, but in no event shall supine physical restraint last longer than 30 minutes. If, after 30 minutes, the emergency has not resolved or if an additional emergency arises the same school day that meets the standards under this subsection, a school administrator, in consultation with a psychologist, social worker, nurse, or behavior specialist, may authorize the continuation of the restraint or an additional supine restraint. No restraint may be continued nor may additional restraints be applied unless it is authorized by a school administrator.
- G) If the student is restrained in a supine physical restraint in at least 2 separate instances within a 30-school day period, the school personnel who initiated, monitored, and supervised the incidents shall initiate a Supine Review, which is a review of the effectiveness of the procedures used. If the personnel involved in the restraints do not include a psychologist, social worker, nurse, or behavior specialist, at least one of those staff members must be included in the Supine Review. The Supine Review must include, but is not limited to:
- i) conducting or reviewing a functional behavioral analysis, reviewing data, considering the development of additional or revised positive behavioral interventions and supports, considering actions to reduce the use of restrictive procedures, or, if applicable, modifying the student's individualized education program, federal Section 504 plan, behavior intervention plan, or other plan of care, as appropriate; and

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- ii) reviewing any known medical or psychological limitations that contraindicate the use of a restrictive procedure, considering whether to prohibit that restrictive procedure, and, if applicable, documenting any prohibitions in the student's individualized education program, federal Section 504 plan, behavior intervention plan, or other plan of care.
- 7) 2) Students shall not be subjected to physical restraint for using profanity or other verbal displays of disrespect for themselves or others. A verbal threat shall not be considered as constituting a physical danger unless a student also demonstrates a means of or intent to immediately carry out the threat.
- 8) 3) Except as permitted by the administrative rules of another State agency operating or licensing a facility in which elementary or secondary educational services are provided (e.g., the Illinois Department of Corrections, the Illinois Department of Juvenile Justice, or the Illinois Department of Human Services), mechanical restraint or chemical restraint, as defined under this subsection, (i.e., the use of any device other than personal physical force to restrict the limbs, head, or body) shall not be employed.
- 9) 4) Medically prescribed restraint procedures employed for the treatment of a physical disorder or for the immobilization of a person in connection with a medical or surgical procedure shall not be used as means of physical restraint for purposes of maintaining discipline.
- 10) 5) Any application of physical restraint shall take into consideration the safety and security of the student. Physical ~~Further, physical~~ restraint shall not rely upon pain as an intentional method of control.
- 11) 6) In determining whether a student who is being physically restrained should be removed from the area where the restraint was initiated, the supervising adult shall consider the potential for injury to the student, the student's need for privacy, and the educational and emotional well-being of other students in the vicinity.
- 7) ~~If physical restraint is imposed upon a student whose primary mode of communication is sign language or an augmentative mode, the student shall be permitted to have his or her hands free of restraint for brief~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

~~periods, unless the supervising adult determines that this freedom appears likely to result in harm to the student or others.~~

12) Mechanical restraint is prohibited. "Mechanical restraint" means the use of any device or equipment to limit a student's movement or hold a student immobile. "Mechanical restraint" does not include any restraint used to:

- A) treat a student's medical needs;
- B) protect a student known to be at risk of injury resulting from lack of coordination or frequent loss of consciousness;
- C) position a student with physical disabilities in a manner specified in the student's individualized education program, federal Section 504 plan, or other plan of care;
- D) provide a supplementary aid or service or an accommodation, including, but not limited to, assistive technology that provides proprioceptive input or aids in self-regulation; or
- E) promote student safety in vehicles used to transport students.

13) Chemical restraint is prohibited. "Chemical restraint" means the use of medication to control a student's behavior or restrict a student's freedom of movement. "Chemical restraint" does not include medication that is legally prescribed and administered as part of a student's regular medical regimen to manage behavioral symptoms and treat medical symptoms.

e) Time Limits

1) A student shall be released from isolated time out or time out immediately upon determination by the staff member that the student is no longer an imminent danger of serious physical harm to the student or others. ~~not be kept in isolated time out for longer than is therapeutically necessary~~ No less than once every 15 minutes, an adult trained under subsection (i) must assess whether the student has ceased presenting the specific behavior for which the time out was imposed. ~~which shall not be for more than 30 minutes after he or she ceases presenting the specific behavior for which isolated time out was imposed or any other behavior for which it would be an appropriate intervention.~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) A student shall be released from physical restraint immediately upon a determination by the staff member administering the restraint that the student is no longer in imminent danger of causing serious physical harm to the student ~~himself, herself,~~ or others.
- f) Documentation and Evaluation
- 1) In a form and manner prescribed by the State Superintendent, a A written record of each episode of isolated time out, time out, or physical restraint shall be maintained in the student's temporary record. The official designated under this Section pursuant to Section 1.280(c)(3) of this Part shall also maintain a copy of each of these records. Each record shall include, but is not limited to, all of the following:
- A) the student's name;
- B) the date of the incident;
- C) the beginning and ending times of the incident;
- D) a description of any relevant events leading up to the incident;
- E) a description of any interventions used prior to the implementation of isolated time out, time out, or physical restraint;
- F) a description of the incident ~~and/or~~ student behavior that resulted in isolated time out, time out, or physical restraint, including the specific imminent danger of serious physical harm to the student or others;
- G) for isolated time out, a description of the rationale of why the needs of the student cannot be met by a lesser restrictive intervention and why an adult could not be present in the time out room;
- H)G) a log of the student's behavior in isolated time out or time out or during physical restraint, including a description of the restraint techniques used and any other interaction between the student and staff;
- I)H) a description of any injuries (whether to students, staff, or others)

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

or property damage;

~~J)H~~ a description of any planned approach to dealing with the student's behavior in the future, including any de-escalation methods or procedures that may be used to avoid the use of isolated time out, time out, or physical restraint;

~~K)J~~ a list of the school personnel who participated in the implementation, monitoring, and supervision of isolated time out, time out, or physical restraint; and

~~L)K~~ the date on which parental or guardian notification took place as required by subsection (g) of this Section.

2) The school official designated under this Section ~~pursuant to Section 1.280(c)(3) of this Part~~ shall be notified of the incident as soon as possible, but no later than the end of the school day on which it occurred.

3) ~~The record described in subsection (f)(1) of this Section shall be completed by the beginning of the school day following the episode of isolated time out or physical restraint.~~

3) 4) The requirements of this subsection (f)(3) ~~(f)(4)~~ shall apply whenever an episode of isolated time out or time out exceeds 30 minutes, an episode of physical restraint exceeds 15 minutes, or repeated episodes have occurred during any three-hour period.

A) A licensed educator or licensed clinical practitioner knowledgeable about the use of isolated time out or time out or trained in the use of physical restraint, as applicable, shall evaluate the situation.

B) The evaluation shall consider the appropriateness of continuing the procedure in use, including the student's potential need for medication, nourishment, or use of a restroom, and the need for alternate strategies (e.g., assessment by a mental health crisis team, assistance from police, or transportation by ambulance).

C) The results of the evaluation shall be committed to writing and copies of this documentation shall be placed into the student's temporary student record and provided to the official designated under this Section ~~pursuant to Section 1.280(c)(3) of this Part~~.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 4) ~~5)~~ When a student ~~experiences~~ has first experienced three instances of isolated time out, ~~time out~~, or physical restraint on three days within a 30-day period, the school personnel who initiated, monitored, and supervised the incidents shall initiate a review of the effectiveness of the procedures used and prepare an individual behavior plan for the student that provides either for continued use of these interventions or for the use of other, specified interventions. The plan shall be placed into the student's temporary student record. The review shall also consider the student's potential need for an alternative program, ~~or~~ for special education eligibility, or, for a student already eligible for special education, for a change in program.
- A) The district or other entity serving the student shall invite the student's parents or guardians to participate in this review and shall provide ten days' notice of its date, time, and location.
- B) The notification shall inform the parents or guardians that the student's potential need for special education, ~~or~~ an alternative program, or, for students already eligible for special education, the student's potential need for a change in program, will be considered and that the results of the review will be entered into the temporary student record.
- g) Notification to Parents or Guardians
- 1) A district whose policies allow for ~~on the maintenance of discipline include~~ the use of isolated time out, ~~time out~~, or physical restraint shall notify parents or guardians to this effect as part of the information distributed annually or upon enrollment pursuant to Sections 10-20.14 and 14-8.05(c) of the School Code [105 ILCS 5/10-20.14 and 14-8.05(c)].
- 2) If a student is subject to isolated time out, time out, or physical restraint, the school must make a reasonable attempt to notify the student's parent or guardian on the same day the isolated time out, time out, or physical restraint is imposed.
- 3) ~~2)~~ Within one business day ~~24 hours~~ after any use of isolated time out, ~~time out~~, or physical restraint, the school district or other entity serving the student shall send the form required under subsection (f)(1) ~~written notice of the incident~~ to the student's parents or guardians, ~~unless the parent has~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

~~provided the district or other entity with a written waiver of this requirement for notification. The notification shall include the student's name, the date of the incident, a description of the intervention used, and the name of a contact person with a telephone number to be called for further information.~~

h) Report to the State Superintendent

- 1) No later than 2 school days after any use of isolated time out, time out, or physical restraint, the school district or other entity serving the student shall, in a form and manner prescribed by the State Superintendent, submit the information required under subsection (f)(1) to the State Superintendent.
- 2) The State Superintendent reserves the authority to require districts to submit the information required under subsection (f)(1) for previous school years.

i) ~~h~~ Requirements for Training

- 1) Any adult who is supervising a student in isolated time out or time out or who is involved in a physical restraint shall receive at least 8 hours of training annually in the following:
 - A) crisis de-escalation;
 - B) restorative practices;
 - C) identifying signs of distress during physical restraint and time out;
 - D) trauma-informed practices; and
 - E) behavior management practices.

Except for training on physical restraint, online training may be utilized for all training areas under this subparagraph.

- 2) All adults trained under this subsection must be provided a copy of the district's policies on isolated time out, time out, and physical restraint.

4) Isolated Time Out

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

~~Each district, cooperative, or joint agreement whose policy permits the use of isolated time out shall provide training, orientation to its staff members covering at least the written procedure established pursuant to Section 1.280(c)(2) of this Part.~~

2) ~~Physical Restraint~~

3) A) ~~Isolated time out, time out or, physical~~ Physical restraint, as defined in this Section, shall be applied only by individuals who have received annual systematic training on less restrictive and intrusive strategies and techniques to reduce the use of isolated time out, time out, and physical restraint based on best practices and how to safely use isolated time out, time out, and physical restraint when those alternative strategies and techniques have been tried and proven ineffective. This training must include that includes all the elements described in this subsection (h)(2)(B) of this Section and must result in the receipt of who have received a certificate of completion or other written evidence of participation. No individual may use isolated time out, time out, or physical restraint before receiving the required training and certificate. An individual who applies isolated time out, time out, or physical restraint shall use only techniques in which he or she has received prior annual training within the preceding two years, as indicated by written evidence of participation.

4) B) ~~The training required under this subsection~~ Training with respect to isolated time out, time out, or physical restraint may be provided either by the employer or by an external entity. All persons or entities who provide training must be trained and certified in the effective use of less restrictive and intrusive alternatives to prevent imminent danger of serious physical harm to the student or others and the safe application of isolated time out, time out, and physical restraint when less restrictive and intrusive alternatives have been tried and proven ineffective. The training and shall include, but need not be limited to:

A) the dangers associated with the use of isolated time out, time out, and physical restraint and the need to use interventions that are less restrictive and intrusive to reduce the risk of harm to students.

B) appropriate procedures for preventing the need for isolated time out, time out, or physical restraint, including the de-escalation of problematic behavior, relationship-building, and the use of alternatives to restraint;

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) recognizing and responding appropriately to the antecedent of a student's behavior;
 - D) recognizing contraindications and other conditions and events that increase risk of death;
 - E) ~~ii)~~ a description and identification of dangerous behaviors on the part of students that may indicate the need for isolated time out, time out, or physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
 - F) ~~iii)~~ the simulated experience of administering and receiving a variety of isolated time out, time out, and physical restraint techniques, ranging from minimal physical involvement to very controlling interventions;
 - G) ~~iv)~~ instruction regarding the effects of isolated time out, time out, and physical restraint on the person in restraint, isolated time out, or time out restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
 - H) ~~v)~~ instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and
 - I) ~~vi)~~ demonstration by participants of proficiency in administering isolated time out, time out, and physical restraint.
- 5) ~~E)~~ An individual may provide training to others in a particular method of isolated time out, time out, and physical restraint only if he or she has received written evidence of completing training in those techniques that ~~technique that~~ meet ~~meets~~ the requirements of this subsection (h)(2)(B) of this Section within the preceding one-year period.
- j) Any use of isolated time out, time out, or physical restraint permitted by a board's policy shall be implemented in accordance with written procedures that include:
- 1) the circumstances under which isolated time out, time out, or physical restraint will be applied;

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) a written procedure to be followed by staff in cases of isolated time out, time out, or physical restraint;
 - 3) designation of a school official who will be informed of incidents and maintain the documentation required under this Section when isolated time out, time out, or physical restraint is used;
 - 4) the process the district or other entity serving public school students will use to evaluate any incident that results in an injury to the affected student; and
 - 5) a description of the district's or other entity's annual review of the use of isolated time out, time out, or physical restraint, which, at a minimum, shall include:
 - A) the number of incidents involving the use of these interventions;
 - B) the location and duration of each incident;
 - C) identification of the staff members who were involved;
 - D) any injuries or property damage that occurred; and
 - E) the timeliness of parental or guardian notification, timelines of agency notification, and administrative review.
- k) Complaint Procedures
- 1) Any parent or guardian, individual, organization, or advocate may file a signed, written complaint with the State Superintendent alleging that a local school district or other entity serving the student has violated this Section. The complaint shall include all of the following:
 - A) the facts on which the complaint is based;
 - B) the signature and contact information for the complainant;
 - C) if known, the names and addresses of the students involved and the name of the school of attendance;

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- D) a description of the nature of the problem, including any facts relating to the problem; and
 - E) a proposed resolution of the problem to the extent known.
- 2) The State Superintendent shall only consider a complaint if it alleges a violation occurring not more than one year prior to the date in which the complaint is received.
- 3) After receiving a complaint that meets the requirements of this subsection, the State Superintendent shall:
 - A) carry out an independent on-site investigation, if deemed necessary by the State Superintendent;
 - B) give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint; and
 - C) require that the public entity that is the subject of the complaint submit a written response to the complaint. The public entity shall submit its response and all other documentation to the State Superintendent and the parent, individual, or organization filing the complaint no later than the date indicated in the written correspondence received under this subsection.
- 4) 2) The State Superintendent must issue a written decision to the complainant that addresses each allegation in the complaint and that contains all of the following:
 - A) findings of fact and conclusion;
 - B) the reasons for the State Superintendent's final decision; and
 - C) orders for any action, including technical assistance.
- 5) The complaint procedure under this Section does not limit, diminish, or otherwise deny the federal and State rights and procedural safeguards afforded to students.




(Source: Amended at 44 Ill. Reg. _____, effective _____)

ILLINOIS REGISTER

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

ILLINOIS STATE BOARD OF EDUCATION MEETING
February 18, 2020

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Dr. Ernesto Matias, Education Officer 
Irma Snopek, Policy and Communications Officer 

Agenda Topic: Parts 27 (Standards for Endorsements in Specific Teaching Fields), 28 (Standards for Endorsements in Special Education), and 29 (Standards for Administrative Endorsements) *General Clean up*

Expected Outcome: Approval to submit Parts 27, 28, and 29 rules to JCAR for second notice

Materials: Appendix A: Parts 27, 28, and 29 Response to Public Comment
Appendix B: Parts 27, 28 and 29 Proposed Rules

Staff Contact(s): Jason Helfer, Ph.D., Deputy Officer, Instructional Education
Emily Fox, Director, Educator Effectiveness
Amanda Elliott, Executive Director, Legislative Affairs
Azita Kakvand, Agency Rules Coordinator, Legislative Affairs

Purpose of Agenda Item

The Educator Effectiveness Department requests the Board to authorize the State Superintendent to submit the proposed rulemaking to the Joint Committee on Administrative Rules (JCAR) for second notice.

Background Information/History

Part 27 was updated in March of 2018 to replace State content area standards for teaching fields with national standards for each individual endorsement. The State Educator Preparation and Licensure Board (SEPLB) and stakeholders in higher education supported the move to national standards. The national standards align to national accreditation organizations and are more current and more frequently updated than state-established standards required for educator preparation. In addition to the Illinois-specific content standards, the required content tests for teacher candidates are regularly updated to align with the national standards. The proposed rulemaking provides for general cleanup of Part 27 for the purposes of date and content title clarification. Part 27.350, General Curricular Standards for Special Education Teachers, specifically addresses the changes necessary to align with the proposed rule changes in Part 28, Standards for Endorsements in Special Education.

The Illinois State Board of Education was selected in 2014 to receive intensive technical assistance services from the Collaboration for Educator Effectiveness, Development, Accountability, and Reform (CEEDAR) Center. A CEEDAR State Steering Committee that included ISBE staff and more than 30 special education stakeholders was formed. The CEEDAR State Steering Committee assisted ISBE in analyzing special educator licensure in light of national and State standards, other states' licensure revisions for educator preparation and student learning, national practices, and relevant research. The Part 28 proposed rulemaking supports the CEEDAR State Steering Committee recommendations to replace the current State content area standards for special education preparation standards with the Council for Exceptional Children National Special Education Preparation Standards for individual special education endorsement areas.

General cleanup changes are being made to Part 29 that include updating organizational names and addresses and repealing the Sections on the general administrative endorsement and the superintendent endorsement as they have been moved to their own Parts within Title 23.

The Board approved the filing of the rules in the *Illinois Register* to elicit public comment at its March 20, 2019, meeting. The public comment period ended on December 16, 2019; the agency received five letters of public comment.

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

Policy Implications: None.

Budget Implications: No fiscal impact for the State Board of Education. Financial impact to school districts is unknown.

Legislative Action: Bill sponsors will be notified of pending rulemaking.

Communications: Rule changes will be communicated with stakeholders and published in the *Illinois Register* and on the ISBE website.

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 conflict with certain provisions of the IAPA, which requires that the policies of state agencies be set forth in administrative rules.

Board Member(s) Who Will Abstain: None.

Superintendent's Recommendation:

I recommend that the following motion be adopted

The State Board of Education hereby authorizes the State Superintendent to submit the proposed rulemaking for Parts 27 (Standards for Endorsements in Specific Teaching Fields), 28 (Standards for Endorsements in Special Education, and 29 (Standards for Administrative Endorsements) to JCAR for second notice.

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

Next Steps

Upon Board authorization, agency staff will submit the proposed rulemaking to the Joint Committee on Administrative Rules for a second notice hearing and, upon issuance of a Certification of No Objection, will submit the proposed rulemaking to the Administrative Code Division for publication in the *Illinois Register*.

Date of Board Action: Feb. 18, 2020

Summary and Analysis of Public Comments

The agency received five letters of public comment. A summary and analysis of the comments, delineated by Part number, are below.

Part 27

Comment:

The Association of Illinois School Library Educators, submitted by Wanda Kay Brown and Mary Keeling, noted that the reference to the 2010 Council for Accreditation of Educator Preparation (CAEP) in Section 27.440 needs to be updated to align with updated CAEP-approved standards for school librarians.

Analysis:

Commenter is correct. Standards have been updated to the 2019 standard set.

Recommendation:

Section 27.440 is changed to: "... a program aligned to the American Library Association/American Association of School Librarians, School Librarian Preparation Standards (2019), published by the American Library Association, 50 E. Huron St., Chicago IL 60611, and available at <http://www.ala.org/aasl/about/ed/caep/programs>."

Part 28

Comment:

The Illinois Alliance of Administrators of Special Education, submitted by Dr. Andrea Dinaro and Linda Lenoff, expressed concern over the use of the terms "emotional disturbance" and "mental retardation" in Section 28.200.

Analysis:

ISBE believes these terms should to be updated to reflect current practice and understanding in the field.

Recommendation:

In Section 28.200, the term "emotional disturbance" is changed to "emotional disability" and the term "mental retardation" is changed to "intellectual disability".

Comment:

One commenter, Suzanne Lee, noted that the Collaboration for Educator Effectiveness, Development, Accountability, and Reform State Steering Committee's recommendation included a standard focused on professionally supervised field experience with students whose characteristics span the full age range, types, and levels of abilities encompassed by their endorsement area, and that this recommendation was not included in the proposed rules. The commenter also suggested adding standards for leadership, personnel supervision, and program evaluation to LBS II endorsements and including LBS II as an endorsement that would qualify one for the supervisory endorsements.

Analysis:

Commenter is correct. All initial programs must demonstrate alignment to the Field Experience and Clinical Practice Standard. Second comment is not relevant to this rulemaking.

Recommendation:

Section 28.100 is changed to: "...a program aligned to the Council for Exceptional Children (CEC) Initial Preparation Standards (2015), and Initial Common Specialty Items (2015), and Field Experience and Clinical Practice Standards (2015), published by the Council for Exceptional Children, 2900 Crystal Drive, Suite 1000, Arlington, VA 22202-3557, and available at <https://www.cecsped.org/Standards>."

Summary and Analysis of Public Comments

Part 29

Comment:

David Conrad, program coordinator of Educational Administration at Governors State University, supports changing standards and aligning them with the Professional Standards for Educational Leaders, but indicates that Section 29.100 needs to be updated to reflect this change. The commenter also recommends updating Part 30 to eliminate duplicative and outdated references.

Analysis:

Commenter is correct. Organization recently had name change and should be updated as such.

Recommendation:

In Section 29.100, "Educational Leadership Policy Standards: ISLLC 2008" is changed to "Professional Standards for Educational Leaders (2015)," with a corresponding change to the address.

All 3 Parts

Comment:

The Illinois State Advisory Council on the Education of Children with Disabilities, submitted by Dr. Jennifer Naddeo, expressed that the national Council for Exceptional Children initial preparation standards contain a Field Experience and Clinical Practice Standard that has not been included in the proposed rules and believes that this omission does not serve the best interest of Illinois children with disabilities.

Analysis:

Commenter is correct. All initial programs must demonstrate alignment to the Field Experience and Clinical Practice Standard.

Recommendation:

Section 28.100 is changed to: "...a program aligned to the Council for Exceptional Children (CEC) Initial Preparation Standards (2015), and Initial Common Specialty Items (2015), and Field Experience and Clinical Practice Standards (2015), published by the Council for Exceptional Children, 2900 Crystal Drive, Suite 1000, Arlington, VA 22202-3557, and available at <https://www.cecsped.org/Standards>."

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL
RESOURCES SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER b: PERSONNEL

PART 27
STANDARDS FOR ENDORSEMENTS IN SPECIFIC TEACHING

FIELDS SUBPART A: GENERAL

Section

27.10 Purpose and Effective Dates

SUBPART B: FUNDAMENTAL LEARNING AREAS

Section

27.100 English Language Arts
27.110 Reading
27.120 Reading Specialist
27.130 Mathematics
27.140 Science — ~~A Common Core of Standards~~
27.150 Biology
27.160 Chemistry
27.170 Earth and Space Science
27.180 Environmental Science
27.190 Physics
27.200 Social Science — ~~A Common Core of Standards~~
27.210 Economics
27.220 Geography
27.230 History
27.240 Political Science
27.250 Psychology
27.260 Sociology and Anthropology
27.270 Physical Education
27.280 Health Education
27.300 Dance
27.310 Drama/Theatre Arts
27.320 Music
27.330 Visual Arts
27.340 World Foreign Language
27.350 General Curricular Standards for Special Education

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Teachers SUBPART C: ADDITIONAL

TEACHING FIELDS

Section	
27.400	Agricultural Education
27.410	Business, Marketing, and Computer Education
27.420	English as a New Language (ENL), English as a Second Language (ESL), and Bilingual Education
27.430	Family and Consumer Sciences
27.440	Library Information Specialist
27.450	Technology Education
27.460	Technology Specialist
27.470	Gifted Education Teacher
27.480	Gifted Education Specialist
27.490	Health Careers
27.500	Work-Based Learning Teacher/Coordinator

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

SOURCE: Adopted at 26 Ill. Reg. 6293, effective April 22, 2002; amended at 27 Ill. Reg. 18586, effective December 1, 2003; amended at 28 Ill. Reg. 4553, effective February 24, 2004; amended at 28 Ill. Reg. 7002, effective April 29, 2004; amended at 37 Ill. Reg. 16764, effective October 7, 2013; amended at 40 Ill. Reg. 12438, effective August 9, 2016; former Part repealed at 42 Ill. Reg. 6738 and new Part adopted at 42 Ill. Reg. 6741, effective March 30, 2018; amended at 44 Ill. Reg. _____, effective _____.

SUBPART A: GENERAL

Section 27.10 Purpose and Effective Dates

This Part establishes the standards that, together with the standards set forth in Initial Approval of Educator Preparation Programs by the State Board of Education (see 23 Ill. Adm. Code 25.120) ~~Standards for All Illinois Teachers (see 23 Ill. Adm. Code 24)~~, shall apply to the issuance of endorsements in specific teaching fields on a professional educator license pursuant to Article 21B of the School Code [105 ILCS 5]. The standards set forth in this Part shall apply both to candidates for the respective endorsements and to the programs that prepare them.

- a) Transition to New Standards

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) Beginning October 1, 2024, approval of any teacher preparation program or course of study in any field covered by this Part pursuant to the State Board's rules for Educator Licensure (23 Ill. Adm. Code 25, Subpart C) shall be based on the congruence of that program's or course's content with the standards identified in this Part.
- 2) This Part also includes the standards from the former Part (prior to adoption of this new Part) that will continue to apply until October 1, 2024, or, for Section 27.420, until September 1, 2015.
- 3) Beginning October 1, 2020, no candidate shall be admitted into a program that has not been approved under this Part. Any candidate who is enrolled in a program not approved under this Part shall complete the program on or before October 1, 2024, and be entitled (i.e., receive verification by the candidate's institution of higher education that he/she has completed an approved preparation program and has met the testing and experience requirements for licensure in the specific content area sought) by October 1, 2025.
- b) The examinations required for issuance of an endorsement in any field covered by this Part shall be based on the relevant standards set forth in this Part.
- c) Beginning February 1, 2018, the standards set forth in Sections 27.100 and 27.130 will be replaced by the standards set forth in Part 21 (Standards for Endorsements in the Middle Grades) both for the approval of any teacher preparation program or course of study in the middle grades and the basis of the examinations required for issuance of an endorsement for teaching literacy (e.g., English language arts) or mathematics in the middle grades.
- d) Programs approved under previous standard alignments shall align to updated standards by June 30 of the following fiscal year.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

SUBPART B: FUNDAMENTAL LEARNING AREAS

Section 27.100 English Language Arts

~~Standards Effective Before and After October 1, 2024.~~ By October 1, 2024, all candidates for an endorsement in English Language Arts ~~language arts~~ will be required to complete a

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

program aligned to the NCTE/NCATE Standards for Initial Preparation of Teachers of Secondary English Language Arts, Grades 7-12 (2012), published by the National Council of Teachers of English, 1111 Kenyon Rd., Urbana IL 61801-1096, and available at <http://www.ncte.org/standards>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2024, ~~October 1, 2024~~ are as follows:

- a) The competent English language arts teacher understands and uses good pedagogical skills.
 - 1) Knowledge Indicators – The competent English language arts teacher:
 - A) understands how to design, select, modify, and evaluate materials that reflect curriculum goals, current knowledge, and the interests, motivation, and needs of individual learners.
 - B) understands and is sensitive to the diversity that exists among learners and how differences influence reading, learning, and communicating.
 - C) understands cultural, linguistic, and ethnic diversity and recognizes the positive contributions of diversity.
 - D) understands the role of motivation and interest in learning to read.
 - E) understands the influence of school programs (e.g., remedial programs, gifted programs, and tracking) on students' learning.
 - F) recognizes and understands that assessment must take into account the complex nature of reading, writing, and language and must be based on a range of authentic literacy-related tasks using a variety of texts and resources.
 - G) recognizes and understands the importance of aligning assessment with curriculum and instruction.
 - H) recognizes and understands the importance of technological resources in teaching and learning.
 - 2) Performance Indicators – The competent English language arts teacher:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) promotes the development of an environment that fosters interest and growth in all aspects of literacy.
 - B) models reading aloud.
 - C) uses good grammar and appropriate sentence construction in both oral and written communication.
 - D) practices effective listening techniques.
 - E) provides students with appropriate and constructive evaluation and feedback.
 - F) uses a variety of instructional strategies and devices to be inclusive of all learners' needs.
 - G) promotes students' understanding of interdisciplinary relevancy.
 - H) uses literature and instructional materials relative to all disciplines in appropriate fictional and non-fictional contexts.
 - I) models sensitivity to the cultural, linguistic, and ethnic diversity of all learners.
 - J) uses technological resources to enhance teaching and learning.
- b) The competent English language arts teacher understands the nature of reading, how it develops, and the implications of its many uses for instructional programs. Knowledge Indicators – The competent English language arts teacher:
- 1) knows that literacy is a lifelong activity that enables personal fulfillment and successful functioning in society, including participation as a citizen.
 - 2) understands, respects, and values cultural, linguistic, and ethnic diversity and their relationship to learning to read.
 - 3) understands reading as a process of constructing meaning through the interaction of the reader's existing knowledge and experience, the

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

information suggested by written language, and the context of the reading situation.

- 4) understands the roles of motivation and interest in learning to read.
 - 5) understands language development, cognition, and learning as applied to reading development.
 - 6) understands the role that various language components play in reading development: phonemes (sounds of the language); morphemes (words and meaningful parts of words); semantics (meaning); and syntax (sentence structure and parts of speech); as well as the pragmatic aspect of language (how language works in social contexts).
 - 7) recognizes the relationships among the four language arts (reading, writing, listening, and speaking) and knows how to provide opportunities to integrate these through instruction.
 - 8) understands the importance of using reading and writing in all content areas, including social studies, mathematics, and science.
 - 9) understands emergent literacy and home and school experiences that support it.
- c) The competent English language arts teacher knows the benefits and limitations of various materials and selects and uses these materials appropriately.
- 1) Knowledge Indicators – The competent English language arts teacher:
 - A) knows a variety of materials that can be used for teaching reading, including trade books (both fiction and nonfiction), commercially available basal readers or anthologies, magazines, predictable and decodable texts, and electronic media.
 - B) knows how to create, organize, and use a classroom library.
 - 2) Performance Indicators – The competent English language arts teacher:
 - A) analyzes and evaluates the quality and appropriateness of instructional materials in terms of readability, content,

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

length, format, illustrations, and other pertinent factors.

- B) uses students' interests, knowledge and experiences, cultural backgrounds, and developmental levels as the basis for selecting materials.
- C) selects and uses high-quality technological materials as a resource for reading and learning (CD-ROM, internet, etc.).
- d) The competent English language arts teacher uses and extends oral language to develop reading.
 - 1) Knowledge Indicators – The competent English language arts teacher:
 - A) understands similarities and differences in oral and written language learning.
 - B) is aware of students' dialects and language differences and understands the implications of these differences in teaching children to read standard English.
 - C) knows how oral language activities can be used effectively to teach reading.
 - D) knows a variety of approaches for developing and assessing phonemic awareness, including activities that encourage rhyming and the blending, manipulation, and segmentation of phonemes.
 - 2) Performance Indicators – The competent English language arts teacher:
 - A) provides oral language experiences that extend language growth and support reading development.
 - B) engages students in various types of discussion and talks about texts that are read to them.
 - C) engages students in readers' theater, choral reading, and other oral language activities that are related to reading.
- e) The competent English language arts teacher plans, teaches, and assesses

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

student knowledge in multiple areas of word identification.

- 1) Knowledge Indicators – The competent English language arts teacher:
 - A) recognizes the types of words that should be learned as sight words and is aware of various lists of sight words.
 - B) knows the common letter-sound correspondences and English spelling patterns.
 - C) knows the organization of phonics instruction.
 - D) knows how to teach basic concepts of print (where to begin reading on a page and that print refers to speech, directionality, text format, concept of word, punctuation, etc.).
 - E) knows how to teach the letters of the alphabet.
 - F) knows ways to teach sight vocabulary effectively.
 - G) knows ways to teach phonics effectively, including word analogies, word sorting, and systematic explicit instruction.
 - H) knows how spelling and phonics relate and how to use children's writing to stimulate phonics learning and to evaluate its progress.
- 2) Performance Indicators – The competent English language arts teacher:
 - A) assesses emergent reading abilities including phonemic awareness, concepts of print, and letter knowledge.
 - B) assesses students' sight word knowledge.
 - C) encourages students to use phonics knowledge together with context to help figure out unknown words.
 - D) teaches students to use common affixes to aid word identification.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- f) The competent English language arts teacher plans, teaches, and assesses lessons to enhance reading fluency.
 - 1) Knowledge Indicators – The competent English language arts teacher:
 - A) knows that oral reading fluency requires accuracy, speed, and expression and understands its role in reading development.
 - B) understands the relationship between oral and silent reading.
 - C) knows how to use predictable books, poetry, and songs as the basis for early fluency development.
 - 2) Performance Indicators – The competent English language arts teacher:
 - A) responds to dialect differences or developmental speech problems in oral reading.
 - B) reads to students in ways that support fluency development.
 - C) encourages independent reading by students.
 - D) uses strategies for developing fluency, including shared reading, choral reading, repeated reading, and dramatization.
 - E) assesses students' fluency by listening to them read.
- g) The competent English language arts teacher knows how to plan and teach effective vocabulary lessons and how to encourage the types of reading likely to stimulate progress in vocabulary learning.
 - 1) Knowledge Indicators – The competent English language arts teacher:
 - A) understands the role of vocabulary in reading comprehension and learning from text in subject areas.
 - B) knows how to use technology to enhance and encourage vocabulary skills.
 - 2) Performance Indicators – The competent English language arts teacher:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) uses teacher reading effectively to build new vocabulary knowledge.
 - B) engages students in word play, games, and dramatization activities that teach word meanings.
 - C) develops knowledge of concepts and knowledge of words and recognizes when each would be appropriate.
 - D) teaches students to use context and reference materials for the learning of word meanings.
 - E) teaches the meanings of common word structures (affixes and common roots).
 - F) teaches students to define words in a variety of ways, including categories, synonyms, antonyms, definitions, contexts, pictorial representations, and analogies.
 - G) teaches students to develop connections or relationships among words, contexts, and personal experiences.
 - H) teaches students to review vocabulary to increase retention.
 - I) encourages both a breadth and depth of reading experiences to build new vocabulary.
- h) The competent English language arts teacher plans and teaches lessons that support and extend students' comprehension abilities with a variety of materials and assesses students' reading comprehension.
- 1) Knowledge Indicators – The competent English language arts teacher:
 - A) knows the relationship between listening comprehension and reading comprehension.
 - B) knows how types of questions affect reading comprehension and how they can be used to promote comprehension and learning.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) recognizes the types of questions and levels of understanding expected in different subject areas.
- 2) Performance Indicators – The competent English language arts teacher:
 - A) encourages students to respond personally to literary and informational materials and helps them to connect their prior knowledge and experiences to text.
 - B) plans and teaches guided reading lessons that model and guide students' use of comprehension strategies before, during, and after reading text.
 - C) encourages a variety of students' responses to text, including dramatization, art, discussion, and multi-media presentation.
 - D) teaches students to use a variety of book features (such as table of contents and index) and organizational patterns common to informational text to improve understanding and recall of text.
 - E) plans and teaches lessons on how to preview and prepare to read a text effectively.
 - F) plans and teaches lessons on how to monitor comprehension and how to correct confusions and misunderstandings that arise during reading.
 - G) plans and teaches lessons that enable students to summarize, analyze critically, evaluate, and synthesize information read.
 - H) plans and teaches units that require students to conduct research or inquiry using multiple texts and other sources of information.
 - I) encourages students to write about what they read in order to improve understanding.
 - J) teaches students to identify a variety of literary elements to enhance comprehension.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- i) The competent English language arts teacher knows that all instruction should be based upon an assessment of students' current knowledge and abilities.
 - 1) Knowledge Indicators – The competent English language arts teacher:
 - A) understands the use of standardized and informal reading assessments, including ongoing observations.
 - B) knows how to conduct a parent interview to gain the parent's perspective on the child's reading development.
 - C) understands the implications of cultural, linguistic, and ethnic differences for interpretation of assessments.
 - D) recognizes technological resources appropriate to students' knowledge and ability.
 - 2) Performance Indicators – The competent English language arts teacher:
 - A) determines students' independent, instructional, and frustrational reading levels.
 - B) interprets appropriately the results of standardized reading tests, including the State assessment.
 - C) provides continuous monitoring of students' progress through observations, work samples, and various informal assessments.
 - D) assesses students' reading attitudes, motivation, and interest through observations and other informal means.
 - E) utilizes assessment information to plan instruction.
 - F) encourages and supports students' evaluation of their reading ability.
- j) The competent English language arts teacher plans, organizes, and manages reading instruction to create a positive environment that encourages independent reading.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) Knowledge Indicators – The competent English language arts teacher:
 - A) knows ways to encourage independent reading.
 - B) knows ways to involve parents and communicates with them.
 - C) knows how or when technology can contribute to a positive learning environment.
 - D) recognizes when a student's reading problems justify referral to various special services and initiates referral.
- 2) Performance Indicators – The competent English language arts teacher:
 - A) establishes a physical environment appropriate for the instructional strategies being used.
 - B) plans lessons that provide sufficient instructional time for all aspects of reading development and that are sufficiently varied to hold students' attention.
 - C) differentiates instruction to meet students' varying needs.
 - D) organizes students effectively by reading abilities and interests.
 - E) uses cooperative grouping techniques.
 - F) establishes a positive literacy environment that encourages interest and learning, and that highlights students' work and progress.
 - G) engages parents in the educational process within and outside the classroom.
 - H) summarizes evaluative information about children's learning and communicates it effectively to parents.
 - I) assigns appropriate homework that supports reading growth.
 - J) models independent reading.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- k) The competent English language arts teacher understands, models, and teaches how writers convey meaning through literary elements and techniques in a variety of genres and media.
- 1) Knowledge Indicators – The competent English language arts teacher:
 - A) identifies characteristics and authors of various literary forms (e.g., short stories, novels, drama, fables, myths, biographies, autobiographies, essays, poetry, folk tales, legends, fiction, nonfiction, fantasy, documentaries).
 - B) identifies literary elements including character, plot, setting, theme, conflict, resolution, climax, and mood and explains their influence on the effectiveness of the literary piece.
 - C) identifies point of view in a literary text (e.g., distinguishes between first and third person) and explains its effect on the reader.
 - D) identifies and explains ways in which an author uses language structure, literary form, word choice style, and format to convey the author's viewpoint and to elicit an emotional response from the reader.
 - E) identifies and describes a variety of literary techniques and devices (e.g., figurative language, allusion, foreshadowing, flashback, suspense, dialogue, description, word choice, dialect, characterization, narration, symbolism) in classic and contemporary literature representing a variety of genres and media.
- 2) Performance Indicators – The competent English language arts teacher:
 - A) demonstrates competence in general skills and strategies for reading literature.
 - B) formulates inferences and conclusions about story elements (e.g., main and subordinate characters, setting, theme, missing details).
 - C) analyzes complex elements of plot (e.g., conflict and resolution).

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- D) analyzes devices used to develop characters in a variety of literary texts and genre (e.g., character traits, motivations, changes, and stereotypes).
 - E) analyzes and evaluates the development of form (e.g., short stories, essays, speeches, poetry, plays, novels), style, and point of view and their purpose in American, British, and world literature.
 - F) analyzes a variety of literary techniques, devices, and structures (e.g., figurative language, allusion, foreshadowing, flashback, suspense, dialogue, description, word choice, images, dialect, characterization, narration, symbolism, and stream of consciousness) in classic and contemporary literature representing a variety of genres and media.
- l) The competent English language arts teacher reads and interprets a variety of literary works and genres.
- 1) Knowledge Indicators – The competent English language arts teacher:
 - A) identifies and explains the defining characteristics of a variety of literary forms and genres (e.g., short stories, novels, drama, fables, myths, biographies, autobiographies, essays, poetry, folk tales, legends, fiction, nonfiction, fantasy, documentaries).
 - B) recognizes the importance of using a wide variety of print and electronic materials throughout the curriculum, including high- quality literature for children and adolescents and diverse expository materials appropriate to the age and developmental level of the learners.
 - C) identifies recurring themes across literary works from a variety of eras, cultures, traditions and genres.
 - D) recognizes the value of reading aloud to learners using a variety of genres.
 - E) recognizes the importance of providing time for reading of extended text for authentic purposes.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- F) recognizes that literature can be a means for transmitting moral and cultural values within a community.
- G) recognizes that people experience varying responses to literature.
- 2) Performance Indicators – The competent English language arts teacher:
 - A) demonstrates a familiarity with selected literary works of enduring quality.
 - B) analyzes and expresses an interpretation of literary work from a variety of eras, cultures, traditions, and genres.
 - C) selects literature appropriate to the level and interests of the student.
 - D) creates a literature-rich environment.
 - E) provides opportunities for students to be exposed to various purposes for reading.
 - F) critiques ideas and impressions generated by oral, visual, written, and electronic materials.
 - G) reads aloud from a variety of genres to demonstrate appropriate interpretation and appreciation.
 - H) models and teaches students to apply reading skills and strategies to analyze, comprehend, and appreciate a variety of literary genres (e.g., short stories, novels, drama, fables, myths, biographies, autobiographies, essays, poetry, folk tales, legends, fiction, nonfiction, fantasy, documentaries).
 - I) models and teaches students how to draw on experience, interaction with other readers and writers, word-identification strategies, knowledge of word meaning, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, and graphics) to better understand literature and electronic media.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- J) models responses to literary material and teaches students to respond by making inferences; drawing conclusions; making comparisons from personal, creative, and critical points of view; and sharing responses with peers.
 - K) models responses and teaches students to respond to and interpret what they read in a constructive or transactional process.
 - L) reads and provides opportunities for students to read a wide variety of literature from many periods and genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
 - M) designs and demonstrates a variety of examples and multiple learning activities to teach students to identify, explain, compare, and contrast common literary themes across various societies, eras, and genres and to identify recurring themes across literary works.
 - N) understands and teaches students to understand and relate literary works and their elements (characters, theme, setting, plot, conflict, and resolution) to current and historical events, people, perspectives, and personal experiences.
 - O) analyzes form, content, purpose, and major themes of American, British, and world literature in their historical perspectives.
 - P) applies knowledge gained from literature as a means of understanding contemporary and historical economic, social, and political issues and perspectives.
- m) The competent English language arts teacher understands, models, and teaches recognition of rhetorical sensibilities within the writing process.
- 1) Knowledge Indicators – The competent English language arts teacher:
- A) recognizes that different writing situations, as determined by varying purposes and audiences, call for different forms, organizational strategies, styles, formats, rules of evidence,

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

and composing processes.

- B) recognizes various response strategies for helping students revise texts for appropriateness in a variety of rhetorical situations.
 - C) understands how to compose writing assignments that challenge students to practice writing for a variety of rhetorical situations.
 - D) understands how technology may be used to enhance written documents for various and specific rhetorical situations.
- 2) Performance Indicators – The competent English language arts teacher:
- A) models and teaches analysis of various and specific rhetorical situations.
 - B) models and teaches writing processes for a variety of writing modes (e.g., narrative, expository, and persuasive).
 - C) enables students to write for real or potentially real situations and audiences that dictate a variety of rhetorical analyses.
- n) The competent English language arts teacher understands, models, and teaches prewriting strategies necessary for the student to meet a variety of rhetorical situations.
- 1) Knowledge Indicators – The competent English language arts teacher:
- A) understands the importance and value of prewriting as a component in the writing process.
 - B) recognizes that different writing situations, as determined by varying purpose and audiences, call for different prewriting strategies.
 - C) recognizes that learning styles of individual students are variable factors in using prewriting strategies within the

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

writing process.

- D) understands how to compose writing assignments that challenge students to practice a variety of prewriting strategies.
 - E) understands the role of pre-composition in creating computer-generated documents.
- 2) Performance Indicators – The competent English language arts teacher:
- A) explains and reinforces the importance of prewriting as a component in the writing process.
 - B) explains the importance of pre-composition in creating computer-generated documents.
 - C) models and teaches a variety of prewriting strategies as a means of generating and organizing ideas within the writing process (e.g., mapping, listing, outlining, and drafting).
 - D) enables students to analyze learning styles and rhetorical situations and apply appropriate prewriting strategies.
- o) The competent English language arts teacher understands, models, and teaches strategies within the writing process that enable students to progress from prewriting to drafting documents for various and specific rhetorical situations.
- 1) Knowledge Indicators – The competent English language arts teacher:
- A) understands that drafting is an important, recursive component in the writing process.
 - B) commands knowledge of spelling and grammar conventions (e.g., capitalization, punctuation, appropriate use of the eight parts of speech, syntax, diction).
 - C) understands the elements of composition (i.e., thesis development, focus, organization, support and elaboration, paragraph unity, and coherence).

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- D) understands how to compose writing assignments that provide opportunities to practice drafting documents.
- E) understands conference techniques that assist students with the drafting of documents.
- 2) Performance Indicators – The competent English language arts teacher:
 - A) explains and reinforces the recursive nature of drafting within the writing process.
 - B) models and teaches the elements of composition in a variety of rhetorical situations (e.g., short stories, essays, letters, and reports).
 - C) models and teaches strategies that enable students to spell frequently occurring words accurately.
 - D) enables students to write complete sentences and effective paragraphs using standard English conventions.
 - E) models and teaches the use of modifiers to expand ideas, transitions to produce an effective control of language and ideas, and effective paragraph organization.
 - F) enables students to write multi-paragraph documents that convey ideas and information in a clear and concise style.
 - G) enables students to discover and improve a distinct voice in their writing.
 - H) confers with students to help them with the drafting of written documents.
 - I) enables students to use technology to facilitate recursive drafting of composition.
- p) The competent English language arts teacher understands, models, and teaches strategies within the writing process that enable students to revise

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

drafts of documents written for a variety of rhetorical situations.

- 1) Knowledge Indicators – The competent English language arts teacher:
 - A) understands the importance and value of revision as a recursive component of the writing process.
 - B) understands that English conventions, style, diction, voice, and rhetorical situation drive the revision component of the writing process.
 - C) commands knowledge of revision strategies appropriate to a variety of writing modes and rhetorical situations.
 - D) understands how to compose writing assignments that provide practice of revision techniques.
- 2) Performance Indicators – The competent English language arts teacher:
 - A) explains and reinforces the value of revision as an important, recursive component in the writing process.
 - B) models and teaches revision strategies affecting diction, syntax, transitions, organization, and point of view.
 - C) models and teaches revision strategies affecting paragraph coherence and organization.
 - D) models and teaches revision strategies addressing various and specific rhetorical situations.
 - E) models and teaches revision strategies using contemporary technology.
- q) The competent English language arts teacher understands, models, and teaches proofreading and editing techniques for documents that address various and specific rhetorical situations.
 - 1) Knowledge Indicators – The competent English language arts teacher:
 - A) understands the importance and value of editing as a component

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

in the writing process.

- B) commands an understanding of standard English conventions including grammar, semantics, syntax, morphology, and phonology.
- C) understands the application of language structure and conventions in the critiquing and editing of written documents.
- D) commands an array of strategies used to comprehend, interpret, and evaluate written documents.
- E) understands the value and practice of editing by writers and by their peers as strategies within the writing process.
- F) understands how to compose writing assignments to provide students practice in editing techniques with a variety of documents.

2) Performance Indicators – The competent English language arts teacher:

- A) explains and emphasizes editing as an important component in the writing process.
- B) models and teaches proofreading and editing techniques for standard English conventions, clarity, and style in various and specific rhetorical situations.
- C) models various strategies for creating written documents and for evaluating their effectiveness, including editing by writers and by their peers.
- D) models and teaches editing techniques using contemporary technology.

r) The competent English language arts teacher understands, models, and teaches the preparation of written documents for publication.

1) Knowledge Indicators – The competent English language arts teacher:

- A) understands the importance and value of publishing as an

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

integral component of the writing process.

- B) understands the importance of providing hands-on experience with the technology required for preparing documents for publication.
 - C) understands specific formats required for publishing a variety of written documents for variable and specific rhetorical situations.
 - D) commands the technological awareness necessary to produce written documents suitable for submission or publication.
- 2) Performance Indicators – The competent English language arts teacher:
- A) explains and emphasizes the importance of preparing documents for submission or publication.
 - B) models and teaches text formats appropriate for submitting and publishing written documents.
 - C) models and teaches the use of contemporary technology to produce documents of publication quality.
 - D) enables students to produce grammatically correct documents using standard manuscript specifications for a variety of rhetorical situations.
 - E) provides students the opportunity to publish their written documents.
- s) The competent English language arts teacher recognizes the components of the communication process and understands the importance of effective communication in the classroom.
- 1) Knowledge Indicators – The competent English language arts teacher:
- A) understands the communication process (speaker, listener, message, medium, feedback, and noise).

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) understands audience analysis.
 - C) knows the differences among oral, written, and electronic communication processes.
 - D) knows the role of feedback in communication.
 - E) knows the relationship between nonverbal and verbal communication.
 - F) knows different purposes for communicating.
 - G) understands the shared responsibilities of speakers and listeners.
 - H) understands stated and implied meanings of a message.
- 2) Performance Indicators – The competent English language arts teacher:
- A) models and teaches vocal qualities (pitch, rate, tone, volume, etc.) and nonverbal cues to create and interpret meaning.
 - B) models and teaches audience analysis to adapt message and communication behaviors to the audience and situation.
 - C) demonstrates and teaches the ability to focus attention on a speaker's message.
 - D) models and teaches appropriate and effective feedback.
 - E) models and teaches listening behaviors to accommodate the listening situation.
 - F) models and teaches differences among oral, written, and electronic communication.
- t) The competent English language arts teacher understands the influence presented by people, their relationship to each other, and the ability to adapt their communications to the needs of their constituencies and the situations or settings in which they communicate.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) Knowledge Indicators – The competent English language arts teacher:
 - A) understands the importance of adapting communication to the situation and setting.
 - B) understands strategies for appropriate and effective small-group communication, including components and group variables (roles, norms, and leadership).
 - C) understands the influence of context on communication.
 - D) knows the delivery types and their uses and impacts.
 - E) knows a variety of organizational formats appropriate for different speaking situations.
 - F) knows questioning skills for interviewing and gathering first-hand information.
 - G) knows problem-solving strategies that can be used in group situations.
 - H) knows how to use electronic media for effective communication.
- 2) Performance Indicators – The competent English language arts teacher:
 - A) models and teaches how to organize appropriate and effective messages to support a clearly stated thesis.
 - B) models and teaches how to adapt messages to fit the audience.
 - C) models and teaches selection of appropriate and effective supporting material considering topic, audience, occasion, and purpose.
 - D) models and teaches appropriate and effective participation in a problem-solving group discussion.
 - E) models and teaches the use of various electronic media and suggests modes of improvement.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- F) models and teaches effective leadership of group discussion.
 - G) models and teaches uses of electronic messaging and other Internet-based informational resources.
 - H) models and teaches uses of nonverbal techniques to enhance messages in personal, group, and public communication situations.
 - I) models and teaches how to adapt language for specific audiences and settings.
 - J) models and teaches uses of feedback to improve future communication.
- u) The competent English language arts teacher understands and is aware of diversity as he/she communicates.
- 1) Knowledge Indicators – The competent English language arts teacher:
 - A) understands the concepts of individual, social, and cultural diversity and their impact on communication.
 - B) recognizes when others do not understand.
 - C) understands the role of self-concept, disclosure, and conflict in relationships.
 - D) recognizes the importance of diverse individual perceptions in interpersonal relationships.
 - E) understands the role of constructive criticism in interpersonal relationships.
 - F) understands strategies for analyzing audiences and how to use appropriate strategies in communicating with them.
 - G) understands the difference between supportive and non-supportive audiences.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- H) knows various problem-solving strategies.
- 2) Performance Indicators – The competent English language arts teacher:
 - A) models and teaches how information about audience members is used to create and deliver messages.
 - B) models and teaches the recognition of and response to cultural and social differences within audiences.
 - C) models and teaches creation and use of messages that are culturally inclusive.
 - D) models and teaches appropriate and effective negotiation skills.
 - E) models and teaches use of constructive criticism.
 - F) models and teaches making adjustments in presentations to promote understanding.
- v) The competent English language arts teacher knows how to evaluate oral messages on the basis of their purpose, quality, and appropriateness.
 - 1) Knowledge Indicators – The competent English language arts teacher:
 - A) knows functions of communication and oral presentations (informing, influencing, relating, imagining, appreciating, and ritualizing).
 - B) understands criteria for selecting content and support for a given communication situation.
 - C) understands criteria (topic, context, and goals) for evaluating the content, organization, and support of communication strategies.
 - D) knows the various types and strengths of supporting materials.
 - 2) Performance Indicators – The competent English language arts teacher:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) recognizes appropriately organized and supported presentations in various contexts.
 - B) recognizes strategies used in a given communication situation according to their function and appropriateness.
 - C) evaluates the short- and long-term effects of speaking by others in various communication contexts.
 - D) evaluates the quality of presentations by applying authoritative criteria.
- w) The competent English language arts teacher understands the role of communication in relation to ethical issues in a democratic society.
- 1) Knowledge Indicators – The competent English language arts teacher:
 - A) understands the importance of freedom of speech in a democratic society.
 - B) understands the importance of ethical communication.
 - C) knows how to use inclusive language when addressing others.
 - D) understands the ethical responsibility to challenge harmful stereotypical or prejudicial communication.
 - E) knows the effects of his or her communication choices on others.
 - 2) Performance Indicators – The competent English language arts teacher:
 - A) models and teaches how to communicate in a manner that respects the rights of others.
 - B) models and teaches how to interpret the behaviors of others without making stereotypical or prejudicial judgments.
 - C) models and teaches the importance of accuracy and relevance of material to be quoted.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- D) models and teaches how to cite sources of evidence accurately.
 - E) models and teaches modification of messages to remove stereotypical and prejudicial language.
- x) The competent English language arts teacher knows and uses oral messages that inform, clarify, persuade, and/or inspire while respecting differences in listeners' backgrounds.
- 1) Knowledge Indicators – The competent English language arts teacher:
 - A) understands that communication choices should be sensitive to listeners' backgrounds.
 - B) understands how verbal and nonverbal messages clarify meaning, organization, and the goals of speaking.
 - 2) Performance Indicators – The competent English language arts teacher:
 - A) models and teaches a variety of effective presentations that meet standards of accuracy, timeliness, support, and clarity of explanation.
 - B) models and teaches vivid, clear and concise communication of ideas.
 - C) models and teaches selection of language that is appropriate to the occasion, purpose, audience, and context.
 - D) models and teaches adaptation of messages according to feedback received.
 - E) models and teaches effective and interesting delivery techniques appropriate to the situation.
- y) The competent English language arts teacher manages or overcomes communication anxiety and helps assist students manage and control their anxiety.
- 1) Knowledge Indicators – The competent English language arts teacher:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) understands that anxiety is a normal response to many communication situations but may vary in impact among various communication contexts.
 - B) knows and understands strategies to help minimize and/or manage communication anxiety.
 - C) understands physiological and psychological reactions to anxiety.
 - D) understands the individual and social factors that may lead to communication anxiety.
- 2) Performance Indicators – The competent English language arts teacher:
- A) models and teaches strategies that can help alleviate communication anxiety.
 - B) models and teaches how to appear confident while speaking.
 - C) creates experiences for students to address, manage, or overcome their communication anxieties.
- z) The competent English language arts teacher uses appropriate and effective listening skills.
- 1) Knowledge Indicators – The competent English language arts teacher:
- A) knows various types and purposes of listening.
 - B) understands skills unique to each listening type and purpose.
 - C) understands the listener's role and responsibility in a communication situation.
 - D) understands appropriate and effective listening responses across a variety of communication situations.
- 2) Performance Indicators – The competent English language arts teacher:
- A) models and teaches skills appropriate to each type and purpose

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

of listening.

- B) models and teaches how to monitor his or her own listening behaviors.
 - C) demonstrates and teaches attentiveness through verbal and nonverbal behaviors.
 - D) models and teaches questioning, perception checking, summarizing, and paraphrasing to understand a message.
 - E) understands and teaches respect for the rights of others to have opposing viewpoints.
 - F) models and teaches evaluation of his or her own listening behavior.
- aa) The competent English language arts teacher identifies and manages barriers to listening.
- 1) Knowledge Indicators – The competent English language arts teacher:
 - A) knows listening barriers such as bias, close-mindedness, preconceived attitudes, indifference, and emotional involvement in communication situations.
 - B) understands the effects of physical conditions and physiological ability on listening.
 - C) knows the effects of receiver apprehension on listening.
 - 2) Performance Indicators – The competent English language arts teacher:
 - A) models and teaches management of internal and external distractions.
 - B) models and teaches validation of others by listening to them.
- bb) The competent English language arts teacher understands how to locate, organize, and use information from resources representing diverse perspectives

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

and a variety of media and modalities.

- 1) Knowledge Indicators – The competent English language arts teacher:
 - A) understands methods for acquiring information, including a variety of sources such as books, interviews, CD-ROMs, websites, library reference materials, etc.
 - B) understands organizational strategies (e.g., graphic organizers, sequencing, notes) in both print and electronic formats.
 - C) understands practical uses of information from a variety of sources.
 - D) understands how to relate to the needs of a diverse community of learners and various perspectives/approaches of sources.
 - E) recognizes diversity issues within reference materials, distinguishes among them, and addresses diverse student needs.
- 2) Performance Indicators – The competent English language arts teacher:
 - A) demonstrates and teaches methods for identifying, formulating, and answering questions and for acquiring information from a variety of sources relative to a research topic.
 - B) illustrates and teaches the development of a research plan to aid in the solution of problems ranging from personal, to local, to global in nature.
 - C) models and teaches organization and integration of data from a variety of sources in an effective, efficient manner, as with graphic organizers to sequence, prioritize, and plan in both print and electronic formats.
 - D) illustrates and teaches the capacity to relate referenced information cohesively from and within many different genres, concepts, and situations into reports and projects.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- E) promotes and facilitates appropriate design and development of multi-faceted, student-driven projects based on contemporary issues.
 - F) promotes and provides a climate conducive to the presentation of a class or individual product to an academic, business, or community audience.
 - G) provides structure and support for the writing of a formal research product, including a thesis statement and synthesis of information in logical sequence.
- cc) The competent English language arts teacher understands the process of discriminating between types of information by analyzing and evaluating that information from a variety of sources and perspectives.
- 1) Knowledge Indicators – The competent English language arts teacher:
 - A) understands methods of analysis and evaluation of research sources and information gathered from a variety of sources.
 - B) understands appropriate sources from a variety of locations and modalities.
 - C) understands the importance of discriminating between credible primary and secondary sources.
 - D) understands the ethical attributes of responsible research and reporting.
 - E) recognizes credible information that will enable the learner to distinguish between viable and flawed information.
 - 2) Performance Indicators – The competent English language arts teacher:
 - A) demonstrates and teaches the ability to select, analyze, and evaluate information and sources that aid in the solution of problems ranging from personal, to local, to global.

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) models and teaches the distinction between credible and non-credible research data, sources, and reports using critical analysis of information and sources.
 - C) models and teaches discrimination among sources by evaluating the purpose, credibility, reliability, validity, perspectives of author, and content quality of the source.
 - D) demonstrates and teaches source citation format (works cited, bibliography) as appropriate to various genres and explains the importance of ethical standards when preparing research products in various situations.
 - E) demonstrates and teaches effective and efficient models of research analysis and evaluation using the integration of multiple forms of data.
 - F) promotes and provides for a climate conducive to honest and open critical analysis and evaluation.
- dd) The competent English language arts teacher understands the methodology for applying acquired information, concepts, and ideas to communicate in a variety of formats for various purposes and acknowledges the power and potential of print and non-print media in the understanding of contemporary culture.
- 1) Knowledge Indicators – The competent English language arts teacher:
 - A) understands practical application of information within the context of the intended task.
 - B) understands various modalities available for effective communication of documented information, including electronic media.
 - C) understands how to synthesize information gathered into letters, stories, reports, or other communicated products.
 - D) recognizes effective communication modes such as research papers, debates, narratives, expositions, and multi-media presentations.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- E) recognizes critical attributes of effective oral and written communication.
 - F) distinguishes among different communication modalities and ascertains which modality will be most effective for different purposes.
 - G) recognizes expectations for students' proficiency in technology skills such as word processing, Internet access and function, PowerPoint, Hyper Studio, etc.
- 2) Performance Indicators – The competent English language arts teacher:
- A) demonstrates and teaches the use of print, non-print, human, and technological resources to acquire and use information in the planning, composition, editing, and revision stages of a research product relating to real-life topics.
 - B) provides the opportunity for learners to recognize, acknowledge, and use diversity and related issues within reference materials, modalities, and individual experiences to strengthen and enrich the research product.
 - C) provides the opportunity for learners to support and defend a thesis statement using a variety of sources and expressive modalities.
 - D) provides multiple information acquisition and dissemination opportunities for student-designed products with support for oral, visual, and/or electronic formats.
 - E) designs a forum allowing students the opportunity to prepare for and participate in formal debates about contemporary issues using sound research skills.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 27.110 Reading

~~Standards Effective Before and After October 21, 2024.~~ By October 1, 2024, all candidates for a Reading Teacher endorsement will be required to complete a program aligned to the

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Standards for ~~the Preparation of Literacy Professionals (2017)~~ ~~Reading Professionals (2010)~~, published by the International Literacy Association, ~~800 Barksdale Road~~, P.O. Box 8139, Newark DE 19714-8139, and available at <https://www.literacyworldwide.org/get-resources/standards>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until ~~September 30, 2024~~, ~~October 1, 2024~~ are as follows:

- a) The competent reading teacher has a deep understanding of reading and reading instruction.
 - 1) Knowledge Indicators – The competent reading teacher:
 - A) knows theoretical models and philosophies of reading education and their relevance to instruction.
 - B) knows the scope and sequences for reading instruction at all developmental levels, pre-K through grade 12.
 - C) knows the history of reading instruction and its relevance to current theory and practice.
 - D) is aware of trends, controversies, and issues in reading education.
 - E) understands the construction and psychometric properties of classroom reading tests, including the State assessment.
 - F) understands, respects, and values cultural, linguistic, and ethnic diversity and knows how these differences can influence learning to read.
 - G) understands the differences between reading skills and strategies and the role each plays in reading development.
 - H) knows a wide range of quality literature for students.
 - 2) Performance Indicators – The competent reading teacher:
 - A) adjusts reading instruction to meet the needs of diverse learners (e.g., gifted students, students with limited English proficiency), as well as those who speak non-standard dialects.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) locates, evaluates, and uses literature for readers of all abilities and ages.
 - C) uses various tools to estimate the readability of texts.
 - D) uses technology to support reading and writing instruction.
 - E) demonstrates ability to meet all the requirements set forth in Section 27.100(a) through (l) of this Part.
- b) The competent reading teacher understands how to diagnose reading disabilities and how to teach and support the education of students with reading disabilities.
- 1) Knowledge Indicators – The competent reading teacher:
 - A) understands models of reading diagnosis that include students' proficiency with print conventions, word recognition and analysis, vocabulary, fluency, comprehension, self-monitoring, and motivation.
 - B) understands models of reading disabilities used in special education.
 - C) knows a wide variety of informal and formal assessments of reading, writing, spelling, and oral language.
 - D) understands the uses and limitations of informal and formal assessments.
 - E) is aware of a variety of individualized and group instructional interventions or programs for students with reading problems.
 - F) knows models of and procedures for providing reading diagnosis and educational services to students with reading problems.
 - 2) Performance Indicators – The competent reading teacher:
 - A) screens classes to identify students in need of more

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

thorough reading diagnosis.

- B) determines strengths and needs of individual students in the areas of reading, writing, and spelling.
 - C) determines students' reading levels (independent, instructional, frustrational).
 - D) gathers and interprets information for diagnosis of the reading problems of individual students.
 - E) develops individual educational plans for students with severe learning problems related to literacy.
 - F) interprets and explains diagnostic information for classroom teachers, parents, and other specialists to assist them in planning instructional programs.
 - G) develops case study reports of students with reading problems.
 - H) designs, implements, and evaluates appropriate reading programs for small groups and individuals.
- c) The competent reading teacher participates in curriculum design and implementation.
- 1) Knowledge Indicators – The competent reading teacher:
 - A) knows State and national educational standards that are relevant to reading education.
 - B) knows exemplary programs and practices in reading education.
 - C) is aware of guidelines for the evaluation of curriculum material and instructional technology.
 - 2) Performance Indicators – The competent reading teacher:
 - A) participates in the development and implementation of school improvement plans.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) participates in and facilitates reading curriculum design, revision, and implementation efforts.
 - C) participates in the evaluation and selection of instructional materials, including textbooks, trade books, materials for students with special needs, and technology.
 - D) guides and trains paraprofessionals, tutors, and volunteers.
- d) The competent reading teacher communicates and works with the public and other professionals.
- 1) Knowledge Indicator – The competent reading teacher understands the value of community support for school reading programs.
 - 2) Performance Indicators – The competent reading teacher:
 - A) communicates effectively about reading to the general public.
 - B) facilitates home-school connections and parental participation in school reading programs.
- e) The competent reading teacher has high professional standards.
- 1) Knowledge Indicators – The competent reading teacher is aware of and adheres to ethical standards of professional conduct in reading education.
 - 2) Performance Indicators – The competent reading teacher:
 - A) reflects on teaching practices and conducts self-evaluation.
 - B) stays current with developments in reading education and literature for children and adolescents by reading professional journals and other publications and by attending professional conferences.
 - C) participates in local, State, or national professional organizations in reading education.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Section 27.120 Reading Specialist

~~Standards Effective Before and After October 1, 2024.~~ By October 1, 2024, all candidates for-
~~an endorsement as a Reading Specialist~~ **endorsement** will be required to complete a program
aligned to the Standards for the Preparation of Literacy Professionals (2017) ~~Reading-~~
~~Professionals (2010)~~ published by the International Literacy Association, ~~800 Barksdale Road,~~
P.O. Box 8139, Newark DE 19714-8139, and available at
<https://www.literacyworldwide.org/get-resources/standards>. (No later amendments to or
editions of these guidelines are incorporated.) The standards effective until **September 30,**
2024, ~~October 1, 2024~~ are as follows:

- a) The competent reading specialist has a deep understanding of reading and reading instruction.
 - 1) Knowledge Indicators – The competent reading specialist:
 - A) knows theoretical models and philosophies of reading education and their relevance to instruction.
 - B) knows the scope and sequences for reading instruction at all developmental levels, pre-K through grade 12.
 - C) knows the history of reading instruction and its relevance to current theory and practice.
 - D) is aware of trends, controversies, and issues in reading education.
 - E) understands the construction and psychometric properties of classroom reading tests, including the State assessment.
 - F) understands, respects, and values cultural, linguistic, and ethnic diversity and knows how such differences can influence learning to read.
 - G) understands the differences between reading skills and strategies and the role each plays in reading development.
 - H) knows a wide range of quality literature for students.

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) Performance Indicators – The competent reading specialist:
 - A) adjusts reading instruction to meet the learning needs of diverse learners (e.g., gifted students, students with limited English proficiency) as well as those who speak non-standard dialects.
 - B) locates, evaluates, and uses literature for readers of all abilities and ages.
 - C) uses various tools to estimate the readability of texts.
 - D) uses technology to support reading and writing instruction.
 - E) demonstrates ability to meet all the requirements set forth in Section 27.100(a) through (l) of this Part.
- b) The competent reading specialist understands how to diagnose reading disabilities and how to teach and support the education of students with reading disabilities.
 - 1) Knowledge Indicators – The competent reading specialist:
 - A) understands a model of reading diagnosis that includes students' proficiency with print conventions, word recognition and analysis, vocabulary, fluency, comprehension, self-monitoring, and motivation.
 - B) is aware of models of reading disabilities used in special education.
 - C) knows a wide variety of informal and formal assessments of reading, writing, spelling, and oral language.
 - D) understands the uses and limitations of informal and formal assessments.
 - E) is aware of a variety of individualized and group instructional interventions or programs for students with reading problems.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- F) knows models of and procedures for providing reading diagnosis and educational services to students with reading problems.
- 2) Performance Indicators – The competent reading specialist:
 - A) screens classes to identify students in need of more thorough reading diagnosis.
 - B) determines strengths and needs of individual students in the areas of reading, writing, and spelling.
 - C) determines students' reading levels (independent, instructional, frustrational).
 - D) gathers and interprets information for diagnosis of the reading problems of individual students.
 - E) develops individual educational plans for students with severe learning problems related to literacy.
 - F) interprets and explains diagnostic information for classroom teachers, parents, and other specialists to assist them in planning instructional programs.
 - G) develops case study reports of students with reading problems.
 - H) designs, implements, and evaluates appropriate reading programs for small groups and individuals.
- c) The competent reading specialist understands how to interpret and use reading research.
 - 1) Knowledge Indicators – The competent reading specialist:
 - A) understands the role that reading research should play in guiding pedagogical decisions.
 - B) understands the types of questions that can be answered by different types of research studies.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) is aware of major research findings on reading instruction.
- 2) Performance Indicators – The competent reading specialist:
 - A) searches and accesses research literature in a systematic way.
 - B) reads and interprets research findings and applies them to decisions about assessment, curriculum, instruction, selection of materials, and programs.
 - C) explains research findings to a variety of audiences.
 - D) collects, analyzes, and interprets State and local test data to describe achievement trends for districts, schools, and special populations.
 - E) designs and conducts small-scale, instructional research studies in regular classrooms and special instructional settings.
 - F) promotes and facilitates teacher research and classroom research.
- d) The competent reading specialist provides leadership in curriculum design and implementation.
 - 1) Knowledge Indicators – The competent reading specialist:
 - A) knows State and national educational standards that are relevant to reading education.
 - B) knows exemplary programs and practices in reading education.
 - C) is aware of guidelines for the evaluation of curriculum material and instructional technology.
 - 2) Performance Indicators – The competent reading specialist:
 - A) helps faculty and administrators to articulate a philosophy of reading instruction.
 - B) participates in the development and implementation of

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

school improvement plans.

- C) participates in and facilitates reading curriculum design, revision, and implementation efforts.
 - D) guides the evaluation and selection of instructional materials, including textbooks, trade books, materials for students with special needs, and technology.
 - E) collaborates with allied professionals in assessing, planning, adapting, and delivering reading instruction.
 - F) participates in the design and implementation of special programs such as early intervention, summer school, and after-school programs.
 - G) assists subject-area teachers in selecting appropriate textbooks, software, and other instructional materials.
- e) The competent reading specialist provides leadership in staff development.
- 1) Knowledge Indicators – The competent reading specialist:
 - A) knows models of staff development.
 - B) understands processes for consensus-building and conflict resolution.
 - 2) Performance Indicators – The competent reading specialist:
 - A) provides professional development support to classroom teachers, including teachers in mathematics, science, social studies, and other subjects.
 - B) demonstrates exemplary reading instruction with students in varied settings, including one-to-one, small group, and classroom.
 - C) designs staff development programs related to curricular goals.
 - D) presents professional staff development sessions.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- E) locates resources for staff development, including speakers, courses of study, technology, and workshops.
 - F) serves as a resource on reading to administrators and other policymakers.
 - G) guides and trains paraprofessionals, tutors, and volunteers.
 - H) uses multiple indicators of professional growth as the basis for planning and evaluating staff development.
- f) The competent reading specialist communicates and works with the public and other professionals.
- 1) Knowledge Indicators – The competent reading specialist:
 - A) knows resources and strategies for facilitating communication among school, home, and community.
 - B) understands the value of community support for school reading programs.
 - 2) Performance Indicators – The competent reading specialist:
 - A) provides professional presentations on reading curriculum and issues to school boards and community audiences.
 - B) communicates effectively about reading to media, policymakers, and the general public.
 - C) facilitates home-school connections and parental participation in school reading programs.
 - D) develops partnerships with community members, agencies, and universities.
 - E) advocates for public support of reading education.
 - F) is open to constructive peer evaluation and feedback.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- g) The competent reading specialist secures and manages instructional resources.
 - 1) Knowledge Indicators – The competent reading specialist:
 - A) is aware of resources for supporting effective reading programs.
 - B) knows funding sources and strategies for seeking support for reading programs.
 - 2) Performance Indicators – The competent reading specialist:
 - A) secures instructional materials.
 - B) organizes and coordinates efficient access to instructional materials school-wide.
- h) The competent reading specialist has high professional standards.
 - 1) Knowledge Indicator – The competent reading specialist is aware of and adheres to ethical standards of professional conduct in reading education.
 - 2) Performance Indicators – The competent reading specialist:
 - A) reflects on his or her own teaching practices and conducts self- evaluation.
 - B) stays current with developments in reading education and literature for children and adolescents by reading professional journals and other publications and by attending professional conferences.
 - C) participates actively in local, State, or national professional organizations in reading education.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 27.130 Mathematics

~~Standards Effective Before and After October 1, 2024.~~ By October 1, 2024, all candidates for an endorsement in Mathematics will be required to complete a program aligned to the Council

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

for Accreditation of Educator Preparation (CAEP) Standards for Mathematics Teacher Preparation (2012) published by the National Council of Teachers of Mathematics, 1906 Association Drive, Reston VA 20191-1502, and available at <http://www.nctm.org/ncate/>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2024, ~~October 1, 2024~~ are as follows:

- a) The competent teacher of mathematics communicates mathematical content and concepts.
 - 1) Knowledge Indicators – The competent teacher of mathematics:
 - A) understands the dynamics of working collaboratively with others.
 - B) understands learning styles and learning strategies.
 - 2) Performance Indicators – The competent teacher of mathematics:
 - A) communicates verbally and in written, visual, and symbolic forms using appropriate technology.
 - B) creates effective learning environments where students will be able to work collaboratively in one-to-one, small-group, and large- group contexts.
 - C) analyzes the thinking and learning strategies of all students to extend mathematical knowledge.
- b) The competent teacher of mathematics develops and utilizes a variety of problem- solving techniques.
 - 1) Knowledge Indicator – The competent teacher of mathematics understands the many strategies for problem solving.
 - 2) Performance Indicators – The competent teacher of mathematics:
 - A) uses problem explorations and modeling to extend mathematical knowledge of all students.
 - B) generalizes results of problems and extends them to other problem situations.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- c) The competent teacher of mathematics recognizes a variety of reasoning techniques and applies appropriate techniques to concepts, procedures, and conjectures.
 - 1) Knowledge Indicator – The competent teacher of mathematics understands various ways of reasoning with respect to concepts, procedures, and conjectures.
 - 2) Performance Indicators – The competent teacher of mathematics:
 - A) applies mathematical reasoning and appropriate technologies in the development of concepts, procedures, and conjectures.
 - B) generalizes reasoning skills within the study of mathematics and applies or extends them to other contexts.
- d) The competent teacher of mathematics makes connections within and among the various branches of mathematics and other disciplines.
 - 1) Knowledge Indicators – The competent teacher of mathematics:
 - A) understands the connections within the mathematics curriculum.
 - B) understands mathematical connections to school curriculums and to other disciplines.
 - C) has knowledge of the historical development of mathematics that includes contributions of men and women from various cultures.
 - 2) Performance Indicators – The competent teacher of mathematics:
 - A) develops the connections within and among the various branches of mathematics.
 - B) connects mathematics to other disciplines.
- e) The competent teacher of mathematics selects, integrates and uses appropriate technologies.
 - 1) Knowledge Indicators – The competent teacher of mathematics:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) becomes familiar with the capabilities and benefits of current and emerging technologies.
 - B) understands the selection, integration, and utilization of appropriate technologies throughout the mathematics curriculum.
- 2) Performance Indicators – The competent teacher of mathematics:
 - A) selects appropriate technologies for instruction.
 - B) integrates current technology as appropriate for instruction.
- f) The competent teacher of mathematics demonstrates, applies, and explains a knowledge and sense of number.
 - 1) Knowledge Indicator – The competent teacher of mathematics knows and understands the concepts of number, number theory, and numeration systems.
 - A) The early childhood or elementary school teacher:
 - i) understands number sense, including concepts of order, magnitude, mental math, estimation, and place value, and senses the reasonableness of results.
 - ii) understands decimals, fractions, ratios, proportions, and percents as ways to represent numbers and relationships.
 - iii) knows the properties of prime and composite numbers.
 - B) The middle school teacher knows and understands the content outlined in subsection (f)(1)(A) of this Section and has knowledge of complex numbers, modular systems, and matrices.
 - C) The secondary school mathematics teacher knows and understands the content outlined in subsections (f)(1)(A) and (B) of this Section and understands polar and vector representations

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

of complex numbers, algebraic structures, and topics from discrete mathematics.

- 2) Knowledge Indicator – The competent teacher of mathematics knows and understands algorithms of operations.
 - A) The early childhood or elementary school teacher understands composition, decomposition, and recomposition of numbers, including place value of any base, factors and multiples, prime and composite numbers, inverses, and the application of these concepts.
 - B) The middle school teacher knows and understands the content outlined in subsection (f)(2)(A) of this Section, understands operations with algebraic expressions, and has knowledge of symbolic manipulators.
 - C) The secondary school mathematics teacher knows and understands the content outlined in subsections (f)(2)(A) and (B) of this Section and has knowledge of iterative processes as they relate to fractals and other applications.
- 3) Performance Indicator – The competent teacher of mathematics applies the concepts of number theory and numeration systems.
 - A) The early childhood or elementary school teacher:
 - i) uses number sense to judge the reasonableness of results.
 - ii) applies proportional reasoning to solve problems.
 - iii) uses the properties of prime and composite numbers to determine greatest common factors and least common multiples to solve problems.
 - iv) performs operations in any base and converts between bases.
 - B) The middle school teacher demonstrates the competence outlined in subsection (f)(3)(A) of this Section and computes and interprets the results of computation using complex

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

numbers, modular systems, and matrices.

- C) The secondary school mathematics teacher demonstrates the competence outlined in subsections (f)(3)(A) and (B) of this Section and computes using polar and vector representations of complex numbers.
- 4) Performance Indicator – The competent teacher of mathematics models, explains, develops, and applies algorithms of operations.
 - A) The early childhood or elementary school teacher chooses appropriately from mental math, paper and pencil, manipulative, and technology to perform computations.
 - B) The middle school teacher demonstrates the competence outlined in subsection (f)(4)(A) of this Section and models, develops, and applies algorithms with technology.
 - C) The secondary school mathematics teacher demonstrates the competence outlined in subsections (f)(4)(A) and (B) of this Section and uses numerical approximations as a basis for numerical integration and numerical-based proofs.
- g) The competent teacher of mathematics understands and applies the process of measurement.
 - 1) Knowledge Indicator – The competent teacher of mathematics knows customary, metric, and non-standard measurement.
 - A) The early childhood or elementary school teacher:
 - i) knows how to measure length, area, volume, capacity, time, temperature, angles, weight, and mass.
 - ii) has knowledge of non-standard and emerging units such as graphic screen pixels and font size.
 - B) The middle school teacher knows and understands the content outlined in subsection (g)(1)(A) of this Section and

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- i) understands trigonometric ratios and relationships.
 - ii) understands how changing one measure of a multi- dimensional object may affect other measures.
 - iii) understands conversion factors as they apply to dimensional analysis.
 - C) The secondary school mathematics teacher knows and understands the content outlined in subsections (g)(1)(A) and (B) of this Section and understands nonlinear scales.
- 2) Performance Indicator – The competent teacher of mathematics selects and applies appropriate units and tools for measuring, comparing, and ordering.
 - A) The early childhood or elementary school teacher:
 - i) uses customary, metric, and non-standard measures.
 - ii) selects and uses appropriate tools to perform various measurements.
 - iii) estimates measurement.
 - iv) determines acceptable measures of accuracy and calculates relative error.
 - B) The middle school teacher demonstrates the competence outlined in subsection (g)(2)(A) of this Section and uses trigonometric ratios and their relationships to solve problems.
 - C) The secondary school mathematics teacher demonstrates the competence outlined in subsections (g)(2)(A) and (B) of this Section and applies nonlinear scales (e.g., exponential and logarithmic).
- 3) Performance Indicator – The competent teacher of mathematics uses formulas and other procedures for computing or estimating the measure of multi-dimensional objects.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) The early childhood or elementary school teacher:
 - i) measures objects using both direct and indirect measurement.
 - ii) uses formulas to aid in indirect measurement.
 - iii) applies measurements and formulas to irregular shapes, regions, and solids.
 - iv) reads and interprets scale drawings.
- B) The middle school teacher demonstrates the competence outlined in subsection (g)(3)(A) of this Section and
 - i) explains how changing one measure of a multi-dimensional object affects other measurements.
 - ii) reads and interprets topographical maps and architectural drawings.
- C) The secondary school mathematics teacher demonstrates the competence outlined in subsections (g)(3)(A) and (B) of this Section and:
 - i) applies dimensional analysis.
 - ii) uses modeling and visualization to hypothesize about and predict measurements.
- h) The competent teacher of mathematics demonstrates, applies and explains a knowledge and sense of algebra via patterns, functions, symbols, and models.
 - 1) Knowledge Indicator – The competent teacher of mathematics knows and understands applications of concepts, representations, and relationships of variables and patterns.
 - A) The early childhood or elementary school teacher:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- i) understands the order of operations.
 - ii) understands the concept of variables.
 - iii) understands symbolic, numeric, and graphical representations of mathematical situations.
 - iv) understands the properties and operations of real numbers in an algebraic context.
 - B) The middle school teacher knows and understands the content outlined in subsection (h)(1)(A) of this Section and understands a wide range of modeling applications involving graphs, tree charts, and other visual representations of data with multiple dimensions.
 - C) The secondary school mathematics teacher knows and understands the content outlined in subsections (h)(1)(A) and (B) of this Section and understands variable relationships, logic, and concepts of discrete mathematics.
- 2) Knowledge Indicator – The competent teacher of mathematics knows and understands concepts and representations of relations and functions.
- A) The early childhood or elementary school teacher:
 - i) understands the symbolic, numeric, graphical, and verbal representations of relations and functions and the relationships among them.
 - ii) understands polynomial and exponential functions.
 - B) The middle school teacher knows and understands the content outlined in subsection (h)(2)(A) of this Section and understands logarithmic, parametric, trigonometric, rational, radical, and absolute value relations and their graphs.
 - C) The secondary school mathematics teacher knows and understands the content outlined in subsections (h)(2)(A) and

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

(B) of this Section and understands linear algebra.

- 3) Performance Indicator – The competent teacher of mathematics knows and understands the development and applications of calculus.
 - A) The early childhood or elementary school teacher:
 - i) understands concepts of rates of change and patterns that lead to limits.
 - ii) understands concepts of distance, area, volume, and shapes that lead to limits.
 - B) The middle school teacher knows and understands the content outlined in subsection (h)(3)(A) of this Section and:
 - i) knows the historical development of calculus.
 - ii) understands the concept of limits.
 - iii) understands the basic concepts of calculus and their applications.
 - C) The secondary school mathematics teacher knows and understands the content outlined in subsections (h)(3)(A) and (B) of this Section and understands the concepts of calculus and analytical geometry and their applications.
- 4) Knowledge Indicator – The competent teacher of mathematics knows and understands algebraic structures.
 - A) The early childhood or elementary school teacher:
 - i) understands the properties of the real number systems.
 - ii) understands the properties of sets and Venn diagrams.
 - B) The middle school teacher knows and understands the content outlined in subsection (h)(4)(A) of this Section and understands the properties of complex and modular systems and their

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

applications.

- C) The secondary school mathematics teacher knows and understands the content outlined in subsections (h)(4)(A) and (B) of this Section and understands groups, rings, integral domains, and fields.
- 5) Performance Indicator – The competent teacher of mathematics applies concepts, representations, and relationships of variables and patterns.
 - A) The early childhood or elementary school teacher:
 - i) applies the order of operations to numerical and algebraic expressions.
 - ii) identifies, completes, and extends patterns and sequences.
 - iii) represents mathematical situations symbolically, numerically, and graphically.
 - iv) applies properties and operations of real numbers in an algebraic context.
 - v) solves number sentences involving variables.
 - vi) translates word situations to algebraic sentences and solves them using algebra.
 - vii) uses equations and inequalities as a means of solving practical applications.
 - B) The middle school teacher demonstrates the competence outlined in subsection (h)(5)(A) of this Section and:
 - i) uses a wide range of modeling applications involving graphs and tree charts.
 - ii) solves systems of linear equations graphically and algebraically (including matrices and

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

determinants).

- iii) solves systems of nonlinear equations and inequalities algebraically and graphically.
- C) The secondary school mathematics teacher demonstrates the competence outlined in subsections (h)(5)(A) and (B) of this Section and:
 - i) explains and applies symbolic logic.
 - ii) explains and applies induction and recursion.
 - iii) explains and applies sequences and series.
- 6) Performance Indicator – The competent teacher of mathematics uses concepts and representations of relations and functions and their applications.
 - A) The early childhood or elementary school teacher:
 - i) represents functions and relations in symbolic, numeric, graphical, and verbal forms.
 - ii) finds and uses slopes and intercepts to construct, analyze, and interpret graphs of equations and inequalities.
 - B) The middle school teacher demonstrates the competence outlined in subsection (h)(6)(A) of this Section and:
 - i) finds and uses slope, symmetry, roots, intercepts, critical points, and vertices to construct and interpret graphs of functions and relations.
 - ii) recognizes and uses the equations of lines, hyperbolas, parabolas, circles, ellipses, and nonlinear equations.
 - iii) formulates, explains, and solves problems involving nonlinear equations such as variation and exponential

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

and logarithmic growth and decay.

- C) The secondary school mathematics teacher demonstrates the competence outlined in subsections (h)(6)(A) and (B) of this Section and applies principles and properties of linear algebra.
- 7) Performance Indicator – The competent teacher of mathematics at the middle school or secondary level explains and uses the concepts of calculus and applications.
 - A) The middle school teacher:
 - i) calculates and interprets basic limits.
 - ii) illustrates the basic concepts of calculus using concrete applications.
 - B) The secondary school mathematics teacher demonstrates the competence outlined in subsection (h)(7)(A) of this Section and uses differentiation, integration, and other concepts of calculus to solve problems and interpret results.
- i) The competent teacher of mathematics knows and uses geometric methods to analyze, categorize, and draw conclusions about points, lines, planes, and space.
 - 1) Knowledge Indicator – The competent teacher of mathematics understands terminology, properties of two- and three-dimensional shapes, and the relationships among them.
 - 2) Knowledge Indicator – The competent teacher of mathematics knows Euclidean and non-Euclidean geometry, coordinate geometry, graph theory, and transformational geometry and the relationships among them.
 - 3) Knowledge Indicator – The competent teacher of mathematics understands the process of conjecturing, justifying, and proof.
 - A) The early childhood or elementary school teacher understands inductive and deductive reasoning.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) The middle school teacher understands inductive and deductive reasoning and understands the appropriate uses of different types of proof.
 - C) The secondary school mathematics teacher knows and understands the content outlined in subsection (i)(3)(B) of this Section and extends the understanding of proof to finite and non-Euclidean settings.
- 4) Performance Indicator – The competent teacher of mathematics uses and applies the properties of geometry.
- A) The early childhood or elementary school teacher:
 - i) recognizes relationships and patterns in geometric figures.
 - ii) uses characteristics of geometric figures including symmetry, congruence, and similarity to recognize, identify, build, draw, describe, analyze, and categorize two- and three-dimensional figures and tessellation.
 - iii) applies geometric concepts to solve practical applications.
 - iv) explains the relationships between perimeter, area, and volume of similar figures.
 - B) The middle school teacher demonstrates the competence outlined in subsection (i)(4)(A) of this Section and uses trigonometry to solve practical applications.
 - C) The secondary school mathematics teacher demonstrates the competence outlined in subsections (i)(4)(A) and (B) of this Section.
- 5) Performance Indicator – The competent teacher of mathematics identifies, analyzes, categorizes, and applies multi-dimensional figures using spatial visualization skills and modeling.
- A) The early childhood or elementary school teacher:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- i) translates between two- and three-dimensional representations of the same figure including the use of coordinate geometry and graph theory.
 - ii) uses manipulative, Euclidean geometry, coordinate geometry, transformational geometry, and appropriate technology to model mathematical concepts and solve problems.
- B) The middle school teacher demonstrates the competence outlined in subsection (i)(5)(A) of this Section and:
 - i) generates solids of revolution from two-dimensional figures.
 - ii) gives examples of non-Euclidean geometry.
 - iii) applies recursion and iteration geometrically.
 - iv) recognizes and uses relationships that exist between algebra and geometry.
- C) The secondary school mathematics teacher demonstrates the competence outlined in subsections (i)(5)(A) and (B) of this Section and:
 - i) describes relationships of the planar sections of three-dimensional objects.
 - ii) explains relationships that exist between transformations (including matrix representations) as a geometric equivalence of the function concept.
- 6) Performance Indicator – The competent teacher of mathematics constructs convincing arguments and proofs.
 - A) The early childhood or elementary school teacher makes and identifies mathematical conjectures and provides justification to support or refute conjectures using manipulatives; constructions; algebraic, coordinate, and transformational methods; interactive technology; and paragraph and two-

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

column proofs.

- B) The middle school teacher demonstrates the competence outlined in subsection (i)(6)(A) of this Section, constructs inductive, deductive, and indirect arguments and explains the difference among them.
 - C) The secondary school mathematics teacher demonstrates the competence outlined in subsections (i)(6)(A) and (B) of this Section and uses a formal axiomatic system to construct and analyze proofs.
- j) The competent teacher of mathematics demonstrates knowledge and application of probability, descriptive and inferential statistics.
- 1) Knowledge Indicator – The competent teacher of mathematics understands how to collect, organize, and represent data to answer questions.
 - A) The early childhood or elementary school teacher:
 - i) understands how to create tables, graphs, charts, pictures, and other visual representations of a set of data.
 - ii) understands simple random sampling and recognizes bias.
 - iii) understands line of best fit.
 - B) The middle school teacher knows and understands the content outlined in subsection (j)(1)(A) of this Section and understands data trends and curves of best fit.
 - C) The secondary school mathematics teacher knows and understands the content outlined in subsections (j)(1)(A) and (B) of this Section.
 - 2) Knowledge Indicator – The competent teacher of mathematics understands summary statistics.
 - A) The early childhood or elementary school teacher:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- i) understands measures of central tendency, variation, and position.
 - ii) understands common distributions.
 - B) The middle school teacher knows and understands the content outlined in subsection (j)(2)(A) of this Section.
 - C) The secondary school mathematics teacher knows and understands the content outlined in subsection (j)(2)(A) of this Section and understands additional measures of central tendency and variation.
- 3) Knowledge Indicator – The competent teacher of mathematics understands how to interpret and predict the results of data analysis.
 - A) The early childhood or elementary school teacher:
 - i) understands the design of observations and experiments to answer questions.
 - ii) understands the concept of reliability and validity.
 - B) The middle school teacher knows and understands the content outlined in subsection (j)(3)(A) of this Section and understands correlation and regression techniques.
 - C) The secondary school mathematics teacher knows and understands the content outlined in subsections (j)(3)(A) and (B) of this Section and understands the design of experiments used in testing hypotheses.
- 4) Knowledge Indicator – The competent teacher of mathematics understands counting techniques and probability.
 - A) The early childhood or elementary school teacher:
 - i) understands fundamental counting principles, combinations, and permutations.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- ii) understands probability and odds of events.
 - iii) understands dependent and independent events.
 - B) The middle school teacher knows and understands the content outlined in subsection (j)(4)(A) of this Section and understands the use of random variables to solve problems.
 - C) The secondary school mathematics teacher knows and understands the content outlined in subsections (j)(4)(A) and (B) of this Section and understands the link between probability theory and inferential statistics.
- 5) Performance Indicator – The competent teacher of mathematics poses questions and collects, organizes, and represents data to answer those questions.
 - A) The early childhood or elementary school teacher:
 - i) creates tables, graphs, charts, pictures, and other visual representations of a set of data.
 - ii) collects simple random samples and recognizes sample bias.
 - iii) uses visual techniques for finding, interpreting, and applying the line of best fit.
 - B) The middle school teacher demonstrates the competence outlined in subsection (j)(5)(A) of this Section and finds and applies appropriate curves of best fit using technology.
 - C) The secondary school mathematics teacher demonstrates the competence outlined in subsections (j)(5)(A) and (B) of this Section.
- 6) Performance Indicator – The competent teacher of mathematics calculates, explains, and interprets summary statistics.
 - A) The early childhood, elementary, or middle school teacher:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- i) uses measures of central tendency and variation to describe a set of data.
 - ii) uses common distributions as appropriate to solve problems.
 - B) The secondary school mathematics teacher demonstrates the competence outlined in subsection (j)(6)(A) of this Section and uses additional measures of central tendency and variation to describe a set of data.
- 7) Performance Indicator – The competent teacher of mathematics predicts, calculates, interprets, and applies the results of data analysis.
 - A) The early childhood, elementary, or middle school teacher:
 - i) develops a hypothesis based on a question or problem of interest and devises a plan for the collection of data.
 - ii) uses simple survey and sampling techniques.
 - iii) collects, records, organizes, displays, summarizes, and interprets data.
 - B) The secondary school mathematics teacher demonstrates the competence outlined in subsection (j)(7)(A) of this Section and chooses an appropriate experimental design, selects and performs proper research procedures, and interprets results.
- 8) Performance Indicator – The competent teacher of mathematics demonstrates and uses counting techniques and probability.
 - A) The early childhood or elementary teacher:
 - i) uses the fundamental counting principles, combinations, and permutations.
 - ii) determines the probability and odds of events.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- iii) analyzes problem situations (e.g., fairness of games, lotteries).
 - iv) creates simulations to analyze simple theoretical or experimental probabilities.
 - v) computes probabilities for dependent and independent events.
 - B) The middle school teacher demonstrates the competence outlined in subsection (j)(8)(A) of this Section and:
 - i) determines probabilities involving combinations and permutations.
 - ii) generates and interprets probability distributions for random variables.
 - C) The secondary school mathematics teacher demonstrates the competence outlined in subsections (j)(8)(A) and (B) of this Section and links probability to inferential statistics.
- k) The competent teacher of mathematics understands the process of reading and demonstrates instructional abilities to teach reading in the content area of mathematics.
- 1) Knowledge Indicators – The competent teacher of mathematics:
 - A) understands that the reading process is the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation.
 - B) recognizes the relationships among the four language arts (reading, writing, listening, and speaking), and knows how to provide opportunities to integrate these through instruction.
 - C) understands how to design, select, modify and evaluate materials in terms of the reading needs of the learner.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- D) understands the importance of and encourages the use of literature for adolescents in the curriculum and for independent reading.
 - E) understands the relationship between oral and silent reading.
 - F) understands the role of subject-area vocabulary in developing reading comprehension.
 - G) understands the importance of the unique study strategies required of the specific content area in developing reading comprehension.
 - H) understands the importance of the relationship between assessment and instruction in planning.
- 2) Performance Indicators – The competent teacher of mathematics:
- A) plans and teaches lessons for students that develop comprehension of content-area materials through instructional practices that include analyzing critically, evaluating sources, and synthesizing and summarizing material.
 - B) plans and teaches lessons on how to monitor comprehension and correct confusions and misunderstandings that arise during reading.
 - C) plans and models the use of comprehension strategies before, during, and after reading of text.
 - D) provides opportunities for students to develop content-area vocabulary through instructional practices that develop connections and relationships among words, use of context clues, and understanding of connotative and denotative meaning of words.
 - E) plans and teaches lessons that encourage students to write about the content read in order to improve understanding.
 - F) plans and teaches lessons to help students develop study strategies that include previewing and preparing to read text

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

effectively, recognizing organizational patterns unique to informational text, and using graphic organizers as an aid for recalling information.

- G) plans and teaches units that require students to carry out research or inquiry using multiple texts, including electronic resources.
- H) provides continuous monitoring of students' progress through observations, work samples, and various informal reading assessments.
- I) analyzes and evaluates the quality and appropriateness of instructional materials in terms of readability, content, length, format, illustrations, and other pertinent factors.
- J) promotes the development of an environment that includes classroom libraries that foster reading.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 27.140 Science —~~A Common Core of Standards~~

~~Standards Effective Before and After October 1, 2024.~~ By October 1, 2024, candidates for an endorsement in Science will be required to complete a program aligned to the National Standards for Science Teacher Preparation (2012), published by the National Science Teachers Association, 1840 Wilson Boulevard, Arlington VA 22201, and posted at <http://www.nsta.org/preservice/>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2024, ~~October 1, 2024~~ are as follows:

- a) All science teachers shall be required to demonstrate competence in the common core of science standards set forth in this Section. In addition, each science teacher shall be required to demonstrate competence in at least one of the science designation areas for which standards are described in Sections 27.150 through 27.190 of this Part: biology, chemistry, earth and space science, environmental science, and/or physics.
- b) Science as Inquiry – The competent science teacher understands scientific inquiry and has the ability to conduct scientific inquiry.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) Knowledge Indicators – The competent science teacher:
 - A) understands assumptions, processes, purposes, requirements, and tools of scientific inquiry.
 - B) understands mathematical processes and tools for collecting, managing, and communicating information.
 - C) understands different approaches to conducting scientific investigations.
- 2) Performance Indicators – The competent science teacher:
 - A) plans and conducts scientific investigations using appropriate tools and technology.
 - B) applies mathematical and statistical methods to collect, analyze, and communicate results of investigations.
 - C) displays, illustrates, and defends the results of an investigation.
 - D) uses evidence and logic in developing proposed explanations that address scientific questions and hypotheses.
- c) Technological Design – The competent science teacher understands the concepts, principles and processes of technological design.
 - 1) Knowledge Indicators – The competent science teacher:
 - A) understands the processes, capabilities, limitations and implications of technology and technological design and redesign.
 - B) understands technology and technological design as the use of tools throughout human history.
 - 2) Performance Indicators – The competent science teacher:
 - A) identifies real-world problems or needs to be solved through technological design.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) addresses a problem situation by identifying a design problem, proposing a design solution, implementing the solution, evaluating the solution, revising the design upon evaluation, and communicating the design and the process.
 - C) identifies the inquiry process in the investigation of past, current, and potential technological designs.
- d) Molecular and Cellular Sciences – The competent science teacher understands and can apply concepts that explain the cell, the molecular basis of heredity, and biological evolution.
 - 1) Knowledge Indicators – The competent science teacher:
 - A) understands viral, sub-cellular and cellular structure and function.
 - B) understands the nature and function of the gene, with emphasis on the molecular basis of inheritance and gene expression.
 - C) understands the processes of change at the microscopic and macroscopic levels.
 - 2) Performance Indicators – The competent science teacher:
 - A) describes the processes of the cell cycle and analyzes the transmission of genetic information.
 - B) demonstrates an understanding of organelles, cells, tissues, organs, and organ systems and their functions.
 - C) identifies scientific evidence from various sources to demonstrate knowledge of theories about processes of biological evolution.
 - D) demonstrates the ability to use instruments or to explain functions of the technologies used to study the life sciences at the molecular and cellular level.
- e) Organisms and Ecosystems – The competent science teacher understands and can apply concepts that describe how living things interact with each other and with their environment.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) Knowledge Indicators – The competent science teacher:
 - A) understands how living and nonliving factors interact with one another and with their environment.
 - B) understands the strategies and adaptations used by organisms to obtain the basic requirements of life.
 - C) understands that all environments are comprised of interrelated dynamic systems.
 - D) understands the concepts of populations, communities, ecosystems, ecoregions, and the role of biodiversity in living systems.
 - E) understands that humans are living organisms who uniquely interact with the environment.
- 2) Performance Indicators – The competent science teacher:
 - A) develops a model or explanation that shows the relationships within the environment.
 - B) demonstrates an understanding of how communities, ecosystems, and ecoregions change.
 - C) demonstrates an understanding of the human as a living organism comparable to other life forms and functions.
 - D) describes physical, ecological, and behavioral factors that influence homeostasis within an organism and interrelationships among organisms.
 - E) demonstrates the ability to use instruments or to explain functions of the technologies used to study the life sciences at the organism and ecosystem level.
- f) Matter and Energy – The competent science teacher understands the nature and properties of energy in its various forms, and the processes by which energy is exchanged and/or transformed.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) Knowledge Indicators – The competent science teacher:
 - A) understands the atomic and nuclear structure of matter and the relationship to chemical and physical properties.
 - B) understands the principle of conservation as it applies to mass, charge, momentum, and energy.
 - C) understands the cause and effect of chemical reactions in natural and manufactured systems.
 - D) understands the characteristics and relationships among thermal, acoustical, radiant, electrical, chemical, mechanical, and nuclear energies.
- 2) Performance Indicators – The competent science teacher:
 - A) analyzes the properties of materials in relation to their chemical or physical structures and evaluates uses of the materials based on their properties.
 - B) explains conservation of mass and energy and explains interactions of energy with matter, including changes in state.
 - C) uses kinetic theory and the laws of thermodynamics to explain energy transformations.
 - D) analyzes atomic and nuclear reactions in natural and man-made energy systems.
 - E) demonstrates the ability to use instruments or to explain functions of the technologies used to study matter and energy.
- g) Force and Motion – The competent science teacher understands and applies the concepts that describe force and motion and the principles that explain them.
 - 1) Knowledge Indicators – The competent science teacher:
 - A) understands the concepts and interrelationships of position, time, velocity, and acceleration.

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) understands the concepts and interrelationships of force (including gravity and friction), inertia, work, power, energy, and momentum.
 - C) understands the nature and properties of electricity and magnetism.
 - D) understands the nature and properties of mechanical and electromagnetic waves.
- 2) Performance Indicators – The competent science teacher:
- A) describes and predicts motions of bodies in inertial and accelerated frames of reference and in one and two dimensions in a physical system with association to the basic theories of force and motion.
 - B) analyzes and predicts motions and interactions involving forces within the context of conservation of energy and/or momentum.
 - C) describes the effects of gravitational, electromagnetic, and nuclear forces in real-life situations.
 - D) analyzes and predicts the behavior of mechanical and electromagnetic waves under varying physical conditions.
 - E) demonstrates abilities to use instruments or to explain functions of the technologies used to study force and motion.
- h) The Earth – The competent science teacher understands the dynamic nature of the Earth and recognizes that its features and structures result from natural processes.
- 1) Knowledge Indicators – The competent science teacher:
- A) understands the structure and composition of the Earth's land, water, and atmospheric systems.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) understands the transfer of energy within and among Earth's land, water, and atmospheric systems.
 - C) understands the scope of geologic time and the continuing physical changes of the Earth through time.
 - D) understands the interrelationships between living organisms and Earth's resources.
- 2) Performance Indicators – The competent science teacher:
- A) analyzes and explains large-scale dynamic forces, events, and processes that affect the Earth's land, water, and atmospheric systems.
 - B) identifies and explains Earth's processes and cycles and cites examples in real-life situations.
 - C) evaluates scientific theories about Earth's origin and history and how those theories explain contemporary living systems.
 - D) identifies and evaluates the uses of Earth's resources.
 - E) demonstrates abilities to use instruments and/or to explain functions of the technologies used to study the earth sciences.
- i) The Universe – The competent science teacher understands and applies concepts that explain the composition, structure of, and changes in the universe and Earth's place in it.
- 1) Knowledge Indicators – The competent science teacher:
- A) understands the properties and dynamic nature of the solar system.
 - B) understands the properties and dynamics of objects external to the solar system.
 - C) understands the scientific theories dealing with the origin of the universe.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) Performance Indicators – The competent science teacher:
 - A) observes, describes, and explains the relative and apparent motions of objects in the sky.
 - B) compares and analyzes evidence relating to the origin and physical evolution of the universe.
 - C) compares the processes involved in the life cycle of objects within the galaxies, including their physical and chemical characteristics.
 - D) demonstrates the ability to use instruments or to explain functions of the technologies and tools used in the study of the space sciences.
- j) Practices of Science – The competent science teacher understands and applies accepted practices and implications of science in contemporary and historical contexts.
 - 1) Knowledge Indicators – The competent science teacher:
 - A) understands that the nature of science is a human endeavor characterized as tentative, public, replicable, probabilistic, historic, unique, holistic, and empirical.
 - B) understands the definitions of hypotheses, predictions, laws, theories, and principles and the historic and contemporary development and testing of them.
 - C) understands research and reports examples of hypotheses, predictions, laws, theories, and principles and valid and biased thinking.
 - D) understands the basis for safety practices and regulations in the study of science.
 - 2) Performance Indicators – The competent science teacher:
 - A) researches and reports examples of creative and critical

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

thinking skills in scientific research and technological innovation.

- B) researches and reports examples of predictions, hypotheses, and theories in both valid and biased scientific thinking.
 - C) researches and reports examples of the development of science through time and the impact of societal values on the nature of science.
 - D) documents and practices safety rules and shows evidence of their necessity in the investigation of science.
 - E) demonstrates the ability to use instruments and is able to explain functions of appropriate safety equipment used to ensure and implement safe practices.
- k) Science, Technology, and Society – The competent science teacher understands the interaction among science, technology, and society, including historical and contemporary development of major scientific ideas and technological innovations.
- 1) Knowledge Indicators – The competent science teacher:
 - A) understands the ways that science and technology affect people's everyday lives, societal values, and systems; the environment; new knowledge; and technologies throughout history.
 - B) understands the processes and effects of scientific and technological breakthroughs and their effect on other fields of study, careers, and job markets.
 - 2) Performance Indicators – The competent science teacher:
 - A) evaluates the efficacy of criteria for determining the effects of policies on local, State, national, and global scientific, environmental, and technological issues.
 - B) investigates and evaluates the credibility of scientific claims made in the media, during public debates, or in advertising or

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

marketing campaigns.

- C) investigates issues by defining and clearly articulating the scientific, technological, and societal connections to be investigated, as well as evaluating the consequences, implications, and potential options for resolution.
- l) Unifying Concepts – The competent science teacher understands the major unifying concepts of all sciences (systems, order, and organization; evidence, models, and explanation; constancy, change, and measurement; evolution and equilibrium; form and function), and how these concepts relate to other disciplines, particularly mathematics and the social sciences.
- 1) Knowledge Indicators – The competent science teacher:
- A) understands connections within and among the traditional scientific disciplines.
 - B) understands the fundamental comparability of the processes shared within and among the traditional scientific disciplines.
 - C) understands fundamental mathematical language, knowledge, and skills.
 - D) understands fundamental relationships among the sciences and the social sciences.
- 2) Performance Indicators – The competent science teacher:
- A) identifies and describes the application of the unifying concepts in real-life situations.
 - B) utilizes the unifying concepts from science, as well as concepts from mathematics, the social sciences, and other disciplines in his or her teaching.
 - C) expresses phenomenological relationships in the language of mathematics, solving simple algebraic equations, using scientific notation, constructing and interpreting graphs and using probabilities.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- m) Curriculum in Science – The competent science teacher understands how to develop learning outcomes for science instruction that incorporate State and national frameworks for teaching science and how to select appropriate curriculum materials to meet the standards-based outcomes.
 - 1) Knowledge Indicators – The competent science teacher:
 - A) understands the local, State and national goals and standards for science education.
 - B) understands the relationship of science concepts to the developmental level of students in classrooms.
 - C) understands how to articulate science instruction across units and from year to year.
 - 2) Performance Indicators – The competent science teacher:
 - A) identifies how an instructional design relates to local, State, and national goals and standards for science.
 - B) identifies appropriate curricular materials from a variety of sources and selects those that meet the developmentally appropriate, standards-led instructional outcomes.
 - C) demonstrates the ability to articulate learning across and among units of instruction, courses in science, and other disciplines.
- n) Planning for Instruction in Science – The competent science teacher understands how to plan learning experiences that utilize an appropriate variety of instructional methods and strategies that allow students to develop significant concepts in science and the ability to engage in scientific reasoning.
 - 1) Knowledge Indicators – The competent science teacher:
 - A) understands how to use materials from the students' environment to help them use inquiry strategies to build concepts.
 - B) understands the appropriate use of various strategies of direct

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

instruction, concept development, inquiry and problem solving that lead to knowledge and skills in scientific reasoning.

- C) understands how concepts are developed in students' minds and how to address misconceptions that students have developed from prior experiences.
- 2) Performance Indicators – The competent science teacher:
- A) plans instruction that allows students to develop understanding of significant concepts and skills in science through hands-on experiences with real materials.
 - B) plans instruction that incorporates a variety of methods and strategies for learning, including demonstrations, the laboratory, and out-of-class resources.
 - C) plans instruction utilizing instructional technology, instructional materials, and scientific equipment.
 - D) plans instructional activities that create opportunities for students to test, modify, and sometimes abandon previous ideas about science.
- o) Environment for Learning – The competent science teacher can design and manage safe and supportive learning environments in which all students can engage in scientific inquiry and concept development.
- 1) Knowledge Indicators – The competent science teacher:
- A) understands liability and negligence, especially as applied to science teaching.
 - B) understands procedures for safe and ethical use and care of animals for science instruction.
- 2) Performance Indicators – The competent science teacher:
- A) designs and assesses learning environments to utilize safe practices to prevent potential problems of liability and negligence regarding the inventory, storage, and disposal of

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

chemicals, resources, and equipment.

- B) develops a set of criteria to measure and assesses the optimum learning environment that promotes scientific inquiry and learning.
 - C) develops procedures to adapt learning environments to meet students' special needs.
- p) Teaching Science – The competent science teacher understands how to guide and facilitate learning using a variety of methods and strategies that encourage students' development of scientific inquiry skills and concepts.
- 1) Knowledge Indicators – The competent science teacher:
 - A) understands the appropriate use of strategies for questioning, facilitating, and coaching to help students develop significant concepts, problem-solving skills, and scientific habits of mind.
 - B) understands the teacher's role in different teaching strategies, including concept development, inquiry, and direct instruction.
 - 2) Performance Indicators – The competent science teacher:
 - A) implements activities requiring students to collect data, reflect upon their findings, make inferences, and link new ideas to preexisting knowledge.
 - B) conducts instruction that has appropriate structure with flexibility to allow students to engage in productive inquiry as individuals and groups.
 - C) conducts instruction that encourages the curiosity, openness to new ideas and data, and skepticism that characterize science.
- q) Assessment – The competent science teacher understands standards-based science assessment designs, purposes, and analysis strategies, including technological collection capabilities and performance assessments.
- 1) Knowledge Indicators – The competent science teacher:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) understands the alignment of student learning standards, instructional strategies, and local curriculum in the development of assessment tools and strategies.
 - B) understands the value of assessment data in guiding and changing instruction in science classrooms.
 - C) understands the importance of communicating criteria for success to students.
 - D) understands the importance and impact of State and local assessment policies.
- 2) Performance Indicators – The competent science teacher:
- A) plans and conducts assessment to evaluate scientific inquiry assessment tasks in multiple disciplines.
 - B) plans and conducts assessment to evaluate technological design assessment tasks in multiple disciplines.
 - C) plans and conducts assessment to evaluate scientific case study/issue investigation assessment tasks in multiple disciplines.
 - D) plans and conducts assessment to evaluate student understanding using a variety of tools and strategies.
 - E) designs assessment tasks with clearly articulated criteria for student impact and program evaluation.
 - F) evaluates assessment data to propose responses to program evaluation and potential improvement.
- r) Connections in Teaching Science – The competent science teacher can relate science to the daily lives and interests of students as well as to the larger framework of human endeavor and to learning in other disciplines.
- 1) Knowledge Indicators – The competent science teacher:
- A) understands how students can identify and utilize science

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

concepts in their daily lives.

- B) understands the relationship of learning in science to learning in other disciplines.
- 2) Performance Indicators – The competent science teacher:
 - A) engages students in the examination of science applications in their personal lives and interests and in the examination of local issues.
 - B) assists students in relating knowledge of other disciplines, particularly mathematics and social sciences, to concepts of science in applications to their personal lives.
 - C) orients students to potential careers related to applications of scientific and technological knowledge.
- s) Learning Science and the Community – The competent science teacher can make effective use of human and institutional resources beyond the classroom.
 - 1) Knowledge Indicators – The competent science teacher:
 - A) understands applications of science concepts and inquiry to the context of a community.
 - B) understands how parents and other community members and institutions support science learning in the classroom.
 - C) understands how to use the resources of the student's community to support inquiry.
 - 2) Performance Indicators – The competent science teacher:
 - A) uses data about a community in conducting learning activities in science.
 - B) conducts activities that involve parents and other members of the community in the science program.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) utilizes individuals and agencies that provide science education in the community in the science program.
 - D) develops and tests a community resource inventory, including its non-formal learning opportunities, business/industry connections, and parent/community resources.
 - E) uses synchronous and asynchronous telecommunication capabilities to collaborate with community members and other experts as an integral component of projects.
- t) Content Reading – The competent science teacher understands the process of reading and demonstrates instructional abilities to teach reading in the content area of science.
- 1) Knowledge Indicators – The competent science teacher:
 - A) understands that the reading process is the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation.
 - B) recognizes the relationships among the four language arts (reading, writing, listening, and speaking), and knows how to provide opportunities to integrate these through instruction.
 - C) understands how to design, select, modify, and evaluate materials in terms of the reading needs of the learner.
 - D) understands the importance of and encourages the use of literature for adolescents in the curriculum and for independent reading.
 - E) understands the relationship between oral and silent reading.
 - F) understands the role of subject-area vocabulary in developing reading comprehension.
 - G) understands the importance of the unique study strategies required of the specific content area in developing reading comprehension.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- H) understands the importance of the relationship between assessment and instruction in planning.
- 2) Performance Indicators – The competent science teacher:
 - A) plans and teaches lessons for students that develop comprehension of content-area materials through instructional practices that include analyzing critically, evaluating sources, and synthesizing and summarizing material.
 - B) plans and teaches lessons on how to monitor comprehension and correct confusions and misunderstandings that arise during reading.
 - C) plans and models use of comprehension strategies before, during, and after reading of text.
 - D) provides opportunities for students to develop content-area vocabulary through instructional practices that develop connections and relationships among words, use of context clues, and understanding of connotative and denotative meaning of words.
 - E) plans and teaches lessons that encourage students to write about the content read in order to improve understanding.
 - F) plans and teaches lessons to help students develop study strategies that include previewing and preparing to read text effectively, recognizing organizational patterns unique to informational text, and using graphic organizers as an aid for recalling information.
 - G) plans and teaches units that require students to carry out research or inquiry using multiple texts, including electronic resources.
 - H) provides continuous monitoring of students' progress through observations, work samples, and various informal reading assessments.
 - I) analyzes and evaluates the quality and appropriateness of

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

instructional materials in terms of readability, content, length, format, illustrations, and other pertinent factors.

- J) promotes the development of an environment that includes classroom libraries that foster reading.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 27.150 Biology

~~Standards Effective Before and After October 1, 2024.~~ By October 1, 2024, all candidates for an endorsement in ~~Science~~-Biology will be required to complete a program aligned to the National Standards for Science Teacher Preparation (2012), published by the National Science Teachers Association, 1840 Wilson Boulevard, Arlington VA 22201, and available at <http://www.nsta.org/preservice/>. (No later amendments to or editions of these guidelines are incorporated.). The standards effective until ~~September 30, 2024, October 1, 2024~~ are as follows:

- a) In addition to the standards for all science teachers that are set forth in Section 27.140 of this Part, those who specialize in the teaching of biology shall be required to meet the standards described in this Section.
- b) The competent biology teacher applies an understanding of the concepts of cell biology.
 - 1) Knowledge Indicators – The competent biology teacher:
 - A) understands the structural and functional aspects of nucleic acids, proteins, carbohydrates, lipids, and enzyme kinetics and reactivity.
 - B) understands the utilization and synthesis of organic materials by living systems and the relationship of these processes to energy production and utilization at the cellular level.
 - C) understands the basic methods and processes used in cellular and molecular biology research.
 - D) understands the mechanisms and genetics of cellular differentiation to form specialized tissues, organs, and the organism.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) Performance Indicators – The competent science teacher:
 - A) designs and/or describes models that represent nuclear and cellular chemical reactions at the microscopic and macroscopic levels.
 - B) demonstrates the use and application of the technologies and instruments used to study biological phenomena at the cellular level for both prokaryotes and eukaryotes.
 - C) delineates the historical progression of the studies of cellular biology, emphasizing the changes in knowledge from advances in technology and the resulting societal implications.
 - D) develops, selects, and implements safe and appropriate laboratory, field, and classroom activities to develop students' understanding of cell biology.
- c) The competent biology teacher applies an understanding of the molecular basis of heredity and the associated mathematical probabilities of pedigrees.
 - 1) Knowledge Indicators – The competent biology teacher:
 - A) understands the nature and function of the gene, with an emphasis on the molecular basis of inheritance and gene expression.
 - B) understands the processes involved in gene sequencing and the technologies that did/will contribute to advances in this field.
 - C) understands genetic and mathematical explanations associated with the probabilities of the transmission of traits and defects in organisms.
 - D) understands the basis and impact of the concepts of mutations and extinction.
 - E) understands the concepts, technologies, and consequences associated with recombinant DNA

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

applications.

- 2) Performance Indicators – The competent science teacher:
 - A) schematically explains the technologies associated with various gene sequencing strategies and manipulations.
 - B) designs physical and mathematical models of varying degrees of sophistication that explain the nature of the gene and its predicted expression(s) in various organisms.
 - C) demonstrates the use and application of the instruments used in biotechnology studies.
 - D) delineates the historical progression of the studies of biotechnology, emphasizing the changes in knowledge from advances in technology and the resulting societal implications.
 - E) develops, selects, and implements safe and appropriate laboratory, field, and classroom activities to develop students' understanding of biotechnology.
- d) The competent biology teacher applies an understanding of biological evolution.
 - 1) Knowledge Indicators – The competent biology teacher:
 - A) understands biological diversity, with an emphasis on the evolutionary relationships among the major groups.
 - B) understands the processes of natural selection and speciation by which entire and portions of phyla, classes, orders, genus and species of organisms have evolved or become extinct over time.
 - C) understands the evidence from comparative anatomy, behavior, embryology, genetics, paleontology, and physiological studies that contribute to the explanations of the theory of evolution.
 - 2) Performance Indicators – The competent science teacher:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) cites and describes examples of evolutionary evidence from the geological, biochemical, genetic, embryologic, and fossil records.
 - B) compares and contrasts cellular and sub-cellular structures and molecular processes among the major groups of organisms.
 - C) describes recent findings or research associated with the testing of the theory of evolution and its mechanisms.
 - D) delineates the historical progression of the studies of evolution, emphasizing the changes in knowledge from advances in technology and the resulting societal implications.
 - E) develops, selects, and implements appropriate classroom activities to develop students' understanding of evolution.
- e) The competent biology teacher applies an understanding of organismal biology and diversity.
- 1) Knowledge Indicators – The competent biology teacher:
 - A) understands biochemical and molecular biology of the processes fundamental to the metabolic function of the various systems of living organisms.
 - B) understands how organisms recognize and localize various signals to maintain homeostasis throughout and beyond the whole organism.
 - C) understands biological diversity that encompasses the structure, function, and nomenclature of the major groups of organisms on the local, regional, and global levels.
 - D) understands the processes and requirements necessary for the maintenance and continuation of life, including humans.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) Performance Indicators – The competent science teacher:
 - A) designs and explains models that demonstrate how organisms react to stimuli within and beyond the organism.
 - B) analyzes the interrelationships among the functions of the various organismal systems.
 - C) demonstrates the use of various instruments and technologies that enable the study of organisms on the microscopic and macroscopic levels.
 - D) develops, selects, and implements appropriate laboratory, field, and classroom activities and strategies to develop students' understanding of the biology of organisms and their diversity.
- f) The competent biology teacher applies an understanding of ecology.
 - 1) Knowledge Indicators – The competent biology teacher:
 - A) understands the categories of interactions and interdependence by organisms in the various ecosystems, including the environmental influences and limiting factors that affect them.
 - B) understands the concepts and impact of population dynamics on environments and communities.
 - C) understands the human impact on the environment, as well as the impact of the environment on humans.
 - D) understands the effect of abiotic factors on the location of different biotic communities.
 - 2) Performance Indicators – The competent science teacher:
 - A) analyzes the impact of climate, altitude, geography, etc., on the location of plant communities and animal habitats.
 - B) explains the concepts of survival techniques by organisms in varying environments and how this knowledge can be applied

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

in altered circumstances.

- C) analyzes the risk/cost/benefit factors in environmental impact studies.
 - D) conducts field studies to detect the presence of various indicator species that mark the health of the ecosystem.
 - E) demonstrates the use of various instruments, technologies, and strategies in the research of the ecology.
 - F) develops, selects, and implements safe and appropriate laboratory, field, and classroom activities to develop students' understanding of the local, regional, and global ecosystems.
- g) The competent biology teacher applies an understanding of the matter, energy, and organization in living systems.
- 1) Knowledge Indicators – The competent biology teacher:
 - A) understands the flow of energy in biological systems and the physical environment.
 - B) understands the distribution and abundance of organisms and populations in ecosystems as limited by the availability of matter and energy.
 - C) understands the reciprocity between consumers and producers and the biochemical pathways that cause energy to be transferred.
 - D) understands the need for obtaining, transforming, transporting, releasing, and eliminating matter and energy as accommodated by the varying complexity and organization of organisms.
 - 2) Performance Indicators – The competent science teacher:
 - A) designs models that demonstrate the building and breakdown of obvious molecules in biological reactions.
 - B) describes the transformation of energy in various

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

biological reactions.

- C) analyzes the distribution and abundance of organisms within an ecosystem limited by the availability of matter and energy.
- D) demonstrates the use of instruments, technologies, and strategies that analyze the composition of the matter, energies, and degrees of organization in organisms.
- E) develops, selects, and implements safe and appropriate laboratory, field, and classroom activities that develop students' understanding of the physical and chemical factors associated with living systems.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 27.160 Chemistry

~~Standards Effective Before and After October 1, 2024.~~ By October 1, 2024, all candidates for an endorsement in Science-Chemistry will be required to complete a program aligned to the National Standards for Science Teacher Preparation (2012), published by the National Science Teachers Association, 1840 Wilson Boulevard, Arlington VA 22201, and posted at <http://www.nsta.org/preservice/>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2024, ~~October 1, 2024~~ are as follows:

- a) In addition to the standards for all science teachers that are set forth in Section 27.140 of this Part, those who specialize in the teaching of chemistry shall be required to meet the standards described in this Section.
- b) The competent chemistry teacher possesses basic scientific and mathematical skills, utilizes safe laboratory practices, and is aware of issues of public concern.
 - 1) Knowledge Indicators – The competent chemistry teacher:
 - A) understands the appropriate mathematical skills for solving problems; is aware of methods used in collecting, analyzing, and reporting data, including basic statistical and computational concepts, and the use of technology in the

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

learning process.

- B) understands the appropriate experimental procedures and common scientific equipment for measurement and determination of chemical reactions and properties.
 - C) understands chemical hygiene plans, safe and proper use of equipment, and materials commonly used in chemistry laboratories, including proper waste disposal and procedures for preventing and dealing with accidents and injuries in the laboratory.
 - D) understands the role of chemistry in daily life, including ways in which basic research and the development of new technology affect society.
- 2) Performance Indicators – The competent chemistry teacher:
- A) solves simple algebraic operations, uses scientific notation, and plots and interprets graphs.
 - B) uses computer programs to organize data and indicate relationships.
 - C) selects appropriate instrumentation and methods of chemical analysis.
 - D) implements an appropriate chemical hygiene plan as part of the process of setting up and running a safe and effective chemistry laboratory course.
 - E) relates chemistry and technology to issues of societal importance.
- c) The competent chemistry teacher understands and applies the concepts of the nature of matter at the atomic level.
- 1) Knowledge Indicators – The competent chemistry teacher:
- A) understands the chemical constitution of matter as elements, compounds, and mixtures and the distinction between physical and chemical changes.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) understands the development and central concepts of atomic theory and atomic structure, including the quantum mechanical model.
 - C) understands the names and electronic structure of common elements and their ions.
 - D) understands the periodic nature of the elements and the relationship between their electron configuration and the periodic table.
 - E) understands the description of the energy of an electron in an atom or ion in terms of the four quantum numbers.
 - F) understands the properties of an atomic nucleus that affect its stability.
 - G) understands nuclear decay sequences and products.
- 2) Performance Indicators – The competent chemistry teacher:
- A) applies basic separation techniques based on differences in the properties of matter.
 - B) describes the historical progression in the development of the theory of the atom, including the contributions of Dalton, Thomson, Rutherford, and Bohr.
 - C) uses applicable principles to show the ground state electronic configuration of the elements and their ions.
 - D) explains the chemical and physical properties of the elements in terms of electron configuration.
 - E) explains the stability versus instability of specified nuclei and their decay products.
 - F) shows strategies for writing and balancing equations for nuclear reactions.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- d) The competent chemistry teacher understands the combination of elements to form bonds and the geometry and properties of the resulting compounds.
 - 1) Knowledge Indicators – The competent chemistry teacher:
 - A) understands the transfer of electrons in the formation of ionically bonded materials, the sharing of electrons in covalently bonded compounds, and the polarity of compounds in terms of electronegativity differences.
 - B) understands the concepts of hybridization, Valence Shell Electron Pair Repulsion, and Lewis structures to describe molecular geometry and bonding.
 - C) understands general features and properties of compounds of metals, nonmetals, and transition elements and materials derived from them.
 - D) understands general features of three-dimensional structures, bonding, molecular properties, and reactivity of organic molecules.
 - 2) Performance Indicators – The competent chemistry teacher:
 - A) categorizes compounds as ionic, polar covalent, and nonpolar covalent.
 - B) draws Lewis structures and describes the geometry of specified compounds.
 - C) describes geometry of coordination compounds based on hybridization of the central atom.
 - D) uses molecular models and predicts properties of organic molecules based on bonding and structure.
- e) The competent chemistry teacher understands the nature and properties of molecules in the gaseous, liquid, and solid states.
 - 1) Knowledge Indicators – The competent chemistry teacher:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) understands the kinetic molecular theory and its description of solids, liquids, and gases.
 - B) understands the combined gas laws, the ideal gas law, Dalton's Law of Partial Pressures, and Graham's Law of Diffusion.
 - C) understands intermolecular forces that explain the physical properties of elements and compounds in all states of matter, classifying by type of unit attraction.
- 2) Performance Indicators – The competent chemistry teacher:
- A) explains the transitions between solids, liquids, and gases using phase diagrams.
 - B) describes the behavior of gases and demonstrates proper and effective lab techniques for working with gases under various conditions.
 - C) explains liquid properties in terms of intermolecular forces.
 - D) classifies unknown solids as molecular, metallic, ionic, and covalent network solids according to their physical and chemical properties.
- f) The competent chemistry teacher understands interactions of particles in solution.
- 1) Knowledge Indicators – The competent chemistry teacher:
- A) understands concentrations and appropriate procedures for preparing solutions.
 - B) understands the mechanisms of the solution process, including effects of temperature and pressure on solubility of liquids and gases.
 - C) understands the colligative properties of solutions.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) Performance Indicators – The competent chemistry teacher:
 - A) prepares solutions of specific concentrations (molality, molarity, normality, mole fraction, and percent by weight).
 - B) selects appropriate solvents for dissolution or purification of solid compounds.
 - C) applies colligative properties to practical solutions of technological problems.
- g) The competent chemistry teacher understands acid-base chemistry.
 - 1) Knowledge Indicators – The competent chemistry teacher:
 - A) understands Arrhenius, Bronsted-Lowry, and Lewis concepts of acids and bases.
 - B) understands the relationship between acid and base strength and molecular structure.
 - C) understands how the chemical equilibrium of weak acids explains buffered solutions.
 - 2) Performance Indicators – The competent chemistry teacher:
 - A) uses the Arrhenius, Bronsted-Lowry, and Lewis concepts to explain the pH of various solutions.
 - B) prepares standardized solutions and conducts acid/base titrations.
 - C) explains how to prepare a buffer of a specified pH if given a list of the K_a of various acids, and a standardized NaOH solution.
- h) The competent chemistry teacher understands the laws of thermodynamics and can apply them to chemical systems.
 - 1) Knowledge Indicators – The competent chemistry teacher:
 - A) understands the relationships between enthalpy, entropy, Gibbs free energy, and the equilibrium constant.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) understands the kinetic and thermodynamic dynamics that move a reversible reaction to a position of chemical equilibrium.
 - C) understands LeChatelier's Principle and its application to a reversible reaction.
 - D) understands oxidation/reduction reactions and their relationship to standard reduction potentials.
 - E) understands electrolysis reactions.
- 2) Performance Indicators – The competent chemistry teacher:
- A) evaluates the energy potential of a variety of fuels in terms of maximum possible useful work.
 - B) evaluates the thermodynamic feasibility of various reactions and performs appropriate thermodynamic calculations.
 - C) demonstrates the implications of LeChatelier's Principle on a variety of aqueous and gaseous equilibria.
 - D) balances redox equations.
 - E) devises and builds an electrochemical cell.
- i) The competent chemistry teacher understands the mechanisms of chemical reactions and the theory and practical applications of reaction rates.
- 1) Knowledge Indicators – The competent chemistry teacher:
- A) understands the classification of types of chemical reactions.
 - B) understands common rate terms and experimental determination of reaction rates as a function of concentration and time.
 - C) understands the basics of collision and transition-state theories and the significance of the Arrhenius equation.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- D) understands rate laws and their importance to mechanisms; rate laws associated with common reactions and catalyzed reactions.
- 2) Performance Indicators – The competent chemistry teacher:
 - A) writes balanced equations to describe chemical reactions.
 - B) experimentally determines and analyzes rate data and applies them to mechanisms.
 - C) explains how reactions occur, what factors are involved in determining how fast a reaction proceeds, and the effects of temperature on rates.
 - D) uses kinetics to determine reaction mechanisms and explains catalysis.
- j) The competent chemistry teacher understands major aspects of organic chemistry.
 - 1) Knowledge Indicators – The competent chemistry teacher:
 - A) understands the functional group classification and nomenclature of organic compounds and general characteristics and reactions of each group.
 - B) understands the concepts and mechanisms of substitution, addition, elimination, and other reactions of organic molecules.
 - C) understands the importance and use of chromatography in the separation and spectroscopy in the characterization of organic molecules.
 - D) understands the general structure, properties and uses of organic polymers, pharmaceuticals, pesticides, and other practical products.
 - E) understands the structure, properties, and function of common biological molecules (carbohydrates, lipids, proteins and nucleic

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

acids) and how these biomolecules are used in processes necessary for life.

- 2) Performance Indicators – The competent chemistry teacher:
 - A) recognizes functional groups and predicts reactions thereof.
 - B) writes simple mechanisms of organic reactions.
 - C) sets up appropriate separation, purification, and identification schemes for organic molecules.
 - D) demonstrates and discusses practical organic materials.
 - E) explains the overall biological function of common types of biomolecules.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 27.170 Earth and Space Science

~~Standards Effective Before and After October 1, 2024.~~ By October 1, 2024, all candidates for an endorsement in ~~Science~~-Earth and Space Science will be required to complete a program aligned to the National Standards for Science Teacher Preparation (2012), published by the National Science Teachers Association, 1840 Wilson Boulevard, Arlington VA 22201, and available at <http://www.nsta.org/preservice/>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until ~~September 30, 2024, October 1, 2024~~ are as follows:

- a) In addition to the standards for all science teachers that are set forth in Section 27.140 of this Part, those who specialize in the teaching of earth and space science shall be required to meet the standards described in this Section.
- b) The competent earth and space science teacher understands the dynamic geological nature of the Earth and the evidence in its features.
 - 1) Knowledge Indicators – The competent earth and space science teacher:
 - A) understands the dynamics and processes that shape the surface and interior of the Earth through geologic time.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) understands the basic rock and mineral types and the processes that form them.
 - C) understands the scope and scale of geologic time and research technologies that determine and depend upon it.
 - D) understands the paleontological, paleoclimatological, and paleogeological evidence that shows the evolution of Earth and life on it through geologic time.
 - E) understands the historical progression in the human understanding of the science and technologies of geology.
 - F) understands the human economic, social, and environmental dependence on geologic resources.
 - G) understands the effects of earth processes on human societies through time.
- 2) Performance Indicators – The competent earth and space science teacher:
- A) creates and explains interpretive models that correlate various Earth features with the tectonic processes that shape the Earth's surface and interior, accessing the research from various technologies.
 - B) demonstrates and explains strategies that are used to identify and classify rocks and minerals.
 - C) develops strategies to explain the scope of geologic time and comparisons to human-time scale observations.
 - D) demonstrates the use of schematics for the use of various technologies used by geologists.
 - E) evaluates and cites evidence of scientific theories that explain how life originated from processes that have taken place in the atmosphere, on land, and in the oceans.
 - F) describes how rock strata and fossils can lead to inferences about depositional environments and climatic conditions in

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Earth's history.

- G) interprets a geologic column to describe the geologic history of a particular area.
- c) The competent earth and space science teacher understands the meteorological nature of the Earth and the dependence of life upon it.
- 1) Knowledge Indicators – The competent earth and space science teacher:
 - A) understands the nature of water and its influence upon the shape of the land, atmospheric conditions, and oceanic environments.
 - B) understands the physical and chemical characteristics of and the cyclic interchange of elements and compounds through the lithosphere, hydrosphere, biosphere, and atmosphere.
 - C) understands the effect of the variables (including humans) of the natural Earth systems on weather and climate and the past, current, and future inferences associated with these effects.
 - 2) Performance Indicators – The competent earth and space science teacher:
 - A) designs models, using the latest technological data sources, that show evidence of the cyclic interchange of elements and compounds through the Earth's atmospheric, hydrospheric, and lithospheric systems.
 - B) demonstrates use of the various historic and current technologies and tools associated with data collection and interpretation of meteorologic and climatologic research and predictions.
 - C) collects/accesses, analyzes and explains daily meteorologic data using various technologies and media.
 - D) designs models that demonstrate how human activities impact short-term and long-term weather and climate.
 - E) accesses and analyzes various sources of data that interpret the total water supply of Earth and the projections about the

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

protection and conservation of this resource.

- d) The competent earth and space science teacher understands the Earth's place in the solar system and the universe.
 - 1) Knowledge Indicators – The competent earth and space science teacher:
 - A) understands the physical and chemical atmospheric and geologic characteristics and orbital factors of the sun and its planets.
 - B) understands the characteristics, visibility, appearance, and orbital nature of comets, asteroids, and meteoroids.
 - C) understands the scientific basis for understanding various atmospheric, solar, and celestial phenomena, such as eclipses, seasons, phases, apparent motion of objects, auroras, etc.
 - D) understands the various theories of cosmogony, cosmology and the formation of galaxies.
 - E) understands the scientific and mathematical research that explains stellar evolution, including the types and fates of stars as a function of mass.
 - F) understands the historical progression of understanding the science of astronomy, the physical laws that govern it, and the technologies that explain it.
 - G) understands the technologies associated with the understanding of the science of astronomy and the limitations associated with these Earth-based technologies.
 - H) understands the scope and scale of astronomical time and distance.
 - 2) Performance Indicators – The competent earth and space science teacher:
 - A) cites evidence from current and historic scientific observations that support or disconfirm various theories of cosmology and

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

cosmogony.

- B) demonstrates the technological analysis of star light used to explain the star's chemical composition and motion.
 - C) analyzes the relative correctness of the various historic models of the solar system.
 - D) uses and/or explains remote sensing technologies to explain solar, planetary, and galactic research.
 - E) identifies constellations and their brightest stars for the various seasons, using simple star charts, binoculars, telescopes, and various computer technologies.
 - F) designs and explains models that demonstrate various celestial and astronomic phenomena.
- e) The competent earth and space science teacher understands the fundamental earth-sky-human relationships through time.
- 1) Knowledge Indicators – The competent earth and space science teacher:
 - A) understands the historical technologies used to determine distance and time and their direct impact on civilization and progress.
 - B) understands the relationship between latitude and the positions/motion of celestial objects.
 - C) understands the scientific laws and applications that interplay for orbital, sub-orbital, and space flight and exploration.
 - D) understands the historical progression of exploration that has led to planetary and space research.
 - 2) Performance Indicators – The competent earth and space science teacher:
 - A) demonstrates the use of various simple technologies and observations used historically to determine solar and seasonal time and locations, both during the day and at night.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) constructs models that explain the requirements for orbital and sub-orbital flight.
- C) designs flow charts that show the historic progression of space flight and exploration.
- D) analyzes the international cooperation and competition associated with space flight, research, and the anticipated economic possibilities of resulting products.
- E) compares and contrasts cultural/historic interpretations of astronomical phenomena.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 27.180 Environmental Science

~~Standards Effective Before and After October 1, 2024.~~ By October 1, 2024, all candidates for an endorsement in ~~Science~~-Environmental Science will be required to complete a program aligned to the National Standards for Science Teacher Preparation (2012), published by the National Science Teachers Association, 1840 Wilson Boulevard, Arlington VA 22201, and available at <http://www.nsta.org/preservice/>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2024, ~~October 1, 2024~~ are as follows:

- a) In addition to the standards for all science teachers that are set forth in Section 27.140 of this Part, those who specialize in the teaching of environmental science shall be required to meet the standards described in this Section.
- b) The competent environmental science teacher understands the Earth as a physical system, the living environment, humans and their societies, and human- environment interactions.
 - 1) Knowledge Indicators – The competent environmental science teacher:
 - A) understands the cycling of matter and flow of energy through the biotic and abiotic components of various ecosystems.
 - B) understands the interactions and interdependence of Earth's biotic and abiotic systems.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) understands how the complex relationships among social, cultural, political, and economic systems affect local, regional, and global environments.
- D) understands the ecological implications of human activities and communities.
- 2) Performance Indicators – The competent environmental science teacher:
 - A) describes how the laws of thermodynamics apply to habitats, individual organisms, and community dynamics.
 - B) analyzes carbon dioxide/oxygen, hydrologic, and nitrogen cycles and their effects at local, regional, and global levels.
 - C) compares and contrasts biotic and abiotic factors in the environment and describes the interrelatedness of organisms to each other and to their environment.
 - D) analyzes how carrying capacity, population dynamics, principles of natural selection, and human activity determine the biodiversity and distribution of organisms in various environments.
 - E) makes inferences about population sizes using sampling techniques.
 - F) analyzes how economic, political, cultural, and social processes interact to shape environmental issues.
 - G) analyzes the ways in which the environment has been changed by natural occurrences and human intervention, differentiating between short- and long-term effects.
- c) The competent environmental science teacher has an understanding of environmental issues and possesses the skills to address these issues.
 - 1) Knowledge Indicators – The competent environmental science teacher:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) understands the steps involved in conducting investigations of environmental issues in a social and political context.
 - B) understands the societal, economic, and cultural influences on the environmental decision-making process.
 - C) understands internationally accepted positions regarding citizens' environmental rights and responsibilities and the historical basis for their development.
 - D) understands trends in national and global societies that relate to environmental quality.
 - E) understands the connection between environmental awareness and environmental decision-making and action.
- 2) Performance Indicators – The competent environmental science teacher:
- A) evaluates the validity of information sources related to environmental issues by identifying bias and boundaries of evidence.
 - B) applies research and analytical skills necessary for the investigation of local, regional, and global environmental issues.
 - C) identifies and evaluates differing interpretations of environmental issues and alternative ways to consider their cultural and ecological impacts.
 - D) guides students to develop abilities to identify, evaluate, and clarify their own values and positions related to discrete environmental issues and their associated solutions.
 - E) evaluates proposed or implemented citizen actions with respect to their influence on achieving and/or maintaining a dynamic equilibrium between quality of life and quality of the environment.
- d) The competent environmental science teacher understands and can apply scientific processes and concepts to the study of environmental

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

phenomena.

- 1) Knowledge Indicators – The competent environmental science teacher:
 - A) understands the strategies and research bases used to propose, analyze, and evaluate environmental studies as a form of scientific inquiry.
 - B) understands established criteria used to evaluate sources of environmental information and educational materials.
 - C) understands Illinois, United States, and world environmental history.
 - D) understands the actual and potential impact of local, State, national, and global policies on environmental issues.
- 2) Performance Indicators – The competent environmental science teacher:
 - A) develops, modifies, clarifies, and explains questions that guide explorations of environmental phenomena of various types.
 - B) designs safe and appropriate field and classroom studies for community-based action research investigations.
 - C) creates, uses, and evaluates algebraic, geometric, and computer models and simulations to understand environmental phenomena.
 - D) uses the equipment and technologies necessary to conduct safe and appropriate studies of environmental phenomena.
 - E) uses national, State and local criteria to evaluate and select environmental education materials.
 - F) evaluates degrees of bias in claims derived from scientific studies used in advertising and marketing strategies.
 - G) compares and contrasts how individuals, and governments

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

contend with the prevention and correction of health-threatening environmental problems.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 27.190 Physics

~~Standards Effective Before and After October 1, 2024.~~ By October 1, 2024, all candidates for an endorsement in Science-Physics will be required to complete a program aligned to the National Standards for Science Teacher Preparation (2012), published by the National Science Teachers Association, 1840 Wilson Boulevard, Arlington VA 22201, and available at <http://www.nsta.org/preservice/>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until **September 30, 2024**, ~~October 1, 2024~~ are as follows:

- a) In addition to the standards for all science teachers that are set forth in Section 27.140 of this Part, those who specialize in the teaching of physics shall be required to meet the standards described in this Section.
- b) The competent physics teacher understands the essential knowledge and skills needed to practice physics and understands the broad applicability of its principles to real-world situations.
 - 1) Knowledge Indicators – The competent physics teacher:
 - A) understands scientific processes and principles of experimentation.
 - B) understands methods and equipment used in scientific measurement.
 - C) understands the collection and analysis of data and methods used for reporting results.
 - D) understands how demonstration materials may be used to exhibit and explain a wide variety of physical phenomena.
 - E) understands safe and proper use of equipment and materials commonly used in physics classrooms and laboratories.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- F) understands the growth of physics knowledge from a historical perspective.
- 2) Performance Indicators – The competent physics teacher:
 - A) provides examples of the applicability of physics in daily life, including career opportunities and avocations in physics and technology.
 - B) explains ways in which basic research and the development of new technologies affect society.
 - C) utilizes basic equipment to demonstrate physical principles and phenomena.
 - D) incorporates the use of calculator- and computer-based technology, including graphical and statistical procedures, in the collection, analysis, and interpretation of data.
 - E) uses mathematical concepts, strategies, and procedures, up to and including procedures of differential and integral calculus, to derive and manipulate formal relationships between physical quantities.
 - F) sets up appropriate laboratory investigations addressing the principles and applications of physics.
- c) The competent physics teacher understands particle and rigid body motion in its qualitative and quantitative dimensions.
 - 1) Knowledge Indicators – The competent physics teacher:
 - A) understands translational, rotational, and periodic motion of particles, systems of particles, and rigid bodies.
 - B) understands inertia and moments of inertia, momentum and angular momentum, and forces and torques as they apply to linear and circular motions, respectively.
 - C) understands how physical quantities may be represented as vectors, vector sums, and vector products.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- D) understands force and friction and their applications to statics, kinematics, and dynamics.
- E) understands conservation laws as they apply to momentum and energy in one and two dimensions.
- 2) Performance Indicators – The competent physics teacher:
 - A) predicts the position of particles undergoing linear, curvilinear, or periodic motion given initial conditions.
 - B) applies the concept of gravitational force to problems involving the law of universal gravitation, free fall, and projectile motion.
 - C) applies Newton's laws of motion to characterize and explain the disposition of forces acting on a given body and its resultant motion.
 - D) applies conservation principles to analyze motion within a system of particles or rigid bodies when no external forces are applied.
 - E) uses the relationship between work and energy to analyze the motions of physical systems acted upon by conservative and/or non-conservative forces.
- d) The competent physics teacher understands the nature, properties, and behavior of mechanical and electromagnetic waves and how electromagnetic waves interact with matter.
 - 1) Knowledge Indicators – The competent physics teacher:
 - A) understands types, properties, motions, and interactions of waves.
 - B) understands characteristics and behavior of sound and the processes by which sound is produced and transmitted.
 - C) understands the nature and properties of electromagnetic radiation and the processes by which it is produced and

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

transmitted and interacts with matter.

- D) understands the basic principles of geometrical and physical optics.
- 2) Performance Indicators – The competent physics teacher:
 - A) identifies components and characteristics of the electromagnetic spectrum by both frequency and wavelength.
 - B) analyzes and predicts interactions of waves with objects and other waves as a function of position and time.
 - C) analyzes and predicts the behavior of electromagnetic radiation as it interacts with matter.
 - D) analyzes and predicts the behavior of light in relation to optical equipment and the human eye.
 - E) distinguishes between the physical and physiological properties of sound.
- e) The competent physics teacher understands heat and matter.
 - 1) Knowledge Indicators – The competent physics teacher:
 - A) understands basic concepts of heat and temperature as they relate to temperature measurement and temperature-dependent properties of matter.
 - B) understands the laws of thermodynamics as they relate to temperature, work, energy, and entropy.
 - C) understands the relationship between heat and work as it pertains to thermodynamic systems.
 - D) understands kinetic-molecular theory of thermodynamic behavior in gases, solids, and liquids.
 - 2) Performance Indicators – The competent physics teacher:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) explains the laws of thermodynamics, giving appropriate examples.
 - B) identifies allowed and disallowed physical processes through application of the laws of thermodynamics.
 - C) measures and analyzes changes in thermodynamic variables in physical systems for various thermodynamic processes.
 - D) uses the kinetic-molecular models of thermodynamics to describe the thermal properties and behaviors of solids, liquids, and gases.
 - E) analyzes the relationship between heat and work in heat engines.
- f) The competent physics teacher understands electricity and magnetism and the relationship between them.
- 1) Knowledge Indicators – The competent physics teacher:
 - A) understands the characteristics and behavior of electric charges, their fields, and potentials.
 - B) understands the characteristics and behavior of both AC and DC electrical current in different media.
 - C) understands the behavior of series and parallel electrical circuits, the symbols used to denote their components, and the methods of diagramming them.
 - D) understands the effect of magnetic fields on electric charges, including the direction and magnitude of the force on a moving charge or a current-carrying conductor.
 - E) understands the effect of current-carrying wire, straight and coiled, on the direction of the magnetic field and the effect of current strength on magnetic field.
 - F) understands electromagnetic induction.
 - 2) Performance Indicators – The competent physics teacher:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) identifies characteristics and demonstrates applications of magnets and magnetic fields in daily living.
 - B) identifies principles and applications of electromagnetism in daily living.
 - C) predicts the influence of static distributions of charges or of electric fields in space on electric charges.
 - D) designs and sets up DC and AC electrical circuits using basic circuit elements and analysis.
 - E) illustrates the concepts of charge, fields, potentials, and currents using visual demonstrations and/or computer simulations.
 - F) explains the operation of electric generators and motors.
- g) The competent physics teacher understands atomic and nuclear structure.
- 1) Knowledge Indicators – The competent physics teacher:
 - A) understands models of atomic structure in both qualitative and quantitative forms.
 - B) understands the relationship of electron energy level changes to atomic spectra.
 - C) understands the characteristics of subatomic particles, including basic quark theory.
 - D) understands the basic principles of radioactive decay.
 - 2) Performance Indicators – The competent physics teacher:
 - A) balances partial equations on nuclear reactions using the appropriate conservation laws.
 - B) identifies applications of radioactivity in science and technology.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) uses the appropriate equipment to detect radioactive decay.
 - D) analyzes the interaction between atomic radiation and living organisms.
- h) The competent physics teacher understands the basic elements and implications of special relativity, quantum mechanics, and solid-state physics.
- 1) Knowledge Indicators – The competent physics teacher:
 - A) understands the implications of special relativity as they relate to time, space, and mass.
 - B) understands the wave-particle duality of radiation and matter.
 - C) understands the quantum mechanical nature of the interaction between radiation and matter.
 - D) understands the quantum mechanical nature of matter as it applies to electronic behavior in conductors, semiconductors, and insulators.
 - 2) Performance Indicators – The competent physics teacher:
 - A) calculates changes in physical parameters related to relativistic motion and explains their origin.
 - B) develops and uses simple theoretical models to describe and explain properties of matter and the interaction of matter and energy.
 - C) describes the importance of energy quantization and how it affects the atomic and electronic behavior of matter.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 27.200 Social Science – ~~A Common Core of Standards~~

~~Standards Effective Before and After October 1, 2024.~~ By October 1, 2024, all candidates for an endorsement in Social Science will be required to complete a program aligned to the National Council for the Social Studies (NCSS) National Standards for the Preparation of

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Social Studies Teachers (2017), published by the National Council for the Social Studies, 8555 Sixteenth Street, Silver Spring MD 20910, and available at <https://www.socialstudies.org/standards/teacherstandards>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2024, ~~October 1, 2024~~ are as follows:

- a) All social science teachers shall be required to demonstrate competence in the common core of social science standards. In addition, each social science teacher shall be required to demonstrate competence in at least one of the social science areas for which standards are described in Sections 27.210 through 27.260 of this Part: economics, geography, history, political science, psychology, and/or sociology and anthropology.
- b) The competent social science teacher understands the connections among the behavioral sciences, economics, geography, history, political science, and other learning areas.
 - 1) Knowledge Indicators – The competent social science teacher:
 - A) understands the structure, purpose, and methodology of the social sciences.
 - B) understands the interdependence of the social science disciplines.
 - C) understands the use of social science concepts to interpret human actions.
 - D) understands the relationship between the social sciences and other learning areas.
 - 2) Performance Indicators – The competent social science teacher:
 - A) explains the methods social scientists employ to answer questions about the human experience.
 - B) integrates concepts from the social sciences in constructing discipline-specific lessons and units.
 - C) develops interdisciplinary approaches to the teaching of general social science.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- c) The competent social science teacher understands the use of analysis, interpretation, and evaluation.
 - 1) Knowledge Indicators – The competent social science teacher:
 - A) understands the value of informed opinion based on systematic analysis of evidence.
 - B) understands the strengths and weaknesses of primary and secondary sources of evidence.
 - C) understands the importance of multiple sources of information.
 - D) understands the complexity of causation.
 - E) understands the tentative nature of interpretations about human actions.
 - F) understands the difference between fact and conjecture and between evidence and assertion.
 - 2) Performance Indicators – The competent social science teacher:
 - A) demonstrates the ability to compare and contrast.
 - B) differentiates between facts and interpretations.
 - C) analyzes cause-and-effect relationships.
 - D) compares competing narratives and multiple perspectives.
 - E) identifies the central questions addressed in a narrative.
 - F) analyzes data from a variety of sources before reaching a general conclusion or interpretation.
- d) The competent social science teacher understands how to use the tools of social science inquiry to conduct research and interpret findings.
 - 1) Knowledge Indicators – The competent social science teacher:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) understands the tools of social science research.
 - B) understands the use of research in reaching conclusions and developing interpretations.
 - C) understands ethical approaches for conducting research and interpreting findings.
- 2) Performance Indicators – The competent social science teacher:
- A) gathers data, using appropriate methods and technology.
 - B) assesses the credibility and authority of sources and research findings.
 - C) formulates appropriate questions by observing and analyzing evidence.
 - D) organizes and presents findings in an appropriate format.
- e) The competent social science teacher understands basic political concepts and systems.
- 1) Knowledge Indicators – The competent social science teacher:
- A) understands concepts used in the study of government and politics.
 - B) understands the basic purposes and functions of government (e.g., executive, legislative, and judicial).
 - C) understands the types of political systems (e.g., democracy, oligarchy, monarchy – limited and unlimited).
- 2) Performance Indicators – The competent social science teacher:
- A) explains the basic concepts used in the study of government and politics (e.g., political socialization, representation, and authority).

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) explains why governments exist and the basic functions they perform.
 - C) compares the characteristics of democracy, autocracy, oligarchy, monarchy, and totalitarianism.
- f) The competent social science teacher understands the formation and implementation of public policy in the United States and other nations.
 - 1) Knowledge Indicators – The competent social science teacher:
 - A) understands the role played by officials in the legislative, executive, judicial, and administrative branches of government.
 - B) understands the role played by interest groups, political parties and candidates, public opinion, and the mass media.
 - 2) Performance Indicators – The competent social science teacher:
 - A) analyzes public policy issues from the perspectives of different groups, individuals, and government officials.
 - B) explains how public policy is formed and carried out at local, State, and national levels.
 - C) evaluates the role of political parties, interest groups, and the media in public policy debate.
 - D) identifies examples of political leadership influencing public policy.
- g) The competent social science teacher understands the principles of constitutional government in the United States and Illinois.
 - 1) Knowledge Indicators – The competent social science teacher:
 - A) understands the historical development of United States and Illinois constitutional government.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) understands the principles of representative government that form the foundation of constitutional democracy.
- 2) Performance Indicators – The competent social science teacher:
 - A) explains how historical events and significant individuals have affected the development of United States constitutional government.
 - B) analyzes the fundamental principles (e.g., separation of powers, checks and balances, individual rights, and federalism) that led to the development of democratic government in the United States and Illinois.
- h) The competent social science teacher understands the organization and functions of government at national, State, and local levels in the United States.
 - 1) Knowledge Indicators – The competent social science teacher:
 - A) understands the organizational structure of national, State, and local government.
 - B) understands the operations of the executive, legislative, and judicial branches of government.
 - C) understands the functions of national, State, and local governments.
 - 2) Performance Indicators – The competent social science teacher:
 - A) explains how and why powers of the national government are distributed, shared, and limited in a federal system.
 - B) analyzes the relationships among national, State, and local governments.
- i) The competent social science teacher understands the rule of law and the rights and responsibilities of individual citizens in a democratic society, with an emphasis on the United States and Illinois.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) Knowledge Indicators – The competent social science teacher:
 - A) understands the sources, purposes, and functions of law (e.g., basic legal rights and responsibilities).
 - B) understands the rights extended to citizens through the Bill of Rights and other amendments.
 - C) understands the role of the Supreme Court in defining, expanding, and limiting individual rights.
 - D) understands the role of responsible citizenship.
- 2) Performance Indicators – The competent social science teacher:
 - A) evaluates the rights and responsibilities of the individual in relation to his or her family, social groups, community, and nation.
 - B) evaluates historical and current issues regarding the judicial protection of individual rights (e.g., landmark court decisions and amendments).
 - C) examines the implications of responsible citizenship (e.g., decision-making, volunteerism, and voting).
- j) The competent social science teacher understands the purposes and functions of international organizations and global connections, with an emphasis on the role of the United States.
 - 1) Knowledge Indicators – The competent social science teacher:
 - A) understands the function and global impact of major international and multinational organizations.
 - B) understands the development and implementation of United States foreign policy.
 - 2) Performance Indicators – The competent social science teacher:
 - A) analyzes the influence of international organizations on

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

world affairs.

- B) identifies examples of individuals and interest groups that influence United States foreign policy.
- k) The competent social science teacher understands economic concepts, terms, and theories.
 - 1) Knowledge Indicators – The competent social science teacher:
 - A) understands the impact of scarcity and opportunity cost on the allocation of resources.
 - B) understands the effects of supply and demand on economic decisions.
 - C) understands that cost/benefit analysis influences economic decision-making.
 - D) understands the role of money in an economic system.
 - 2) Performance Indicators – The competent social science teacher:
 - A) analyzes how allocation of scarce resources affects a society's standard of living.
 - B) uses supply and demand theory to analyze production, consumption, prices, and the market value of labor.
 - C) uses marginal analysis to analyze the costs and benefits of voluntary exchange and to evaluate historical and contemporary social issues.
 - D) analyzes the characteristics and functions of money and applies an understanding of money to personal finance and consumer decisions.
- l) The competent social science teacher understands various types of economic systems.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) Knowledge Indicators – The competent social science teacher:
 - A) understands the differences among various economic systems.
 - B) understands the role of government in an economic system.
 - C) understands the importance of financial institutions in a market economy.
- 2) Performance Indicators – The competent social science teacher:
 - A) compares the characteristics of command, traditional, and market economic systems and assesses how values and beliefs influence economic decisions in different societies.
 - B) evaluates the costs and benefits of government policies and how they affect decisions by consumers and producers.
 - C) explains how banks and other financial institutions facilitate saving, borrowing, and investment.
- m) The competent social science teacher understands the components and operation of the United States economy.
 - 1) Knowledge Indicators – The competent social science teacher:
 - A) understands the basic principles of free enterprise, including entrepreneurship.
 - B) understands the roles of the federal government and the Federal Reserve System in the U.S. economy.
 - C) understands the impact of government policies on economic decision-making.
 - D) understands the impact of economic problems such as inflation and unemployment.
 - 2) Performance Indicators – The competent social science teacher:
 - A) explores the impact of competition and monopoly on

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

businesses and households.

- B) analyzes the relationships among households, firms, and government agencies in a market economy.
 - C) evaluates the effects of taxes, subsidies, income transfers, interest rates, and other policies on the decisions of consumers and producers.
 - D) analyzes economic problems (e.g., inflation and unemployment).
- n) The competent social science teacher understands international economic structures, processes, and relationships.
- 1) Knowledge Indicators – The competent social science teacher:
 - A) understands the interconnectedness of comparative advantage, specialization, and trade.
 - B) understands the effects of economic interdependence and free trade.
 - C) understands the impact of availability of resources on economic growth and stability.
 - D) understands the global effects of resource supply and demand.
 - 2) Performance Indicators – The competent social science teacher:
 - A) analyzes how specialization and comparative advantage affect global production, consumption, voluntary trade, and economic interdependence.
 - B) evaluates trade incentives and disincentives such as subsidies and quotas, and examines how the availability of resources affects specialization and trade among nations and regions.
- o) The competent social science teacher understands historical concepts, terms, and theories.
- 1) Knowledge Indicators – The competent social science teacher:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) understands chronological thinking and periodization.
 - B) understands cause and effect.
 - C) understands change and continuity.
 - D) understands historical context.
- 2) Performance Indicators – The competent social science teacher:
- A) places historical events in the proper chronological framework and compares alternative models of periodization.
 - B) analyzes the causes and effects of historical events.
 - C) explains patterns of historical succession and duration, continuity, and change.
 - D) explains events in relationship to historical setting.
- p) The competent social science teacher understands major political developments and compares patterns of continuity and change in different regions of the world.
- 1) Knowledge Indicators – The competent social science teacher:
- A) understands 19th and 20th century ideologies and their global influence (e.g., liberalism, republicanism, socialism, Marxism, nationalism, communism, fascism, nazism).
 - B) understands the nature and significance of modern revolutions.
 - C) understands the origins and impact of exploration and imperialism.
 - D) understands the development of representative government.
- 2) Performance Indicators – The competent social science teacher:
- A) explains the effect of European political ideologies on other regions and nations of the world.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) describes the causes and effects of modern political revolutions.
 - C) evaluates the impact of colonization and decolonization on colonizers and colonized.
 - D) describes the origins and development of a representative government.
- q) The competent social science teacher understands major social and cultural developments and compares patterns of continuity and change in different regions of the world.
- 1) Knowledge Indicators – The competent social science teacher:
 - A) understands the evolution and distinctive characteristics of major Asian, African, and American pre-Columbian societies and cultures.
 - B) understands the philosophical and cultural legacies of ancient Greece and Rome.
 - C) understands the origins, central ideas, and influence of major religious and philosophical traditions such as Buddhism, Islam, Confucianism, Judaism, and Christianity.
 - D) understands the culture and ideas of the Medieval, Renaissance, and Reformation periods.
 - E) understands the culture and ideals of the modern world since the Age of Enlightenment.
 - 2) Performance Indicators – The competent social science teacher:
 - A) describes changing relations among social classes, ethnic groups, religious denominations, and genders.
 - B) explains the process of cultural diffusion.
 - C) explains the effect of religious diversity on global society.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- D) analyzes the effects of ethnic diversity within a society.
- r) The competent social science teacher understands major scientific, geographic, and economic developments and compares patterns of continuity and change in different parts of the world.
 - 1) Knowledge Indicators – The competent social science teacher:
 - A) understands the connections among civilizations accelerated by changing means of transportation and communication.
 - B) understands the major landmarks in the use of the environment from the Paleolithic Period through the transformation from agricultural to industrial societies.
 - C) understands the effect of technology on the environment.
 - D) understands the origins and impact of capitalism and other economic systems.
 - 2) Performance Indicators – The competent social science teacher:
 - A) describes the connections between transportation and communication and their effects on civilizations throughout the course of world history.
 - B) describes the progression from hunter-gatherer societies to agricultural and industrial societies.
 - C) evaluates the effect of technology on the environment over time.
 - D) describes the effect of globalization of the world economy since 1500 AD (sometimes also referred to as "CE").
- s) The competent social science teacher understands major political developments and compares patterns of continuity and change in the United States and the State of Illinois.
 - 1) Knowledge Indicators – The competent social science teacher:
 - A) understands the evolution of American democracy, including

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

its ideas, institutions, and practices, from the colonial period to the present.

- B) understands the evolution of United States foreign policy and its relationship to domestic affairs and policy.
 - C) understands the development of political institutions in Illinois.
- 2) Performance Indicators – The competent social science teacher:
- A) describes the origins and development of democracy in the United States.
 - B) explains the emergence of the United States as a world power.
 - C) describes the influence of domestic affairs on foreign policy.
 - D) describes the development of government in Illinois.
- t) The competent social science teacher understands major social and cultural developments and compares patterns of continuity and change in the United States and the State of Illinois.
- 1) Knowledge Indicators – The competent social science teacher:
- A) understands the characteristics of migration and settlement of people who came to America from different regions from prehistory to the present.
 - B) understands the importance of family and local history and their relation to the larger context of American development.
 - C) understands the changing character of American society, culture, arts and letters, education, religion, and values.
- 2) Performance Indicators – The competent social science teacher:
- A) analyzes migration patterns and movement of people to and within the United States and Illinois.
 - B) identifies examples of continuity and change in American

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

culture, arts and letters, education, religion, and values.

- C) explains the concept of "e pluribus unum."
- u) The competent social science teacher understands the major scientific, geographic, and economic developments and compares patterns of continuity and change in the United States and the State of Illinois.
 - 1) Knowledge Indicators – The competent social science teacher:
 - A) understands the development of the United States and Illinois economies, including the agricultural, industrial, and service sectors.
 - B) understands the relationship between geography and economic developments.
 - 2) Performance Indicators – The competent social science teacher:
 - A) describes the impact of technological change and urbanization in the United States and Illinois.
 - B) describes the changing role of labor in the United States and Illinois.
 - C) describes the development and impact of capitalism in the United States and Illinois.
 - D) explains the changing role of the United States economy within the global economy.
- v) The competent social science teacher understands geographic representations, tools, and technologies and how to use them to obtain information about people, places, and environments on Earth.
 - 1) Knowledge Indicators – The competent social science teacher:
 - A) understands the use of mental and other maps.
 - B) understands the use of aerial photographs and satellite images.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) understands the advantages and disadvantages of various geographic representations, tools, and technologies.
- 2) Performance Indicators – The competent social science teacher:
 - A) describes ways that mental and other maps influence human decisions about location, settlement, and public policy.
 - B) uses geographic tools and technologies such as aerial photographs and satellite images to pose and answer questions about spatial distributions and patterns on Earth.
 - C) evaluates the application of geographic tools and supporting technologies to solve problems (e.g., urban planning, location of commercial establishments).
- w) The competent social science teacher understands how culture and experience influence human perceptions of people, places, and regions.
 - 1) Knowledge Indicators – The competent social science teacher:
 - A) understands that culture and technology affect perceptions of places and regions.
 - B) understands that places and regions serve as cultural symbols for people.
 - C) understands the relationships between cultural change and changing perceptions of places and regions.
 - 2) Performance Indicators – The competent social science teacher:
 - A) identifies ways culture and technology influence perceptions of places and regions.
 - B) explains how cultural processes (e.g., gender roles, resource use, transportation, and communication) shape the features of places and regions.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) assesses the relationship between cultural change and the perception and use of places and regions.
- x) The competent social science teacher understands the physical and human characteristics of places and regions.
 - 1) Knowledge Indicators – The competent social science teacher:
 - A) understands the elements and types of places and regions.
 - B) understands changes in places and regions over time.
 - C) understands the connections among places and regions.
 - 2) Performance Indicators – The competent social science teacher:
 - A) analyzes human and physical processes to determine their role in the creation of different types of places and regions.
 - B) identifies human and physical changes in places and regions and explains the factors that contribute to those changes.
 - C) explains the significance of connections among places and regions over space and time.
- y) The competent social science teacher understands how physical processes and human activities influence spatial distributions.
 - 1) Knowledge Indicators – The competent social science teacher:
 - A) understands the trends and issues in world population patterns.
 - B) understands the impact of human migration on physical and human systems.
 - C) understands that cooperation and conflict influence spatial patterns on Earth.
 - D) understands that physical processes contribute to different spatial distributions.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) Performance Indicators – The competent social science teacher:
 - A) analyzes population trends, issues, and patterns.
 - B) explains the causes of, and the spatial patterns that result from, cooperation and conflict among groups and societies.
 - C) explains how human migration affects physical and human systems.
 - D) analyzes different spatial patterns to determine the influence of various physical processes.
- z) The competent social science teacher understands the role of science and technology in the modification of physical and human environments.
 - 1) Knowledge Indicators – The competent social science teacher:
 - A) understands that human actions coupled with technology result in modifications to the physical environment.
 - B) understands the functions, sizes, and spatial arrangement of human environments (e.g., cities).
 - C) understands the changes affecting physical and human environments.
 - 2) Performance Indicators – The competent social science teacher:
 - A) explains how technology expands human capability to modify human and physical environments.
 - B) explains the global impact of human action on the physical environment.
 - C) proposes solutions to environmental problems.
- aa) The competent social science teacher understands the consequences of global interdependence on spatial patterns.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) Knowledge Indicators – The competent social science teacher:
 - A) understands the causes and effects of increased global interdependence.
 - B) understands that the spatial distribution of resources affects the location and distribution of economic activities.
 - C) understands the spatial implications of international economic issues and problems.
 - 2) Performance Indicators – The competent social science teacher:
 - A) explains the primary causes for and effects of increased global interdependence.
 - B) analyzes how the distribution of resources affects the location of economic activities.
 - C) explains how international economic issues, opportunities, and problems result from increased global interdependence.
- bb) The competent social science teacher understands concepts, terms, and theories related to human behavior and development.
- 1) Knowledge Indicators – The competent social science teacher:
 - A) understands basic psychological concepts (e.g., cognition, development, personality).
 - B) understands fundamental theories of learning, motivation, and development.
 - C) understands cognitive, biological, and emotional influences on behavior.
 - D) understands main theories of personality (e.g., psychoanalytic, trait, behaviorism, humanism) and various types of psychological disorders.
 - 2) Performance Indicators – The competent social science teacher:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) explains how physiology, learning, emotions, and motivation influence behavior.
 - B) applies knowledge of human development to examine physical, cognitive, social, emotional, and moral changes associated with different stages of life.
 - C) applies main concepts of personality theory and psychological disorders to explain behavior.
- cc) The competent social science teacher understands concepts, terms, and theories related to the study of cultures, the structure and organization of human societies, and the process of social interaction.
- 1) Knowledge Indicators – The competent social science teacher:
 - A) understands basic sociological and anthropological concepts (e.g., acculturation, ethnocentrism, institutions).
 - B) understands social organization in various time periods (e.g., ancient, pre-industrial, industrial, postindustrial).
 - C) understands the impact of social customs, cultural values, and norms on behavior.
 - D) understands the influence of social class on life decisions.
 - E) understands sociological approaches to conformity and deviancy.
 - 2) Performance Indicators – The competent social science teacher:
 - A) applies a behavioral science point of view to general social phenomena and specific social situations.
 - B) analyzes interactions among individuals and groups within various social institutions (e.g., educational, religious, military).
 - C) explains the role played by tradition, the arts, and social institutions in the development and transmission of culture.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- D) analyzes ways in which common values and beliefs develop within societies.
 - E) analyzes conformity and deviancy from a sociological perspective.
- dd) The competent social science teacher understands the process of reading and demonstrates instructional abilities to teach reading in the content area of social science.
- 1) Knowledge Indicators – The competent social science teacher:
- A) understands that the reading process is the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation.
 - B) recognizes the relationships among the four language arts (reading, writing, listening, and speaking), and knows how to provide opportunities to integrate these through instruction.
 - C) understands how to design, select, modify, and evaluate materials in terms of the reading needs of the learner.
 - D) understands the importance of and encourages the use of literature for adolescents in the curriculum and for independent reading.
 - E) understands the relationship between oral and silent reading.
 - F) understands the role of subject-area vocabulary in developing reading comprehension.
 - G) understands the importance of the unique study strategies required of the specific content area in developing reading comprehension.
 - H) understands the importance of the relationship between assessment and instruction in planning.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) Performance Indicators – The competent social science teacher:
- A) plans and teaches lessons to help students develop comprehension of content-area materials through instructional practices that include analyzing critically, evaluating sources, and synthesizing and summarizing material.
 - B) plans and teaches lessons on how to monitor comprehension and correct confusions and misunderstandings that arise during reading.
 - C) plans and models use of comprehension strategies before, during, and after reading of text.
 - D) provides opportunities for students to develop content-area vocabulary through instructional practices that develop connections and relationships among words, use of context clues, and understanding of connotative and denotative meaning of words.
 - E) plans and teaches lessons that encourage students to write about the content read in order to improve understanding.
 - F) plans and teaches lessons to help students develop study strategies that include previewing and preparing to read text effectively, recognizing organizational patterns unique to informational text, and using graphic organizers as an aid for recalling information.
 - G) plans and teaches units that require students to carry out research or inquiry using multiple texts, including electronic resources.
 - H) provides continuous monitoring of student progress through observations, work samples, and various informal reading assessments.
 - I) analyzes and evaluates the quality and appropriateness of instructional materials in terms of readability, content, length, format, illustrations, and other pertinent factors.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- J) promotes the development of an environment that includes classroom libraries that foster reading.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 27.210 Economics

~~Standards Effective Before and After October 1, 2024.~~ By October 1, 2024, all candidates for an endorsement in Social Science-Economics will be required to complete a program aligned to the NCSS National Standards for the Preparation of Social Studies Teachers (2017), published by the National Council for the Social Studies, 8555 Sixteenth Street, Silver Spring MD 20910, and available at <https://www.socialstudies.org/standards/teacherstandards>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until **September 30, 2024**, ~~October 1, 2024~~ are as follows:

- a) In addition to the standards for all social science teachers that are set forth in Section 27.200 of this Part, those who specialize in the teaching of economics shall be required to meet the standards described in this Section.
- b) The competent economics teacher understands economic concepts, terms and theories.
 - 1) Knowledge Indicators – The competent economics teacher:
 - A) understands the difference between positive and normative economics.
 - B) understands the law of increasing opportunity costs.
 - C) understands the characteristics of various economic systems (command, traditional, market, and mixed).
 - D) understands price elasticity.
 - E) understands the impact of transaction costs.
 - F) understands that market failures affect economic decision-making.
 - G) understands the theory of comparative advantage.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- H) understands that changes in supply or demand cause relative changes in price.
 - I) understands that economic decisions may have unintended consequences.
 - J) understands the role of interest rates in economic decision-making.
 - K) understands economic theories that have influenced economic systems, both past and contemporary.
- 2) Performance Indicators – The competent economics teacher:
- A) demonstrates the difference between analyzing economic realities and predicting economic outcomes.
 - B) uses charts and graphs to explain and analyze production possibilities.
 - C) analyzes the extent to which various economic systems and national economies rely on government directives and/or private markets to allocate scarce resources.
 - D) analyzes the relationship between price elasticity and consumer decisions.
 - E) computes elasticity of demand and supply.
 - F) explains how transaction costs affect overall production costs and prices.
 - G) explains how positive and negative externalities may result in over- or under-production of goods and services.
 - H) analyzes the role of public goods and services.
 - I) applies the theory of comparative advantage to an analysis of benefits of trade.
 - J) describes how price floors and price ceilings may distort

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

price signals to producers and consumers.

- K) explains non-price determinants of supply and demand.
 - L) examines the economic effects of government policies.
 - M) explains the difference between nominal and real interest rates.
 - N) analyzes how savings, investment, and consumer decisions are related to changes in interest rates.
 - O) analyzes theories of past and present economists (e.g., Smith, Marx, Keynes, Friedman).
- c) The competent economics teacher understands economic structures and processes.
- 1) Knowledge Indicators – The competent economics teacher:
 - A) understands the role of self-interest in competitive markets.
 - B) understands that people respond to incentives in order to allocate scarce resources in ways that provide them with the highest possible returns.
 - C) understands various market structures (monopoly, oligopoly, perfect competition, monopolistic competition).
 - D) understands the components of gross domestic product.
 - E) understands different methods for classifying income distribution.
 - F) understands the causes and effects of unemployment.
 - G) understands the causes and effects of inflation.
 - 2) Performance Indicators – The competent economics teacher:
 - A) explains that profit maximization occurs when marginal benefits exceed marginal costs.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) describes the factors that encourage competition (e.g., ease of entry, availability of consumer information, quantity of substitute goods and services).
 - C) demonstrates how technology and entrepreneurship affect competition, choice, and prices.
 - D) applies game theory to analyze how collusion reduces competition in a market.
 - E) demonstrates the limitations of gross domestic product as a reflection of a society's standard of living.
 - F) describes how gross domestic product, technology, public policy, and supply and demand in the labor market can influence personal income.
 - G) explains the difference between personal income distribution and functional income distribution.
 - H) compares and contrasts frictional, structural, cyclical, and seasonal unemployment.
 - I) explains that the costs of inflation are different for different groups of people.
- d) The competent economics teacher understands the components and operation of the United States economy.
- 1) Knowledge Indicators – The competent economics teacher:
 - A) understands the characteristics of a market economy.
 - B) understands the components of fiscal policy.
 - C) understands the tools of monetary policy.
 - D) understands the effects of incorporation on investment and economies of scale.
 - E) understands the components of money supply.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- F) understands the role of government in the transfer of income.
 - G) understands the applications of economic indicators.
 - H) understands the difference between a budget deficit and the national debt.
- 2) Performance Indicators – The competent economics teacher:
- A) explains the importance of property rights, contract enforcement, standards for weights and measures, and liability rules in providing incentives for production.
 - B) examines the impact of public policy decisions on prices, job opportunities, and profits.
 - C) analyzes the impacts of taxes and government spending on economic growth and stability.
 - D) analyzes the impacts of interest rates and money supply on economic growth and stability.
 - E) explains the role of the Federal Reserve in determining monetary policy.
 - F) compares the tools of monetary policy (e.g., purchases and sales of government securities, changes in the discount rate, increases or decreases in the reserve requirement).
 - G) analyzes the effects of government transfers of income (e.g., Social Security, Temporary Aid to Needy Families).
 - H) analyzes the relationship between economic indicators (e.g., unemployment claims, stock prices, money supply, changes in inventories, personal income, orders for new equipment) and economic decisions.
 - I) examines the impact of economic growth.
 - J) explains that when the government runs a budget deficit, it must borrow to finance that deficit.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- K) analyzes the impact of continuing national debt on economic growth and stability.
- e) The competent economics teacher understands global economic interdependence.
- 1) Knowledge Indicators – The competent economics teacher:
 - A) understands that differences in the availability of resources affect international trade.
 - B) understands the impact of exchange rates on economic decision- making.
 - C) understands the effect of public policy decisions (e.g., incentives and subsidies or quotas and other trade barriers) on the exercise of free trade.
 - D) understands that the theory of comparative advantage affects nations' decisions to trade.
 - E) understands the role of international economic structures.
 - 2) Performance Indicators – The competent economics teacher:
 - A) compares and contrasts global resource allocation.
 - B) analyzes the impact of production costs (e.g., labor, taxes, materials) on global prices.
 - C) computes the cost of U.S. goods and services in other countries.
 - D) computes the dollar cost of goods and services produced in other countries.
 - E) analyzes the costs and benefits (to citizens of the U.S. and other countries) of public policy decisions made in the United States and in other countries.
 - F) calculates benefits of trade.
 - G) evaluates decisions by international economic structures

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

(e.g., World Bank, International Monetary Fund, European Union).

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 27.220 Geography

~~Standards Effective Before and After October 1, 2024.~~ By October 1, 2024, all candidates for an endorsement in Social Science-Geography will be required to complete a program aligned to the NCSS National Standards for the Preparation of Social Studies Teachers (2017), published by the National Council for the Social Studies, 8555 Sixteenth Street, Silver Spring MD 20910, and available at <https://www.socialstudies.org/standards/teacherstandards>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2024, ~~October 1, 2024~~ are as follows:

- a) In addition to the standards for all social science teachers that are set forth in Section 27.200 of this Part, those who specialize in the teaching of geography shall be required to meet the standards described in this Section.
- b) The competent geography teacher understands how to use maps and other geographic representations, tools, and technologies to acquire and use information about people, places, and environments on Earth.
 - 1) Knowledge Indicators – The competent geography teacher:
 - A) understands how to use maps and other graphic representations to depict geographic problems.
 - B) understands how to use technologies to represent and interpret Earth's physical and human systems.
 - C) understands how to use geographic representations and tools to analyze, explain, and solve geographic problems.
 - 2) Performance Indicators – The competent geography teacher:
 - A) produces, interprets, and evaluates maps and other graphic representations to solve geographic problems.
 - B) uses maps and other geographic representations to analyze world events and suggest solutions to world problems.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) uses geographic tools and technologies to pose and answer questions about spatial distributions and patterns on Earth.
 - D) uses technologies (e.g., satellite images, aerial photographs, Geographic Information Systems, Global Positioning Systems) to represent, interpret, and analyze Earth's physical and human systems.
- c) The competent geography teacher is able to use mental maps to organize information about people, places, and environments in a spatial context.
- 1) Knowledge Indicators – The competent geography teacher:
 - A) understands how to use mental maps of physical and human features of the world to answer complex geographic questions.
 - B) understands how mental maps reflect the human perception of places.
 - C) understands how mental maps influence spatial and environmental decision-making.
 - 2) Performance Indicators – The competent geography teacher:
 - A) uses mental maps to analyze physical and human systems and answer complex geographic questions.
 - B) identifies the ways in which mental maps influence human decisions about location, settlement, and public policy.
 - C) analyzes ways in which people's mental maps reflect an individual's attitudes toward places.
 - D) explains how mental maps influence spatial and environmental decision-making.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- d) The competent geography teacher is able to analyze spatial information about people, places, and environments on Earth's surface.
 - 1) Knowledge Indicators – The competent geography teacher:
 - A) understands the generalizations that describe and explain spatial interaction.
 - B) understands the models that describe patterns of spatial organization.
 - C) understands the spatial behavior of people.
 - D) understands how to apply concepts and models of spatial organization to make decisions.
 - 2) Performance Indicators – The competent geography teacher:
 - A) applies concepts of spatial interaction (e.g., complementarity, intervening opportunities, distance decay, connections) to account for patterns of movement on Earth.
 - B) analyzes and explains patterns of land use in urban, suburban, and rural areas using terms such as distance, accessibility, and connections.
 - C) uses models of spatial organization to analyze relationships in and between places.
 - D) applies concepts and models of spatial organization to make decisions.
- e) The competent geography teacher understands the physical and human characteristics of places.
 - 1) Knowledge Indicators – The competent geography teacher:
 - A) understands the meaning and significance of places.
 - B) understands the changing physical and human characteristics of places.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) understands how relationships between humans and the physical environment lead to the formation of places and to a sense of personal and community identity.
- 2) Performance Indicators – The competent geography teacher:
 - A) describes and interprets physical processes that shape places.
 - B) explains how social, cultural, and economic processes shape the features of places.
 - C) analyzes how technology shapes the physical and human characteristics of places.
 - D) evaluates how humans interact with physical environments to form places.
- f) The competent geography teacher understands the concept of regions and how regions are used to interpret Earth's complexity.
 - 1) Knowledge Indicators – The competent geography teacher:
 - A) understands how multiple criteria can be used to define a region.
 - B) understands the structure of regional systems.
 - C) understands the ways in which physical and human regional systems are interconnected.
 - 2) Performance Indicators – The competent geography teacher:
 - A) identifies and explains the changing criteria that are used to define regions.
 - B) analyzes the connections and interactions within and among the parts of regional systems to develop solutions to spatial problems.
 - C) analyzes places and regions in different time periods to identify human and physical changes and to explain the

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

factors that have contributed to those changes.

- D) analyzes regional systems and alliances (e.g., newspaper circulation, airline service areas, European Union) to explain how they are interconnected and to determine their spatial impact (e.g., movement of people and goods in Europe).
 - E) explains how the regionalization process is used to analyze geographic issues (e.g., locating a new shopping center).
- g) The competent geography teacher understands how culture and experience influence people's perceptions of places and regions.
- 1) Knowledge Indicators – The competent geography teacher:
 - A) understands why places and regions serve as symbols for individuals and society.
 - B) understands why different groups of people within a society view places and regions differently.
 - C) understands how changing perceptions of places and regions reflect cultural change.
 - 2) Performance Indicators – The competent geography teacher:
 - A) evaluates the characteristics of places and regions from a variety of points of view.
 - B) explains how technology affects the ways in which cultural groups perceive and use places and regions.
 - C) analyzes human perceptions of people, places, and regions to determine the impact of different cultures and experiences.
 - D) explains why places and regions are important to individual human identity and as symbols for unifying or fragmenting society.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- E) analyzes the ways in which people's changing views of places and regions reflect cultural change.
 - F) explains how human experiences (e.g., wedding customs, funerals, social functions) in various places and regions of the world may be interpreted differently by different cultural groups.
- h) The competent geography teacher understands the physical processes that shape the patterns of Earth's surface.
- 1) Knowledge Indicators – The competent geography teacher:
 - A) understands the dynamics of the four basic components of Earth's physical systems: the atmosphere, biosphere, lithosphere, and hydrosphere.
 - B) understands the interaction of Earth's physical systems.
 - C) understands the spatial variation in the consequences of physical processes across Earth's surface.
 - 2) Performance Indicators – The competent geography teacher:
 - A) analyzes physical processes to identify and explain spatial patterns in the physical environment.
 - B) analyzes regions of Illinois, the United States, and the world to determine how they have been shaped by different physical processes.
 - C) explains how earth-sun relationships affect Earth's physical processes and create physical patterns.
 - D) predicts the consequences of a specific physical process operating on Earth's surface.
 - E) explains the ways in which Earth's physical processes are dynamic and interactive.
- i) The competent geography teacher understands the characteristics and spatial distribution of ecosystems on Earth's surface.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) Knowledge Indicators – The competent geography teacher:
 - A) understands the distribution and characteristics of ecosystems.
 - B) understands the bio-diversity and productivity of ecosystems.
 - C) understands the importance of ecosystems in people's understanding of environmental issues.
 - 2) Performance Indicators – The competent geography teacher:
 - A) analyzes the distribution of ecosystems by interpreting relationships between soil, climate, and plant and animal life.
 - B) evaluates the concept of ecosystems to understand and solve problems regarding environmental issues.
 - C) explains the spatial distribution of ecosystems from local to global scales.
 - D) identifies and explains how knowledge of ecosystems informs human decisions about environmental issues.
- j) The competent geography teacher understands the characteristics, distribution, and migration of human populations on Earth's surface.
- 1) Knowledge Indicators – The competent geography teacher:
 - A) understands trends in world population numbers and patterns.
 - B) understands the impact of human migration on physical and human systems.
 - C) understands the reasons for spatial variations in population distribution.
 - D) understands the types and historical patterns of human migration.
 - 2) Performance Indicators – The competent geography teacher:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) predicts trends in the spatial distribution of human population on Earth.
 - B) analyzes population issues and proposes probable solutions to population problems.
 - C) explains the economic, political, and social factors that contribute to human migration.
 - D) evaluates the impact of human migration on physical and human systems.
- k) The competent geography teacher understands the characteristics, distribution, and complexity of Earth's cultural mosaics.
- 1) Knowledge Indicators – The competent geography teacher:
 - A) understands the spatial distribution of culture at different scales, local to global.
 - B) understands the spatial characteristics of the processes of cultural convergence and divergence.
 - C) understands how cultures shape the character of a region.
 - 2) Performance Indicators – The competent geography teacher:
 - A) explains the spatial processes of cultural convergence and divergence.
 - B) describes and explains the significance of patterns of cultural diffusion in the creation of Earth's varied cultural mosaics.
 - C) identifies and explains how different communities, including those affected by migrant populations, reflect the cultural background of their inhabitants.
 - D) analyzes how culture influences the characteristics of regions.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- l) The competent geography teacher understands the patterns and networks of economic interdependence on Earth's surface.
 - 1) Knowledge Indicators – The competent geography teacher:
 - A) understands the classification, characteristics, and spatial distribution of economic systems.
 - B) understands how places of various size function as centers of economic activity.
 - C) understands the increasing economic interdependence of the world's countries.
 - D) understands the geographic causes and consequences of world trade.
 - 2) Performance Indicators – The competent geography teacher:
 - A) classifies and describes the spatial distribution of major economic systems and evaluates their relative merits in terms of productivity and the social welfare of workers.
 - B) identifies and evaluates the spatial aspect of economic systems, e.g., market areas around major business establishments.
 - C) analyzes and evaluates international economic issues from a spatial point of view.
 - D) identifies and explains the primary geographic causes for world trade.
- m) The competent geography teacher understands the processes, patterns, and functions of human settlement.
 - 1) Knowledge Indicators – The competent geography teacher:
 - A) understands the functions and internal structure of cities.
 - B) understands the differing characteristics of settlements

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

in developing and developed countries.

- C) understands the processes that change the function and internal structure of cities.
- D) understands the evolving forms of present-day urban areas.
- 2) Performance Indicators – The competent geography teacher:
 - A) analyzes the functions, internal structure, and shape of cities in Illinois, the United States, and the world.
 - B) analyzes the characteristics of urban settlements in developing and developed countries.
 - C) evaluates the physical and human impacts of emerging urban forms (e.g., edge cities, metropolitan corridors, megalopoli) in Illinois, the United States, and the world.
 - D) explains the causes and consequences of urbanization in Illinois, the United States, and the world.
 - E) describes the nature, causes, and spatial impact of change in urban areas.
- n) The competent geography teacher understands how the forces of cooperation and conflict among people influence the division and control of Earth's surface.
 - 1) Knowledge Indicators – The competent geography teacher:
 - A) understands why and how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces on Earth.
 - B) understands the divisions on Earth's surface at different scales, local to global.
 - 2) Performance Indicators – The competent geography teacher:
 - A) analyzes how cooperation and conflict influence the

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

development and control of social, political, and economic entities on Earth.

- B) explains why people cooperate but also engage in conflict to control Earth's surface.
 - C) analyzes divisions on Earth's surface at different scales to identify examples of similar uses of political space at local, State, national, and international levels.
- o) The competent geography teacher understands how human actions modify the physical environment.
- 1) Knowledge Indicators – The competent geography teacher:
 - A) understands the role of technology in the capacity of the physical environment to accommodate human modification.
 - B) understands the significance of the global impacts of human modification of the physical environment.
 - C) understands how to apply appropriate models and information to understand environmental problems.
 - 2) Performance Indicators – The competent geography teacher:
 - A) evaluates the ways in which technology has expanded the human capability to modify the physical environment.
 - B) analyzes and develops possible solutions to scenarios of environmental change induced by human modification of the physical environment.
 - C) analyzes and evaluates the global impacts of human changes in the physical environment.
- p) The competent geography teacher understands how physical systems affect human systems.
- 1) Knowledge Indicators – The competent geography teacher:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) understands how changes in the physical environment can diminish its capacity to support human activity.
 - B) understands how different physical environments provide opportunities for or place constraints on human activities.
 - C) understands how natural hazards affect human spatial activities.
- 2) Performance Indicators – The competent geography teacher:
- A) analyzes examples of changes in the physical environment that have reduced the capacity of the environment to support human activity.
 - B) explains how the characteristics of different physical environments affect human activity in Illinois, the United States, and the world.
 - C) describes the effects of natural hazards on human systems in Illinois, the United States and the world.
- q) The competent geography teacher understands the changes that occur in the meaning, use, distribution, and importance of resources.
- 1) Knowledge Indicators – The competent geography teacher:
- A) understands how the spatial distribution of resources affects patterns of human settlement.
 - B) understands how resource development and use change over time.
 - C) understands the geographic results of policies and programs for resource use and management.
- 2) Performance Indicators – The competent geography teacher:
- A) analyzes the relationships between the spatial distribution of settlement and resources.
 - B) explains the relationship between resources and the

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- exploration, colonization, and settlement of different regions of the world.
- C) evaluates policy decisions regarding the use of resources in different regions of the United States and the world.
- D) evaluates policies and programs related to the use of resources in different regions of the United States and the world.
- r) The competent geography teacher is able to apply geography to interpret the past and present and to plan for the future.
 - 1) Knowledge Indicators – The competent geography teacher:
 - A) understands the processes of spatial change over time.
 - B) understands how to derive solutions to local and regional problems that have a spatial dimension.
 - C) understands the interaction between physical and human systems that have led to current conditions on Earth.
 - D) understands multiple points of view with respect to contemporary geographic issues.
 - E) understands how to use geographic questions in past, present, and future contexts.
 - F) understands how to use the Five Themes of Geography to study Earth and its people.
 - 2) Performance Indicators – The competent geography teacher:
 - A) explains how the processes of spatial change (e.g., the spatial diffusion of a phenomenon such as the bubonic plague or the diffusion of tobacco use) have affected United States and world history.
 - B) proposes plans to solve local and regional problems that have spatial dimensions (e.g., safeguarding people and property during natural disasters, solving mass-transit problems,

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

deciding where to locate new commercial establishments).

- C) analyzes the interaction between physical and human systems to understand possible causes and effects of current conditions on Earth.
- D) integrates multiple points of view to analyze and evaluate contemporary geographic issues.
- E) asks and answers geographic questions and acquires, organizes, and analyzes geographic information about past, present, and future events.
- F) uses the Five Themes of Geography to develop different approaches to the study of Earth and its people.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 27.230 History

~~Standards Effective Before and After October 1, 2024.~~ By October 1, 2024, all candidates for an endorsement in **Social Science**-History will be required a program aligned to the NCSS National Standards for the Preparation of Social Studies Teachers (2017), published by the National Council for the Social Studies, 8555 Sixteenth Street, Silver Spring MD 20910, and available at <https://www.socialstudies.org/standards/teacherstandards>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until **September 30, 2024**, ~~October 1, 2024~~ are as follows:

- a) In addition to the standards for all social science teachers that are set forth in Section 27.200 of this Part, those who specialize in the teaching of history shall be required to meet the standards described in this Section.
- b) The competent history teacher understands major trends, key turning points, and the roles of influential individuals and groups in United States history from the colonial era through the growth of the American republic.
 - 1) Knowledge Indicators – The competent history teacher:
 - A) understands the interaction of European and Native

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

American societies through the mid-19th century.

- B) understands the development of political, religious, and socioeconomic institutions in the American colonies.
 - C) understands the role of the American Revolution in the development of United States society.
 - D) understands the impact of the industrial revolution, the institution of slavery, and westward expansion on regional and national development.
- 2) Performance Indicators – The competent history teacher:
- A) identifies political ideas that influenced the development of U.S. constitutional government.
 - B) assesses factors that contributed to the Age of Exploration and evaluates the consequences of the Columbian Exchange.
 - C) explains the social, economic, and political tensions that led to the American Revolution.
 - D) explains the factors that accounted for the differences between societies in New England, the mid-Atlantic, and the lower South.
 - E) explains the effect of the revolution on social, political, and economic relations in the new nation.
 - F) explains the evolution of the two-party system.
- c) The competent history teacher understands major trends, key turning points, and the roles of influential individuals and groups in United States history from the Civil War through World War I.
- 1) Knowledge Indicators – The competent history teacher:
- A) understands events that contributed to the U.S. Civil War.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) understands the role of reconstruction in rebuilding the nation.
 - C) understands the role of big business in the transformation of U.S. society in the late 19th century.
 - D) understands the influences of Populism and Progressivism on U.S. society in the late 19th and early 20th centuries.
 - E) understands the composition and significance of late 19th century immigration.
 - F) understands the role of the U.S. in world affairs through World War I.
- 2) Performance Indicators – The competent history teacher:
- A) explains the effects of the Civil War on U.S. society.
 - B) evaluates reconstruction policies and their impact on U.S. society.
 - C) identifies the effects of industrialization and urbanization on the U.S.
 - D) traces the patterns of immigration settlement in different regions of the country.
 - E) describes the obstacles, opportunities, and contributions of immigrants.
 - F) assesses the relationship between business and labor.
 - G) explains the political, social, cultural, and economic contributions of Populism and Progressivism.
 - H) explains the causes of World War I and the reasons for U.S. involvement in the war.
- d) The competent history teacher understands major trends, key turning points, and the roles of influential individuals and groups in United States history in the twentieth century and beyond.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) Knowledge Indicators – The competent history teacher:
 - A) understands the effects of the Great Depression on the United States.
 - B) understands the relationship between the New Deal and the development of welfare policies after 1932.
 - C) understands the origins of World War II and of U.S. involvement in the war.
 - D) understands the social transformation of the post-war United States.
 - E) understands the origins of the Cold War and its impact on the United States.
 - F) understands the significance of landmark events in foreign and domestic policies since 1945.
 - G) understands United States involvement in the Vietnam War.
- 2) Performance Indicators – The competent history teacher:
 - A) evaluates the causes of the Great Depression and its impact on the United States.
 - B) explains reasons for U.S. participation in World War II.
 - C) evaluates the role of the United States in World War II and the impact of the war on the United States.
 - D) explains the origins of the Cold War and its impact on the United States.
 - E) identifies the origins and the course of post-1945 social movements, particularly the Civil Rights Movement.
 - F) explains the relationship between U.S. domestic and

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

foreign policies in the 20th century.

- G) assesses the U.S. military engagement in Vietnam and its effect on the United States.
- e) The competent history teacher understands major trends, key turning points, and the roles of influential individuals and groups in world history from prehistory to the Age of Exploration.
- 1) Knowledge Indicators – The competent history teacher:
 - A) understands the transition from prehistory to early civilizations, including non-western empires and tropical civilizations.
 - B) understands the development of classical civilizations from 1000 BC to 500 AD (sometimes also referred to as "BCE" and "CE", respectively).
 - C) understands the fragmentation and interaction of civilizations from 500 to 1000 AD.
 - D) understands the centralization of power in different regions from 1000 to 1500 AD.
 - 2) Performance Indicators – The competent history teacher:
 - A) describes the populating of major world regions by human communities.
 - B) identifies and compares centralized and decentralized states.
 - C) explains the major achievements of Greek and Roman civilizations.
 - D) identifies factors contributing to the break-up of the Roman Empire.
 - E) explains the role of feudalism in the growth of European monarchies and city states.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- F) describes major political, social, and economic developments in non-western states.
- f) The competent history teacher understands major trends, key turning points, and the roles of influential individuals and groups in world history from the Age of Exploration to the present.
 - 1) Knowledge Indicators – The competent history teacher:
 - A) understands cultural encounters, global change, and revolution from 1450 to 1850.
 - B) understands imperialism and its effects from 1850 to 1914.
 - C) understands the ideas, institutions, and cultural legacies of the twentieth century.
 - D) understands the causes and courses of the world wars.
 - E) understands the motivations and effects of decolonization.
 - 2) Performance Indicators – The competent history teacher:
 - A) describes the origins and consequences of encounters between Europeans and peoples of Africa, Asia, and the Americas.
 - B) identifies the cultural and religious significance of the scientific revolution.
 - C) describes the relationship between political and industrial revolutions on social and cultural change.
 - D) explains the causes and effects of European, American, and Asian imperial expansion.
 - E) describes the causes and consequences of 20th century wars.
 - F) describes the causes and global consequences of economic development.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- G) describes the causes and consequences of the Holocaust.
- H) describes the independence movements related to decolonization.
- g) The competent history teacher understands major trends, key turning points, and the roles of influential individuals and groups in the State of Illinois from the colonial era to the present.
 - 1) Knowledge Indicators – The competent history teacher:
 - A) understands the evolution of political ideas, institutions, and practices and their role in Illinois.
 - B) understands the influence of geography, technology, agriculture, urbanization, industry, and labor on the development of the Illinois economy.
 - C) understands the effects of migration of people and cultures and several religious traditions that have shaped Illinois.
 - D) understands the roles of family and local history in their relation to the larger context of U.S. and global history.
 - 2) Performance Indicators – The competent history teacher:
 - A) describes the development of political ideas, institutions, and practices in Illinois.
 - B) traces the development of the Illinois economy.
 - C) assesses the impact of cultural migration and religious traditions on Illinois.
 - D) relates Illinois family and local history to U.S. and world history.
- h) The competent history teacher understands comparative history.
 - 1) Knowledge Indicators – The competent history teacher:
 - A) understands methods of comparative history.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) understands effects of broad historical developments (e.g., industrialization, modernization, imperialism, globalization) on diverse cultures.
 - C) understands different meanings and implications of broad historical developments on diverse cultures.
 - D) understands differences and similarities from one generation to the next within the same culture.
- 2) Performance Indicators – The competent history teacher:
- A) identifies similarities and differences within and between cultures.
 - B) evaluates the impact of broad historical developments on diverse cultures.
 - C) assesses the different meanings and implications of historical developments on diverse cultures.
 - D) describes continuities and changes within and among generations.
- i) The competent history teacher understands the major interpretations in the field of history.
- 1) Knowledge Indicators – The competent history teacher:
- A) understands the various and changing definitions of history.
 - B) understands the origins and interpretative frameworks of significant theories of history.
 - C) understands the tentative nature of historical interpretation.
- 2) Performance Indicators – The competent history teacher:
- A) differentiates among and evaluates various definitions of history.
 - B) employs and assesses interpretive frameworks in analyzing historical events.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) evaluates major debates among historians.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 27.240 Political Science

~~Standards Effective Before and After October 1, 2024.~~ By October 1, 2024, all candidates for an endorsement in **Social Science**-Political Science will be required to complete a program aligned to the NCSS National Standards for the Preparation of Social Studies Teachers (2017), published by the National Council for the Social Studies, 8555 Sixteenth Street, Silver Spring MD 20910, and available at <https://www.socialstudies.org/standards/teacherstandards>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until **September 30, 2024**, ~~October 1, 2024~~ are as follows:

- a) In addition to the standards for all social science teachers that are set forth in Section 27.200 of this Part, those who specialize in the teaching of political science shall be required to meet the standards described in this Section.
- b) The competent political science teacher understands the scope and major issues in the academic discipline of political science.
 - 1) Knowledge Indicators – The competent political science teacher:
 - A) understands the major subjects of study in political science (e.g., constitutional law, political history, political philosophy, and political sociology).
 - B) understands the ideas and impact of major figures in the history of political philosophy (e.g., Aristotle, Locke, Madison, Marx, Mill).
 - 2) Performance Indicators – The competent political science teacher:
 - A) explains the multiple perspectives associated with political philosophy.
 - B) demonstrates political science skills (e.g., opinion measurement, issue analysis, and constitutional interpretation).

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- c) The competent political science teacher understands the essential elements of various political systems.
 - 1) Knowledge Indicators – The competent political science teacher:
 - A) understands the development of democratic, authoritarian, and totalitarian systems, with an emphasis on the 20th century.
 - B) understands the similarities and differences between the United States political system and those of other nations.
 - 2) Performance Indicators – The competent political science teacher:
 - A) explains the nature and purpose of constitutions in various democratic, authoritarian, and totalitarian political systems.
 - B) evaluates the arguments regarding the strengths and weaknesses of federal, confederate, and unitary systems.
- d) The competent political science teacher understands the development of the United States and Illinois Constitutions.
 - 1) Knowledge Indicators – The competent political science teacher:
 - A) understands amendments and other developments since the ratification of the United States Constitution and Bill of Rights affecting basic principles (e.g., separation of power, judicial review, federalism, selection of officials, and the rights of persons).
 - B) understands amendments and other developments since the ratification of the Illinois Constitution.
 - 2) Performance Indicators – The competent political science teacher:
 - A) explains the historic background, political principles, major events, basic issues, and significant individuals associated with the writing and ratification of the United States Constitution.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) explains the changes made in the Illinois Constitution in 1970.
- e) The competent political science teacher understands the organization and functions of government at the national, State, and local levels.
 - 1) Knowledge Indicators – The competent political science teacher:
 - A) understands the organization and financing of governmental functions at local, State, and national levels.
 - B) understands the sharing of governmental functions between the various levels of government by means of intergovernmental relations.
 - C) understands the organization and function of courts at all levels.
 - 2) Performance Indicators – The competent political science teacher:
 - A) analyzes the role of government in the society and the economy.
 - B) identifies important events that changed significantly the regulatory, welfare, and other functions of government.
 - C) analyzes the impact of court rulings on local, State, and national governments.
- f) The competent political science teacher understands the elements that shape public policy in the United States and other nations.
 - 1) Knowledge Indicators – The competent political science teacher:
 - A) understands governmental agencies' role in implementing and developing public policy.
 - B) understands the multiple roles of the president of the United States and State governors and the role of heads of government in other countries in setting policy.
 - C) understands the policy-setting role of legislatures and their

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

committees in the United States in contrast to other countries.

- D) understands the policy role of courts in the United States in contrast with the role of courts in other countries.
 - E) understands the influence of active citizens, interest groups, and political partisans on formation of public policy.
 - F) understands the influence of public opinion and the mass media in the development of public policy.
- 2) Performance Indicators – The competent political science teacher:
- A) analyzes the influence of individuals and groups on the formation and implementation of public policy.
 - B) evaluates the shaping of public policy in terms of basic principles (e.g., representation, democracy, and public interest).
- g) The competent political science teacher understands political parties, civic participation, and the electoral process in the United States.
- 1) Knowledge Indicators – The competent political science teacher:
- A) understands the history of political parties.
 - B) understands the laws affecting registration and voting, organization of political parties, and campaign finance.
 - C) understands the opportunities for participation in government and politics (e.g., political parties, campaigns, and involvement in groups concerned with public policy).
- 2) Performance Indicators – The competent political science teacher:
- A) evaluates motivations for participation and non-participation in civic affairs.
 - B) identifies important events, groups, and individuals in the evolution of American political parties.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- h) The competent political science teacher understands the rule of law and the rights and responsibilities of citizens.
 - 1) Knowledge Indicators – The competent political science teacher:
 - A) understands the degree to which citizens' rights have been expanded over time by constitutional means.
 - B) understands the categories of the law (e.g., common, civil, and criminal).
 - C) understands landmark documents and events in the development of the rule of law.
 - 2) Performance Indicators – The competent political science teacher:
 - A) identifies ways a competent, responsible citizen functions in a democratic society.
 - B) analyzes historic and current issues regarding the balance between rights and responsibilities, and between personal freedom and community needs and laws.
- i) The competent political science teacher understands international relations and organizations and America's global connections.
 - 1) Knowledge Indicators – The competent political science teacher:
 - A) understands international organizations and American involvement with them.
 - B) understands the influence of national political systems and domestic politics on foreign policy with an emphasis on the United States.
 - 2) Performance Indicators – The competent political science teacher:
 - A) analyzes the conditions, actions, and motivations that contribute to conflict and cooperation among nations.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) identifies major events in the emergence of the United States as a world leader.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 27.250 Psychology

~~Standards Effective Before and After October 1, 2024.~~ By October 1, 2024, all candidates for an endorsement in **Social Science**-Psychology will be required to complete a program aligned to the NCSS National Standards for the Preparation of Social Studies Teachers (2017), published by the National Council for the Social Studies, 8555 Sixteenth Street, Silver Spring MD 20910, and available at <https://www.socialstudies.org/standards/teacherstandards>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until **September 30, 2024**, ~~October 1, 2024~~ are as follows:

- a) In addition to the standards for all social science teachers that are set forth in Section 27.200 of this Part, those who specialize in the teaching of psychology shall be required to meet the standards described in this Section.
- b) The competent psychology teacher understands the various concepts related to human development.
 - 1) Knowledge Indicator – The competent psychology teacher understands commonly accepted theories related to cognitive, emotional, and social development.
 - 2) Performance Indicators – The competent psychology teacher:
 - A) analyzes the interrelationship among theories of development (e.g., cognitive, emotional, and social).
 - B) explains and applies theories of cognitive, emotional, and social development.
- c) The competent psychology teacher understands and applies ideas associated with mental and emotional health.
 - 1) Knowledge Indicators – The competent psychology teacher:
 - A) understands factors that contribute to and damage one's mental health.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) understands various treatments of disorders.
- 2) Performance Indicator – The competent psychology teacher analyzes issues related to mental health and behavioral disorders in contemporary society.
- d) The competent psychology teacher understands personality theory from a variety of perspectives.
 - 1) Knowledge Indicators – The competent psychology teacher:
 - A) understands factors associated with the construction, revision, and development of a self-concept and identity.
 - B) understands how families, groups, peers, and communities contribute to the development of self and identity.
 - C) understands the role of perception, attitude, values, and beliefs in the development of self and identity.
 - 2) Performance Indicator – The competent psychology teacher analyzes the impact of forces on the development of self and identity (e.g., family, peer group, values, beliefs).
- e) The competent psychology teacher understands the relationship between physiology and human behavior.
 - 1) Knowledge Indicator – The competent psychology teacher understands the relationship between physiology, thinking, memory, perception, personality, development, and behavior.
 - 2) Performance Indicator – The competent psychology teacher analyzes issues related to how nature and nurture contribute to personality and behavior.
- f) The competent psychology teacher understands theories and concepts related to explaining individual differences.
 - 1) Knowledge Indicators – The competent psychology teacher:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) understands how individual differences are influenced by different stages of life and through personal and environmental situations.
 - B) understands factors associated with personality and individual differences.
 - C) understands factors associated with human adjustment and coping behaviors in various situations.
 - 2) Performance Indicator – The competent psychology teacher analyzes individual differences based on psychological theories and concepts.
- g) The competent psychology teacher understands various methods of classifying, assessing, and interpreting personality.
- 1) Knowledge Indicator – The competent psychology teacher understands the various tools used to describe, classify, assess, and interpret personality.
 - 2) Performance Indicator – The competent psychology teacher explains various tools used to describe, classify, assess, and interpret personality.
- h) The competent psychology teacher understands the relationships between the individual and the group.
- 1) Knowledge Indicators – The competent psychology teacher:
 - A) understands how situations, places, time, events, and social/cultural environments influence individual behavior.
 - B) understands how individual behavior influences situations, places, time, events, and social/cultural environments.
 - 2) Performance Indicator – The competent psychology teacher creates situations illustrating the relationships between the individual and the group.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 27.260 Sociology and Anthropology

~~Standards Effective Before and After October 1, 2024.~~ By October 1, 2024, all candidates for an endorsement in Social Science-Sociology and Anthropology will be required to complete a program aligned to the NCSS National Standards for the Preparation of Social Studies Teachers (2017), published by the National Council for the Social Studies, 8555 Sixteenth Street, Silver Spring MD 20910, and available at <https://www.socialstudies.org/standards/teacherstandards>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2024, ~~October 1, 2024~~ are as follows:

- a) In addition to the standards for all social science teachers that are set forth in Section 27.200 of this Part, those who specialize in the teaching of sociology and anthropology shall be required to meet the standards described in this Section.
- b) The competent sociology and anthropology teacher understands culture and cultural diversity.
 - 1) Knowledge Indicators – The competent sociology and anthropology teacher:
 - A) understands the ways groups, societies, and cultures address human needs and concerns.
 - B) understands how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
 - C) understands societal patterns for preserving and transmitting culture while adapting to environmental and social change.
 - D) understands the importance of cultural unity and diversity within and across groups.
 - E) understands specific cultural responses to persistent human issues.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- F) understands the ways in which science and technology influence central societal values, beliefs, and attitudes and how societal attitudes shape scientific and technological change.
 - G) understands societal changes resulting from science and new technologies.
- 2) Performance Indicators – The competent sociology and anthropology teacher:
 - A) explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
 - B) interprets patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- c) The competent sociology and anthropology teacher understands individual development and identity.
 - 1) Knowledge Indicators – The competent sociology and anthropology teacher:
 - A) understands the ways cultural influences contribute to the sense of self (e.g., religion, gender, ethnicity, socioeconomic status).
 - B) understands the interactions of ethnic, national, or cultural influences in specific situations or events.
 - 2) Performance Indicator – The competent sociology and anthropology teacher evaluates the impact of stereotyping, conformity, altruism, and other behaviors on individuals and groups.
- d) The competent sociology and anthropology teacher understands groups and institutions.
 - 1) Knowledge Indicators – The competent sociology and anthropology teacher:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) understands the concepts of role, status, and social class.
 - B) understands sociological theories related to the formation, types, and stages of social movements.
 - C) understands major sociological theoretical perspectives (e.g., structural-functional, conflict, symbolic, interactionist).
- 2) Performance Indicators – The competent sociology and anthropology teacher:
- A) analyzes group and institutional influences on people, events, and elements of culture in a variety of settings.
 - B) explains the various forms institutions take and how they develop and change.
 - C) analyzes how groups and institutions meet individual and societal needs.
- e) The competent sociology and anthropology teacher understands social inequities.
- 1) Knowledge Indicator – The competent sociology and anthropology teacher understands relationships of social class, group relations, gender, race, ethnicity, and age to social inequities.
 - 2) Performance Indicator – The competent sociology and anthropology teacher explains and applies ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.
- f) The competent sociology and anthropology teacher understands cultural conformity and deviancy.
- 1) Knowledge Indicators – The competent sociology and anthropology teacher:
 - A) understands the sociological approach to explaining deviancy.
 - B) understands sociological theories used to explain deviancy.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) Performance Indicators – The competent sociology and anthropology teacher:
 - A) assists learners in identifying and analyzing examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions (family, religion, government).
 - B) explores the relationship between inequity and deviancy.
- g) The competent sociology and anthropology teacher understands major principles of anthropology.
 - 1) Knowledge Indicators – The competent sociology and anthropology teacher:
 - A) understands the cultural developments of prehistoric people, the influences of ancient civilizations on modern cultures, and the cultural differences among nations.
 - B) understands ways in which cultures determine groupings (age, class, voluntary family and kinship systems).
 - 2) Performance Indicators – The competent sociology and anthropology teacher:
 - A) explains ways culture organizes family and kinship.
 - B) explains how technology, environment, religion, art, and culture have affected personality and behavior.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 27.270 Physical Education

~~Standards Effective Before and After October 1, 2024.~~ By October 1, 2024, all candidates for an endorsement in Physical Education will be required to complete a program aligned to the Initial Physical Education Teacher Education Standards (2017) ~~National Standards and Grade-Level Outcomes for K-12 Physical Education (2013)~~, published by the Society of Health and Physical Educators, 1900 Association Drive, Reston VA 20191, and available posted at [_____](#).

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

<https://www.shapeamerica.org/accreditation/peteacherprep.aspx>.
<http://portal.shapeamerica.org/accreditation/peteacherprep.aspx>; (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2024, ~~October 1, 2024~~ are as follows:

- a) The competent physical education teacher applies principles of health-related fitness and training.
 - 1) Knowledge Indicators – The competent physical education teacher:
 - A) understands major principles, concepts, assumptions, and misconceptions of health-related physical fitness and training.
 - B) explains principles and applications of the components of health-related fitness.
 - C) identifies concepts of health-related fitness and how to incorporate them into various physical activities.
 - D) names and describes organic, skeletal, and neuromuscular structures of the human body, how these systems adapt to physical activity, and how they contribute to health-related fitness.
 - 2) Performance Indicators – The competent physical education teacher:
 - A) describes and applies health-related fitness concepts and principles to physical activity.
 - B) identifies program elements for health-related fitness and develops an appropriate curriculum.
 - C) evaluates the effects of conditioning and training on body systems.
 - D) analyzes the relationship between health-related fitness and personal well-being.
- b) The competent physical education teacher applies techniques and procedures for developing and assessing health-related fitness.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) Knowledge Indicators – The competent physical education teacher:
 - A) recognizes typical developmental progressions, ranges of individual variation, and levels of readiness for health-related fitness.
 - B) knows developmentally appropriate assessment strategies and instruments to assess students' performance against health-related fitness standards.
 - C) understands that assessment is an integral part of instruction to provide feedback to learners.
- 2) Performance Indicators – The competent physical education teacher:
 - A) incorporates learners' performance data to shape instructional design.
 - B) assesses learners' progress in developing health-related fitness.
 - C) schedules activities to develop specific aspects of health-related fitness.
 - D) applies techniques to motivate students to enhance health-related fitness levels.
 - E) evaluates health-related fitness goal setting, activity selection, and personal health-related fitness programs for students.
- c) The competent physical education teacher understands human movement, motor skills, and their developmental sequence.
 - 1) Knowledge Indicators – The competent physical education teacher:
 - A) understands and differentiates critical elements and sequencing of basic motor skills.
 - B) detects developmental progressions, ranges of individual variation, and levels of readiness.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) describes principles and activities for developing locomotor, non- locomotor, manipulative, rhythmic, and dance movements.
 - D) knows basic principles of biomechanics, motor learning, and motor development.
- 2) Performance Indicators – The competent physical education teacher:
 - A) applies principles of movement concepts and patterns.
 - B) demonstrates basic motor skills and physical activities with competence.
 - C) identifies critical elements of basic motor skills and develops appropriate sequences to teach motor skills.
 - D) identifies, selects, and implements developmentally appropriate learning/practice opportunities based on learners' motivation and skill level.
- d) The competent physical education teacher organizes activities and techniques for developing motor skills.
 - 1) Knowledge Indicators – The competent physical education teacher:
 - A) recognizes appropriate instructional cues and prompts to elicit basic motor skills.
 - B) understands developmental progressions, ranges of individual variation, and levels of readiness.
 - 2) Performance Indicators – The competent physical education teacher:
 - A) designs a variety of developmentally appropriate opportunities for practice.
 - B) applies performance concepts and principles to skillful movement and physical activity.
 - C) implements developmentally appropriate instruction to teach

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

basic motor skills.

- D) uses a variety of formal and informal assessment techniques to evaluate learners' progress in developing motor skills.
- e) The competent physical education teacher guides the dynamic interaction between individuals and within groups while they are engaged in activities for personal and social development.
 - 1) Knowledge Indicators – The competent physical education teacher:
 - A) understands developmental progressions in the cognitive and affective domains.
 - B) recognizes the socio-cultural benefits of participation in a variety of activities.
 - C) identifies aesthetic and creative aspects of skilled performance.
 - 2) Performance Indicators – The competent physical education teacher:
 - A) plans activities that aid in the development of problem-solving and critical thinking skills.
 - B) evaluates students' progress in personal expression and the development of interpersonal skills during physical activity.
 - C) plans activities that aid in developing positive personal behaviors.
 - D) plans activities that aid in promoting positive social attitudes and behaviors in group settings.
- f) The competent physical education teacher applies techniques, skills, strategies, basic rules, etiquette, and safety practices for individual and group sports.
 - 1) Knowledge Indicators – The competent physical education teacher:
 - A) understands techniques, skills, strategies, and skill progressions of individual and group sports.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) recognizes basic rules, etiquette, and safety practices associated with individual and group sports.
- 2) Performance Indicators – The competent physical education teacher:
 - A) selects verbal and non-verbal cues as appropriate in the teaching of physical activity.
 - B) selects developmentally appropriate assessment strategies and instruments congruent with physical education learning goals.
 - C) demonstrates techniques, skills, and progressions of a variety of individual and group sports.
 - D) articulates basic rules, etiquette, and safety practices associated with individual and group sports.
 - E) uses a variety of formal and informal assessment techniques to assess learners' progress.
- g) The competent physical education teacher applies techniques, skills, strategies, basic rules, etiquette, and safety practices associated with lifelong sports, creative movement, dance, non-competitive activities, and cooperative activities.
- 1) Knowledge Indicators – The competent physical education teacher:
 - A) knows techniques, skills, strategies, and skill progressions of lifelong sports.
 - B) knows techniques, steps, and activities involving dance and creative movement.
 - C) understands concepts, strategies, and safety issues in the development of noncompetitive activities and cooperative activities.
 - D) understands basic rules, strategies, etiquette, and safety practices associated with lifelong sports.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- E) is aware of verbal and non-verbal cues as appropriate in the teaching of physical activity.
 - F) recognizes developmentally appropriate assessment strategies and instruments congruent with physical activity learning goals.
- 2) Performance Indicators – The competent physical education teacher:
 - A) demonstrates techniques, skills, and progressions of a variety of lifelong sports.
 - B) teaches steps and activities involving dance and creative movement.
 - C) directs noncompetitive activities and cooperative activities.
 - D) articulates etiquette and safety practices associated with creative movement, dance, noncompetitive activities, and cooperative activities.
 - E) helps learners facilitate problem-solving and critical thinking strategies in the process of becoming physically educated persons.
 - F) asks questions and poses scenarios to stimulate interactive learning opportunities.
 - G) uses a variety of formal and informal assessment techniques to assess learners' progress.
- h) The competent physical education teacher incorporates the historical, philosophical, and social contexts of physical education.
 - 1) Knowledge Indicators – The competent physical education teacher:
 - A) identifies historical events and key leaders associated with the field.
 - B) recognizes the influence of social and philosophical trends

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

in physical education.

- 2) Performance Indicators – The competent physical education teacher:
 - A) examines the historical and philosophical trends of physical education as they affect the goals and components of instructional programs and as they relate to current issues in the field.
 - B) remains current with social, political, and economic issues influencing the physical education profession and their impact on instructional programs at the local, State, national, and global levels.
- i) The competent physical education teacher recognizes issues that influence the development and evaluation of the physical education program.
 - 1) Knowledge Indicators – The competent physical education teacher:
 - A) understands value orientations, goals, and models of curriculum design.
 - B) recognizes environmental factors affecting curriculum design.
 - C) recognizes assessment procedures for program evaluation.
 - D) understands factors affecting the preparation of a budget to support the instructional program.
 - 2) Performance Indicators – The competent physical education teacher:
 - A) constructs lesson plans, unit plans, and a curricular scope and sequence following a given model.
 - B) follows accepted steps in creating curricula.
 - C) is a member of recognized State and national professional organizations and reads publications from those bodies.
 - D) plans for and manages necessary equipment and resources

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

for instruction.

- E) establishes appropriate criteria and selects tools for evaluation of a given program.
 - F) revises programs based on a needs assessment or other appropriate evaluative criteria.
- j) The competent physical education teacher uses concepts and strategies for effective instruction in the physical education program.
- 1) Knowledge Indicators – The competent physical education teacher:
 - A) understands principles and philosophies of physical education.
 - B) recognizes principles for organizing and administering a comprehensive physical education curriculum for all student populations.
 - C) knows effective classroom management procedures in physical education.
 - 2) Performance Indicators – The competent physical education teacher:
 - A) designs instruction to accommodate the learning style strength of students to enhance both knowledge and skill development.
 - B) identifies students with special needs.
 - C) follows measurement concepts including validity, reliability and bias.
 - D) identifies a variety of assessment procedures for student and instructional evaluation.
 - E) conducts appropriate physical education instruction in a variety of curricular offerings and settings.
 - F) selects and implements developmentally appropriate instruction that is sensitive to the needs, learning styles and experiences of learners.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- G) uses different types of assessment with a variety of teaching styles and strategies.
- k) The competent physical education teacher follows safety practices, principles of emergency first aid, and equipment maintenance procedures.
 - 1) Knowledge Indicators – The competent physical education teacher:
 - A) has knowledge of equipment, materials, and human and technological resources to enhance learning in a safe environment.
 - B) understands safety issues when planning and implementing instruction.
 - C) knows principles of emergency first aid in given situations.
 - D) recognizes appropriate use, maintenance, and storage of equipment.
 - 2) Performance Indicators – The competent physical education teacher:
 - A) uses managerial and instructional routines that create safe environments.
 - B) applies disciplinary and pedagogical knowledge in developing safe learning experiences.
 - C) applies first aid procedures in given situations.
- l) The competent physical education teacher recognizes legal and ethical issues that influence physical education programs.
 - 1) Knowledge Indicators – The competent physical education teacher:
 - A) understands unique characteristics of physical education related to legal issues.
 - B) recognizes State and federal laws and guidelines regarding gender equity, special education, religious issues, privacy, and

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

other aspects of students' rights.

- 2) Performance Indicators – The competent physical education teacher:
 - A) discusses ethical guidelines for decision-making in various physical education settings.
 - B) follows codes of professional conduct and current legal directives.
 - C) follows school policy and procedures regarding professional responsibilities when working with students, colleagues, and families.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 27.280 Health Education

~~Standards Effective Before and After October 1, 2024.~~ By October 1, 2024, all candidates for an endorsement in Health Education will be required to complete a program aligned to the National Standards for Initial Health Education Teacher Education (2018) Council for Accreditation of Teacher Education (NCATE) Health Education Teacher Preparation Standards (2008), published by the Society of Health and Physical Educators, 1900 Association Drive, Reston VA 20191, and available at <https://www.shapeamerica.org/accreditation/heteacherprep.aspx>. ~~<http://portal.shapeamerica.org/standards/health/default.aspx>.~~ (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2024, ~~October 1, 2024~~ are as follows:

- a) The competent health education teacher understands the components and functions of human body systems and is able to apply that knowledge to the promotion of social, emotional, physical, mental, and environmental health.
 - 1) Knowledge Indicators – The competent health education teacher:
 - A) understands human body systems as they pertain to health, growth, and human development.
 - B) understands health-related data about social and cultural environments.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) understands social, mental, physical, emotional, and environmental health issues as they apply to the content areas of mental and emotional health, personal health, family life, consumer health, nutrition, substance use and abuse, environmental health, prevention and control of disease, injury prevention and safety, and community health.
 - D) understands the social, mental, physical, emotional, and environmental health issues as they apply to the "Youth Risk Behaviors" identified by the Centers for Disease Control and Prevention: tobacco use; dietary patterns contributing to disease and sedentary lifestyle; sexual behaviors that result in HIV infection/other sexually transmitted diseases and unintended pregnancy; alcohol and other drug use; and behaviors that result in intentional and unintentional injury.
- 2) Performance Indicators – The competent health education teacher:
- A) selects and is able to use valid sources of information about human body systems and social, emotional, mental, physical, and environmental health issues as they affect the health of individuals across the life span.
 - B) describes the effects of health-related actions and environmental factors on body systems, including but not limited to behaviors related to nutrition, family living, HIV/AIDS and other sexually transmitted diseases, substance use and abuse, personal health, mental and emotional health, consumer health, environmental health, injury prevention and safety, and community health.
 - C) explains and predicts immediate and long-term effects of health- related behaviors on body systems.
- b) The competent health education teacher understands the theories and principles of health promotion and disease prevention.
- 1) Knowledge Indicators – The competent health education teacher:
- A) understands health behavior theories.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) comprehends the processes of health promotion and disease prevention.
 - C) understands the effects of cultural and economic factors on the health of individuals and society.
 - D) knows how individual and community actions and policies influence the health of the community and environment.
 - E) knows how public health policies function to prevent illness and promote public health and well-being.
- 2) Performance Indicators – The competent health education teacher:
- A) obtains data about factors that affect health behaviors.
 - B) prioritizes needs as identified by health data.
 - C) selects health promotion practices consistent with current theory and data.
- c) The competent health education teacher understands the process and is able to apply the knowledge needed to conduct an effective health education needs assessment.
- 1) Knowledge Indicators – The competent health education teacher:
- A) knows valid sources of information about health needs and information.
 - B) understands strategies for utilizing computerized sources of health- related information.
 - C) recognizes appropriate and relevant data-gathering instruments.
 - D) understands the role of learning and affective experience in shaping patterns of health-related behavior.
- 2) Performance Indicators – The competent health education teacher:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) interprets data from needs assessments.
- B) determines priority areas of need for health education.
- d) The competent health education teacher understands the processes and is able to apply the knowledge and skills necessary to plan effective comprehensive school health education.
 - 1) Knowledge Indicators – The competent health education teacher:
 - A) understands how to involve key personnel and agencies in the planning of comprehensive school health education.
 - B) knows how to develop a scope and sequence plan for comprehensive school health education.
 - C) comprehends measurable cognitive, affective, and behavioral objectives in comprehensive school health education.
 - D) knows a wide range of teaching strategies and learning activities for a diverse group of learners in comprehensive school health education.
 - 2) Performance Indicators – The competent health education teacher:
 - A) develops strategies for involving key personnel and agencies for support and assistance in planning comprehensive school health education.
 - B) develops a logical scope and sequence plan for comprehensive school health education.
 - C) formulates appropriate measurable cognitive, affective, and behavioral objectives for comprehensive school health education.
- e) The competent health education teacher understands the processes and is able to apply the knowledge and skills necessary to implement comprehensive school health education.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) Knowledge Indicators – The competent health education teacher:
 - A) understands the efficacy of various curricular models pertaining to the ten key content areas of health instruction and risk factors identified by the Centers for Disease Control and Prevention.
 - B) comprehends various educational methods and techniques capable of addressing the needs and concerns of diverse learners.
 - C) understands strategies for incorporating technology and other educational media into the health instruction process.
- 2) Performance Indicators – The competent health education teacher:
 - A) develops and modifies instructional strategies that adhere to national, State, and professional standards.
 - B) selects instructional strategies that best facilitate the attainment of program goals and objectives.
 - C) designs instructional strategies that enhance students' goal-setting, communication, conflict-resolution, and decision-making skills.
 - D) designs instructional strategies that enhance the students' ability to critically evaluate the impact of family, culture, media, and technology upon health.
 - E) designs instructional strategies that enhance students' ability to locate and select valid and reliable sources of health information.
 - F) designs instructional strategies that enhance students' ability to develop skills in fostering personal, family, and community health.
- f) The competent health education teacher understands the processes and is able to apply the knowledge and skills necessary to evaluate comprehensive school health education.
 - 1) Knowledge Indicators – The competent health education teacher:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) understands valid and reliable tests, survey instruments, and evaluation methods pertinent to school health instruction.
 - B) comprehends techniques for measuring students' performance in school health education.
 - C) understands techniques for measuring the effectiveness of elements of the health instruction program.
- 2) Performance Indicators – The competent health education teacher:
- A) designs or selects appropriate program evaluation techniques.
 - B) develops or selects a variety of student assessment techniques that address the needs of diverse learners.
 - C) analyzes and interprets results of instructional program evaluation.
 - D) suggests appropriate program improvements based on instructional program evaluation results.
- g) The competent health education teacher understands the processes and is able to apply the knowledge and skills necessary to work with educational and community constituents in the promotion of coordinated school health programs.
- 1) Knowledge Indicators – The competent health education teacher:
- A) knows the recognized model of coordinated school health programs.
 - B) is aware of the educational and community resources available for the promotion of health education.
 - C) comprehends the strategies for facilitating collaboration in coordinated school health programs.
 - D) understands the social and cultural forces influencing

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

public perception and acceptance of health education.

- 2) Performance Indicators – The competent health education teacher:
 - A) solicits appropriate educational and community participants who could aid in the design, implementation, and evaluation of coordinated school health programs.
 - B) chooses effective conflict reduction and resolution techniques to be used when working with key personnel involved in the assessment, planning, implementation, and evaluation of coordinated school health programs.
- h) The competent health education teacher understands the processes and is able to apply the knowledge and skills necessary to act as a resource person.
 - 1) Knowledge Indicators – The competent health education teacher:
 - A) knows about agencies, programs, and constituencies involved in health promotion at the local, State and national levels.
 - B) understands the resources and materials available for faculty, staff, students, parents, and community members regarding the promotion of health and health education.
 - C) is aware of appropriate instruments and technology networks as sources of health information and services.
 - D) comprehends the parameters of effective consultative relationships among educational and community personnel involved in health promotion and education.
 - 2) Performance Indicators – The competent health education teacher:
 - A) uses computerized health information retrieval systems and databases effectively.
 - B) evaluates techniques for the dissemination of valid health information and services to diverse populations.
 - C) recommends appropriate health resources and services to address

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

a variety of health issues.

- i) The competent health education teacher understands the processes and is able to apply the knowledge and skills necessary to communicate health education needs, concerns, and resources.
 - 1) Knowledge Indicators – The competent health education teacher:
 - A) understands concepts, purposes, and theories of communication.
 - B) ensures effective communication techniques in providing health and health education information and services to diverse constituents.
 - C) is aware of techniques for recruiting support and assistance in communicating health and health education needs, concerns, and resources to diverse constituents.
 - 2) Performance Indicators – The competent health education teacher:
 - A) applies health theories and concepts in selecting effective communication techniques.
 - B) demonstrates proficiency in communicating about health and health education needs, concerns, and resources to a variety of audiences.
 - C) selects personnel and decision-makers who can assist in communicating health and health education needs, concerns, and resources.
- j) The competent health education teacher understands and applies the ethics of the health education profession to school health practice.
 - 1) Knowledge Indicator – The competent health education teacher understands the code of ethics of the health education profession.
 - 2) Performance Indicators – The competent health education teacher:
 - A) applies the code of ethics of the health education profession

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

to specific health education situations.

- B) adheres to school policies and procedures when working with students, staff, administration, faculty, and community members.
- k) The competent health education teacher understands the process of reading and demonstrates instructional abilities to teach reading in the content area of health education.
 - 1) Knowledge Indicators – The competent health education teacher:
 - A) understands that the reading process is the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation.
 - B) recognizes the relationships among the four language arts (reading, writing, listening, and speaking), and knows how to provide opportunities to integrate these through instruction.
 - C) understands how to design, select, modify, and evaluate materials in terms of the reading needs of the learner.
 - D) understands the importance of and encourages the use of literature for adolescents in the curriculum and for independent reading.
 - E) understands the relationship between oral and silent reading.
 - F) understands the role of subject-area vocabulary in developing reading comprehension.
 - G) understands the importance of the unique study strategies required of the specific content area in developing reading comprehension.
 - H) understands the importance of the relationship between assessment and instruction in planning.
 - 2) Performance Indicators – The competent health education teacher:

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) plans and teaches lessons for students that develop comprehension of content-area materials through instructional practices that include analyzing critically, evaluating sources, synthesizing, and summarizing material.
- B) plans and teaches lessons on how to monitor comprehension and correct confusions and misunderstandings that arise during reading.
- C) plans and models use of comprehension strategies before, during, and after reading of text.
- D) provides opportunities for students to develop content-area vocabulary through instructional practices that develop connections and relationships among words, use of context clues, and understanding of connotative and denotative meaning of words.
- E) plans and teaches lessons that encourage students to write about the content read in order to improve understanding.
- F) plans and teaches lessons for students to develop study strategies that include previewing and preparing to read text effectively, recognizing organizational patterns unique to informational text, and using graphic organizers as an aid for recalling information.
- G) plans and teaches units that require students to carry out research or inquiry using multiple texts, including electronic resources.
- H) provides continuous monitoring of students' progress through observations, work samples, and various informal reading assessments.
- I) analyzes and evaluates the quality and appropriateness of instructional materials in terms of readability, content, length, format, illustrations, and other pertinent factors.
- J) promotes the development of an environment that includes classroom libraries that foster reading.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 27.300 Dance

~~Standards Effective Before and After October 1, 2024.~~ By October 1, 2024, all candidates for an endorsement in Dance will be required to complete a program aligned to the National Association of Schools of Dance Handbook Competencies (2020 2016), published by the National Association of Schools of Dance, 11250 Roger Bacon Drive, Suite 21, Reston VA 20190-5248, and available at <https://nasd.arts-accredit.org/accreditation/standards-guidelines/handbook/>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2024, ~~October 1, 2024~~ are as follows:

- a) The competent dance teacher possesses knowledge of the basic vocabulary of dance, including elements, organizational principles, expressive qualities, processes, and body and mind as the primary tools for dance.
 - 1) Knowledge Indicators – The competent dance teacher:
 - A) understands elements of dance – body (actions, shapes, and relationships); space (level, direction, pathway, and range); time (tempo, rhythm, and beat); and movement quality, i.e., the way energy factors (flow, weight, time, and spatial attitude) are combined.
 - B) understands organizational principles – repetition, contrast, sequence, variety, rhythm, transition, balance, unity, harmony, and climax.
 - C) understands expressive qualities – emotion, mood, and dynamics.
 - D) understands processes – creating (improvising, exploring, composing, choreographing), performing, responding.
 - E) understands body and mind as primary tools for dance.
 - 2) Performance Indicators – The competent dance teacher:
 - A) defines the basic vocabulary of dance.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) analyzes and evaluates dance events using the basic vocabulary of dance.
 - C) describes how the body and mind are used as tools for dance.
- b) The competent dance teacher possesses the knowledge and skills needed to create dance using the organizational principles, processes, and structures of dance (choreography).
 - 1) Knowledge Indicators – The competent dance teacher:
 - A) understands organizational principles – repetition, contrast, sequence, variety, rhythm, transition, balance, unity, harmony, and climax.
 - B) understands choreographic processes – reordering, chance, exploring, improvising, perceiving, and analyzing.
 - C) understands structures – (choreographic forms) AB, ABA, rondo, canon, theme and variation, call and response, and narrative.
 - 2) Performance Indicators – The competent dance teacher:
 - A) identifies and describes organizational principles of dance.
 - B) describes processes to consider in choreography.
 - C) describes choreographic forms.
- c) The competent dance teacher possesses the knowledge and skills needed to perform dance expressively and with technical accuracy within the school setting.
 - 1) Knowledge Indicators – The competent dance teacher:
 - A) understands performance techniques from various dance styles and forms (e.g., ballet, modern, jazz, tap, folk, and social).

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) understands major skeletal structures and proper alignment; basic principles of kinesiology and movement analysis; common dance injuries and injury prevention.
- 2) Performance Indicators – The competent dance teacher:
 - A) demonstrates use of movement elements, expressive qualities, and technical proficiency in performing dance.
 - B) identifies and describes performance techniques from various dance styles and forms.
 - C) applies basic principles of kinesiology to analyze types of movement.
 - D) describes common types and causes of dance injuries and methods for preventing injury.
- d) The competent dance teacher possesses the knowledge needed to produce dance.
 - 1) Knowledge Indicators – The competent dance teacher:
 - A) understands the ways the design elements (scenery, costumes, lighting, props), modern media, and technologies enhance dance.
 - B) understands careers related to the production of dance.
 - 2) Performance Indicators – The competent dance teacher:
 - A) describes ways the design elements (scenery, costumes, lighting, and props), modern media, and technologies enhance dance.
 - B) describes the careers related to the production of dance.
- e) The competent dance teacher understands and analyzes the role of dance within a variety of cultures and from different historical periods.
 - 1) Knowledge Indicators – The competent dance teacher:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) understands how dance shapes and reflects ideas, issues, or themes in a variety of cultures.
 - B) understands how technology and societal changes have influenced dance.
- 2) Performance Indicators – The competent dance teacher:
 - A) describes the role and function of dance and movement in various cultures from different historical periods (e.g., ritual, celebration).
 - B) describes important influences, developments, and innovations in the history of various dance styles and forms.
- f) The competent dance teacher is able to relate knowledge and skills within and across the arts.
 - 1) Knowledge Indicators – The competent dance teacher:
 - A) understands the function of dance as an art form.
 - B) understands the relationship of dance to other art forms.
 - C) understands the relationship of dance to other subject areas.
 - 2) Performance Indicators – The competent dance teacher:
 - A) describes the functions of dance as an art form.
 - B) describes the relationship of dance to other art forms.
 - C) integrates dance with other subject areas.
- g) The competent dance teacher understands and is able to apply pedagogical knowledge and skills appropriate to the teaching of dance in a school setting.
 - 1) Knowledge Indicators – The competent dance teacher:
 - A) understands child development and the psychological principles

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

of learning.

- B) understands current age-appropriate methods and materials in all fields and levels of dance education.
 - C) understands the need for continuing study, self-evaluation, and professional growth.
- 2) Performance Indicators – The competent dance teacher:
- A) articulates a logical rationale for the role of dance in the school curriculum, including philosophical and social foundations for dance education.
 - B) develops age- and needs-appropriate learning experiences, applies techniques for assessing students' aptitudes and skills, and integrates dance with other art forms/subject areas.
 - C) sets personal goals and standards for improvement.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 27.310 Drama/Theatre Arts

~~Standards Effective Before and After October 1, 2024.~~ By October 1, 2024, all candidates for an endorsement in Drama/Theatre will be required to complete a program aligned to the National Association of Schools of Theatre Handbook Competencies (20202017), published by the National Association of Schools of Theatre, 11250 Roger Bacon Drive, Suite 21, Reston VA, 20190-5248, and available at <https://nast.arts-accredit.org/accreditation/standards-guidelines/handbook/>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2024, ~~October 1, 2024~~ are as follows:

- a) The competent drama/theatre arts teacher possesses knowledge of the basic vocabulary of theatre, including elements, processes, and tools.
- 1) Knowledge Indicators – The competent drama/theatre arts teacher:
- A) understands the sensory elements, organizational principles, and expressive qualities of drama/theatre:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- i) sensory elements – movement and sound spectacle;
 - ii) organizational principles – plot and conflict, setting, character, language, rhythm, and unity;
 - iii) expressive qualities – emotion, mood, ideas, and dynamics.
- B) understands artistic process of drama/theatre:
 - i) comprehension – perceiving and responding;
 - ii) translation – imaging and creating;
 - iii) performance – communicating and evaluating.
- C) understands tools of drama/theatre: body, voice, and mind.
- D) understands support tools in drama/theatre: costume, set, lights, props, makeup, and sound.
- 2) Performance Indicators – The competent drama/theatre arts teacher:
 - A) identifies and applies elements, processes, and tools within story- making, improvisation, and pantomime.
 - B) identifies and applies the elements, processes, and tools within acting.
 - C) identifies and applies the elements, processes, and tools within directing.
 - D) identifies and applies the elements, processes, and tools within designing and craft.
 - E) identifies and applies the elements, processes, and tools within playwriting.
- b) The competent drama/theatre arts teacher possesses knowledge and skills needed to create the informal and formal processes utilizing elements of theatre.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) Knowledge Indicators – The competent drama/theatre arts teacher:
 - A) understands voice production.
 - B) understands the principles of acting.
 - C) understands the principles of improvisation and pantomime.
 - D) understands creative drama, process drama, and story making.
 - E) understands the expressive qualities of mood, emotion, and ideas in a dramatic performance and production.
- 2) Performance Indicators – The competent drama/theatre arts teacher:
 - A) analyzes the development of voice and movement techniques.
 - B) applies voice techniques.
 - C) analyzes and applies characterization techniques and procedures.
 - D) analyzes and applies the principles of improvisation and pantomime.
 - E) applies creative and process drama and story-making techniques.
 - F) identifies factors and techniques in writing, selecting, and producing plays for performance.
 - G) analyzes and applies the use of sensory elements in dramatic performance and production.
 - H) analyzes and applies skills and techniques used in movement and stage blocking.
- c) The competent drama/theatre arts teacher possesses knowledge and skills needed to perform theatre within the given educational drama setting.
 - 1) Knowledge Indicators – The competent drama/theatre arts teacher:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) understands the principles of design in a technical production.
 - B) understands theatre facilities and their characteristics.
 - C) understands directing techniques and procedures.
 - D) understands principles and techniques of auditioning, casting, and crew selection.
 - E) understands theatre auditorium management skills and concerns.
 - F) understands appropriate safety procedures and relevant legal requirements in a theatrical setting.
- 2) Performance Indicators – The competent drama/theatre arts teacher:
- A) applies directing skills in stage movement and blocking.
 - B) applies actor-coaching skills.
 - C) applies oral interpretation skills.
 - D) applies skills in designing and constructing scenery.
 - E) applies skills and techniques in theatrical lighting and sound.
 - F) applies make-up skills and procedures.
 - G) applies costuming skills and procedures.
 - H) analyzes dramatic material for a theatrical production.
- d) The competent drama/theatre arts teacher possesses knowledge and skills needed to evaluate theatre using theatrical assessment criteria.
- 1) Knowledge Indicators – The competent drama/theatre arts teacher:
- A) understands the evaluation of students' theatrical performance.
 - B) understands specialized theatre arts instruction.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) understands professional resources for theatre arts.
- D) understands the assessment and interpretation of students' theatrical performance.
- 2) Performance Indicators – The competent drama/theatre arts teacher:
 - A) designs assessment strategies appropriate to specialized theatre arts instruction.
 - B) identifies and uses professional resources for theatre arts.
- e) The competent drama/theatre arts teacher understands and analyzes the role of theatre and dramatic literature within a culture.
 - 1) Knowledge Indicators – The competent drama/theatre arts teacher:
 - A) understands the basic principles of theatre.
 - B) understands theatre and drama criticism.
 - 2) Performance Indicators – The competent drama/theatre arts teacher:
 - A) analyzes the organizational principles of dramatic literature.
 - B) identifies types of dramatic literature.
 - C) analyzes the use of literary techniques in dramatic literature.
- f) The competent drama/theatre arts teacher understands and analyzes the developments in and distinguishing characteristics of historical and contemporary theatrical works by style and period in a variety of cultures.
 - 1) Knowledge Indicators – The competent drama/theatre arts teacher:
 - A) understands the distinguishing characteristics of period and style found throughout the historical development of drama in a variety of cultures.
 - B) understands the historical development of theatrical performance and production.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) Performance Indicators – The competent drama/theatre arts teacher:
 - A) analyzes the historical development of drama through characteristics of period and style.
 - B) analyzes the historical development of theatrical performance and production.
- g) The competent drama/theatre arts teacher understands and analyzes major works and playwrights from historical and contemporary periods within a variety of cultures.
 - 1) Knowledge Indicators – The competent drama/theatre arts teacher:
 - A) understands theatre of the Classical Greek and Roman periods.
 - B) understands theatre of the Medieval, Elizabethan, and Jacobean periods.
 - C) understands theatre of the Renaissance.
 - D) understands theatre from the Restoration through 1800.
 - E) understands theatre of the 19th and 20th centuries.
 - F) understands contemporary American and world theatre.
 - G) understands theatrical traditions and dramatic literature of Asia, the Middle East, Africa, and Latin America.
 - 2) Performance Indicators – The competent drama/theatre arts teacher:
 - A) analyzes the historical development of drama.
 - B) identifies the major works of playwrights throughout the historical development of drama.
 - C) analyzes the historical development of theatrical performance and production.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- D) analyzes how the functions of theatre shape and reflect ideas, issues, or themes in a variety of cultures.
- h) The competent drama/theatre arts teacher is able to relate knowledge and skills within and across the arts.
 - 1) Knowledge Indicators – The competent drama/theatre arts teacher:
 - A) understands the function of theatre as an art form.
 - B) understands the relationship of theatre to other art forms.
 - C) understands the relationship of theatre to other subject areas.
 - 2) Performance Indicators – The competent drama/theatre arts teacher:
 - A) analyzes the function of theatre as an art form.
 - B) analyzes the relationship of theatre to other art forms.
 - C) identifies ways to integrate theatre with other subject areas.
- i) The competent drama/theatre arts teacher understands and is able to apply pedagogical knowledge and skills appropriate to the teaching of the fine arts.
 - 1) Knowledge Indicators – The competent drama/theatre arts teacher:
 - A) understands child development and the psychological principles of learning as they apply to drama/theatre education.
 - B) understands current age-appropriate and special needs methods and materials in all fields and levels of drama/theatre education.
 - C) understands the need for continuing study, self-evaluation, and professional growth.
 - 2) Performance Indicators – The competent drama/theatre arts teacher:
 - A) articulates a logical rationale for the role of drama/theatre in the school curriculum, including philosophical and social

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

foundations for drama/theatre education.

- B) identifies and applies techniques for assessing students' backgrounds, aptitudes, skills, interests, and special needs appropriate to a school drama/theatre program.
- C) develops age-appropriate learning experiences to meet identified needs.
- D) identifies and applies teaching methods for integrating drama/theatre with other art forms and other subject areas at age-appropriate levels.
- E) identifies and applies technology appropriate for a school drama/theatre program at age-appropriate levels.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 27.320 Music

~~Standards Effective Before and After October 1, 2024.~~ By October 1, 2024, all candidates for an endorsement in Music will be required to complete a program aligned to the National Association of Schools of Music Handbook Competencies (20192016), published by the National Association of Schools of Music, 1250 Roger Bacon Drive, Suite 21, Reston VA 20190-5248, and available at <https://nasm.arts-accredit.org/accreditation/standards-guidelines/handbook/>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2024, ~~October 1, 2024~~ are as follows:

- a) The competent music teacher possesses knowledge and skills in the use of the basic vocabulary of music.
 - 1) Knowledge Indicators – The competent music teacher:
 - A) understands elements of music:
 - i) rhythm – beat, meter, and rhythmic patterns;
 - ii) melody – melodic structure, intervals, and scales;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- iii) harmony – chordal structure and progressions, texture (tonal, atonal, modal);
 - iv) form – compositional forms and devices;
 - v) tone color – vocal, instrumental, environmental, electronic, and ethnic.
 - B) understands expressive qualities – dynamics, tempo, articulation, embellishments, and mood.
 - C) understands musical notation – clefs, key and time signatures, note/rest values, expressive terms and symbols.
 - D) understands styles and genres – historical and cultural/national.
- 2) Performance Indicators – The competent music teacher:
- A) defines the basic vocabulary of music.
 - B) uses the symbols of musical notation to communicate musical sound.
 - C) identifies examples of the vocabulary of music within the context of written and aural music.
- b) The competent music teacher understands the processes and is able to apply the knowledge and skills necessary to create and perform music.
- 1) Knowledge Indicators – The competent music teacher:
- A) understands creating music – composing, improvising, arranging, and orchestrating.
 - B) understands performing music – vocal technique, instrumental technique, piano or other accompanying instruments, conducting, and performance practices.
 - C) understands criteria for evaluating musical performances and compositions.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) Performance Indicators – The competent music teacher:
 - A) performs music expressively and with technical accuracy through solo performance, small ensemble performance, and large ensemble performance.
 - B) conducts small and large ensembles.
 - C) devises and applies criteria using appropriate music vocabulary for evaluation of musical performances and compositions.
- c) The competent music teacher understands and analyzes the role of music within a variety of cultures and historical periods and its impact on society.
 - 1) Knowledge Indicators – The competent music teacher:
 - A) understands how music shapes and reflects ideas, issues, or themes in a particular culture (e.g., popular, folk, and ethnic music of the United States).
 - B) understands how musicians and their works shape culture and increase understanding of societies, past and present (e.g., analyzes the relationships between music and other aspects of a period's culture).
 - C) understands a variety of musical styles from various regions of the world.
 - D) understands the developments in and distinguishing characteristics of historical and contemporary musical works by style and period.
 - E) understands composers and works of Western art music, including those from under-represented groups, and from major historical and contemporary periods (e.g., Baroque, Classical, Romantic, and Modern).
 - F) understands how music is expanding and developing based on new technologies and societal changes.
 - G) understands how music functions in commercial applications

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

(e.g., movies and commercials).

H) understands careers and jobs in music.

2) Performance Indicators – The competent music teacher:

A) analyzes how music shapes and reflects ideas, issues, or themes in a particular culture (e.g., popular, folk, and ethnic music of the United States).

B) analyzes how musicians and their works shape culture and increase understanding of societies, past and present (e.g., analyzes the relationships between music and other aspects of a period's culture).

C) identifies a variety of musical styles from various regions of the world.

D) analyzes the developments in and distinguishing characteristics of historical and contemporary musical works by style and period.

E) identifies composers and works of Western art music, including those from under-represented groups, and from major historical and contemporary periods (e.g., Baroque, Classical, Romantic, Modern).

F) analyzes how music is expanding and developing based on new technologies and societal changes.

G) analyzes how music functions in commercial applications (e.g., movies and commercials).

H) identifies careers and jobs in music.

d) The competent music teacher is able to relate various types of musical knowledge and skills within and across the arts.

1) Knowledge Indicators – The competent music teacher:

A) understands similarities and differences in the meaning of

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

common terms used in the various arts.

- B) understands the ways in which the principles and subject matter of other disciplines taught in school are interrelated with those of music (e.g., the science of vibrations and pitch, and the study of patterns and forms).
 - C) understands the aesthetic principles of music.
- 2) Performance Indicators – The competent music teacher:
- A) identifies similarities and differences in the meaning of common terms used in the various arts.
 - B) identifies the ways in which the principles and subject matter of other disciplines taught in school are interrelated with those of music.
 - C) applies aesthetic principles of music within and across the arts.
- e) The competent music teacher understands and is able to apply pedagogical knowledge and skills appropriate to the teaching of music, including issues of diversity, gender equity, and the needs of gifted students.
- 1) Knowledge Indicators – The competent music teacher:
- A) understands the rationale for music as a basic component of general education.
 - B) understands teaching methods for elementary general music education (PreK-5).
 - C) understands teaching methods for middle school/secondary choral music education. (6-12).
 - D) understands teaching methods for middle school/secondary general music education (6-12).
 - E) understands teaching methods for middle school/secondary instrumental music education (6-12).

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- F) understands teaching methods for students with special educational needs.
 - G) understands teaching methods for integrating music into other areas of the curriculum.
 - H) understands characteristics of appropriate music education materials and literature for a variety of music education settings.
 - I) understands characteristics of the developing human voice from early childhood to late adolescence.
 - J) understands the characteristics of wind, string, and percussion instruments.
 - K) understands the characteristics of rhythmic, harmonic, and melodic instruments (including ethnic instruments) used in the classroom.
 - L) understands the techniques of accompanying classroom and performing ensembles.
 - M) understands types and characteristics of music technology appropriate for the school music program.
 - N) understands techniques of composing (including improvisation), scoring, and arranging music appropriate for a variety of instruments and voices within the school music program.
 - O) understands techniques of conducting appropriate to school performing ensembles.
 - P) understands techniques for assessing students' aptitude and achievement appropriate to the school music program.
- 2) Performance Indicators – The competent music teacher:
- A) articulates a logical rationale for the role of music in the school curriculum.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) identifies and applies teaching methods for elementary general music education (PreK-5).
- C) identifies and applies teaching methods for middle school/secondary choral music education (6-12).
- D) identifies and applies teaching methods for middle school/secondary general music education (6-12).
- E) identifies and applies teaching methods for middle school/secondary instrumental music education (6-12).
- F) identifies and applies teaching methods for students with special educational needs.
- G) identifies and applies teaching methods for integrating music into other areas of the curriculum.
- H) identifies characteristics of appropriate music education materials and literature for a variety of music education settings.
- I) identifies vocal classifications and ranges and the stages of vocal maturation from early childhood to late adolescence.
- J) identifies characteristics, principles, and techniques of tone production on wind, string, and percussion instruments.
- K) identifies and performs on rhythmic, harmonic, and melodic instruments (including ethnic instruments) used in the classroom.
- L) applies the techniques of accompanying classroom and performing ensembles.
- M) identifies and uses music technology appropriate for the

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

school music program.

- N) identifies and applies techniques of composing (including improvisation), scoring, and arranging appropriate for a variety of instruments and voices with the school music program.
- O) applies techniques of conducting appropriate to school performing ensembles.
- P) identifies and applies techniques for assessing students' aptitude and achievement appropriate to the school music program.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 27.330 Visual Arts

~~Standards Effective Before and After October 1, 2024.~~ By October 1, 2024, all candidates for an endorsement in Visual Arts will be required to complete a program aligned to the National Association of Schools of Art and Design Handbook Competencies (20202016), published by the National Association of Schools of Art and Design, 11250 Roger Bacon Drive, Suite 21, Reston VA 20190-5248, and available at <https://nasad.arts-accredit.org/accreditation/standards-guidelines/handbook/>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2024, ~~October 1, 2024~~ are as follows:

- a) The competent visual arts teacher understands the sensory elements, organizational principles, and expressive qualities of the visual arts.
 - 1) Knowledge Indicators – The competent visual arts teacher:
 - A) understands the elements of design: color, form, line, shape, space, texture, and value.
 - B) understands the principles of design: balance, contrast, harmony, movement, pattern, repetition, rhythm, and unity.
 - C) understands the expressive qualities and communication of ideas.
 - D) understands properties of two- and three-dimensional space and

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

of the fourth dimension, time.

- 2) Performance Indicators – The competent visual arts teacher:
 - A) analyzes and demonstrates the elements and principles of design.
 - B) analyzes and demonstrates how aesthetic qualities (e.g., elements, principles, and expressive ideas) are used in art works.
 - C) analyzes and evaluates (critiques) artworks for how aesthetic qualities are used to convey intent, expressive ideas, and/or meaning.
- b) The competent visual arts teacher understands the commonalities, distinctions, and connections in and among the fine arts.
 - 1) Knowledge Indicators – The competent visual arts teacher:
 - A) understands how to compare and contrast elements, principles, and tools in two or more visual artworks.
 - B) understands how to compare and contrast artworks in two or more fine arts that share processes, expressive ideas, similar themes, historical periods, or societal contexts.
 - C) understands how different art forms combine to create an interrelated artwork (e.g., musical theatre, and cinematography).
 - 2) Performance Indicators – The competent visual arts teacher:
 - A) collaborates with other arts specialists in developing interrelated artworks.
 - B) analyzes and evaluates similar and distinctive characteristics of artworks in and among the arts.
- c) The competent visual arts teacher understands the process and production of the visual arts.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) Knowledge Indicators – The competent visual arts teacher:
 - A) understands media and tools and how to use them in a safe and responsible manner.
 - B) understands a minimum of five artistic processes (e.g., printmaking, fiber arts, photography, sculpture, and electronic media).
 - 2) Performance Indicators – The competent visual arts teacher:
 - A) describes how the selection of tools/techniques and processes creates specific effects.
 - B) analyzes and evaluates how the selection of media, tools, technologies, and processes is used to support and influence the communication of ideas.
- d) The competent visual arts teacher will be able to apply knowledge and skills necessary to create expressively and with technical proficiency in a range of media and processes.
- 1) Knowledge Indicators – The competent visual arts teacher:
 - A) understands the manipulative skills necessary to draw and build works of art, using creative processes to express ideas.
 - B) understands how to communicate clear and focused ideas based on planning and problem-solving techniques in creating visual arts.
 - 2) Performance Indicators – The competent visual arts teacher:
 - A) creates artworks in two and three dimensions and in the time arts.
 - B) creates artworks that are realistic, abstract, conceptual, functional, and decorative.
 - C) demonstrates manipulative skills to draw and build works of art in a range of media.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- D) creates artwork that demonstrates the process of problem-solving and creative exploration.
- e) The competent visual arts teacher will be able to analyze how the visual arts function in history, society and everyday life.
 - 1) Knowledge Indicators – The competent visual arts teacher:
 - A) understands how the visual arts function in a cultural and societal context.
 - B) understands how visual arts function in commercial applications (e.g., mass media, environmental and product design).
 - C) understands how the function of the visual arts changes over time.
 - D) understands how careers and jobs in the visual arts vary based on historical and societal changes.
 - 2) Performance Indicators – The competent visual arts teacher:
 - A) analyzes how the visual arts have contributed over time to communication, celebrations, occupations, recreation, politics and entertainment.
 - B) analyzes how the visual arts are and have been used to inform and persuade.
 - C) analyzes the function of the visual arts in various eras and cultures.
- f) The competent visual arts teacher understands how the visual arts shape and reflect history, society, and everyday life.
 - 1) Knowledge Indicators – The competent visual arts teacher:
 - A) understands the distinguishing characteristics of historical and contemporary artwork from a variety of periods and cultures.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) understands how the visual arts change in response to the changes in society.
- C) understands how popular media and the visual arts influence society.
- 2) Performance Indicators – The competent visual arts teacher:
 - A) analyzes and classifies the distinguishing characteristics of historical and contemporary artwork from a variety of periods and cultures.
 - B) analyzes how the arts shape and reflect ideas, issues, or themes in a variety of cultures and historical periods.
- g) The competent visual arts teacher understands and is able to apply pedagogical knowledge and skills appropriate to the teaching of the visual arts.
 - 1) Knowledge Indicators – The competent visual arts teacher:
 - A) understands child development and the psychological principles of learning and how they apply to visual arts education.
 - B) understands a variety of current age-appropriate instructional strategies and their applications.
 - C) understands the ongoing process of curriculum development, taking into account local, State, and national standards.
 - D) understands how to organize the instructional environment to maximize students' learning.
 - E) understands the role of assessment in measuring students' learning and curriculum development.
 - F) understands different assessment methods and their application in visual arts education.
 - G) understands the need for continuing study, self evaluation,

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

and professional growth.

- 2) Performance Indicators – The competent visual arts teacher:
 - A) adapts instructional strategies and assessment methods to the needs of individual students, allowing for students' learning styles, cultural backgrounds, and special needs.
 - B) develops a comprehensive and sequenced visual arts curriculum.
 - C) effectively uses resources (technology, materials, and physical environment) to facilitate students' learning.
 - D) uses a variety of assessment methods to analyze and report students' learning.
 - E) identifies and applies teaching methods for integrating visual arts with other art forms and other subject areas.
 - F) articulates a logical rationale for the role of the visual arts in the school curriculum, including philosophical and social foundations for visual arts education.
 - G) advances his or her knowledge of current developments in the field by participating in professional development activities (e.g., coursework, professional organizations, and workshops).

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 27.340 World Foreign Language

~~Standards Effective Before and After October 1, 2024.~~ By October 1, 2024, all candidate for an endorsement in World Foreign Language will be required to complete a program aligned to the American Council on the Teaching of Foreign Languages/CAEP Program Standards for the Preparation of Foreign Language Teachers (2015), published by the American Council on the Teaching of Foreign Languages, 1001 North Fairfax Street, Suite 200, Alexandria VA 22314, and available at <https://www.actfl.org/assessment> professional-development/program-review-services. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2024, ~~October 1, 2024~~ are as follows:

- a) The competent world ~~foreign~~ language teacher comprehends the processes

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

involved in acquiring another language.

- 1) Knowledge Indicators – The competent world ~~foreign~~ language teacher:
 - A) comprehends the processes involved in developing listening skills in a second language.
 - B) comprehends the processes involved in developing speaking skills in a second language.
 - C) comprehends the processes involved in developing reading comprehension skills in a second language.
 - D) comprehends the processes involved in developing writing skills in a second language.
 - 2) Performance Indicators – The competent world ~~foreign~~ language teacher:
 - A) applies knowledge about second language acquisition by designing a simple activity to promote listening skills.
 - B) applies knowledge about second language acquisition by critiquing an activity for developing speaking skills.
 - C) applies knowledge about second language acquisition by designing an appropriate comprehension activity for a selected reading.
 - D) applies knowledge about second language acquisition by designing a simple writing activity.
- b) The competent world ~~foreign~~ language teacher understands oral communication and interacts appropriately in the target language in various settings.
- 1) Knowledge Indicator – The competent world ~~foreign~~ language teacher has the ability to understand the main idea and details of oral and audio presentations unsupported by visual aids.
 - 2) Performance Indicators – The competent modern world ~~foreign~~ language teacher:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) participates in conversations on familiar topics related to daily activities and the personal environment with a high degree of grammatical accuracy.
 - B) initiates, sustains, and brings to a close uncomplicated communicative exchanges in response to a given situation.
 - C) makes oral presentations in academic, social, or work situations.
 - D) approximates native-like pronunciation, intonation, and inflection.
- 3) Performance Indicators – The competent classical language teacher:
- A) uses the target language with a high degree of grammatical accuracy.
 - B) initiates, sustains, and brings to a close uncomplicated communicative exchanges in a classroom context.
 - C) uses the target language in academic, social, or work situations.
 - D) uses appropriate pronunciation, intonation, and inflection.
- c) The competent world ~~foreign~~ language teacher understands and creates written materials in the target language for a variety of purposes and audiences.
- 1) Knowledge Indicator – The competent world ~~foreign~~ language teacher comprehends the main message, supporting details, and cultural context of complex materials.
 - 2) Performance Indicators – The competent world ~~foreign~~ language teacher:
 - A) uses printed information obtained from various sources, including electronic media.
 - B) creates written materials that include description, definition, and analysis.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- d) The competent world ~~foreign~~ language teacher is able to use the target language to explain its structure in a manner understandable to a variety of learners.
 - 1) Knowledge Indicators – The competent world ~~foreign~~ language teacher:
 - A) has a thorough understanding of the grammar and syntax of the target language.
 - B) is aware that differences exist in language use among different groups in such areas as vocabulary, pronunciation, and level of formality.
 - 2) Performance Indicators – The competent world ~~foreign~~ language teacher:
 - A) organizes parts of speech into grammatically and syntactically correct sentences.
 - B) analyzes linguistic structures of the target language.
 - C) compares and contrasts distinctions among standard and non- standard varieties of the target language.
- e) The competent world ~~foreign~~ language teacher understands manners, customs, and ranges of cultural expression of various societies that use the target language.
 - 1) Knowledge Indicator – The competent world ~~foreign~~ language teacher understands cultural practices of one or more areas where the target language is spoken.
 - 2) Performance Indicators – The competent world ~~foreign~~ language teacher:
 - A) identifies and models culturally appropriate social behaviors (e.g., greeting rituals, gestures, etc.) in a variety of contexts.
 - B) compares and contrasts cultural practices and social roles (e.g., bartering, ceremonies, interpersonal relationships, etc.) among various countries where the target language is spoken.
- f) The competent world ~~foreign~~ language teacher demonstrates general

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

knowledge of expressive forms (e.g., music, dance, folk art, visual art, drama, and architecture)

related to various societies that use the target language.

1) Knowledge Indicators – The competent world ~~foreign~~ language teacher:

- A) knows the essential target language vocabulary referring to tools, processes, and products (e.g., art materials, painting, portraits, etc.) in one or more of the art forms.
- B) understands the cultural and historical significance of characteristic art forms of a society that uses the target language.

2) Performance Indicators – The competent world ~~foreign~~ language teacher:

- A) uses the essential target language vocabulary referring to tools, processes, and products in one or more of the art forms.
- B) explains the cultural and historical significance of characteristic art forms of a society that uses the target language.
- C) describes characteristics and origins of various art forms, using target language vocabulary.

g) The competent world ~~foreign~~ language teacher understands representative types of literature and various media of societies that use the target language.

1) Knowledge Indicators – The competent world ~~foreign~~ language teacher:

- A) understands literary themes and perspectives across authors and genres.
- B) comprehends meaning and implications drawn from various target language media.

2) Performance Indicators – The competent world ~~foreign~~ language teacher:

- A) compares and analyzes literary themes and perspectives

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

across authors and genres.

- B) explains the influence of historical context on form and point of view for a variety of literary works.
 - C) compares and analyzes topics as presented in various media (e.g., television, radio, CD-ROM, software, films, Internet sites, periodicals, inscriptions, graffiti, and other text).
- h) The competent world ~~foreign~~ language teacher understands the history, geography, social institutions, and contemporary events of various societies that use the target language.
- 1) Knowledge Indicators – The competent world ~~foreign~~ language teacher:
 - A) understands the significance of key figures (e.g., scientists, mathematicians, inventors, leaders,) and events, both past and present.
 - B) understands geographical aspects (e.g., natural resources, weather/climate, population distribution, and main economic activities) and how they relate to the development of at least two of the countries where the target language is spoken (if applicable).
 - C) understands social structures, roles and attitudes (e.g., class, gender, population, family, work, leisure) of at least two of the countries where the target language is spoken (if applicable).
 - D) understands political systems and institutions (e.g., government, education, law, and justice) of at least two of the countries where the target language is spoken (if applicable).
 - 2) Performance Indicators – The competent world ~~foreign~~ language teacher:
 - A) uses maps, charts, graphs, electronic images, and other geographical representations to describe and discuss countries where the target language is used.
 - B) identifies and describes significant social institutions, roles,

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

and perspectives of the cultures that use the target language.

- C) compares and contrasts the impact of key figures and events on the development of countries that use the target language.
 - D) analyzes different perspectives of historical and contemporary events of countries that use the target language, using a variety of media and technology.
- i) The competent world ~~foreign~~ language teacher uses the target language to reinforce and further the knowledge of other disciplines.
- 1) Knowledge Indicator – The competent world ~~foreign~~ language teacher understands connections among various disciplines and the target language.
 - 2) Performance Indicators – The competent world ~~foreign~~ language teacher:
 - A) solves math problems and analyzes data (e.g., based on timetables, schedules, charts and graphs) in the target language.
 - B) describes and compares nutrition, physical fitness, sports, and leisure activities in areas where the target language is spoken.
 - C) identifies the currency, principal agricultural and manufactured products, and systems of trade and exchange (e.g., bargaining and bartering) of countries where the target language is spoken.
 - D) analyzes scientific issues from more than one cultural perspective.
- j) The competent world ~~foreign~~ language teacher uses the target language to demonstrate knowledge and understanding of a variety of career options.
- 1) Knowledge Indicator – The competent world ~~foreign~~ language teacher is aware of various occupations and career opportunities for people who are proficient in the target language.
 - 2) Performance Indicators – The competent world ~~foreign~~ language teacher:
 - A) explains advantages of target language proficiency for careers

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

in the global marketplace.

- B) identifies, describes, and compares occupations in situations where the target language is spoken.
- C) uses print, electronic, and other resources to obtain information on careers (e.g., roles, status, and qualifications) in which a second language is an asset.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 27.350 General Curricular Standards for Special Education Teachers

~~Standards Effective Before and After October 1, 2024.~~ By October 1, 2025 2024, all candidates for an endorsement in Special Education will be required to complete a program aligned to the standards set forth in Standards for Endorsements in Special Education (see 23 Ill. Adm. Code 28) CEC Professional Standards (2015), published by the Council for Exceptional Children, 2900 Crystal Drive, Suite 1000, Arlington VA 22202-3557, and available at <https://www.cec.sped.org/Standards>. ~~(No later amendments to or editions of these guidelines are incorporated.)~~ The standards effective until September 30, 2025, ~~October 1, 2024~~ are as follows:

- a) This Section establishes standards relative to the general curriculum that shall apply to the issuance of special education teaching endorsements pursuant to Article 21B of the School Code [105 ILCS 5/Art. 21B]. The standards set forth in this Part shall apply both to candidates for the respective endorsements and to the programs that prepare them. Beginning July 1, 2005, approval of any teacher preparation program in special education shall be based on the congruence of that program's or course's content with the standards identified in this Section, and beginning on October 1, 2006, the examinations required for issuance of a special education teaching endorsement shall cover the standards included in this Section.
- b) Mathematics
The competent special education teacher demonstrates proficiency in the use of mathematics; understands, communicates, and connects the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics, probability and algebra; and promotes all students' ability to apply, interpret, and construct mathematical thinking skills in a variety of situations.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) Knowledge Indicators – The competent special education teacher:
 - A) understands various approaches used (estimation, mental mathematics, manipulative modeling, numerical/geometric/algebraic pattern recognition and technology) to analyze mathematical ideas, solve problems and investigate real-world situations.
 - B) understands approaches used (estimation, mental mathematics, manipulative modeling, numerical/geometric/algebraic pattern recognition and technology) to interpret and communicate mathematical information, reasoning, concepts, applications and procedures.
 - C) understands concepts of math including numeration, geometry, measurement, statistics/probability and algebra.
- 2) Performance Indicators – The competent special education teacher:
 - A) demonstrates proficiency in mathematics.
 - B) selects and uses a wide range of manipulatives, instructional resources and technologies to support the learning of mathematics.
 - C) develops appropriate lesson plans that incorporate curriculum and instructional strategies with individualized education goals and benchmarks.
 - D) evaluates general curricula and determines the scope and sequence of the academic content area of mathematics.
 - E) utilizes resources and materials that are developmentally and functionally valid.
 - F) applies principles of instruction for generalized math skills to teaching domestic, community, school, recreational or vocational skills that require mathematics.
 - G) plans and implements individualized, systematic instructional programs to teach priority mathematic skills.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- H) incorporates the Illinois Learning Standards in areas of mathematics in the development of instruction and IEPs.
- c) Reading

The competent special education teacher has a general understanding of reading and reading instruction and knows how to assess, teach and support the education of students with disabilities.

 - 1) Knowledge Indicators – The competent special education teacher:
 - A) knows theoretical models and philosophies of reading education and their relevance to instruction.
 - B) knows the scope and sequences for reading instruction at all developmental levels.
 - C) understands, respects and values cultural, linguistic and ethnic diversity and knows how these differences can influence learning to read.
 - D) understands the differences between reading skills and strategies and the role each plays in reading development.
 - E) knows a wide range of high-quality literature for students.
 - F) understands models of reading diagnosis that include students' proficiency with print conventions, word recognition and analysis, vocabulary, fluency, comprehension, self-monitoring and motivation.
 - G) knows a wide variety of informal and formal assessments of reading, writing, spelling and oral language.
 - H) is aware of a variety of individualized and group instructional interventions or programs for students with reading problems.
 - I) plans and models the use of comprehension strategies across content areas.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) Performance Indicators – The competent special education teacher:
 - A) adjusts reading instruction to meet the needs of diverse learners (e.g., gifted students, those for whom English is a second language, those with disabilities, and those who speak non-standard dialects).
 - B) locates, evaluates, and uses literature for readers of all abilities and ages.
 - C) uses various tools to estimate the readability of texts.
 - D) uses technology to support reading and writing instruction.
 - E) determines strengths and needs of individual students in the areas of reading, writing and spelling.
 - F) determines students' reading levels (independent, instructional, frustrational).
 - G) gathers and interprets information for diagnosis of the reading problems of individual students.
 - H) develops individual educational plans for students with severe learning problems related to literacy.
 - I) interprets and explains diagnostic information for classroom teachers, families and other specialists to use in planning instructional programs.
 - J) designs, implements and evaluates appropriate reading programs for small groups and individuals.
 - K) incorporates the Illinois Learning Standards in areas of reading in the development of instruction and IEPs.
- d) Natural and Social Sciences
The competent special education teacher understands the fundamental concepts and principles related to the natural and social sciences.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) Knowledge Indicators – The competent special education teacher:
 - A) understands scientific investigation and inquiry skills across the sciences to conduct experiments and solve problems.
 - B) understands principles and procedures, including safety practices, related to the design and implementation of scientific investigations and the application of inquiry skills and processes to develop explanations of natural phenomena.
 - C) understands the relationship among the social science disciplines.
 - D) understands that science is a process involving observation, inference, and experimentation.
 - E) understands the relationship between the social sciences and other learning areas.
- 2) Performance Indicators – The competent special education teacher:
 - A) demonstrates and uses appropriate strategies to engage students in acquiring new knowledge through the use of scientific thinking and reasoning.
 - B) selects and uses a wide range of instructional resources, modes of inquiry and technologies to support learning in the natural and social sciences.
 - C) develops appropriate lesson plans that incorporate curriculum and instructional strategies with individualized education goals and benchmarks.
 - D) models the rights and responsibilities of citizenship in a democratic society.
 - E) models and teaches the appropriate use of scientific methods (e.g., gathering, organizing, mapping, interpreting, and analyzing).
 - F) incorporates the Illinois Learning Standards in areas of natural and social science in the development of instruction and IEPs.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

(Source: Amended at 44 Ill. Reg. _____, effective _____)

SUBPART C: ADDITIONAL TEACHING FIELDS

Section 27.400 Agricultural Education

~~Standards Effective Before and After October 1, 2024.~~ By October 1, 2024, all candidates for an endorsement in Agricultural Education will be required to complete a program aligned to the Standards for School-Based Agricultural Education Teacher Preparation Programs (2017), published by the American Association for Agricultural Education, and available at <http://aaaeonline.org/Standards-for-Teacher-Preparation>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2024, ~~October 1, 2024~~ are as follows:

- a) The competent agricultural education teacher understands the foundations of work, the career development process, occupational skill standards, and workplace skill requirements.
 - 1) Knowledge Indicators – The competent agricultural education teacher:
 - A) understands the history, organization, and future of work and how work relates to needs and functions of the economy and society.
 - B) understands career development concepts, the relationship between work and learning, and the career planning process.
 - C) understands the use of the relevant Illinois Occupational Skill Standards in the development of curriculum (see "Agriculture Machinery Service Technician" (2001), "Agriculture Sales and Marketing Cluster" (2001), "Floristry Cluster" (1997), "Greenhouse/Nursery Cluster" (1997), "Landscape Technician Cluster" (2002), "Swine Production Cluster" (2000), "Retail Garden Center Cluster" (1997), and "Row Crop Production Cluster" (2000), all published by the Illinois Occupational Skill Standards and Credentialing Council, 2450 Foundation Drive, Springfield IL 62703-5432; no later editions or revisions are incorporated).
 - 2) Performance Indicators – The competent agricultural education teacher:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) relates workplace cultural expectations to workplace skills.
 - B) develops partnerships with members of the business community to provide learning opportunities for students.
 - C) provides advice in the career planning process.
 - D) selects appropriate skill standards for the program areas.
- b) The competent agricultural education teacher demonstrates the ability to plan, deliver, and evaluate instruction based upon knowledge of subject matter in the field; student organizations; student, community and work needs; curriculum goals; and findings of educational research.
- 1) Knowledge Indicators – The competent agricultural education teacher:
 - A) understands pedagogy unique to the discipline.
 - B) understands the rationale for integrating student organizations' activities into the curriculum.
 - C) understands professional literature relating to specific content area and to workplace needs.
 - D) understands economic/socio-economic conditions, patterns of business development, and changing labor and career opportunities and their impact on the relevancy of classroom instruction.
 - 2) Performance Indicators – The competent agricultural education teacher:
 - A) utilizes appropriate pedagogy unique to the individual discipline within career and technical education.
 - B) creates learning environments and classroom activities that develop life/workplace skills and knowledge in the discipline.
 - C) identifies and utilizes educational research findings that justify teaching strategies.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- D) applies curricular content and processes in order to achieve the goals of student organizations.
 - E) applies post-secondary admission standards and occupational skill standards when designing curriculum and assessment.
 - F) designs appropriate assessment plans for students.
 - G) develops collaborative partnerships with students, colleagues, community members, business/industry, and parents to maximize resources.
 - H) participates in appropriate professional organizations and develops a plan for continued personal and professional growth.
 - I) plans, organizes, and manages laboratories/technical facilities for instruction that meet diverse needs of students (i.e., safety, inventory, filing, requisitioning equipment and materials, maintenance, budgeting).
 - J) implements laws and policies relating to safe environments and incorporates appropriate safety standards, healthy practices, and ergonomic needs.
- c) The competent agricultural education teacher understands the process of reading and demonstrates instructional abilities to teach reading in the content area of agricultural education.
- 1) Knowledge Indicators – The competent agricultural education teacher:
 - A) understands that the reading process is the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation.
 - B) recognizes the relationships among the four language arts (reading, writing, listening, and speaking), and knows how to provide opportunities to integrate these through instruction.
 - C) understands how to design, select, modify and evaluate

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

materials in terms of the reading needs of the learner.

- D) understands the importance of and encourages the use of literature for adolescents in the curriculum and for independent reading.
 - E) understands the relationship between oral and silent reading.
 - F) understands the role of subject-area vocabulary in developing reading comprehension.
 - G) understands the importance of the unique study strategies required of the specific content area in developing reading comprehension.
 - H) understands the importance of the relationship between assessment and instruction in planning.
- 2) Performance Indicators – The competent agricultural education teacher:
- A) plans and teaches lessons for students that develop comprehension of content-area materials through instructional practices that include analyzing critically, evaluating sources, synthesizing, and summarizing material.
 - B) plans and teaches lessons on how to monitor comprehension and correct confusions and misunderstandings that arise during reading.
 - C) plans and models use of comprehension strategies before, during, and after reading of text.
 - D) provides opportunities for students to develop content-area vocabulary through instructional practices that develop connections and relationships among words, use of context clues, and understanding of connotative and denotative meaning of words.
 - E) plans and teaches lessons that encourage students to write about the content read in order to improve understanding.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- F) plans and teaches lessons to help students develop study strategies that include previewing and preparing to read text effectively, recognizing organizational patterns unique to informational text, and using graphic organizers as an aid for recalling information.
 - G) plans and teaches units that require students to carry out research or inquiry using multiple texts, including electronic resources.
 - H) provides continuous monitoring of students' progress through observations, work samples, and various informal reading assessments.
 - I) analyzes and evaluates the quality and appropriateness of instructional materials in terms of readability, content, length, format, illustrations, and other pertinent factors.
 - J) promotes the development of an environment that includes classroom libraries that foster reading.
- d) The competent agricultural education teacher understands the curriculum in the area of agricultural science.
- 1) Knowledge Indicators – The competent agricultural education teacher:
 - A) understands scientific principles and the scientific method of investigation.
 - B) understands biological concepts and principles in the animal sciences.
 - C) understands biological concepts and principles of agronomic crops.
 - D) understands characteristics, components, and properties of soil.
 - 2) Performance Indicators – The competent agricultural education teacher:
 - A) directs students' experimentation, following the scientific method of investigation.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) applies biological concepts and principles to agricultural management practices for animals.
 - C) applies biological concepts and principles to agricultural management practices for plants.
 - D) applies characteristics, components, and properties of soil to management practices of drainage, irrigation, soil testing, and conservation.
- e) The competent agricultural education teacher understands the curriculum in the area of agricultural mechanization.
- 1) Knowledge Indicators – The competent agricultural education teacher:
 - A) understands agricultural power.
 - B) understands agricultural surveying.
 - C) understands agricultural electricity.
 - D) understands agricultural structures.
 - E) understands agricultural machinery.
 - F) understands agricultural construction processes.
 - G) understands agricultural technology.
 - 2) Performance Indicators – The competent agricultural education teacher:
 - A) applies concepts of agricultural power to the repair of engines and machinery.
 - B) uses surveying equipment in agricultural applications.
 - C) applies knowledge of electricity to installation and repair of electrical systems.
 - D) applies knowledge of structures to agricultural applications.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- E) applies skills in repairing and maintaining agricultural machinery.
 - F) applies skills in carpentry, masonry, and plumbing to agricultural construction.
 - G) uses technology in agricultural applications.
- f) The competent agricultural education teacher understands the curriculum in the area of agricultural business.
 - 1) Knowledge Indicators – The competent agricultural education teacher:
 - A) understands agricultural marketing and economics.
 - B) understands the concepts of agricultural sales and service.
 - C) understands principles of entrepreneurship.
 - D) understands economic policies and how they influence agriculture.
 - 2) Performance Indicators – The competent agricultural education teacher:
 - A) applies principles of marketing and economics in agricultural business operations.
 - B) applies strategies for effective sales and service in agricultural applications.
 - C) applies entrepreneurship principles to the development and operation of an agricultural business.
 - D) analyzes economic policies and their influence on agriculture.
- g) The competent agricultural education teacher understands the curriculum in the area of horticulture.
 - 1) Knowledge Indicators – The competent agricultural education teacher:
 - A) understands plant systems.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) understands plant propagation.
 - C) understands integrated pest management.
 - D) understands greenhouse management.
 - E) understands fruit and vegetable crops.
 - F) understands floral design.
 - G) understands landscaping.
 - H) understands turf management.
- 2) Performance Indicators – The competent agricultural education teacher:
- A) applies principles of plant growth and reproduction to the cultivation of horticultural plants.
 - B) uses approved procedures for propagating horticultural plants.
 - C) uses integrated pest management practices to control horticultural plant pests.
 - D) operates a greenhouse facility for the production of plants.
 - E) uses proven methods for the production of fruit and vegetable crops.
 - F) applies principles of floral design to create floral arrangements.
 - G) applies principles of landscaping to design, plant, and maintain landscaped areas.
 - H) applies principles of turf management to the production and maintenance of turf.
- h) The competent agricultural education teacher understands the curriculum in the area of agricultural resources.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) Knowledge Indicators – The competent agricultural education teacher:
 - A) understands the relationship among agriculture, the environment, and society.
 - B) understands the role of forest and agricultural management in protecting habitats and species.
 - C) understands land-use issues in agriculture.
- 2) Performance Indicators – The competent agricultural education teacher:
 - A) applies principles of ecology in agricultural resource management.
 - B) applies principles of conservation in protecting habitats and species.
 - C) applies knowledge of land use to agricultural applications.
- i) The competent agricultural education teacher is able to develop and implement a comprehensive agriculture program reflective of student, community, and industry interaction.
 - 1) Knowledge Indicators – The competent agricultural education teacher:
 - A) understands the development and effective use of advisory councils in the agriculture program.
 - B) understands agricultural literacy programs from kindergarten through the adult level.
 - C) understands the development of partnerships with constituent support groups.
 - D) understands students' and industry's needs in career and technical education.
 - 2) Performance Indicators – The competent agricultural education teacher:
 - A) establishes an active advisory council for the agriculture program.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) conducts agricultural literacy activities for K-adult populations.
 - C) develops partnerships with constituent support groups.
 - D) develops programs to meet students' and industry's needs in career and technical education.
- j) The competent agricultural education teacher understands the principles of leadership and applies that knowledge through the activities of the Future Farmers of America (FFA), an agricultural education students' organization.
- 1) Knowledge Indicators – The competent agricultural education teacher:
 - A) understands the development of student development activities in the FFA.
 - B) understands the development of chapter development activities in the FFA.
 - C) understands the development of community development activities in the FFA.
 - 2) Performance Indicators – The competent agricultural education teacher:
 - A) advises students in planning and conducting student development activities.
 - B) advises students in planning and conducting chapter development activities.
 - C) advises students in planning and conducting community development activities.
- k) The competent agricultural education teacher understands and provides individual career experiences through experiential learning in Supervised Agricultural Experiences (SAEs).
- 1) Knowledge Indicators – The competent agricultural education teacher:
 - A) understands that SAEs are to be planned and comprehensive.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) understands that SAEs are linked to the curriculum and a career.
 - C) understands that SAEs are individualized and student-managed.
 - D) understands that SAEs are documented by using recordkeeping and analysis.
 - E) understands that SAEs allow students to receive recognition.
- 2) Performance Indicators – The competent agricultural education teacher:
- A) assists students in developing planned and comprehensive SAEs.
 - B) assists students in selecting an SAE linked to the curriculum and a career.
 - C) assists students in managing their individualized SAEs.
 - D) supervises SAEs and assists with recordkeeping and analysis.
 - E) provides opportunities for recognition of student SAEs.
- 1) The competent agricultural education teacher understands appropriate instructional strategies for integrating the unique components of a comprehensive agricultural education program, including FFA, SAE, classroom and laboratory instruction, and adult education.
- 1) Knowledge Indicators – The competent agricultural education teacher:
- A) understands the methods and strategies used in teaching the unique instructional areas of agriculture education, including FFA and SAE.
 - B) understands the references and resources used in teaching agricultural education.
 - C) understands the development of effective adult education programs.
- 2) Performance Indicators – The competent agricultural education teacher:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) uses a variety of methods and strategies in teaching agriculture.
- B) develops a library of references and resources for teaching agriculture.
- C) develops an effective adult education program.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 27.410 Business, Marketing, and Computer Education

~~Standards Effective Before and After October 1, 2024.~~ By October 1, 2024, all candidates for an endorsement in Business, Marketing, and Computer Education will be required to complete a program aligned to the National Standards for Business Education (2013), published by the National Business Education Association, 1914 Association Drive, Reston VA 02191, and available at <https://www.nbea.org/newsite/curriculum/guide/guide.html>. ~~<https://www.nbea.org/newsite/curriculum/standards/index.html>, or the Eligibility Procedures and Accreditation Standards for Business Accreditation published by the Association to Advance Collegiate Schools of Business, 777 S. Harbour Island Boulevard, Suite 750, Tampa FL 33602, and available at <http://caepnet.org/accreditation/caep-accreditation/caep-accreditation-resources/national-specialized-accreditors>.~~ (No later amendments to or editions of either of these guidelines are incorporated.) The standards effective until September 30, 2024, ~~October 1, 2024~~ are as follows:

- a) The competent business, marketing, and computer education teacher understands the foundations of work, the career development process, occupational skill standards, and workplace skill requirements.
 - 1) Knowledge Indicators – The competent business, marketing, and computer education teacher:
 - A) understands the history, organization, and future of work and how work relates to needs and functions of the economy and society.
 - B) understands career development concepts, the relationship between work and learning, and the career planning process.
 - C) understands the use of the relevant Illinois Occupational Skill Standards in the development of curriculum (see "Accounting

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Services Cluster" (2001), "Administrative Support Cluster" (1999), "Court Reporter/Captioner" (2000), "Information Processing Cluster" (1997), "Insurance Cluster" (2001), "Legal Office Cluster" (1998), and "Medical Office Cluster" (1998), all published by the Illinois Occupational Skill Standards and Credentialing Council, 2450 Foundation Drive, Springfield IL 62703-5432; no later editions or revisions are incorporated).

- 2) Performance Indicators – The competent business, marketing, and computer education teacher:
 - A) relates workplace cultural expectations to workplace skills.
 - B) develops partnerships with members of the business community to provide learning opportunities for students.
 - C) provides advice in the career planning process.
 - D) selects appropriate skill standards for the program areas.
- b) The competent business, marketing, and computer education teacher demonstrates the ability to plan, deliver, and evaluate instruction based upon knowledge of subject matter in the field; student organizations; student, community and work needs; curriculum goals; and findings of educational research.
 - 1) Knowledge Indicators – The competent business, marketing, and computer education teacher:
 - A) understands pedagogy unique to the discipline.
 - B) understands the rationale for integrating student organizations' activities into the curriculum.
 - C) understands professional literature relating to specific content area and to workplace needs.
 - D) understands economic/socio-economic conditions, patterns of business development, and changing labor and career opportunities and their impact on the relevancy of classroom instruction.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) Performance Indicators – The competent business, marketing, and computer education teacher:
 - A) utilizes appropriate pedagogy unique to the individual discipline within career and technical education.
 - B) creates learning environments and classroom activities that develop life/workplace skills and knowledge in the discipline.
 - C) identifies and utilizes educational research findings that justify teaching strategies.
 - D) applies curricular content and processes in order to achieve the goals of student organizations.
 - E) applies post-secondary admission standards and occupational skill standards when designing curriculum and assessment.
 - F) designs appropriate assessment plans for and by students.
 - G) develops collaborative partnerships with students, colleagues, community, business/industry, and parents to maximize resources.
 - H) participates in appropriate professional organizations and develops a plan for continued personal and professional growth.
 - I) plans, organizes, and manages laboratories/technical facilities for instruction that meet diverse needs of students (i.e., safety, inventory, filing, requisitioning equipment and materials, maintenance, budgeting).
 - J) implements laws and policies relating to safe environments and incorporates appropriate safety standards, healthy practices, and ergonomic needs.
- c) The competent business, marketing, and computer education teacher understands the process of reading and demonstrates instructional abilities to teach reading in the content area of business, marketing, and computer

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

education.

- 1) Knowledge Indicators – The competent business, marketing, and computer education teacher:
 - A) understands that the reading process is the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation.
 - B) recognizes the relationships among the four language arts (reading, writing, listening, and speaking), and knows how to provide opportunities to integrate these through instruction.
 - C) understands how to design, select, modify, and evaluate materials in terms of the reading needs of the learner.
 - D) understands the importance of and encourages the use of literature for adolescents in the curriculum and for independent reading.
 - E) understands the relationship between oral and silent reading.
 - F) understands the role of subject-area vocabulary in developing reading comprehension.
 - G) understands the importance of the unique study strategies required of the specific content area in developing reading comprehension.
 - H) understands the importance of the relationship between assessment and instruction in planning.
- 2) Performance Indicators – The competent business, marketing, and computer education teacher:
 - A) plans and teaches lessons for students that develop comprehension of content-area materials through instructional practices that include analyzing critically, evaluating sources, synthesizing, and summarizing material.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) plans and teaches lessons on how to monitor comprehension and correct confusions and misunderstandings that arise during reading.
 - C) plans and models use of comprehension strategies before, during, and after reading of text.
 - D) provides opportunities for students to develop content-area vocabulary through instructional practices that develop connections and relationships among words, use of context clues, and understanding of connotative and denotative meaning of words.
 - E) plans and teaches lessons that encourage students to write about the content read in order to improve understanding.
 - F) plans and teaches lessons to help students develop study strategies that include previewing and preparing to read text effectively, recognizing organizational patterns unique to informational text, and using graphic organizers as an aid for recalling information.
 - G) plans and teaches units that require students to carry out research or inquiry using multiple texts, including electronic resources.
 - H) provides continuous monitoring of students' progress through observations, work samples, and various informal reading assessments.
 - I) analyzes and evaluates the quality and appropriateness of instructional materials in terms of readability, content, length, format, illustrations, and other pertinent factors.
 - J) promotes the development of an environment that includes classroom libraries that foster reading.
- d) The competent business, marketing, and computer education teacher understands computational and accounting principles and practices.
- 1) Knowledge Indicators – The competent business, marketing, and

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

computer education teacher:

- A) understands the various steps of the accounting cycle for a proprietorship, partnership, and corporation.
 - B) understands assets, liabilities, and owner's equity according to generally accepted accounting principles.
 - C) understands accounting principles as they apply to ownership, payroll, income taxation, and managerial systems.
 - D) understands computational and algebraic operations.
- 2) Performance Indicators – The competent business, marketing, and computer education teacher:
- A) prepares, interprets, and analyzes financial statements using manual and computerized systems.
 - B) applies appropriate accounting principles to various forms of ownership payroll, income taxation, and managerial systems.
 - C) uses planning and control principles to evaluate the performance of an organization and applies differential analysis and present value concepts to make decisions.
 - D) uses statistical analysis to interpret consumer and business data to solve problems.
- e) The competent business, marketing, and computer education teacher understands content related to economics and consumer economics.
- 1) Knowledge Indicators – The competent business, marketing, and computer education teacher:
- A) understands the basic features of different economic systems.
 - B) understands the major features of the U.S. economy.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) understands the role of exchange and money in an economic system.
 - D) understands the role of government in an economic system, especially the role of government in the U.S. economy.
 - E) understands the role of international trade and investment and international monetary relations in the global economy.
 - F) understands the different consumer agencies that address consumer issues and concerns.
- 2) Performance Indicators – The competent business, marketing, and computer education teacher:
- A) identifies opportunity costs and trade-offs involved in making choices about how to use scarce economic resources.
 - B) explains why societies develop economic systems.
 - C) describes the effect of interdependence on economic activity.
 - D) describes different types of competitive structures and illustrates the role of competitive markets in the U.S. and other economies.
 - E) examines the importance of economic relationships among nations.
 - F) applies problem-solving skills to consumer economic principles of purchasing auto, health, and life insurance, food, clothing, and recreation.
 - G) demonstrates financial decision making in the areas of budgeting and investing (stock market, precious metals, jewelry, and collectibles), and taxes.
 - H) chooses among checking and savings options offered by banks and credit unions.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- f) The competent business, marketing, and computer education teacher understands the principles of marketing, entrepreneurship, management, law, and international business.
 - 1) Knowledge Indicators – The competent business, marketing, and computer education teacher:
 - A) understands external business factors' impact on marketing.
 - B) understands the principles of the four Ps of marketing (product, price, place, promotion).
 - C) understands the role of marketing and its impact on individuals, businesses, and society.
 - D) understands the basic tenets of management theories and why they are important.
 - E) understands the importance of the basic tenets of management theories in the successful operation of the organization.
 - F) understands various organizational structures and the advantages and disadvantages of each.
 - G) understands the role of organized labor and its influences on government and business.
 - H) understands the relevance of generally accepted operations management principles and procedures in order to be able to design an operations plan.
 - I) understands the relationship between ethics and the law, the sources of the law, the structure of the court system, the different classifications of procedural law, and the different classifications of substantive law.
 - J) understands the relationships among contract law, law of sales, and consumer law.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- K) understands the role and importance of agency law and employment law as they relate to the conduct of business in the national and international marketplaces.
 - L) understands legal rules that apply to personal property and real property.
 - M) understands the advancements in computer technology and how they affect areas such as property law, contract law, criminal law, and international law.
 - N) understands international business related to ethics, finance, management, marketing, import/export trade concepts, communication/culture, and the environment.
- 2) Performance Indicators – The competent business, marketing, and computer education teacher:
- A) develops a marketing plan using the principles of the four Ps of marketing.
 - B) applies forecasting principles to marketing data.
 - C) illustrates how the functions of management are implemented and explains why they are important.
 - D) analyzes financial data influenced by internal and external factors in order to make long-term and short-term management decisions.
 - E) describes the activities of human resource managers.
 - F) develops and uses general managerial skills such as time management, technology, networking, and entrepreneurial thinking.
 - G) applies the ethical considerations in education to various issues confronted by businesses.
 - H) identifies unique characteristics of an entrepreneur and evaluates the degree to which one possesses those

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

characteristics.

- I) applies economic concepts when making decisions for an entrepreneurial venture.
 - J) develops a business plan for an entrepreneurial venture.
- g) The competent business, marketing, and computer education teacher understands the principles of business communications and is able to apply them in oral, written, and electronic forms.
- 1) Knowledge Indicators – The competent business, marketing, and computer education teacher:
 - A) understands principles of appropriate oral, written, and electronic communications.
 - B) understands the effects of non-verbal communication.
 - 2) Performance Indicators – The competent business, marketing, and computer education teacher:
 - A) communicates in a clear, courteous, concise, and correct manner on personal and professional levels.
 - B) applies basic social communication skills in personal and professional situations.
 - C) uses technology to enhance the effectiveness of communications.
 - D) demonstrates proficiency in written and oral communication using manual and electronic methods.
- h) The competent business, marketing, and computer education teacher understands and applies basic concepts of keyboarding and computer applications.
- 1) Knowledge Indicator – The competent business, marketing, and computer education teacher understands learning principles as related to psychomotor skill development when learning keyboarding and computer applications.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) Performance Indicators – The competent business, marketing, and computer education teacher:
 - A) demonstrates keyboarding skills to enter and manipulate text and data with acceptable speed and accuracy, using appropriate techniques.
 - B) formats business documents according to industry standards.
 - C) selects and uses word processing, desktop publishing, database, spreadsheet, and presentation software.
 - D) uses computer systems to run software to access, generate, and manipulate data and to publish results.
 - E) evaluates the performance of hardware and software components of computer systems.
 - F) applies basic troubleshooting strategies as needed.
 - G) applies tools for enhancing professional growth and productivity.
 - H) uses technology in communicating, collaborating, conducting research, and solving problems.
 - I) plans and participates in activities that encourage lifelong learning and promote equitable, ethical, and legal use of computer/technology resources.
 - J) uses computers and related technologies to support instruction.
 - K) plans and delivers instructional units that integrate a variety of software applications and learning tools, all reflecting effective grouping and assessment strategies for diverse populations.
- i) In addition to the standards for all business, marketing, and computer education teachers set forth in this Section, those who specialize in the teaching of business computer programming shall be required to understand and demonstrate competence in computer technology, systems, and

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

programming as specified in this subsection (i).

- 1) Knowledge Indicators – The competent business, marketing, and computer education teacher:
 - A) understands the logic and abstraction of programming.
 - B) understands the societal issues of computing.
 - C) understands computer architecture and operating systems.
 - D) understands the theory of networking.
 - E) understands database management concepts.
- 2) Performance Indicators – The competent business, marketing, and computer education teacher:
 - A) designs, codes, enters, runs, and debugs computer programs.
 - B) differentiates among generations of programming languages.
 - C) analyzes the impact of computers on society and the environment.
 - D) configures, installs, and upgrades computer systems.
 - E) installs, upgrades, and customizes application software.
 - F) diagnoses and solves problems with various types of operating systems.
 - G) compares and contrasts network topologies.
 - H) plans and designs communication systems.
 - I) applies knowledge of protocol standards to solve connectivity problems.
 - J) creates, edits, adds, and deletes records using database management software.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- K) performs queries and create reports using database management software.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 27.420 English as a New Language (ENL), English as a Second Language (ESL), and Bilingual Education

~~Standards Effective Until October 1, 2024.~~ By October 1, 2024, all candidates for an endorsement in English as a New Language, English as a Second Language, or Bilingual Education will be required to complete a program aligned to the standards for initial Teachers of English to Speakers of Other Languages (TESOL) Pre-K-12 Teacher Preparation Programs (2018) /CAEP Standards for P-12 Teacher Education Programs (2017), published by the TESOL International Association, 1925 Ballenger Avenue, Suite 550, Alexandria VA 22314, and available at <https://www.tesol.org/advance-the-field/standards/tesol-caep-standards-for-p-12-teacher-education-programs>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2024, ~~October 1, 2024~~ are as follows:

- a) English as a New Language (ENL). As used in this Section "ENL teacher" refers to bilingual education teachers and teachers of English as a second language.
 - 1) Content Knowledge – The competent ENL teacher has a comprehensive command of the language of instruction, subject matter, methods of inquiry, and structure of the disciplines and creates learning experiences that make the content meaningful to all students while building on the students' linguistic and cultural diversity.
 - A) Knowledge Indicators – The competent ENL teacher:
 - i) understands the main concepts, assumptions, debates, principles and theories central to the teaching of students for whom English is a new language.
 - ii) understands how students' conceptual frameworks and previous experiences relate to a domain of knowledge and can influence their learning.
 - iii) understands the relationship between content-area

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

domains and instruction for ENL learners.

- iv) understands the process involved in second language acquisition and in learning content through a second language (ESL and bilingual teachers) and in learning content through a non-English language (bilingual teacher).
- v) understands the relationship between proficiency in English and the non-English language to life and career applications.
- vi) understands the structure of the English language (ESL and bilingual teachers) and the structure of the non-English language (bilingual teachers).

B) Performance Indicators – The competent ENL teacher:

- i) evaluates teaching resources and curriculum materials for their comprehensibility, inclusivity, accuracy and appropriateness for students for whom English is a new language.
- ii) uses differing viewpoints, theories, "ways of knowing," methods of inquiry, complexities of language and choices of language (bilingual teacher) in teaching subject matter concepts.
- iii) engages students in generating and testing knowledge using a variety of methods that are appropriate for students for whom English is a new language.
- iv) designs learning experiences to promote students' skills in the use of appropriate technologies in all areas of study.
- v) anticipates and adjusts instruction to facilitate optimal learning for all students, deliberately attempting to challenge all students and holding them to high expectations.

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- vi) uses a variety of instructional strategies, including language scaffolding and various modalities of learning to help students develop in-depth conceptual understanding and applications of subject matter.
 - vii) facilitates learning experiences that make connections to English, students' proficiency in two or more languages, other content areas and life and career experiences.
 - viii) considers the students' native language, prior knowledge and educational background in the design, planning and delivery of instruction for ENL learners.
 - ix) facilitates students' transfer of knowledge and strategies from one language to another.
- 2) Human Development – The competent ENL teacher understands how individuals grow, develop, and learn and provides effective learning opportunities that support the intellectual, social, linguistic and personal development of all students.
 - A) Knowledge Indicators – The competent ENL teacher:
 - i) understands that students construct knowledge, acquire skills and develop habits of mind through the use of their native language and through a second language.
 - ii) understands that factors such as the students' cultures, socioeconomic status, previous experiences and emotional and cognitive development can influence learning.
 - iii) understands that human development, the neural system and the range of individual variation within each domain are mediated by language and culture.
 - iv) understands how the acculturation process affects students' development.

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- v) understands that educational systems vary and that differences in approaches to learning and performance interact with development.
 - vi) understands how to include student development factors and the students' social, cultural and educational backgrounds in order to make appropriate instructional decisions and promote a multicultural school climate.
- B) Performance Indicators – The competent ENL teacher:
 - i) analyzes individual and group performance in order to design instruction that meets learners' current needs.
 - ii) provides opportunities for students to reflect and build upon their prior knowledge to gain in-depth academic knowledge, concepts, skills, cultural competence and language proficiency in English and the non-English language.
 - iii) introduces concepts and principles at different levels of competency, taking into consideration language and culture so that the concepts and principles are meaningful to students at their varying levels of development and need.
 - iv) incorporates students' home language and culture in the design, planning, and implementation of a multicultural school climate.
- 3) Diversity – The competent ENL teacher understands how students differ in their approaches to learning based on their cultural backgrounds and individual experiences and creates instructional opportunities that are adapted to diverse learners.
 - A) Knowledge Indicators – The competent ENL teacher:
 - i) understands various disabilities as they may affect the learning of students from culturally diverse

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

backgrounds.

- ii) understands how individual experiences, talents, prior knowledge, language, culture and family and community values influence students' learning.
- iii) understands differences in approaches to learning and performance, including different learning styles, multiple intelligences and performance modes.
- iv) understands cultural dynamics and community diversity through a well-grounded framework.
- v) understands the process of acculturation and the instructional strategies that can be used to facilitate the learning of culture for all students.

B) Performance Indicators – The competent ENL teacher:

- i) creates a learning community in which individual and cultural differences are respected and celebrated.
- ii) uses multiple cultural perspectives and individual students' experiences to inform and enrich instruction.
- iii) makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for all students based on their individual learning differences or needs.
- iv) seeks and uses information about students' families, culture and communities as a basis for connecting instruction to students' experiences.
- v) identifies when and how to access appropriate services or resources to assist students with exceptional learning needs.

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- vi) uses strategies to mediate cross-cultural conflicts and teach collaborative skills to students.
 - vii) evaluates and uses appropriate materials that feature multiple perspectives and authentic information and that are free of bias.
 - viii) implements instructional experiences that facilitate students' adaptation to U.S. society while validating and maintaining the students' own cultures.
- 4) Planning and Instruction – The competent ENL teacher understands instructional planning and designs instruction based upon knowledge of the discipline, educational materials, technology, diversity of the community and curriculum goals.
 - A) Knowledge Indicators – The competent ENL teacher:
 - i) understands the Illinois Learning Standards (see 23 Ill. Adm. Code 1.Appendix D), curriculum development, subject-area content, learning theory, language acquisition and student development and knows how to incorporate this knowledge in planning and instruction.
 - ii) understands how to develop short- and long-range plans consistent with curriculum goals, learners' diversity (including linguistic and cultural aspects) and learning theory.
 - iii) understands how to take into account the students' language proficiency, interests and career needs in planning instruction.
 - iv) understands when and how to adjust plans based on students' responses and other contingencies, such as prior content-area knowledge and level of English proficiency.
 - v) understands how to integrate technology into classroom instruction and student assessment.

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- vi) understands how to review and evaluate instructional materials.
 - vii) understands that a student's native language is a valuable tool for advancing learning.
 - viii) understands how to use the student's native language to advance learning (bilingual teacher).
- B) Performance Indicators – The competent ENL teacher:
- i) establishes high expectations for students' learning in content areas, in English (ESL and bilingual teacher) and in the non-English language (bilingual teacher).
 - ii) applies principles of scope and sequence when planning curriculum and instruction.
 - iii) creates short- and long-term plans to achieve expectations for student learning.
 - iv) creates multiple learning activities that allow for variation in students' learning styles, performance modes and levels of English language proficiency.
 - v) incorporates students' multicultural experiences into instructional practices that relate to the students' current life experiences and to future career and work experiences.
 - vi) creates approaches to learning that are interdisciplinary and address various modalities of learning.
 - vii) develops plans based on students' responses and provides for different pathways based on students' needs.
 - viii) uses teaching resources and materials that are inclusive and non-biased and that have been evaluated for accuracy and usefulness.

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- ix) accesses and uses a wide range of information, instructional technologies, and approaches in assessment and instruction.
 - x) creates the opportunity for meaningful communication that allows students to interact with subject matter while building proficiency in English (ESL and bilingual teachers) and the non-English language (bilingual teachers).
 - xi) uses content as a means for language learning and language development.
 - xii) creates real-world experiences for students.
 - xiii) provides meaningful classroom experiences that are developmentally appropriate for ENL students who have exceptional needs.
- 5) Learning Environment – The competent ENL teacher understands the use of individual and group motivation and behavior to establish a caring, inclusive, safe and linguistically and culturally rich community of learning.
- A) Knowledge Indicators – The competent ENL teacher:
- i) understands principles of and strategies for effective classroom management by minimizing inter- and intra- group friction and fostering understanding and respect among all cultural groups.
 - ii) understands how individuals influence groups and how groups function in a multicultural environment.
 - iii) understands how to help students work cooperatively and productively in groups so that all students feel empowered.
 - iv) understands cultural and linguistic factors that influence motivation and engagement in the learning process to help students become self-motivated.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) Performance Indicators – The competent ENL teacher:
- i) creates an atmosphere where students from linguistically and culturally diverse backgrounds feel welcomed, valued, respected, confident and challenged.
 - ii) uses strategies to create a smoothly functioning learning community in which culturally and linguistically diverse students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities.
 - iii) analyzes the classroom environment to enhance social relationships, students' motivation, mutual respect, cooperation and support for students from linguistically and culturally diverse backgrounds.
 - iv) organizes, allocates, and manages time, materials, and physical space in order to engage all students in productive tasks.
- 6) Instructional Delivery – The competent ENL teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills in the learning of both content and languages.
- A) Knowledge Indicators – The competent ENL teacher:
- i) understands the cognitive processes associated with various kinds of learning and how these processes can be encouraged in students for whom English is a new language.
 - ii) understands principles, advantages and limitations of various instructional strategies as applied to all content areas and learning styles.
 - iii) understands how to facilitate learning through the use

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

of a wide variety of materials as well as human and technological resources for ENL students.

- iv) understands the disciplinary and interdisciplinary approaches to learning as applied to individual instruction and how they relate to life and career experiences for ENL students.

B) Performance Indicators – The competent ENL teacher:

- i) evaluates how to achieve learning goals and make instructional modifications to meet students' needs.
- ii) uses appropriate teaching and learning strategies in English (ESL and bilingual teacher) and the students' native language (bilingual teacher) to engage students in active learning opportunities that promote the development of critical thinking, problem solving and performance capabilities that help students assume responsibility for identifying and using learning resources.
- iii) monitors and adjusts strategies in response to learners' feedback.
- iv) varies his/her role in the instructional process as instructor, facilitator, coach or audience in relation to the content and purposes of instruction and the needs of students.
- v) diversifies instruction to meet the needs of a culturally and linguistically diverse student body.
- vi) uses a wide range of appropriate technologies to enhance students' learning and to build students' competencies and confidence in the use of these devices.
- vii) develops curriculum that demonstrates an interconnection among subject areas, English proficiency and students' bilingualism that reflects life

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

and career possibilities.

- 7) Communications – The competent ENL teacher uses knowledge of effective written, verbal, nonverbal and visual communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

A) Knowledge Indicators – The competent ENL teacher:

- i) understands communication theory, language development and the role of language learning as it pertains to first and second language acquisition.
- ii) understands how cultural and gender differences can affect communication in the classroom.
- iii) understands the social, intellectual and political implications of language use.
- iv) understands the importance of audience and purpose when selecting ways to communicate appropriately in both academic and social settings.
- v) understands that literacy is a developmental process and a necessary aspect of first and second language learning.
- vi) understands approaches, methodologies and strategies that promote first and second language acquisition.
- vii) understands that language acquisition is a constructive process and that language learning is an interactive process.

B) Performance Indicators – The competent ENL teacher:

- i) models accurate, effective communication when conveying ideas and information and when asking questions and responding to students in the language of instruction.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- ii) develops and effectively uses appropriate levels of instruction.
 - iii) uses effective questioning techniques and stimulates discussion using the language of instruction for specific instructional purposes.
 - iv) creates and modifies the learning environment to enable linguistically diverse students to use effective written, verbal, nonverbal and visual communication in English (ESL and bilingual teacher) and the non-English language (bilingual teacher).
 - v) models culturally sensitive behavior when practicing effective listening, conflict resolution and group-facilitation skills.
 - vi) uses a variety of communicative tools to make language comprehensible and to lower anxiety when eliciting student expression.
 - vii) provides learning experiences that use conventional and technological means of communication.
- 8) Assessment – The competent ENL teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.
- A) Knowledge Indicators – The competent ENL teacher:
- i) understands how to assess how well students are meeting the Illinois Learning Standards (see 23 Ill. Adm. Code 1. Appendix D).
 - ii) understands the purposes, characteristics and limitations of different kinds of assessments for students for whom English is a new language.
 - iii) understands measurement theory and assessment-related issues such as validity, reliability, bias and

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

scoring.

- iv) understands how to use assessment results to reflect on and modify teaching.
- v) understands how to select, construct and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction in English (ESL and bilingual teacher) and the non-English language (bilingual teacher).

B) Performance Indicators – The competent ENL teacher:

- i) appropriately uses assessment results to diagnose learning difficulties and design teaching strategies to meet the learning needs of students for whom English is a new language.
- ii) uses a variety of formal and informal assessments to evaluate the understanding, progress and performance of the individual student and the class as a whole.
- iii) involves students in self-assessment activities to help them become aware of their strengths and needs and encourage them to establish goals for learning.
- iv) maintains useful and accurate records of students' work and performance and communicates students' progress knowledgeably and responsibly to students, parents and colleagues.
- v) uses appropriate technologies to monitor and assess students' progress.
- vi) involves students in appropriate instructional activities that allow for the assessment and development of social skills.

- 9) Collaborative Relationships – The competent ENL teacher understands the role of the community in education and develops and maintains

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

collaborative relationships with colleagues, parents/guardians, and the community to support students' learning and well-being.

- A) Knowledge Indicators – The competent ENL teacher:
 - i) understands the community the school serves to better communicate with parents.
 - ii) understands the benefits, barriers and techniques involved in establishing and fostering relationships with parents/families.
 - iii) understands school- and work-based learning environments and the need for collaboration with community businesses and agencies to promote cooperation among educational partners.
 - iv) understands collaborative skills that are necessary to interact on behalf of students.
- B) Performance Indicators – The competent ENL teacher:
 - i) fosters collaboration with others who affect the ways the system meets students' needs.
 - ii) creates forums and two-way communication vehicles to foster home and school links that build effective learning climates for ENL students and their families.
 - iii) seeks opportunities and develops relationships with parents, guardians, and extended family to acquire an understanding of the students' lives and culture.
 - iv) joins collaborative groups that form partnerships with local businesses and agencies to seek equitable learning opportunities for students.
 - v) uses a variety of means to communicate educational goals, standards and implications of instructional activities and student assessment results to parents, students, colleagues, collaborative partners, and the

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

educational community at large.

- vi) works with colleagues in an interdisciplinary manner to develop an integrative, pluralistic learning environment that values the background of all students.
- 10) Reflection and Professional Growth – The competent ENL teacher is a reflective practitioner who continually evaluates how his/her choices and actions affect culturally and linguistically diverse students and their parents and therefore seeks opportunities to grow professionally from interactions with students, their parents and other professionals.
- A) Knowledge Indicators – The competent ENL teacher:
- i) understands that reflection is an integral part of professional growth and improvement of instruction.
 - ii) understands how his/her own philosophy, culture and experiences affect the instruction of culturally and linguistically diverse learners.
 - iii) understands a variety of self-assessment strategies.
 - iv) understands the research in the field of ESL and bilingual education on language learning and on the cognitive/academic development of ENL learners.
 - v) understands where to find resources for professional development in the field.
 - vi) understands the need to continually analyze, evaluate, and use research-based best practices.
- B) Performance Indicators – The competent ENL teacher:
- i) uses classroom observation, ongoing assessment, pedagogical knowledge and research as sources for reflection, evaluation and revision of practice.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- ii) examines and evaluates his/her own strengths and weaknesses and employs that knowledge in planning for instruction.
 - iii) analyzes varied perspectives and keeps abreast of significant developments and debates in the field of teaching ENL learners.
 - iv) interacts with other professionals, explores new resources, studies the professional literature, participates in advanced educational programs, and contributes to the advancement of the profession of teaching ENL learners.
- 11) Professional Conduct and Leadership – The competent ENL teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve the learning and well-being of students for whom English is a new language.
 - A) Knowledge Indicators – The competent ENL teacher:
 - i) understands the unique characteristics of the bilingual/ESL education profession and the ethical considerations that apply to educators.
 - ii) understands the goals of diverse programs and services, how they are organized and how they operate within the local school context for ENL students.
 - iii) understands school and district policies and procedures for serving ENL students.
 - iv) understands the Illinois mandate for assessing and providing services to ENL learners.
 - v) understands the importance of active participation and leadership in professional education organizations.
 - B) Performance Indicators – The competent ENL teacher:
 - i) provides leadership to administrators and instructional

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

staff on ways to meet the needs of ENL learners for academic success and comfort in their new educational and social setting.

- ii) espouses the value of multilingualism and serves as an advocate for the appropriate use of the non-English language in the school setting.
- iii) seeks to ensure that proper identification, assessment, placement, referral and reclassification procedures are followed and that ENL students receive appropriate and equitable services and meaningful instruction.
- iv) advocates for equal access to extracurricular and enrichment activities for ENL learners and participates in and leads student organizations.
- v) engages families of ENL learners in ways that enable and empower them to advocate on their own behalf.
- vi) reviews existing structures and policies; challenges ideas, requirements, and curricular assumptions that may inhibit effectiveness, equity, school quality, and learning; and initiates and develops curricular and staff development projects and programs that enhance learning for ENL students.
- vii) contributes knowledge and expertise about teaching ENL learners to the profession and actively influences norms in the school, encouraging collaboration and professionalism within a multicultural context.
- viii) meets with local education agencies, professional organizations, and/or community organizations to advocate for ENL learners.
- ix) follows codes of professional conduct, school policy and procedures, respecting the boundaries of professional responsibilities when working with students, families, colleagues and community

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

organizations.

- b) English as a Second Language (ESL) (Beginning September 1, 2018) No later than September 1, 2018, all approved teacher preparation programs that offer coursework and clinical experiences leading to the receipt of an ESL/bilingual education endorsement shall submit the course of study for ESL and/or bilingual education with evidence that the program's or course's content is congruent with the standards identified in this Section. An application for approval of a new preparation program or course of study submitted on or after September 1, 2018, shall provide evidence of congruence with the standards identified in this Section. The standards set forth in this subsection (a) shall apply to ESL.

1) ESL Language and Literacy Domain

A) Language as a System – The competent ESL teacher:

- i) demonstrates an understanding of social and academic language to support English Learners (ELs) in their acquisition of English language and literacy across the content areas.
- ii) demonstrates understanding of language as a system, including phonology, morphology, semantics, syntax, discourse and pragmatics.

B) Language Acquisition and Development – The competent ESL teacher understands and applies theories and research in first and second language acquisition to support his or her ELs' English language and literacy development across content areas.

C) Language in Society – The competent ESL teacher is reflective and responsive regarding both his or her own beliefs and common assumptions about how policies and power shape and mutually interact with language use, attitudes and societal norms, and ultimately affect education for ELs.

2) ESL Culture Domain

A) Culture Research and Theory – The competent ESL teacher

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

demonstrates and applies knowledge of current research, principles and theories of culture applied to the context of teaching and learning.

- B) Cultural Awareness – The competent ESL teacher demonstrates an awareness of and reflects on his or her personal beliefs, socioeconomic and cultural background, and intercultural experiences.
 - C) Cultural Responsive Instruction – The competent ESL teacher understands the differences between home and school cultures and builds connections between them by implementing culturally and linguistically responsive strategies to support student achievement.
 - D) Culture and Language – The competent ESL teacher continually learns about his or her students' languages and the language variations and builds instruction on the cultural assets and backgrounds that students bring from their homes and communities.
 - E) Effects of Discrimination – The competent ESL teacher demonstrates and applies knowledge about the negative effects of prejudice, stereotyping and discrimination on teaching and learning.
- 3) ESL Instruction Domain
- A) Planning for Standards-based ESL and Content Instruction – The competent ESL teacher:
 - i) demonstrates knowledge of and applies concepts, research and best practices to plan classroom instruction in a supportive learning environment for ELs.
 - ii) demonstrates understanding of diverse international approaches to teaching language and content.
 - iii) plans age appropriate instruction for classrooms with students of various language proficiency levels and

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

diverse cultural and academic backgrounds.

- iv) utilizes appropriate pedagogy to plan instruction for students.
- v) demonstrates how to access and incorporate students' prior knowledge and experiences, including students' primary language, for instructional purposes.

B) Implementing and Managing Standards-based ESL and Content – The competent ESL teacher:

- i) Implements a variety of second language teaching strategies and approaches (guided by national and State ESL language learning standards) for developing and integrating academic English language in the listening, speaking, reading and writing domains.
- ii) Understands and provides access to the core curriculum, including through the use of the student's primary language.

C) Using Resources Effectively in ESL Instruction – The competent ESL teacher:

- i) Evaluates, selects and adapts a wide range of materials, resources and technologies that meet the content and language needs of ELs.
- ii) Uses materials, methods and approaches that are culturally responsive, linguistically and academically rigorous, and developmentally appropriate, including the use of primary language resources.

4) ESL Assessment Domain

- A) Issues of Assessment for ELs – The competent ESL teacher demonstrates knowledge and understanding of various assessment issues that affect ELs, such as accountability, reliability, validity, bias, special education testing, primary and

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

target language proficiency, language supports, and accommodations in all assessment situations.

- B) Language Proficiency Assessment – The competent ESL teacher demonstrates knowledge, understanding and application of a variety of language proficiency assessments to document students' language development, to inform teacher instruction, and to identify, place and reclassify ELs.
 - C) Content Subject and Classroom-based Assessments – The competent ESL teacher demonstrates knowledge, understanding and application of a variety of assessment tools and techniques that are valid and reliable for ELs in order to measure students' academic achievement, including accommodations for ELs' language proficiency levels, and inform teachers' content and language instruction in the classroom.
- 5) ESL Professionalism Domain
- A) ESL Research and History – The competent ESL teacher:
 - i) demonstrates knowledge of history, research and current policies and practices in the field of EL education and applies this knowledge to meeting the needs of ELs.
 - ii) demonstrates knowledge of both additive and subtractive theories of bilingual education and understands the effects of these practices on students, families and communities.
 - B) Professional Development, Partnerships and Advocacy – The competent ESL teacher participates in professional growth opportunities, collaborates and builds partnerships with other professionals and community organizations, and advocates for ELs.
 - C) Partnerships and Advocacy with Families – The competent ESL teacher:
 - i) demonstrates understanding of the benefits of

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

multilingualism and incorporates ELs' cultural and linguistic assets into their practice in order to help ELs be socially and academically successful.

- ii) demonstrates understanding of how to work collaboratively with families of ELs and communities to improve the learning environment, provide support, and advocate for ELs and their families.

- D) Empowerment – The competent ESL teacher demonstrates an understanding of the relationship between language and power.

- c) Bilingual Education (Beginning September 1, 2018) In addition to the standards listed in subsection (b), the standards set forth in this subsection (c) shall apply to bilingual education.

- 1) Bilingual Language and Literacy Domain
The competent bilingual education teacher demonstrates social and academic language competencies in both languages in order to maximize biliteracy and bicultural development in their students.

- 2) Bilingual Instruction Domain
Planning for Standards-based ESL and Content Instruction –
The competent bilingual education teacher:

- A) demonstrates the ability to properly assess content instruction in the primary and target language in order to make appropriate instructional decisions.
- B) demonstrates knowledge, understanding and application of a variety of assessment tools and techniques that are valid and reliable in the primary language of the student.
- C) knows and understands research-based models of bilingual education and their features, including components, goals, benefits, limitations, and factors that determine the implementation of a particular bilingual program in a school or district.
- D) is able to teach literacy in the primary language while

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

developing the EL's literacy in the target language by making appropriate instructional modifications across the curricula.

- E) demonstrates knowledge of selection of instructional materials for the bilingual classroom and ensures materials and resources are appropriate for the program model and local context.
- 3) Bilingual Assessment Domain
Issues of Assessment for ELs – The competent bilingual education teacher:
 - A) demonstrates the ability to properly assess content instruction in the primary and target language in order to make appropriate instructional decisions.
 - B) demonstrates knowledge, understanding and application of a variety of assessment tools and techniques that are valid and reliable in the primary language of the student.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 27.430 Family and Consumer Sciences

~~Standards Effective Before and After October 1, 2024.~~ By October 1, 2024, all candidates for an endorsement in Family and **Consumer Sciences** ~~Computer Science~~ will be required to complete a program aligned to the National Association for Teacher Educators of Family and Consumer Sciences (NATEFACS) (2018), published by the NATEFACS Accreditation Documents for Undergraduate Programs for Family and Consumer Science (2010), published by the American Association of Family and Consumer Sciences, 400 N. Columbus Street, Suite 202, Alexandria VA 22314, and available at <https://natefacs.org/contact.html> http://www.aafes.org/CredentialingCenter/acc_standards.asp. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until **September 30, 2024**, ~~October 1, 2024~~ are as follows:

- a) The competent family and consumer sciences teacher understands the foundations of work, the career development process, occupational skill standards, and workplace skill requirements.
 - 1) Knowledge Indicators – The competent family and consumer sciences teacher:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) understands the history, organization, and future of work and how work relates to needs and functions of the economy and society.
 - B) understands career development concepts, the relationship between work and learning, and the career planning process.
 - C) understands the use of the relevant Illinois Occupational Skill Standards in the development of curriculum (see "Foodservice Cluster" (1997), "Housekeeping Management Cluster" (2000), "Lodging Cluster" (2000), and "Meeting Professional Cluster" (2002), all published by the Illinois Occupational Skill Standards and Credentialing Council, 2450 Foundation Drive, Springfield IL 62703-5432; no later editions or revisions are incorporated).
- 2) Performance Indicators – The competent family and consumer sciences teacher:
- A) relates workplace cultural expectations to workplace skills.
 - B) develops partnerships with members of the business community to provide learning opportunities for students.
 - C) provides advice in the career planning process.
 - D) selects appropriate skill standards for the program areas.
- b) The competent family and consumer sciences teacher demonstrates the ability to plan, deliver, and evaluate instruction based upon knowledge of subject matter in the field; student organizations; student, community and work needs; curriculum goals; and findings of educational research.
- 1) Knowledge Indicators – The competent family and consumer sciences teacher:
- A) understands pedagogy unique to the discipline.
 - B) understands the rationale for integrating student organizations' activities into the curriculum.

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) understands professional literature relating to specific content area and to workplace needs.
 - D) understands economic/socio-economic conditions, patterns of business development, and changing labor and career opportunities and their impact on the relevancy of classroom instruction.
- 2) Performance Indicators – The competent family and consumer sciences teacher:
- A) utilizes appropriate pedagogy unique to the individual discipline within career and technical education.
 - B) creates learning environments and classroom activities that develop life/workplace skills and knowledge in the discipline.
 - C) identifies and utilizes educational research findings that justify teaching strategies.
 - D) applies curricular content and processes in order to achieve the goals of student organizations.
 - E) applies post-secondary admission standards and occupational skill standards when designing curriculum and assessment.
 - F) designs appropriate assessment plans for students.
 - G) develops collaborative partnerships with students, colleagues, community, business/industry, and parents to maximize resources.
 - H) participates in appropriate professional organizations and develops a plan for continued personal and professional growth.
 - I) plans, organizes, and manages laboratories/technical facilities for instruction that meet diverse needs of students (i.e., safety, inventory, filing, requisitioning equipment and materials, maintenance, budgeting).

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- J) implements laws and policies relating to safe environments and incorporates appropriate safety standards, healthy practices, and ergonomic needs.
- c) The competent family and consumer sciences teacher understands the process of reading and demonstrates instructional abilities to teach reading in the content area of family and consumer sciences.
 - 1) Knowledge Indicators – The competent family and consumer sciences teacher:
 - A) understands that the reading process is the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation.
 - B) recognizes the relationships among the four language arts (reading, writing, listening, and speaking), and knows how to provide opportunities to integrate these through instruction.
 - C) understands how to design, select, modify, and evaluate materials in terms of the reading needs of the learner.
 - D) understands the importance of and encourages the use of literature for adolescents in the curriculum and for independent reading.
 - E) understands the relationship between oral and silent reading.
 - F) understands the role of subject-area vocabulary in developing reading comprehension.
 - G) understands the importance of the unique study strategies required of the specific content area in developing reading comprehension.
 - H) understands the importance of the relationship between assessment and instruction in planning.
 - 2) Performance Indicators – The competent family and consumer sciences teacher:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) plans and teaches lessons for students that develop comprehension of content-area materials through instructional practices that include analyzing critically, evaluating sources, synthesizing, and summarizing material.
- B) plans and teaches lessons on how to monitor comprehension and correct confusions and misunderstandings that arise during reading.
- C) plans and models use of comprehension strategies before, during, and after reading of text.
- D) provides opportunities for students to develop content-area vocabulary through instructional practices that develop connections and relationships among words, use of context clues, and understanding of connotative and denotative meaning of words.
- E) plans and teaches lessons that encourage students to write about the content read in order to improve understanding.
- F) plans and teaches lessons for students to develop study strategies that include previewing and preparing to read text effectively, recognizing organizational patterns unique to informational text, and using graphic organizers as an aid for recalling information.
- G) plans and teaches units that require students to carry out research or inquiry using multiple texts, including electronic resources.
- H) provides continuous monitoring of students' progress through observations, work samples, and various informal reading assessments.
- I) analyzes and evaluates the quality and appropriateness of instructional materials in terms of readability, content, length, format, illustrations, and other pertinent factors.
- J) promotes the development of an environment that includes

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

classroom libraries that foster reading.

- d) Comprehensive Standard for Family and Consumer Sciences Educators: The competent family and consumer sciences teacher guides learners to develop their abilities in identifying, creating, and evaluating goals and alternative solutions to significant recurring issues of everyday life. In addition to competencies in family relationships, parenting-interpersonal relationships, consumer and resource management, and human/child development, standards must also be met in at least one of the following three areas: nutrition, wellness and hospitality, apparel and textiles, or living environments.
 - 1) Knowledge Indicators – The competent family and consumer sciences teacher:
 - A) comprehends the work of the family, which involves resolution of the everyday situations faced by families, including maintaining adequate nutrition, meeting clothing and textile needs, providing a positive physical and emotional environment for family members, and balancing the requirements of employment and family life.
 - B) comprehends critical and creative thinking skills to address the significant recurring issues of everyday life for individuals and families.
 - C) comprehends the variety of family structures that contribute to the optimal development of individual members.
 - D) comprehends management processes for individual and family resource utilization, including food, clothing, shelter, utilities, health care, recreation, and transportation.
 - E) comprehends the principles of human development throughout the life span.
 - F) comprehends factors that contribute to personal and family wellness in both physical and mental dimensions.
 - G) comprehends the influence of public policy on family well-being.
 - H) comprehends the unique perspective of family and consumer

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

sciences, which integrates the knowledge of resource utilization (clothing, food, housing, money, time, and other resources related to daily needs of families) with the knowledge of human development to enhance family well-being.

- I) comprehends the value of human worth and accepting responsibility for one's actions for success in family and work life.
 - J) comprehends the use of Family, Career and Community Leaders of America (FCCLA) to promote students' learning, chapter leadership, and community activities and services.
- 2) Performance Indicators – The competent family and consumer sciences teacher:
- A) demonstrates the ability to apply knowledge of family systems of action to a family- or consumer-oriented issue.
 - B) integrates family and consumer sciences knowledge to address everyday situations faced by families in different circumstances.
 - C) analyzes the impact of family as a system on individuals and society.
 - D) demonstrates appreciation for diverse perspectives, needs, and characteristics of individuals and families.
 - E) applies the unique perspective of family and consumer sciences, which integrates knowledge of resource utilization (clothing, food, housing, money, time, and other resources related to daily needs of families) with knowledge of human development to enhance family well-being.
 - F) creates unique solutions for everyday situations based on unique family circumstances and structures.
 - G) evaluates mechanisms for developing public policies that will have a positive impact on family and individual well-being.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- H) displays skills in responsible citizenship and leadership for improving the family, community, and work environments.
 - I) applies technology to carry out functions of the family and career responsibilities.
 - J) demonstrates the use of FCCLA student learning and development activities, chapter development activities and projects, and community services and activities.
- e) Family Relationships, Parenting, and Interpersonal Relationships – The competent family and consumer sciences teacher understands significant recurring issues that establish and enhance family well-being.
- 1) Knowledge Indicators – The competent family and consumer sciences teacher:
 - A) comprehends the significance of family and its impact on the well-being of individuals and society.
 - B) comprehends strategies which integrate knowledge, skills, and practices required for roles and relationships in the family, community, and workplace.
 - C) comprehends the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families.
 - D) comprehends career paths in family and human services.
 - 2) Performance Indicators – The competent family and consumer sciences teacher:
 - A) identifies societal conditions and cultural differences that affect family, parenting, and interpersonal relationships across the life span.
 - B) examines the impact of various stages of the family life cycle on interpersonal relationships.
 - C) analyzes functions and expectations of various types

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

of relationships.

- D) examines factors and processes needed to build and maintain healthy family, parenting, and interpersonal relationships.
 - E) examines skills and conditions needed to create an environment that encourages and respects the ideas, perspectives, and contributions of all group members in the family, workplace, and community.
 - F) evaluates parenting practices that maximize human growth and potential.
 - G) determines consequences of parenting practices for the individual, family, and society.
 - H) evaluates external support systems, community resources, and public policies and human services that provide services for parents and families.
- f) Consumer and Resource Management – The competent family and consumer sciences teacher utilizes knowledge of the interrelatedness between the family and its environments in addressing significant recurring issues in the management and allocation of resources.
- 1) Knowledge Indicators – The competent family and consumer sciences teacher:
 - A) comprehends policies that support consumer rights and responsibilities.
 - B) comprehends the impact of technology on individual and family resources.
 - C) comprehends interrelationships between the economic system and consumer actions.
 - D) comprehends that management of human and non-human resources can help individuals and families meet goals across the life span.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- E) comprehends principles of money management, including comparison shopping, installment purchasing, budgeting, saving, investing, and retirement planning.
 - F) comprehends career paths within consumer and financial service industries.
- 2) Performance Indicators – The competent family and consumer sciences teacher:
 - A) manages individual and family resources, including food, clothing, shelter, utilities, health care, recreation, and transportation.
 - B) analyzes policies that support consumer rights and responsibilities.
 - C) analyzes interrelationships between the economic system and consumer actions.
 - D) applies management processes for human and non-human resources in meeting the goals of individuals and families across the life span.
 - E) evaluates the principles of money management, including comparison shopping, installment purchasing, budgeting, saving, investing, and retirement planning and use of financial services.
- g) Human and Child Development – The competent family and consumer sciences teacher understands and is able to address issues that affect human growth and development across the life span within the family context and in educational services.
 - 1) Knowledge Indicators – The competent family and consumer sciences teacher:
 - A) comprehends the principles of physical, emotional, social, and intellectual growth and development across the life span and the interrelationship among them.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) comprehends the impact of biological, social, economic, and technological conditions that influence human growth and development.
 - C) comprehends the effects of gender, ethnicity, culture, family relationships, and life events on individual development needs.
 - D) comprehends the principles and procedures of conflict resolution.
 - E) comprehends career paths in human and child development and educational and human services.
- 2) Performance Indicators – The competent family and consumer sciences teacher:
- A) analyzes principles of physical, emotional, social, and intellectual growth and development across the life span and the interrelationship among them.
 - B) analyzes the impact of biological, social, economic, and technological conditions that influence human growth and development.
 - C) analyzes the effects of gender, ethnicity, culture, family relationships, and life events on individual development needs.
 - D) explores career paths in human and child development and educational and human services.
- h) Nutrition, Wellness, and Hospitality – The competent family and consumer sciences teacher understands and applies advanced expertise in nutrition, wellness, and hospitality when addressing significant recurring issues relating to nutrition, wellness, and food practices that enhance individual, consumer, and family well-being.
- 1) Knowledge Indicators – The competent family and consumer sciences teacher who teaches nutrition, wellness, and hospitality:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) comprehends the factors that influence nutrition and wellness practices across the human life span.
 - B) comprehends the principles for acquiring, handling, preparing, and serving foods to meet the nutrition and wellness needs of individuals and families across the life span.
 - C) comprehends food safety and sanitation practices from production through consumption.
 - D) comprehends the impact of science and technology on food composition, safety, and other issues.
 - E) comprehends career paths in the nutrition, food, and hospitality industries and services.
- 2) Performance Indicators – The competent family and consumer sciences teacher who teaches nutrition, wellness, and hospitality:
- A) evaluates the nutritional needs of individuals and families in relation to health and wellness across the life span.
 - B) demonstrates ability to acquire, handle, prepare, and use foods to meet nutrition and wellness needs of individuals and families across the life span.
 - C) evaluates safety and sanitation practices from production through consumption.
 - D) applies scientific and technological principles to the areas of food composition, safety, and other issues.
 - E) evaluates knowledge, skills, and practices required for careers in the nutrition, food, and hospitality industries.
- i) Apparel and Textiles – The competent family and consumer sciences teacher understands and applies advanced expertise in textiles and apparel when addressing significant recurring issues relating to apparel and textiles to enhance the individual's and family's near environment.
- 1) Knowledge Indicators – The competent family and consumer

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

sciences teacher who teaches apparel and textiles:

- A) comprehends the properties, characteristics, and uses of fibers and textiles.
- B) comprehends the elements of textile and apparel production and merchandising.
- C) comprehends the principles, factors, and conditions that influence textile and apparel needs of individuals and families across the life span.
- D) comprehends the impact of technology, globalization, and environmental issues on textile and apparel availability, selection, and use.
- E) comprehends career paths within the textile and apparel industries, including wholesale/retail and design operations.

2) Performance Indicators – The competent family and consumer sciences teacher who teaches apparel and textiles:

- A) creates a pleasing work environment that provides safety and security.
- B) evaluates apparel and textile principles, processes, and quality.
- C) applies processes needed to construct, alter, care for, and repair textile products and apparel.
- D) analyzes apparel and textile principles and processes in family and commercial settings.
- E) examines the impact of technology, globalization, and environmental issues on textile and apparel availability, selection, and use.
- F) analyzes career paths within the textile and apparel design industries, including wholesale/retail operations.

j) Living Environments – The competent family and consumer sciences

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

teacher understands and applies advanced expertise in living environments when addressing significant recurring issues relating to housing, interiors, and furnishings to enhance quality of life.

- 1) Knowledge Indicators – The competent family and consumer sciences teacher who teaches living environments:
 - A) comprehends housing alternatives in relation to individual and family needs and available resources.
 - B) comprehends the use of housing and interior furnishings and products in meeting individual and family needs.
 - C) comprehends historical, cultural, economic, and technological influences on architectural and furniture design and development.
 - D) comprehends the effect of principles and elements of design in housing and interiors.
 - E) comprehends career paths within the housing, interiors, and furnishings industry.
- 2) Performance Indicators – The competent family and consumer sciences teacher who teaches living environments:
 - A) critiques housing alternatives in relation to individual and family needs and available resources.
 - B) selects appropriate housing and interior furnishings and products to meet individual and family needs.
 - C) analyzes historical, cultural, economic, and technological influences on architectural and furniture design and development.
 - D) evaluates clients' needs, goals, and resources in creating design plans for housing, interiors, and furnishings.
 - E) analyzes career paths within the housing, interiors, and furnishings industries, including wholesale/retail operations.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 27.440 Library Information Specialist

~~Standards Effective Before and After October 1, 2024.~~ By October 1, 2024, all candidates for an endorsement as a Library Information Specialist endorsement will be required to complete a program aligned to the American Library Association/American Association of School Librarians, School Librarian Preparation Standards (2019) ~~Standards for Initial Preparation of School Librarians (2010)~~, published by the American Library Association, 50 E. Huron St., Chicago IL 60611, and available at: <http://www.ala.org/aasl/about/ed/caep/programs> <http://www.ala.org/tools/guidelines/standardsguidelines> ~~http://www.ala.org/aasl/~~. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2024, ~~October 1, 2024~~ are as follows:

- a) Information Access and Delivery – The library information specialist provides equitable intellectual and physical access to information and ideas in support of the curriculum for a diverse community of learners.
 - 1) Knowledge Indicators – The competent library information specialist:
 - A) knows current and developmentally appropriate resources and the strategies for guiding the intellectual access to information.
 - B) recognizes the principles of flexible and equitable physical access to information and resources at time and point of need.
 - C) understands centralized systems for bibliographic control, materials, equipment circulation, and information distribution.
 - D) recognizes the need for policies and procedures and knows strategies for developing and evaluating the collection of materials and equipment needed to support a curriculum that meets the diverse learning needs of students and teachers.
 - E) is committed to intellectual freedom and recognizes legal guidelines and professional ethics in regard to information access and use.
 - F) recognizes the importance of a positive learning climate in

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

creating appropriate and attractive environments.

- 2) Performance Indicators – The competent library information specialist:
 - A) anticipates and responds effectively to requests for assistance in using ideas and information.
 - B) works cooperatively with the technology coordinator and other educators to provide flexible access to resources, spaces, and technology systems to individuals and groups at time of need, within or outside of regular classroom hours, as appropriate.
 - C) catalogs, classifies, and arranges information resources in various forms and media according to recognized standards.
 - D) maintains centralized systems for bibliographic control of materials, equipment, and electronic information distribution systems, including computer networks and distance learning facilities.
 - E) ensures that policies on information use and distribution are reviewed and approved by appropriate governing bodies.
 - F) creates and maintains inviting, attractive physical spaces that encourage a positive learning climate.
- b) Information Access and Delivery – The library information specialist plans and implements the access to and delivery of a full range of information resources and services through the library media program.
 - 1) Knowledge Indicators – The competent library information specialist:
 - A) teaches and directs students' and staff's use of information resources available within the library resource area, including print, non-print, electronic retrieval storage systems, the Internet, on-line databases, and access to the local and regional library collection holdings for possible inter-library loan requests.
 - B) uses and implements distance learning delivery systems

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

including computer, audio and video conferencing, cable TV, and satellite communications to instruct and inform.

- 2) Performance Indicators – The competent library information specialist:
 - A) provides equitable access to multiple media resources with current and appropriate equipment for all students, staff, and the community through extended library hours before and after school.
 - B) implements courses and content for students using distance learning technologies as available.
- c) Teaching and Learning – The library information specialist demonstrates knowledge and mastery of information literacy standards for student learning by creating and maintaining a program for a broad learning community.
 - 1) Knowledge Indicators – The competent library information specialist:
 - A) understands information literacy, efficient and effective access to information, critical and competent evaluation of information, and accurate and creative use of information.
 - B) understands, encourages, and promotes opportunities for independent learning and understands various learning styles.
 - C) understands social and ethical behavior in regard to information and information technology.
 - 2) Performance Indicators – The competent library information specialist:
 - A) teaches and demonstrates to students how to structure a search across a variety of sources and formats to locate the best information to meet a particular need.
 - B) guides the student to distinguish among facts, points of view, and opinions.
 - C) encourages and guides the student to produce and communicate information and ideas in appropriate formats using critical

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

thinking and problem-solving skills.

- D) provides opportunities for students to seek information for personal interest and self-improvement.
 - E) presents information creatively in a variety of formats so that students can learn to develop creative products in a variety of formats.
 - F) provides an environment that assists students with multiple learning styles.
 - G) encourages and assists students to seek information from diverse sources, contexts, disciplines, and cultures through equitable access to information.
 - H) teaches and encourages students to respect the principles of intellectual freedom, to respect copyrights and intellectual property rights, and to value the responsible use of technology.
 - I) encourages collaboration with the technology specialist and others, both in person and through the use of various technologies, to design, develop, and evaluate information products and solutions.
- d) Teaching and Learning – The library information specialist encourages and engages students in reading, viewing, and listening for understanding and enjoyment. The collection and functions of the library media program respond to various developmental levels, physical and intellectual disabilities, special gifts and talents, diverse cultural backgrounds, and different styles of accessing and processing information.
- 1) Knowledge Indicators – The competent library information specialist:
 - A) knows methods of collaboration with the other members of the learning community to ensure that the school library media program is able to meet the individual learning needs of students.
 - B) knows literature and methodologies to provide reading, listening, and viewing guidance to students and others in the

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

learning community.

- 2) Performance Indicators – The competent library information specialist:
 - A) recommends appropriate resources and activities to meet individual learning needs.
 - B) collaborates with other members of the learning community to ensure that the school library information program is able to meet the individual learning needs of students.
 - C) models the effective and enthusiastic use of print and non-print materials as sources of pleasure and information.
 - D) facilitates students' development of information literacy skills.
 - E) provides reading, listening, and viewing guidance to students and others in the learning community.
- e) Teaching and Learning – The library information specialist will plan and provide instruction in the five cross-disciplinary abilities as they apply to the Illinois Learning Standards (see 23 Ill. Adm. Code 1.Appendix D).
 - 1) Knowledge Indicators – The competent library information specialist:
 - A) understands that the library media program is essential to learning and teaching and must be fully integrated into the curriculum to promote students' achievement of learning goals.
 - B) models and promotes collaborative planning and curriculum development that includes creative, effective, and collaborative teaching.
 - 2) Performance Indicators – The competent library information specialist:
 - A) creates and implements the library media program.
 - B) contributes to the school curriculum by attending school and district curriculum meetings.
 - C) collaborates with classroom teachers in the creation of

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

integrated classroom assignments and projects.

- D) plans and teaches the latest research techniques and strategies that are applicable to the content area and assignment.
 - E) co-teaches and mentors along with the classroom teacher on projects and assignments for students.
 - F) serves as a reference person, teacher, and mentor who may help students with issues relating to learning.
 - G) collaborates with classroom teachers in the creation and implementation of their content-area standards, goals, and visions.
- f) Teaching and Learning – The library information specialist is knowledgeable about information, instruction, and production-based technologies that enhance learning and teaching. He or she is knowledgeable about both the access to information and the operation of the devices that deliver, produce, and manage that information.
- 1) Knowledge Indicators – The competent library information specialist:
 - A) has knowledge of selection, installation, management, and maintenance of technologies applicable to the library information center and the larger learning community.
 - B) understands how to use word processing, databases, spreadsheets, presentation software, graphics, and production software to support students' learning.
 - C) understands the importance of appropriate planning and purchasing to address issues of software and hardware compatibility.
 - D) applies effective methods and strategies for teaching the use of technological tools.
 - 2) Performance Indicators – The competent library information specialist:
 - A) communicates effectively with the technology specialist and

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

other educators about learning technology needs of the students who use the library information center.

- B) collaborates with the technology specialist on issues of software and hardware compatibility.
 - C) develops facility plans to include learning technology systems to meet students' needs in the library information center. These include but are not limited to video/playback production units, CD- ROM towers and servers, electronic card catalogues, and on-line reference resources.
 - D) works with student learners, assisting them with production application questions and resource analysis, for use in word processing and graphic presentations.
 - E) collaborates with the technology specialist to plan budgets and purchases software and hardware that meet the school curriculum needs and support the library information center, the classroom, and individual learning needs of students.
 - F) teaches uses of computers and other technological tools and the application of technology-based resources to support instruction.
- g) Teaching and Learning – The library information specialist demonstrates leadership in curricular planning and assessment.
- 1) Knowledge Indicator – The competent library information specialist has knowledge of curriculum in all subject areas and levels, State and national learning standards, and a variety of assessment strategies.
 - 2) Performance Indicators – The competent library information specialist:
 - A) assists teachers and other educational staff in developing connections among subjects, standards, and strategies for learning.
 - B) assists teachers in developing interdisciplinary connections using a variety of resources and technologies.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) assists teachers and learners in developing appropriate activities for assessing the effectiveness of the curriculum.
- h) Communication – The library information specialist communicates effectively with students, faculty, staff, administrators, parents, and the community.
 - 1) Knowledge Indicators – the competent library information specialist:
 - A) is aware of a variety of strategies for communicating with various constituencies.
 - B) understands the relationship between school climate and effective teaching and learning.
 - C) understands the role of the central administration and the school board in communicating the importance of the library information program to teaching and learning.
 - D) recognizes the role that parents play in developing students' lifelong learning skills.
 - E) is aware of the importance of community groups in maintaining support for the library information program.
 - 2) Performance Indicators – the competent library information specialist:
 - A) uses a variety of strategies to build collaborative teams for interdisciplinary teaching and learning.
 - B) identifies examples that demonstrate the library information program's relationship to improved student achievement.
 - C) builds support for the role of the library media program in teaching and learning through the effective use of influence strategies.
 - D) regularly communicates to the central administration and the board the involvement of the library information program in the school curriculum.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- E) maintains a positive teaching and learning climate in the library media center.
 - F) involves parents in library information center activities, suggests learning activities for parents and children to do together, and uses a variety of communication devices to keep parents informed about the program.
 - G) communicates with the community the relationship of library media programs to students' achievement and lifelong learning for everyone.
 - H) establishes and maintains ties with information resources and services within the wider community.
- i) Communication – The library information specialist uses active listening skills to assist learners in locating, evaluating, and using information.
- 1) Knowledge Indicators – the competent library information specialist:
 - A) knows strategies for eliciting information needs from students and other learners.
 - B) is aware of developmental growth patterns of children and youth and their influence upon reference and search processes.
 - 2) Performance Indicators – the competent library information specialist:
 - A) uses probing questions to clarify information needs.
 - B) uses reflective listening strategies to help students develop metacognitive skills.
 - C) uses appropriate strategies to guide reference and search processes with students and learners of all ages.
- j) Communication – The library information specialist plans instruction collaboratively with teachers and other members of the learning community.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) Knowledge Indicators – the competent library information specialist:
 - A) is aware of elements essential to collaborative work, including time, trust, climate, and resources.
 - B) knows the differences among coordination, cooperation, and collaboration.
- 2) Performance Indicators – the competent library information specialist:
 - A) establishes effective interpersonal relationships that demonstrate an understanding of curriculum objectives, effective listening, and negotiation of responsibility for activities.
 - B) participates in collaborative planning of interdisciplinary instruction and uses the level of involvement appropriate to the learning activity and goal.
- k) Communication – The library information specialist serves as an educational leader and as a catalyst for improving the learning community.
 - 1) Knowledge Indicators – the competent library information specialist:
 - A) understands the structure of the school learning community and the leverage points for influence.
 - B) understands the process of reforming educational systems and structures and the needs of the individual in relation to these processes.
 - C) understands the variety of motivational, coaching, and guidance strategies necessary to assist in school reform efforts.
 - 2) Performance Indicators – the competent library information specialist:
 - A) uses knowledge of schools' mission, goals, and policies along with their structure and culture to advocate for necessary change.
 - B) participates as a partner and change agent in

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

curriculum development at the building and district levels.

- C) demonstrates leadership in evaluating the effectiveness of the library media program in improving teaching and learning.
- l) Administration – The library information specialist plans and efficiently administers a program that makes a significant contribution to students' learning. He or she leads, collaborates, and applies technology skills in designing and managing a program that is integrated into the school's curriculum and supports the development of effective users and communicators of ideas and information within a lifelong, independent learning process.
 - 1) Knowledge Indicators – the competent library information specialist:
 - A) provides an effective library resource program that supports the mission, goals, and objectives of the school.
 - B) establishes, maintains, and supervises the school's library resource program and library information program support personnel.
 - C) stays current with new information and trends in technologies and dissemination strategies to effectively plan, implement, and assess the effectiveness of the school's library information program.
 - 2) Performance Indicators – the competent library information specialist:
 - A) develops and implements a mission statement, goals, objectives, policies, and procedures that reflect the mission, goals, and objectives of the school.
 - B) organizes information resources that align the library information program and information literacy standards for students' learning with the school's goals and integrates these standards into the curriculum.
 - C) uses collaborative strategies that encourage administrators

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

and teachers to integrate the library information program into the school's instructional program.

- D) reports the results of program assessment on a regular basis to teachers, students, administrators, and other community members.
- E) participates on the school's curricular decision-making body.
- F) analyzes instructional and technological requirements and other features of the school to recommend appropriate staffing and training necessary to meet the learning and information needs of the students and to ensure the effectiveness of the program.
- G) collaborates and communicates with all staff, and particularly the technology specialist, to identify and use the full range of learning technologies required to meet students' informational needs.
- H) provides equitable access for staff, students, and the community to the school library information center as needed to support the integration of the information literacy standards for student lifelong learning.
- I) administers a program that provides for learning experiences utilizing technology and resources accessed from classrooms or other locations outside of the library information center. Assists teachers and students in finding, evaluating, and developing these additional resources.
- J) supervises support staff and plans for and implements an effective program that is fundamental to students' learning and is based upon the school's instructional programs, services, facilities, size, and numbers of students and teachers.
- K) supervises, schedules, and administers all aspects of the operation of the school library information program.
- L) develops a budget and locates sources of funding that provide for purchasing and upkeep of all resources required for an

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

effective school library information program.

- M) plans, develops and maintains a management system for print and non-print resources, equipment, and other learning technology resources that are inventoried and circulated through the library information center.
- N) participates on committees charged with developing and implementing strategic plans for the school, including school improvement plans, technology plans, and curriculum development plans.
- O) updates personal competencies in information literacy, learning and teaching, information access and delivery, technology utilization, and administration and supervision.
- P) models continuous learning through activities such as membership in district, regional, State and national organizations that support library information programs and participation in staff development programs.
- Q) uses the results of quantitative and qualitative data analysis to make decisions and develop plans and policies for the continuous improvement of the school's library information program.
- R) develops action plans in conjunction with the technology specialist to accommodate changes in critical areas such as the utilization of new resources and technologies.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 27.450 Technology Education

~~Standards Effective Before and After October 1, 2024.~~ By October 1, 2024, all candidates for an endorsement in Technology Education will be required to complete a program aligned to the International Technology and Engineering Educators Association (ITEEA) Standards for Technological Literacy (2003) and the ITEEA Advanced Excellence Technological Literacy (2003) standards ~~National Accrediting Commission for Career Arts and Sciences (NACCAS) 2017 Handbook (2017), published by the ITEEA, 1914 Association Drive, Suite 201, Reston VA 20191~~ National Accrediting Commission for Career Arts and Sciences, 3050 Colvin-

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

~~Street, Alexandria VA 22314~~, and available at <https://www.iteea.org/Publications/StandardsOverview.aspx>. ~~<http://naccas.org/naccas/naccas-handbook>~~. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2024, ~~October 1, 2024~~ are as follows:

- a) The competent technology education teacher understands the foundations of work, the career development process, occupational skill standards, and workplace skill requirements.
 - 1) Knowledge Indicators – the competent technology education teacher:
 - A) understands the history, organization, and future of work and how work relates to needs and functions of the economy and society.
 - B) understands career development concepts, the relationship between work and learning, and the career planning process.
 - C) understands the use of the relevant Illinois Occupational Skill Standards in the development of curriculum (see "Architectural Drafting Cluster" (2000), "Automotive Technician" (2000), "Chemical Process Technical Operators" (1998), "Entry-Level Truck Driver" (2001), "Finishing and Distribution Cluster" (2000), "HVAC/R Technician Cluster" (2001), "Imaging/Pre-Press Cluster" (2000), "Machining Skills Cluster" (1997), "Mechanical Drafting Cluster" (2000), "Metal Stamping Skills Cluster" (1998), "Plastics Molding Cluster" (2001), and "Press Operations Cluster" (2000), all published by the Illinois Occupational Skill Standards and Credentialing Council, 2450 Foundation Drive, Springfield IL 62703-5432; no later editions or revisions are incorporated).
 - 2) Performance Indicators – the competent technology education teacher:
 - A) relates workplace cultural expectations to workplace skills.
 - B) develops partnerships with members of the business community to provide learning opportunities for students.
 - C) provides advice in the career planning process.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- D) selects appropriate skill standards for the program areas.
- b) The competent technology education teacher demonstrates the ability to plan, deliver, and evaluate instruction based upon knowledge of subject matter in the field; student organizations; student, community and work needs; curriculum goals; and findings of educational research.
 - 1) Knowledge Indicators – the competent technology education teacher:
 - A) understands pedagogy unique to the discipline.
 - B) understands the rationale for integrating student organizations' activities into the curriculum.
 - C) understands professional literature relating to the specific content area and to workplace needs.
 - D) understands economic/socio-economic conditions, patterns of business development, and changing labor and career opportunities and their impact on the relevancy of classroom instruction.
 - 2) Performance Indicators – the competent technology education teacher:
 - A) utilizes appropriate pedagogy unique to the individual discipline within career and technical education.
 - B) creates learning environments and classroom activities that develop life/workplace skills and knowledge in the discipline.
 - C) identifies and utilizes educational research findings that justify teaching strategies.
 - D) applies curricular content and processes in order to achieve the goals of student organizations.
 - E) applies post-secondary admission standards and occupational skill standards when designing curriculum and assessment.
 - F) designs appropriate assessment plans for students.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- G) develops collaborative partnerships with students, colleagues, community, business/industry, and parents to maximize resources.
 - H) participates in appropriate professional organizations and develops a plan for continued personal and professional growth.
 - I) plans, organizes, and manages laboratories/technical facilities for instruction that meet diverse needs of students (i.e., safety, inventory, filing, requisitioning equipment and materials, maintenance, budgeting).
 - J) implements laws and policies relating to safe environments and incorporates appropriate safety standards, healthy practices, and ergonomic needs.
- c) The competent technology education teacher understands the process of reading and demonstrates instructional abilities to teach reading in the content area of technology education.
- 1) Knowledge Indicators – the competent technology education teacher:
 - A) understands that the reading process is the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation.
 - B) recognizes the relationships among the four language arts (reading, writing, listening, and speaking), and knows how to provide opportunities to integrate these through instruction.
 - C) understands how to design, select, modify, and evaluate materials in terms of the reading needs of the learner.
 - D) understands the importance of and encourages the use of literature for adolescents in the curriculum and for independent reading.
 - E) understands the relationship between oral and silent reading.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- F) understands the role of subject-area vocabulary in developing reading comprehension.
 - G) understands the importance of the unique study strategies required of the specific content area in developing reading comprehension.
 - H) understands the importance of the relationship between assessment and instruction in the planning process.
- 2) Performance Indicators – the competent technology education teacher:
- A) plans and teaches lessons for students that develop comprehension of content-area materials through instructional practices that include analyzing critically, evaluating sources, synthesizing, and summarizing material.
 - B) plans and teaches lessons on how to monitor comprehension and correct confusions and misunderstandings that arise during reading.
 - C) plans and models use of comprehension strategies before, during, and after reading of text.
 - D) provides opportunities for students to develop content-area vocabulary through instructional practices that develop connections and relationships among words, use of context clues, and understanding of connotative and denotative meaning of words.
 - E) plans and teaches lessons that encourage students to write about the content read in order to improve understanding.
 - F) plans and teaches lessons for students to develop study strategies that include previewing and preparing to read text effectively, recognizing organizational patterns unique to informational text, and using graphic organizers as an aid for recalling information.
 - G) plans and teaches units that require students to carry out research or inquiry using multiple texts, including electronic

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

resources.

- H) provides continuous monitoring of student progress through observations, work samples, and various informal reading assessments.
 - I) analyzes and evaluates the quality and appropriateness of instructional materials in terms of readability, content, length, format, illustrations, and other pertinent factors.
 - J) promotes the development of an environment that includes classroom libraries.
- d) The competent technology education teacher demonstrates fundamental knowledge of the history and nature of technology in connection with other fields of study.
- 1) Knowledge Indicators – the competent technology education teacher:
 - A) understands that technology involves the generation of knowledge and processes to develop products and systems that solve problems and extend human capabilities.
 - B) understands that throughout history technology has been one of the most powerful social, cultural, and economic forces; in turn, these same forces have influenced the development of technology.
 - C) understands that historical data help the technologist and the social scientist determine possible scenarios for the future.
 - D) understands that the rate of technological development and diffusion is accelerating.
 - E) understands that technology includes a combination of "knowing" and "doing." The "knowing" component includes technological knowledge as well as the ability to apply knowledge from other fields of study to technological activity; the "doing" component includes the ability to apply this diverse knowledge to technological processes.

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- F) understands that outcomes of technological research are sometimes the result of specific, goal-directed activity (e.g., putting a human on the moon), while some outcomes are not intended or planned (e.g., Post-it notes and spin-offs).
- G) understands that technological endeavors often replace older forms of technology, resulting in social and environmental consequences.
- H) understands that technology has economic, political, and environmental connections with culture and society.
- I) understands that designing, developing, producing, inventing, innovating, and problem solving are fundamental concepts in technological activity. (These concepts are human activities that are purposely directed toward meeting needs and wants.)
- J) understands that systems are the building blocks in technology. These systems vary in complexity of working knowledge from very little to substantial technological knowledge to use or operate.
- K) understands that the stability of a system is influenced by all of its components, especially those in the feedback loop.
- L) understands that the nature of technological knowledge and activity are related to information, energy, or physical technologies.
- M) understands that a variety of symbols and languages are used to communicate information and that some are universally applied across technologies (e.g., standardized measurement systems and the metric system), while others are unique to various contexts and technologies (e.g., electrical symbols and computer nomenclature).
- N) understands that technology influences careers by changing the way work is performed, thus creating new types of jobs, modifying current jobs, and reducing the numbers of others.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- O) understands that technology has its own body of knowledge and processes that are connected within that field, as well as to other fields of study.
 - P) understands that connections among technological topics are valuable and useful in relating procedures to one another and building new knowledge bases.
 - Q) understands that technological knowledge and activity promote advances in science and mathematics; in other cases, advances in science and mathematics have led to advances in technology.
 - R) understands that science and technology utilize similar techniques to investigate and obtain information. These techniques include inquiry, modeling, and forecasting.
 - S) understands that mathematical models, scientific principles, and computer-generated models are used to develop and produce products and systems.
 - T) understands that engineering concepts and principles are used in the development and use of products and systems.
 - U) understands that technological transfer occurs within a technology, between technologies, across other fields, and between countries.
- 2) Performance Indicators – the competent technology education teacher:
- A) communicates the relationship of the systems in technological development via timelines, paradigms, and taxonomies.
 - B) identifies measurement techniques utilizing appropriate representatives of technology, math, science, and engineering.
 - C) communicates career information related to a changing workforce and instills the importance of portfolio development and lifelong learning.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- D) determines the significance of a variety of symbols and languages, both universal and unique, that are used to communicate information from technology to technology, technology to human, or human to technology.
 - E) develops curricula integrating technology education with other fields of study.
 - F) develops scenarios depicting how technological change affects human endeavors in the social, cultural, and economic arenas.
 - G) analyzes and describes technological transfer that occurs within a technology, between technologies, across other fields, and between other countries.
- e) The competent technology education teacher understands and is able to design technology.
- 1) Knowledge Indicators – the competent technology education teacher:
 - A) understands that the quality and value of a design depends on how clearly it meets a need, fits its purpose, uses resources appropriately, and addresses constraints (e.g., economic, environmental, aesthetic, and political).
 - B) understands that designing a product, device, process, or system requires considering how it will be developed, managed, used, and assessed for its impact and consequences.
 - C) understands how to balance design tradeoffs, since there is no perfect design that meets all criteria, such as the safest, most reliable, least expensive, and most efficient.
 - D) understands the general developmental process of design and that the design process is iterative and not linear and includes generating ideas; considering constraints such as cost and criteria; and communicating processes and results.
 - E) understands the value and importance of testing in the

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

evaluation of good design.

- F) understands the roles of documentation and communication and their impact on quality design.
 - G) understands design decision criteria and their use in determining whether a design solution should be developed. These criteria may include personal, social, cultural, economic, political, and environmental issues.
- 2) Performance Indicators – the competent technology education teacher:
- A) demonstrates the ability to identify practical problems deriving from human needs or wants.
 - B) demonstrates the ability to develop and use design briefs with proper specifications.
 - C) demonstrates the ability to investigate, generate, and select ideas to plan an optimum design that takes into account knowledge of constraints and criteria obtained from research.
 - D) demonstrates the ability to select, plan, and implement the best possible solution that takes into consideration the many tradeoffs and reaches the best compromise.
 - E) demonstrates the ability to design ways to produce products by mass production.
 - F) demonstrates the ability to evaluate a selected design solution and make modifications based on that evaluation.
 - G) demonstrates the ability to use verbal and graphic means to communicate processes, observations, and the results of the entire design process.
 - H) demonstrates the ability to use feedback to consider design steps and to redesign in light of public concern or comment.
 - I) demonstrates the ability to use standards of quality in the design and production of consumer goods.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- J) demonstrates the ability to use marketing criteria in creating a design (e.g., value and function).
- f) The competent technology education teacher understands and is able to develop technology.
 - 1) Knowledge Indicators – the competent technology education teacher:
 - A) understands that developing and producing a product or system involves learning the safe and proper use of resources following instructions and troubleshooting to determine if a design works or if there is a need for redesign.
 - B) understands that resource management involves procurement, inventory, warehousing, waste disposal, energy use, and time and people management, which affect the development of products and systems.
 - C) understands that a prototype is a working model used to test design concepts by making actual observations and necessary adjustments.
 - D) understands that problem-solving strategies, such as working backward or asking probing questions, provide a systematic means for exploring a variety of development and production methods that help enable successful solutions.
 - E) understands that optimization is a procedure used to make a system or design as effective or functional as possible and typically involves a process of experimentation, trial and error, testing, and development.
 - F) understands that quality, safety, and ergonomic design principles (e.g., enhancement of quality of life, productivity, safety, and convenience) influence the development of products and systems.
 - G) understands that teamwork, responsibility, and interpersonal dynamics play a significant role in the success of production and development activities.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) Performance Indicators – the competent technology education teacher:
 - A) develops a systematic set of procedures and uses them to produce a prototype or model.
 - B) refines a design by using prototypes and testing to ensure quality, efficiency, and productivity of the final production process.
 - C) selects and uses a variety of resources to optimize the development of a production process or system.
 - D) develops and produces a product or system using the criteria and constraints noted in previous trials and tests.
 - E) modifies or develops tools, materials, machines, flow controls, or system operations to meet production constraints.
 - F) implements the appropriate safety precautions for his or her personal safety and the safety of others.
 - G) recognizes that humans are a valuable resource in managing information, energy, and physical technologies.
 - H) documents and communicates processes and procedures using appropriate techniques (e.g., flow charts, drawings, graphics, symbols, spread sheets, graphs, and time charts) in oral and written presentations for different audiences.
- g) The competent technology education teacher understands and is able to manage technology.
 - 1) Knowledge Indicators – the competent technology education teacher:
 - A) understands that operations manuals, owner's manuals, documented protocols, and general directions are essential to ensure the proper use and management of a product or system.

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) understands that instrumentation and control of systems and products rely on proper functioning of open- or closed-loop systems, calibration of human or machine-controlled products and systems, and proper interpretation of their use.
 - C) understands that systems analysis requires an understanding of the overall operation of a system, as well as the subsystems and components.
 - D) understands that connecting micro-systems to macro-systems can potentially be used as a means to solve more complex problems.
 - E) understands that problem solving is often required in order to use and operate technology systems because systems do not always work as designed.
 - F) understands that facilitating human efforts can result in appropriate management of capital, time, information, knowledge, energy, materials, and tools necessary to properly use or apply technology.
 - G) understands that computers and electronic media are primary means of communication.
 - H) understands basic internal configuration and component identification of computer stations and their network abilities.
 - I) understands proper methods of computer software installation and computer set-up.
- 2) Performance Indicators – the competent technology education teacher:
- A) interprets the documentation contained in operations and owner's manuals in order to follow protocols and specific directions.
 - B) safely operates and manages systems according to the function for which they have been designed.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) analyzes systems to determine how the various components work together to function as a whole system in order to understand how to change the system.
 - D) monitors, adjusts, and maintains system processes in order to ensure the system's proper function and precision.
 - E) troubleshoots, diagnoses problems, and maintains technological systems to ensure proper operation.
 - F) applies knowledge and experiences gained from using systems as input for design improvements and to solve different problems.
 - G) develops plans for implementing educational technology in classrooms and labs.
 - H) creates a vision for technological growth in regards to professional development and instructional technology in his or her school district.
 - I) safely and effectively upgrades and maintains both an independent and networked computer workstation.
 - J) loads and maintains computer software.
 - K) locates, analyzes, retrieves, and distributes electronic data (i.e., uses the Internet and/or other electrical forms of media distribution).
 - L) develops and demonstrates scale models of technological informational systems.
 - M) develops a means of mass communication.
- h) The competent technology education teacher understands and is able to assess the effects of the use of technology.
- 1) Knowledge Indicators – the competent technology education teacher:
 - A) understands when the development and application of

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

technology have a role in shaping personal, social, and environmental perspectives and values.

- B) understands that assessment is an evaluation technique, involving steps and procedures that are iterative and require making trade- offs, analyzing risks, and choosing a best course of action.
 - C) understands acceptance or rejection of the development of technology that correlates directly with the personal, social, political, and economic assessment of the value of technology.
 - D) understands that human factors, including the principles of safety, health, and comfort, are important in evaluating the impact and consequences of technology.
 - E) understands that trend analysis and patterns of development provide a means for understanding technological and environmental changes, including the resulting impacts and consequences.
 - F) understands that the impact and consequences of technology influence local, national, and global issues.
- 2) Performance Indicators – the competent technology education teacher:
- A) determines the significance of technological trends for individuals, families, communities, and the world.
 - B) uses historical case studies, when appropriate, to develop a perspective on the impact and consequences of technology.
 - C) investigates technology's impact and consequences on social, cultural, and environmental issues using historical and current events and forecasting techniques.
 - D) uses technology assessment procedures to alter and refine products and systems.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- E) communicates results of technological assessment to a wide variety of audiences (e.g., peers, family, and community) in order to explain a viewpoint on technology.
- i) The competent technology education teacher understands and is able to demonstrate the application of technological context related to information, energy, and physical technologies.
 - 1) Knowledge Indicators – the competent technology education teacher:
 - A) understands the relationship between facts, data, information, knowledge, logic, and wisdom within the structure of information.
 - B) understands ways in which data and information can be stored and retrieved.
 - C) understands that there are many ways of presenting and transmitting information, such as using graphic and electronic processes and tools.
 - D) understands that data and information are communicated using symbols, icons, graphic images, and languages through a variety of visual, auditory, and tactile stimuli.
 - E) understands that informational technology communication systems utilize a closed-loop system.
 - F) understands that the knowledge and information provided through informational technology systems can shape personal views and concepts of reality.
 - G) understands that cross-cultural values are transmitted at the local, regional, national, and global levels, using various systems of informational technology.
 - H) understands that information has become a commodity for exchange valued by society.
 - I) understands that informational technology systems are used in commercial enterprises (e.g., broadcasting companies and

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

the Internet).

- 2) Performance Indicators – the competent technology education teacher:
 - A) develops a means to communicate information through the use of graphics (e.g., printing, film, and drafting).
 - B) accesses, retrieves, organizes, processes, maintains, interprets, and evaluates information from a variety of sources in order to solve a practical problem.
 - C) stores information for retrieval at a later time using various formats such as digital, analog, and graphics.
 - D) in order to understand the communication process, uses computers to communicate information from human to human, machine to human, human to machine, and machine to machine.
 - E) creates a message that includes symbols in order to communicate to a person.
 - F) utilizes informational technology systems in order to communicate over distance and to large, diverse populations.
 - G) researches and develops a means to overcome interference in order to improve the communication process.
 - H) uses mathematical knowledge to encode data into a binary form.
 - I) evaluates the quality of information received in the communications process through such methods as comparing and contrasting sources, examining relevancy, and investigating the background of experts.
 - J) researches ways that the mass media (e.g., newspaper, broadcast and cable channels, and the Internet) transmit messages to the public.
- j) The competent technology education teacher understands and is able to demonstrate knowledge and the application of technological context related to information, energy, and physical technologies.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) Knowledge Indicators – the competent technology education teacher:
 - A) understands how materials, resources, and energy are used as inputs in physical technology systems in order to produce materials and products, transport products and humans, and transform energy into power.
 - B) understands that manufacturing and construction planning and design techniques can reduce costs and produce better products.
 - C) understands that tools, machines, and instrumentation are used to change materials into new forms through the processes of separating, forming, and combining.
 - D) understands the nature of materials and their uses as a prerequisite for efficient and sustainable use of resources.
 - E) understands that trade-offs must be made in selecting the best materials and resources for the production process.
 - F) understands that the language of industry involves the use of symbols and signs to identify potential hazards, specific technological data, and environmental conditions.
 - G) understands that the management of physical resources is a determining factor in the success of commercial applications of products and systems.
 - H) understands that the optimization of production systems helps to conserve resources, manage waste, and reduce the negative effects that technology has on the natural world.
 - I) understands that the processes associated with transportation systems include receiving, holding/storing, loading, transporting/moving, unloading, and delivering.
 - J) understands that solutions to complex transportation problems must be developed in order to diminish pollution, congestion, accidents, deaths, and over-consumption of fuel.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- K) understands how power systems transform energy from one form to another.
 - L) understands that the efficiency of power systems is important for conserving energy and producing maximum effectiveness with minimal environmental harm.
 - M) understands that transforming materials from one form to another requires knowledge of materials and processes.
- 2) Performance Indicators – the competent technology education teacher:
- A) designs, develops, operates, and assesses a production system that produces products in quantity.
 - B) selects and safely uses appropriate tools, machines, and equipment to process materials and to produce useful products.
 - C) assesses transportation systems for moving people and products, taking into account such factors as speed, cost, safety, and environmental impacts.
 - D) designs, develops, and tests an energy system for the future that is efficient and does not pollute the environment.
 - E) tests and experiments with a variety of materials to conform to criteria and constraints of a physical technology system.
 - F) applies physical science concepts (e.g., force, motion, mechanical advantage, efficiency, and friction) when working with physical technology systems.
 - G) uses a computer to maintain and control a physical technology system.
 - H) evaluates and optimizes an existing transportation, power, or production system.
 - I) predicts the life expectancy of selected components, using knowledge of materials and testing the function of the

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

components over time.

- J) identifies emerging physical technologies using trends and research techniques.
- K) communicates the results of his or her knowledge and activities in physical technology to others in an effective manner.
- L) researches, prototypes, and tests new energy and power systems that can be used in the future.
- M) incorporates maintenance considerations when designing, using, and monitoring systems.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 27.460 Technology Specialist

~~Standards Effective Before and After October 1, 2024.~~ By October 1, 2024, all candidates for an endorsement as a Technology Specialist will be required to complete a program aligned to the International Society for Technology in Education Standards for Educators (2017) and the International Society for Technology in Education Standards for Coaches (2017), ~~(2008)~~, published by the International Society for Technology in Education, 1530 Wilson Boulevard, Suite 730, Arlington VA 22209, and available at <https://www.iste.org/standards/for-educators>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2024, ~~October 1, 2024~~ are as follows:

- a) Teaching Methodology – The technology specialist will effectively plan, deliver, and assess students' mastery of concepts and skills relevant to learning technologies and technological literacy across the curriculum. The technology specialist will apply effective methods and strategies for teaching these concepts and skills to students, educators, and administrators in various educational settings.
 - 1) Knowledge Indicators – The competent technology specialist:
 - A) understands how to plan, deliver, and assess students' mastery of skills relevant to learning technologies.
 - B) understands the concepts and skills relevant to learning technologies and technological literacy across the

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

curriculum.

- 2) Performance Indicators – The competent technology specialist:
 - A) designs and practices methods and strategies for teaching concepts and skills related to learning technologies, including keyboarding, information access, and delivery tools in classroom, lab, and administrative settings.
 - B) designs and practices methods and strategies for teaching concepts and skills that apply classroom and administrative productivity tools.
 - C) designs and practices methods and strategies for teaching problem- solving principles and skills using technology resources.
 - D) designs and practices methods for teaching hypermedia development and scripting resources in a problem-solving context in a school environment encompassing pre-kindergarten through grade 12 (P-12).
 - E) designs and practices methods and strategies for heterogeneous grouping and collaboration using learning technologies.
 - F) identifies, designs and practices strategies for using learning technologies with diverse populations such as at-risk students and students with disabilities.
 - G) identifies and supports the implementation and revision of computer/technology literacy curriculum to reflect on-going changes in technology.
 - H) designs and implements integrated technology classroom activities that involve teamwork and/or small-group collaboration.
 - I) demonstrates methods for teaching uses of media and on-line tools from sources such as the World Wide Web (Internet), television, audio, print media, and graphics.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- J) describes student guidance resources, career awareness resources, and student support activities related to computing and technology as a career option for students.
 - K) identifies professional organizations, groups, and resources that support the field of educational computing and technology.
 - L) designs a set of evaluation strategies and methods that will assess the effectiveness of instructional units that integrate computers/technology.
 - M) designs and practices methods for teaching social, ethical, and legal issues surrounding the responsible use of technology.
- b) Hardware/Software Selection, Installation and Maintenance – The technology specialist will demonstrate knowledge of selection, installation, management, and maintenance of the infrastructure in a classroom setting.
- 1) Knowledge Indicator – The competent technology specialist understands how to select, install, manage, and maintain the infrastructure of technology in the classroom setting.
 - 2) Performance Indicators – The competent technology specialist:
 - A) develops plans to configure computer/technology systems and related peripherals in laboratory, classroom cluster, and other appropriate instructional arrangements.
 - B) identifies and describes strategies to support the development of school/laboratory policies, procedures, and practices related to use of computers and other learning technologies.
 - C) researches, evaluates, and develops recommendations for purchasing instructional software to support and enhance the school curriculum.
 - D) researches, evaluates, and develops recommendations for purchasing learning technology systems.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- E) designs and recommends procedures for the organization, management, and security of hardware and software.
 - F) identifies strategies for troubleshooting and maintaining various hardware/software configurations.
 - G) identifies and describes network software packages used to operate a computer network system.
 - H) configures a computer system and one or more software packages.
- c) Research and Theory – The technology specialist will identify and apply educational and technology-related research, the psychology of learning, and instructional design principles in guiding use of computers and technology in education.
- 1) Knowledge Indicator – The competent technology specialist understands educational and technology-related research, the psychology of learning, and instructional design principles in guiding use of computers and technology in education.
 - 2) Performance Indicators – The competent technology specialist:
 - A) summarizes and applies principles and practices of educational research in educational technology.
 - B) summarizes major research findings and trends related to the use of technology in education to support integration of technology in an elementary and/or secondary environment.
 - C) applies theories of learning, teaching, and instructional design and their relationship to the use of technology to support learning.
 - D) describes the social and historical foundations of education, including educational reform efforts, and how they relate to the use of technology in schools.
 - E) identifies research related to human and equity issues

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

concerning the use of computers and related technologies in education.

- F) designs a research project that includes evaluating the use of a specific technology in a P-12 environment.
- d) Instructional Design and Product Development – The technology specialist will develop curricular plans and teaching aids based on local, State and national standards for the use of computers and other associated learning technologies, integrating these across subject and content areas.
- 1) Knowledge Indicator – The competent technology specialist understands how to develop curricular plans and teaching aids based on standards for use of computers and other learning technologies (see "National Educational Technology Standards for Teachers" (2000), published by the International Society for Technology in Education, 400 Charnelton Street, Eugene OR 97401-2626; no later editions or revisions are incorporated).
 - 2) Performance Indicators – The competent technology specialist:
 - A) designs and practices methods for teaching at least one modern authoring tool to colleagues and students.
 - B) describes, designs, and practices the characteristics and uses of current authoring environments and evaluates their appropriateness for classroom applications.
 - C) identifies and uses local, State, and national guidelines to develop curricular plans for integrating technology into the curriculum in the P-12 environment.
 - D) applies instructional design principles to the design of screens, text, graphics, audio, and video in instructional products under development.
 - E) describes and practices strategies for testing and evaluating instructional products designed.
 - F) applies instructional design principles to develop substantive, interactive, multimedia, and computer-based

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

instructional products.

- G) describes, designs, and practices accepted principles of strategic planning to facilitate curriculum design for teaching with computers and related technologies.
- e) Information Access and Delivery – The technology specialist will implement information access and delivery resources in P-12 schools to support the curriculum.
 - 1) Knowledge Indicator – The competent technology specialist has knowledge of information access and delivery resources in P-12 schools to support the curriculum.
 - 2) Performance Indicators – The competent technology specialist:
 - A) identifies and uses information access and telecommunication tools to support research and instruction throughout the curriculum.
 - B) uses and implements distance learning delivery systems, including computer, audio, and video conferencing.
 - C) creates multimedia presentations using advanced features of a presentation tool and delivers them using computer projection systems.
 - D) installs, configures, and uses local mass storage devices and media to store and retrieve information and resources.
 - E) describes issues related to selecting, installing, and maintaining Wide Area Networks for school districts.
- f) Information Access and Delivery – The technology specialist will install, customize, and configure the operating systems of computers and computer networks in school settings.
 - 1) Knowledge Indicator – The competent technology specialist understands how to install, customize, and configure the operating systems of computers and computer networks in school settings.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) Performance Indicators – The competent technology specialist:
 - A) identifies and describes the major operating systems associated with computing platforms found in P-12 schools.
 - B) identifies and manipulates preferences, defaults, and other selectable features of operating systems commonly found in P-12 schools.
 - C) uses and manipulates networking software to effectively manage the operation of a Local Area Network.
 - D) evaluates, troubleshoots, installs, and maintains computer operating systems for classrooms and laboratories.
- g) Software/Hardware Selection, Installation, and Maintenance – The technology specialist will identify and implement software in both classroom and administrative environments. He or she will investigate issues related to school/site planning, purchasing, and integration of technology.
 - 1) Knowledge Indicator – The competent technology specialist is aware of software in both classroom and administrative environments.
 - 2) Performance Indicators – The competent technology specialist:
 - A) identifies and describes software used in classroom and administrative settings, including productivity tools, information access/telecommunications tools, multimedia/hypermedia tools, school management tools, evaluation/portfolio tools, and computer-based instruction.
 - B) investigates and recommends purchasing strategies and procedures for acquiring administrative and instructional software for educational settings.
 - C) describes evaluation criteria for software and identifies reliable sources of software evaluations.
 - D) identifies and implements methods of installation,

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

maintenance, inventory, and management of software libraries.

- E) develops and implements ethical and legal procedures for maintaining software libraries.
 - F) identifies and classifies assistive technology for students and teachers with special needs and locates sources to assist in their procurement and implementation.
- h) Instructional Program Development – The technology specialist will develop an instructional program based on local, State, and national standards for the use of computers and other associated learning technologies, integrating these plans across subject and content areas.
- 1) Knowledge Indicators – The competent technology specialist understands how to develop an instructional program based on local, State, and national standards for the use of computers and other associated learning technologies, integrating these plans across subject and content areas.
 - 2) Performance Indicators – The competent technology specialist:
 - A) describes and analyzes accepted principles of strategic planning to facilitate curriculum design for teaching with computers and related technologies.
 - B) identifies and uses local, State, and national guidelines to develop curricular plans for integrating technology in the P-12 environment.
- i) Staff Development – The technology specialist will demonstrate knowledge of issues and models related to leadership in staff development. The technology specialist will identify resources, plan, and design staff development activities to support professional growth in learning technologies.
- 1) Knowledge Indicators – The competent technology specialist:
 - A) has knowledge of issues and models related to leadership in staff development.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) understands how to design staff development activities that support professional growth in learning technologies.
- 2) Performance Indicators – The competent technology specialist:
 - A) plans and designs staff development programs.
 - B) describes and identifies resources for staff development.
 - C) plans and customizes staff development based on differing audiences, including school and district decision-makers and the larger school community.
- j) Facilities and Resource Management – The technology specialist will demonstrate knowledge of issues related to facilities and resource management.
 - 1) Knowledge Indicator – The competent technology specialist understands the issues related to facilities and resource management.
 - 2) Performance Indicators – The competent technology specialist:
 - A) describes and uses budget planning and management procedures related to educational computing and technology facilities and resources.
 - B) identifies funding sources available at local, State, and/or national levels and collaborates on development of a grant proposal.
 - C) plans, develops, implements, and evaluates strategies and procedures for resource acquisition and management of technology-based systems, including hardware and software.
 - D) identifies, describes, and analyzes procedures related to basic troubleshooting, preventive maintenance, and procurement of system-wide technological maintenance services.
 - E) describes and maintains current information involving

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

facilities planning issues related to computers and related technologies.

- F) designs and develops policies and procedures concerning staffing, scheduling, and security for managing computers/technology in a variety of instructional and administrative school settings.
- k) Managing the Change Process within Educational Reform Efforts – The technology specialist will demonstrate knowledge of strategies for and issues related to managing the change process as part of overall educational reform efforts in schools and districts.
 - 1) Knowledge Indicator – The competent technology specialist has knowledge of strategies for and issues related to managing the change process as part of overall educational reform efforts in schools and districts.
 - 2) Performance Indicators – The competent technology specialist:
 - A) evaluates school and district technology plans and recommends improvements.
 - B) discusses issues relating to building collaborations, alliances, and partnerships involving educational technology initiatives.
 - C) demonstrates knowledge of effective group process skills.
 - D) discusses and develops issues related to local education reform efforts and recommends building-level changes and professional development strategies (such as block scheduling, cross-subject units of instruction, etc.) to facilitate the integration of technology into all content areas.
 - E) uses evaluation findings to recommend modifications in technology implementations.
- l) Professional Development – The technology specialist will participate in professional development experiences that allow him or her to observe the use of technology to support instruction, the management of technological resources in educational settings, and the evaluation of the effectiveness of technological resources in teaching and learning; and to apply technological

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

resources to support instruction in classroom settings.

- 1) Knowledge Indicators – The competent technology specialist:
 - A) understands the value of professional development experiences in observing the use of technology.
 - B) has knowledge of how to manage, evaluate, and apply technological resources to support instruction in classroom settings.
- 2) Performance Indicators – The competent technology specialist:
 - A) observes and compares methods and strategies used in educational technology in a variety of authentic educational settings (i.e., elementary, middle, secondary, adaptive/assistive classrooms, labs).
 - B) develops and teaches a series of lessons that apply technological resources to support instruction.
 - C) documents and assesses a significant site-based activity involving experiences in instructional program development, staff development, facilities and resource management, or managing change related to technology use in schools.
 - D) documents and assesses experiences in implementing a P-12 building-based LAN (Local Area Network) and/or WAN (Wide Area Network) with Internet connectivity.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 27.470 Gifted Education Teacher

~~Standards Effective Before and After October 1, 2024.~~ By October 1, 2024, all candidates for an endorsement in Gifted Education will be required to complete a program aligned to the National Association for Gifted Children (NAGC)- Council for Exceptional Children (CEC) Teacher Preparation Standards in Gifted Education (2013), published by the National Association for Gifted Children, 1331 H Street NW, Suite 1001, Washington DC 20005, and available at <https://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/nagc-cec-teacher>. (No later amendments to or editions of these

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

guidelines are incorporated.) The standards effective until September 30, 2024, ~~October 1, 2024~~ are as follows:

- a) The competent gifted education teacher, recognizing the learning and developmental differences of gifted and talented students, promotes ongoing self- understanding, awareness of his or her students' needs, and cognitive and affective growth of these students in school, home and community settings to ensure specific student outcomes. The competent gifted education teacher:
 - 1) collects and develops tools and techniques to engage the full range of profiles of gifted and talented students, including students with special needs (e.g., students with disabilities (twice exceptional), English language learners, creatively gifted, visual-spatial learners, profoundly gifted) in identifying their interests, strengths and gifts;
 - 2) assists gifted and talented students in developing pride in their gifts and growing their passion for their areas of interest;
 - 3) develops activities that can be tailored easily to match each student's developmental level and culture-based learning needs or to compensate for areas of deficit;
 - 4) provides a variety of research-based grouping practices for use with gifted and talented students that allow them to interact with individuals of various gifts, talents, abilities and strengths;
 - 5) models respect for individuals with diverse abilities, strengths and goals, including those students with atypical gifted profiles;
 - 6) provides role models (e.g., through mentors, bibliotherapy) for gifted and talented students that match their abilities and interests (i.e., students with special needs);
 - 7) identifies extracurricular learning opportunities that match students' abilities and interests, and works to remove barriers to their taking advantage of these opportunities;
 - 8) collaborates with families in accessing resources to develop their child's gifts and talents;
 - 9) provides interventions for students to develop cognitive and

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

affective growth that is based on research of effective practices;

- 10) develops specialized intervention services for underachieving gifted and talented students to accommodate their deficits, remediate their barriers to achievement, leverage their gifts and build their community with other gifted students;
 - 11) enables students to identify their preferred approaches to learning, accommodates the students' preferences and expands them;
 - 12) provides students with college and career guidance that is consistent with their strengths; and
 - 13) implements a scope and sequence of the curriculum that contains personal and social awareness and adjustment, academic planning, and vocational and career awareness.
- b) The competent gifted education teacher has a deep understanding of assessment and its ability to provide information about identification, learning progress and outcomes, and evaluation of programming for gifted and talented students in all domains. The competent gifted education teacher:
- 1) identifies gifted and talented students, including those students with special needs who may be underserved;
 - 2) develops environments and instructional activities that accommodate the full range of learning and performing among gifted populations, and encourages students to express diverse characteristics and behaviors that are associated with giftedness;
 - 3) possesses current knowledge of student exceptionalities and collects assessment data while adjusting curriculum and instruction to address each student's developmental level and aptitude for learning;
 - 4) provides parents and guardians with information in their native language regarding diverse behaviors and characteristics that are associated with giftedness, including unique characteristics that are associated with gifted students with special needs;
 - 5) provides parents and guardians with information in their native

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

language that explains the nature and purpose of gifted programming options;

- 6) uses current, research-based assessment strategies that accurately measure the progress of all gifted and talented students, including students with special needs;
 - 7) uses differentiated pre- and post-performance-based assessments to measure the progress of gifted and talented students;
 - 8) uses differentiated product-based assessments to measure the progress of students with gifts and talents;
 - 9) uses and interprets qualitative and quantitative assessment information to develop a profile of the strengths and weaknesses of each student to plan appropriate intervention;
 - 10) communicates and interprets assessment information to students and their parents or guardians;
 - 11) possesses an understanding of the emotional and attitudinal profiles of gifted and talented students and identifies when a child is in crisis and in need of additional supports; and
 - 12) possesses an understanding of the difference between high-achieving students and gifted and talented students, and is able to address the needs of both within a single, unified program.
- c) The competent gifted education teacher applies the theory and research-based models of curriculum and instruction for gifted and talented students and responds to the needs of his or her students by planning, selecting, adapting and creating culturally relevant curriculum materials or curricula and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes. The competent gifted education teacher:
- 1) uses local, State and national standards to align and expand curriculum and instructional plans;
 - 2) adapts, modifies or replaces the core or standard curriculum to meet the needs of gifted and talented students, including those students with special needs;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 3) designs differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive and complex content that can be modified to meet the needs of all gifted and talented students, including those students with special needs;
- 4) uses a balanced assessment system, including pre-assessment and formative assessment, to identify students' needs, develop differentiated education plans and adjust plans based on continual progress monitoring;
- 5) ensures that assessment measures are sensitive to the needs of students with special needs;
- 6) uses pre-assessments and paces and differentiates instruction based on the learning rates and needs of each gifted and talented student, including those with special needs, accelerating and compacting learning, as appropriate;
- 7) uses information and technologies, including assistive technologies, to individualize instruction for gifted and talented students, including those who are twice exceptional;
- 8) collaborates with school support personnel and special educators to design and deliver curricula in cognitive, affective, aesthetic, social and leadership domains that are challenging and effective for gifted and talented students, including those students with special needs;
- 9) uses meta-cognitive models to meet the needs of gifted and talented students;
- 10) selects, adapts and uses a repertoire of instructional strategies and materials that differentiate instruction for gifted and talented students and respond to diversity;
- 11) uses school and community resources that support differentiation;
- 12) provides opportunities for gifted and talented students to explore, develop or research their areas of interest and/or talent;
- 13) uses critical-thinking strategies to meet the needs of gifted and

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

talented students;

- 14) uses open-ended creative-thinking strategies to meet the needs of gifted and talented students;
 - 15) uses problem-solving model strategies to meet the needs of gifted and talented students;
 - 16) uses inquiry models to meet the needs of gifted and talented students;
 - 17) develops and uses challenging, culturally responsive curriculum materials or curricula to engage all gifted and talented students;
 - 18) integrates career exploration experiences into learning opportunities for gifted and talented students (e.g., biography study, speakers);
 - 19) uses curriculum materials or curricula for deep explorations of cultures, languages and social issues related to diversity; and
 - 20) demonstrates the ability to identify and leverage sources for high-quality resources and materials that are appropriate for gifted and talented students.
- d) The competent gifted education teacher creates learning environments that foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes. The competent gifted education teacher:
- 1) maintains high expectations for all gifted and talented students as evidenced by meaningful cognitively and creatively challenging activities;
 - 2) recognizes, accommodates and helps to remediate the limitations of gifted students with special needs in meeting production demands;
 - 3) provides opportunities for self-exploration, development and pursuit of interests, and development of identities supportive of achievement (e.g., through mentors and role models);
 - 4) creates environments that support trust among diverse learners;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 5) provides feedback that focuses on effort, evidence of potential to meet high standards and mistakes as learning opportunities;
- 6) provides examples of positive coping skills and opportunities to apply them;
- 7) understands the needs of gifted and talented students for both solitude and social interaction;
- 8) provides opportunities for gifted and talented students to interact with intellectual and artistic and creative peers, as well as with chronological- age peers;
- 9) provides students with special needs with opportunities to interact with both intellectual and emotional-age peers and with other gifted and talented students with special needs;
- 10) assesses and provides instruction on social skills needed for school, community and the world of work;
- 11) establishes a safe and welcoming climate for addressing social issues and developing personal responsibility;
- 12) provides environments for developing many forms of leadership and leadership skills;
- 13) promotes opportunities for leadership in community settings to effect positive change;
- 14) models appreciation for and sensitivity to students' diverse backgrounds and languages;
- 15) censures discriminatory language and behavior and models appropriate strategies;
- 16) provides structured opportunities to collaborate with diverse peers on a common goal;
- 17) provides opportunities for advanced development and maintenance of first and second languages;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 18) provides resources to enhance oral, written and artistic forms of communication, recognizing students' cultural context;
and
 - 19) ensures access to advanced communication tools, including assistive technologies, and use of these tools for expressing higher-level thinking and creative productivity.
- e) The competent gifted education teacher is aware of empirical evidence regarding the cognitive, creative and affective development of gifted and talented students, and programming that meets their concomitant needs. Competent teachers use this expertise systematically and collaboratively to develop, implement and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes. The competent gifted education teacher:
- 1) regularly uses multiple alternative approaches to accelerate learning;
 - 2) regularly uses enrichment options to extend and deepen learning opportunities within and outside of the school setting;
 - 3) regularly uses multiple forms of grouping, including clusters, resource rooms, special classes or special schools;
 - 4) regularly uses individualized learning options, such as mentorships, internships, online courses and independent study;
 - 5) regularly uses current technologies, including online learning options and assistive technologies, to enhance access to high-level programming;
 - 6) collaborates with educators in gifted, general and special education programs, as well as those in specialized areas, to collaboratively plan, develop and implement services for gifted and talented students;
 - 7) regularly engages families and community members for purposes of planning, programming, evaluating and advocating;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 8) provides professional guidance and counseling for individual students' strengths, interests and values; and
 - 9) facilitates mentorships, internships and vocational programming experiences that match student interests and aptitudes.
- f) The competent gifted education teacher formally assesses professional development needs related to standards, develops and monitors development plans, systematically engages in training to meet identified needs, and demonstrates mastery of standards through the assessment of relevant student outcomes. The competent gifted education teacher:
- 1) participates in ongoing, research-supported professional development that addresses the foundations of gifted education, education of gifted students with special needs, characteristics of students with gifts and talents, assessment, curriculum planning and instruction, learning environments and programming;
 - 2) stays current regarding key issues affecting gifted and talented students, such as anti-intellectualism, and trends in gifted education, such as equity and access;
 - 3) expands the support system for gifted and talented students and their families by connecting them to organizations and publications relevant to gifted education;
 - 4) participates in ongoing professional development to support the social and emotional needs of gifted and talented students, and shares resources and perspective with students and their families;
 - 5) assesses his or her instructional practices on an ongoing basis and, based on these assessments, continues his or her professional development related to gifted education through the school district's staff development, professional organizations and higher education settings;
 - 6) assesses evidence of the impact of new instructional approaches both on teacher practice and student learning;
 - 7) leverages multiple modes of delivering professional development,

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

including online courses, online gifted-related communities, workshops, professional learning communities and book "talks";

- 8) identifies and addresses areas in his or her professional development plans for personal growth in the teaching of gifted and talented students;
- 9) responds to cultural and personal frames of reference when teaching gifted and talented students; and
- 10) complies with rules, policies and standards of ethical practice.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 27.480 Gifted Education Specialist

~~Standards Effective Before and After October 1, 2024.~~ By October 1, 2024, all candidate for an endorsement in the teaching of Gifted Education will be required to complete a program aligned to the NAGC-CEC Teacher Preparation Standards in Gifted Education (2013), published by the National Association for Gifted Children, 1331 H Street NW, Suite 1001, Washington DC 20005, and available at <https://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/nagc-cec-teacher>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2024, ~~October 1, 2024~~ are as follows:

- a) The competent gifted education specialist, recognizing the learning and developmental differences of students with gifts and talents, promotes ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home and community settings to ensure specific student outcomes. The competent gifted education specialist:
 - 1) collects and develops tools and techniques to engage the full range of profiles of gifted and talented students, including students with special needs (e.g., students with disabilities (twice exceptional), English language learners, creatively gifted, visual-spatial learners, profoundly gifted), in identifying their interests, strengths and gifts;
 - 2) assists gifted and talented students in developing their pride in their gifts and talents and encouraging their passion in their areas of interest;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 3) develops activities that can be easily tailored to match each student's developmental needs and culture-based learning needs or to compensate for areas of deficit, to include students with special needs;
- 4) provides a variety of research-based grouping practices for use with gifted and talented students that allow them to interact with individuals of various gifts, talents, abilities and strengths;
- 5) models respect for individuals with diverse abilities, strengths and goals, including those with atypical gifted profiles (i.e., students with special needs);
- 6) provides role models (e.g., through mentors, bibliotherapy) for gifted and talented students that match their abilities and interests;
- 7) identifies extracurricular learning opportunities that match students' abilities and interests, and works to remove barriers to their taking advantage of these opportunities;
- 8) collaborates with families in accessing resources to develop their child's talents;
- 9) designs interventions for students to develop cognitive and affective growth that is based on research of effective practices;
- 10) develops specialized intervention services for underachieving gifted and talented students to accommodate their deficits, remediate barriers to achievement, leverage their gifts and build their community with other gifted and talented students;
- 11) enables students to identify their preferred approaches to learning, accommodates the students' preferences and expands them;
- 12) provides students with college and career guidance that is consistent with their strengths; and
- 13) implements a scope and sequence of the curriculum that contains personal and social awareness and adjustment, academic planning and vocational and career awareness.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- b) The competent gifted education specialist has a deep understanding of assessment and its ability to provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains. The competent gifted education specialist:
- 1) identifies gifted and talented students, including those students with special needs who may be underserved;
 - 2) develops environments and instructional activities that accommodate the full range of learning and performing found among gifted populations, and encourages students to express diverse characteristics and behaviors that are associated with giftedness;
 - 3) uses current, research-based assessment strategies appropriate for accurately measuring the progress of all gifted and talented students, including students with special needs;
 - 4) establishes comprehensive, cohesive and ongoing procedures for identifying and serving gifted and talented students; these provisions include informed consent, committee review, student retention, student reassessment, student exiting, and appeals procedures for both entry and exit from gifted program services;
 - 5) selects and uses multiple assessments that measure diverse abilities, talents and strengths that are based on current theories, models and research;
 - 6) selects assessments that provide qualitative and quantitative information from a variety of sources, including "off-level" testing (i.e., not designed for the grade level of the student), and are nonbiased and equitable, and technically adequate for the purpose;
 - 7) possesses knowledge of student exceptionalities and collects assessment data while adjusting curriculum and instruction to learn about each student's developmental level and aptitude for learning;
 - 8) interprets multiple assessments in different domains and understands the uses and limitations of the assessments in identifying the needs of gifted and talented students, including those students with special needs;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 9) informs all parents and guardians about the identification process, obtains parental or guardian permission for assessments, uses culturally sensitive checklists, and elicits evidence regarding the child's interests and potential outside of the classroom setting;
- 10) selects and uses non-biased and equitable approaches for identifying gifted and talented students, which may include using locally developed norms or assessment tools in the child's native language or in nonverbal formats;
- 11) understands and implements district and State policies designed to foster equity in gifted programming and services;
- 12) provides parents and guardians with information in their native language regarding diverse behaviors and characteristics that are associated with giftedness, including unique characteristics associated with gifted students with special needs;
- 13) provides parents and guardians with information in their native language that explains the nature and purpose of gifted programming options;
- 14) uses differentiated pre- and post-performance-based assessments to measure the progress of gifted and talented students;
- 15) uses differentiated product-based assessments to measure the progress of gifted and talented students;
- 16) uses off-level standardized assessments to measure the progress of gifted and talented students;
- 17) uses and interprets qualitative and quantitative assessment information to develop a profile of the strengths and weaknesses of each gifted and talented student to plan appropriate intervention;
- 18) communicates and interprets assessment information to gifted and talented students and their parents or guardians;
- 19) ensures that the assessments used in the identification and evaluation processes are reliable, are sensitive to the needs of special populations,

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

are valid for each instrument's purpose, allow for above grade-level performance and allow for diverse perspectives;

- 20) ensures that the assessment of the progress of gifted and talented students uses multiple indicators that measure mastery of content, higher-level thinking skills, achievement in specific program areas and affective growth;
 - 21) assesses the quantity, quality and appropriateness of the programming and services provided for gifted and talented students by disaggregating assessment data and yearly progress data and making the results public;
 - 22) provides the necessary time and resources to implement an annual evaluation plan developed by personnel with expertise in program evaluation and gifted education;
 - 23) ensures that the evaluation plan is purposeful and evaluates how student- level outcomes are influenced by one or more of the following components of gifted education programming: identification, curriculum, instructional programming and services, ongoing assessment of student learning, counseling and guidance programs, teacher qualifications and professional development, parent and guardian and community involvement, programming resources, and programming design, management, and delivery; and
 - 24) disseminates results of the program evaluation, orally and in written form, and explains how results will be used.
- c) The competent gifted education specialist applies the theory and research-based models of curriculum and instruction for gifted and talented students and responds to his or her students' needs by planning, selecting, adapting and creating culturally relevant curriculum materials or curricula and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes. The competent gifted education specialist:
- 1) uses local, State and national standards to align and expand curriculum materials or curricula and instructional plans;
 - 2) designs and uses a comprehensive and continuous scope and sequence to develop differentiated plans for gifted and talented students in prekindergarten through grade 12;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 3) adapts, modifies or replaces the core or standard curriculum to meet the needs of gifted and talented students and those with special needs;
- 4) designs differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive and complex content that can be modified to meet the needs of all gifted and talented students, including students with special needs;
- 5) uses a balanced assessment system, including pre-assessment and formative assessment, to identify students' needs, develop differentiated education plans and adjust plans based on continual progress monitoring;
- 6) uses pre-assessments and paces and differentiates instruction based on the learning rates and needs of each gifted and talented student, accelerating and compacting learning as appropriate;
- 7) uses information and technologies, including assistive technologies, to individualize instruction for gifted and talented students, including those who are twice-exceptional;
- 8) collaborates with school service personnel and special educators to design and deliver curricula in cognitive, affective, aesthetic, social and leadership domains that are challenging and effective for gifted and talented students, including students with special needs;
- 9) uses meta-cognitive models to meet the needs of gifted and talented students;
- 10) selects, adapts and uses a repertoire of instructional strategies and materials that differentiate instruction for gifted and talented students and respond to diversity;
- 11) uses school and community resources that support differentiation;
- 12) provides opportunities for gifted and talented students to explore, develop or research their areas of interest and/or talent;
- 13) uses critical-thinking strategies to meet the needs of gifted and

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

talented students;

- 14) uses creative-thinking strategies to meet the needs of gifted and talented students;
 - 15) uses problem-solving model strategies to meet the needs of gifted and talented students;
 - 16) uses open-ended inquiry models to meet the needs of gifted and talented students;
 - 17) develops and uses challenging, culturally responsive curriculum materials or curricula to engage all gifted and talented students;
 - 18) integrates career exploration experiences into learning opportunities for gifted and talented students (e.g., biography study, speakers);
 - 19) uses curriculum materials or curricula for deep explorations of cultures, languages and social issues related to diversity; and
 - 20) demonstrates the ability to identify and leverage sources for high-quality resources and materials that are appropriate for gifted and talented students.
- d) The competent gifted education specialist creates learning environments that foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes. The competent gifted education specialist:
- 1) maintains high expectations for all gifted and talented students, as evidenced in meaningful cognitively and creatively challenging activities;
 - 2) recognizes, accommodates and helps to remediate the limitations of gifted students with special needs in meeting production demands;
 - 3) provides opportunities for self-exploration, development and pursuit of interests and development of identities supportive of achievement (e.g., through mentors and role models);

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 4) creates environments that support trust among diverse learners;
- 5) provides feedback that focuses on effort, evidence of potential to meet high standards and mistakes as learning opportunities;
- 6) provides examples of positive coping skills and opportunities to apply them;
- 7) understands the needs of gifted and talented students for both solitude and social interaction;
- 8) provides opportunities for gifted and talented students to interact with intellectual and artistic and creative peers, as well as with chronological- age peers;
- 9) provides students with special needs with opportunities to interact with both intellectual and emotional-age peers and with other gifted and talented students with special needs;
- 10) assesses and provides instruction on social skills needed for school, community and the world of work;
- 11) establishes a safe and welcoming climate for addressing social issues and developing personal responsibility;
- 12) provides environments for developing many forms of leadership and leadership skills;
- 13) promotes opportunities for leadership in community settings to effect positive change;
- 14) models appreciation for and sensitivity to students' diverse backgrounds and languages;
- 15) censures discriminatory language and behavior, and models appropriate strategies for addressing social issues, including discrimination and stereotyping;
- 16) provides structured opportunities to collaborate with diverse peers on a common goal;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 17) provides opportunities for advanced development and maintenance of first and second languages;
 - 18) provides resources to enhance oral, written and artistic forms of communication, recognizing students' cultural context;
and
 - 19) ensures access to advanced communication tools, including assistive technologies, and use of these tools for expressing higher-level thinking and creative productivity.
- e) The competent gifted education specialist is aware of empirical evidence regarding the cognitive, creative and affective development of gifted and talented students, and programming that meets their concomitant needs. Competent teachers use this expertise systematically and collaboratively to develop, implement and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes. The competent gifted education specialist:
- 1) regularly uses multiple alternative approaches to accelerate learning;
 - 2) regularly uses enrichment options to extend and deepen learning opportunities within and outside of the school setting;
 - 3) regularly uses multiple forms of grouping, including clusters, resource rooms, special classes or special schools;
 - 4) regularly uses individualized learning options, such as mentorships, internships, online courses and independent study;
 - 5) regularly uses current technologies, including online learning options and assistive technologies, to enhance access to high-level programming;
 - 6) demonstrates support for gifted programs through equitable allocation of resources and demonstrated willingness to ensure that gifted and talented students receive appropriate educational services;
 - 7) collaborates with educators in gifted, general and special education programs, as well as those in specialized areas, to collaboratively

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

plan, develop and implement services for gifted and talented students;

- 8) regularly engages families and community members for the purposes of planning, programming, evaluating and advocating;
 - 9) tracks expenditures at the school level to verify appropriate and sufficient funding for gifted programming and services;
 - 10) develops thoughtful, multi-year program plans in talent areas relative to students in prekindergarten through grade 12;
 - 11) creates policies and procedures to guide and sustain all components of the program, including assessment, identification, acceleration practices and grouping practices, that are built on an evidence-based foundation in gifted education;
 - 12) provides professional guidance and counseling for individual student strengths, interests and values; and
 - 13) facilitates mentorships, internships and vocational programming experiences that match student interests and aptitudes.
- f) The competent gifted education specialist formally assesses professional development needs related to standards, develops and monitors development plans, systematically engages in training to meet identified needs and demonstrates mastery of standards through the assessment of relevant student outcomes. The competent gifted education specialist:
- 1) participates in ongoing, research-supported professional development that addresses the foundations of gifted education, education of gifted students with special needs, characteristics of students with gifts and talents, assessment, curriculum planning and instruction, learning environments and programming;
 - 2) provides professional development for teachers that models how to develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 3) stays current regarding key issues affecting gifted students, such as anti- intellectualism, and trends in gifted education, such as equity and access;
- 4) provides human and material resources needed for professional development in gifted education (e.g., release time, funding for continuing education, substitute support, webinars, mentors);
- 5) expands the support system for gifted and talented students and their families by connecting them to organizations and publications relevant to gifted education;
- 6) assesses his or her instructional practices on an ongoing basis and, based on these assessments, continues his or her professional development related to gifted education through the school district's staff development, professional organizations and higher education settings;
- 7) assesses evidence of the impact of new instructional approaches both on teacher practice and student learning;
- 8) leverages multiple modes of delivering professional development, including online courses, online gifted-related communities, workshops, professional learning communities and book "talks";
- 9) identifies and addresses areas in his or her professional development plans for personal growth in the teaching of gifted and talented students;
- 10) responds to cultural and personal frames of reference when teaching gifted and talented students; and
- 11) complies with rules, policies and standards of ethical practice.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL
RESOURCES SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER b: PERSONNEL

PART 28
STANDARDS FOR ENDORSEMENTS IN SPECIAL
EDUCATION

Section

- 28.10 Purpose and Effective Dates
- 28.100 Initial Teacher Preparation Program ~~A Common Core of Standards for All~~
Special Educators
- 28.200 Standards for the Learning Behavior Specialist I (LBS I)
- 28.210 Standards for the Teacher of Students who are Blind or Visually Impaired
- 28.220 Standards for the Teacher of Students who are Deaf or Hard of Hearing
- 28.230 Standards for the Speech-Language Pathologist
- 28.240 Standards for the Early Childhood Special Education Teacher
- 28.300 Advanced Teacher Preparation Program Standards for the Learning Behavior
Specialist II (LBS II)
- 28.310 Standards for the LBS II/Transition Specialist
- 28.320 Standards for the LBS II/Technology Specialist
- 28.330 Standards for the LBS II/Bilingual Special Education Specialist
- 28.340 Standards for the LBS II/Deaf-Blind Specialist
- 28.350 Standards for the LBS II/Behavior Intervention Specialist
- 28.360 Standards for the LBS II/Curriculum Adaptation Specialist
- 28.370 Standards for the LBS II/Multiple Disabilities Specialist

AUTHORITY: Implementing Article 21B and authorized by Sections 2-3.6 and 21-28 of the School Code [105 ILCS 5/Art. 21B, 2-3.6 and 21-28].

SOURCE: Peremptory rules adopted at 24 Ill. Reg. 16738, effective October 26, 2000; peremptory rule suspended at 25 Ill. Reg. 1860, effective January 9, 2001; suspension continued by joint resolution of the General Assembly, and peremptory rule repealed pursuant to Section 5-125(c) of the Illinois Administrative Procedure Act, effective May 31, 2001; peremptory rules adopted at 35 Ill. Reg. 14709, effective August 22, 2011; amended at 38 Ill. Reg. 6313, effective February 27, 2014; amended at 44 Ill. Reg. _____, effective _____.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Section 28.10 Purpose and Effective Dates

This Part establishes the standards that, together with the standards set forth in Initial approval of Educator Preparation Programs by the State Board of Education (see 23 Ill. Adm. Code 25.120), shall apply to the issuance of various credentials in the field of special education pursuant to Section 21-28 of the School Code [105 ILCS 5/21-28]. The standards set forth in this Part shall apply both to candidates for the respective credentials and to the programs that prepare them. That is: shall apply to the issuance of various endorsements in the field of special education pursuant to Article 21 B of the School Code [105 ILCS 5]. The standards set forth in this Part shall apply both to candidates for the respective endorsements and to the programs that prepare them.

- a) Transition to New Standards (Beginning October 1, 2025) beginning on the date identified as applicable for a particular endorsement, the examinations required for issuance of that endorsement shall be based on the relevant standards identified in this part; and
 - 1) Beginning b) beginning on the date identified as applicable, approval of any teacher preparation program or course of study pursuant to the State Board's rules for Educator Licensure (23 Ill. Adm. Code 25, Subpart C) shall be based on the congruence of that program's or course's content with the relevant standards identified in this Part.
 - 2) This Part also includes the standards that will continue to apply until national standards are required.
 - 3) Beginning October 1, 2021, no candidate shall be admitted into a program that has not been approved under this Part. Any candidate who is enrolled in a program not approved under this Part shall complete the program on or before October 1, 2025, and be entitled (i.e., receive verification by the candidate's institution of higher education that he/she has completed an approved preparation program and has met the testing and experience requirements for licensure in the specific content area sought) by October 1, 2025.
- b) The examinations required for issuance of that endorsement shall be based on the relevant standards identified in this Part.
- c) Programs approved under previous standards shall align to updated standards by June 30 of the following fiscal year.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 28.100 Initial Teacher Preparation Program ~~A Common Core of Standards for All Special Educators~~

By October 1, 2025, Beginning July 31, 2002, no **initial** teacher preparation program or course of study leading to the issuance of any teaching **endorsement** credential in the field of special education shall be approved unless it includes content that will enable candidates to meet the standards set forth in this Section. **By October 1, 2025, and the other applicable standards set forth in this Part, in addition to the standards set forth at 23 Ill. Adm. Code 24.130 (the "Illinois Professional Teaching Standards"). Beginning January 1, 2003, any examination required for issuance of a teaching **endorsement** credential in special education shall assess candidates' competence in relation to these standards. **By October 1, 2025, all candidates for an endorsement in special education will be required to complete a program aligned to the Council for Exceptional Children (CEC) Initial Preparation Standards (2015), and Initial Common Specialty Items (2015), and Field Experience and Clinical Practice Standards (2015), published by the Council for Exceptional Children, 2900 Crystal Drive, Suite 1000, Arlington, VA 22202-3557, and available at <https://www.cecsped.org/Standards>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2025 are as follows:****

- a) Foundations – The competent special education teacher understands the philosophical, historical, and legal foundations of special education.
 - 1) Knowledge – The competent special education teacher understands:
 - A) historical perspectives, legislative and litigative history, models, theories, and philosophies that provide the basis for special education practice;
 - B) current legislation, regulations, policies, litigation, and ethical issues related to the provision of educational services, including least restrictive environment, due process, assessment, discipline, transition, supplemental services and supports, specialized health care and assistive technology, to individuals with all types of disabilities across the age range;
 - C) variations in beliefs, traditions, and values across cultures within society and the effects of the relationship among child, family and schooling;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- D) issues and trends in special education across the life span, early childhood through adult services;
 - E) issues in definition and identification procedures for individuals with disabilities, including those associated with individuals from culturally and/or linguistically diverse backgrounds; and
 - F) the rights and responsibilities of parents, students, teachers, and other professionals and schools as they relate to an individual's learning needs and educational programs.
- 2) Performance – The competent special education teacher:
- A) articulates a personal philosophy of special education, including its relationship to the general curriculum and the concepts of least restrictive environment;
 - B) conducts the professional activities of assessment, diagnosis, and instruction consistent with the requirements of law, rules and regulations, and local district policies and procedures; and
 - C) considers the continuum of placement and services within the context of least restrictive environment when making educational recommendations for students.
- b) Characteristics of Learners – The competent special education teacher understands the impact that disabilities have on the cognitive, physical, emotional, social and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students.
- 1) Knowledge – The competent special education teacher understands:
- A) the cognitive processes associated with various kinds of learning and how these processes can be stimulated and developed;
 - B) the similarities and differences among the cognitive, physical,

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

sensory, cultural, social and emotional development and needs of individuals with and without disabilities;

- C) communication theory, language development, and the role of language in learning as well as communication modes and patterns of individuals with and without disabilities;
- D) the social, intellectual, and political influences on language;
- E) typical and atypical motor development;
- F) major genetic and environmental etiologies of cognitive, sensory, emotional, and physical disabilities;
- G) medical conditions affecting individuals with disabilities and the effects of various medications on their educational, cognitive, physical, sensory, social, and emotional behaviors;
- H) basic functions of the body's systems in relation to common medical conditions and health impairments;
- I) specialized health care needs at school (e.g., gastrostomies, colostomies, urinary catheterization, tracheotomies, ventilator- assisted breathing, blood glucose testing, seizure management);
- J) differential characteristics of individuals with disabilities across the age range, including levels of severity and multiple disabilities and their influence on development, behavior and learning;
- K) the effects of dysfunctional behavior on learning and the differences between behavioral and emotional disorders;
- L) effects of the cultural and environmental milieu of the child and the family on behavior and learning;
- M) the effects of second language acquisition on communication patterns;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- N) the impact of sensory disabilities on development, learning and behavior; and
 - O) effects of sensory input on the development of language and cognition of students with sensory impairments, including the impact on cultural development and familial structures.
- 2) Performance – The competent special education teacher:
- A) accesses information on exceptional conditions when planning educational or transitional programs;
 - B) uses knowledge of a student's cognitive, communication, physical, cultural, social, and emotional characteristics in planning and delivering instruction and in transition planning; and
 - C) recommends referrals to appropriate specialists when more in- depth information about a child's needs is required for making educational decisions.
- c) Assessment – The competent special education teacher understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21).
- 1) Knowledge – The competent special education teacher understands:
- A) assessment as an educational process;
 - B) terminology used in assessments;
 - C) legal provisions, regulations, and guidelines regarding assessment of individuals with disabilities;
 - D) how to interpret information obtained from standardized tests, including age and grade scores, standard scores, percentile ranks, stanines, measures of central tendency, standard deviations, and standard error of measurement;
 - E) strategies for modifying and adapting formal tests;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- F) strengths and limitations of various assessment tools;
 - G) influences of disabilities, culture, and language on the assessment process;
 - H) a variety of procedures for identifying students' learning characteristics and needs, monitoring student progress, and evaluating learning strategies and instructional approaches; and
 - I) accommodations and modification of national, State and local assessments and the Illinois Alternative Assessment.
- 2) Performance – The competent special education teacher:
- A) matches appropriate assessment procedures to purposes of assessment;
 - B) gathers background information regarding academic history;
 - C) collaborates with families and other professionals in conducting individual assessment and reporting of assessment results;
 - D) interprets information from formal and informal assessment instruments and procedures;
 - E) develops individualized assessment strategies for instruction and uses appropriate procedures for evaluating results of that instruction;
 - F) uses performance data and information from teachers, other professionals, individuals with disabilities, and parents collaboratively to make or suggest appropriate modifications in learning environments, curriculum and/or instructional strategies;
 - G) evaluates learning environments and matches necessary supports to individual learners' needs; and

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- H) creates and maintains accurate records.
- d) Planning for Instruction – The competent special education teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The teacher understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals.
 - 1) Knowledge – The competent special education teacher understands:
 - A) the scope and sequence of the general curriculum;
 - B) the concepts of language arts;
 - C) the concepts of math, including numeration, geometry, measurement, statistics/probability, and algebra;
 - D) general curriculum practices and materials;
 - E) the components of an effective social skills curriculum;
 - F) the components of an effective transitional and vocational curriculum;
 - G) strategies for facilitating maintenance and generalization of skills across learning environments;
 - H) sources of specialized materials, equipment, and assistive technology for individuals with disabilities;
 - I) the principle of partial participation as it applies to students with disabilities;
 - J) the use of adaptive equipment for students with disabilities;
 - K) the concept of longitudinal transition plans;
 - L) short- and long-range plans consistent with curriculum goals, learner diversity, and learning theory;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- M) the process for inventorying instructional environments to meet a student's individual needs;
 - N) cultural perspectives related to effective instruction for students with disabilities;
 - O) physical adaptations to the environment to meet individual needs; and
 - P) integration of assistive and instructional technology to meet a student's individual needs.
- 2) Performance – The competent special education teacher:
- A) develops and/or selects relevant instructional content, materials, resources, and strategies that respond to cultural, linguistic, gender, and learning style differences;
 - B) selects and uses appropriate technologies to accomplish instructional objectives;
 - C) develops appropriate lesson plans that incorporate curriculum and instructional strategies with individualized education goals and benchmarks;
 - D) utilizes strategies for facilitating maintenance and generalization of skills across learning environments;
 - E) integrates related services into the instructional program;
 - F) evaluates general curricula and determines the scope and sequence of the academic content areas of language arts and math;
 - G) analyzes individual and group performance in order to design instruction that meets learners' current needs in the cognitive, social, emotional, and physical domains at the appropriate level of development in the least restrictive environment;
 - H) designs learning experiences to promote students' skills in the use of technologies;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- I) evaluates teaching resources and curricular materials for comprehensiveness, accuracy, and usefulness;
 - J) utilizes resources and materials that are developmentally and functionally valid;
 - K) uses the principle of partial participation in planning for all students;
 - L) develops curricula relevant to life skills domains: domestic, recreation/leisure, vocational, and community; and
 - M) plans and implements transition programs appropriate to the age and skill level of the student.
- e) Learning Environment – The competent special education teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
 - 1) Knowledge – The competent special education teacher understands:
 - A) strategies for preparing individuals to live harmoniously and productively in a multi-class, multiethnic, multicultural, and multinational world;
 - B) basic classroom management theories and methods;
 - C) aspects of the physical setting, schedule, routines, and transitions that promote development and learning;
 - D) the effects of teacher attitudes and behaviors on all students;
 - E) laws, rules and regulations, procedural safeguards, and ethical considerations regarding management of behaviors of individuals with disabilities;
 - F) strategies for individual behavior management, crisis prevention, and intervention;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- G) functional assessment of behavior and the components of behavior intervention plans;
 - H) approaches to adapting environments to meet the specific learning and developmental needs of individuals;
 - I) strategies for conflict resolution;
 - J) effective instructional strategies for social skills development;
 - K) issues, resources, and techniques related to the integration of students with disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers;
 - L) how to identify realistic expectations for student behavior in various settings;
 - M) the characteristics of environments, including materials, equipment, and spatial arrangements, that facilitate development, learning, and interaction between and among students;
 - N) ways in which technology can assist with creating and managing the learning environment;
 - O) common environmental barriers that hinder accessibility;
 - P) personal attitudes and biases that affect acceptance of individuals with disabilities; and
 - Q) supervision of paraprofessional educators.
- 2) Performance – The competent special education teacher:
- A) identifies, uses and evaluates appropriate reinforcers to enhance learning and motivation;
 - B) uses strategies and techniques to arrange and modify the learning environment to facilitate learning according to an individual's physical, sensory, and/or behavioral needs;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) designs, structures, and manages daily routines effectively, including transition time for groups and individuals;
- D) uses assistive technology, when applicable, to create, arrange, and maintain a positive environment that facilitates learning and interaction;
- E) monitors and analyzes changes in individual and group behavior and performance across settings, curricular areas, and activities;
- F) designs, implements, and evaluates instructional programs that enhance an individual's social participation in family, school, and community activities;
- G) develops, implements, and evaluates the effects of positive behavior intervention techniques and individual behavior intervention plans for individuals with disabilities;
- H) applies appropriate, non-aversive, least intrusive management procedures when presented with spontaneous behavioral problems;
- I) elects target behaviors to be changed and conducts a functional assessment of the target behavior;
- J) plans and directs the activities of classroom paraprofessionals, volunteers, and/or peer tutors;
- K) coordinates activities with related services personnel to maximize instruction and time;
- L) uses procedures to help individuals develop self-awareness, self-control, self-reliance, self-esteem, and self-determination and manage their own behavior
- M) uses transfers (floor to sitting, sitting to floor, chair to chair) correctly and identifies incorrect procedures for

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

handling and positioning; and

- N) facilitates mobility, including head and trunk control, sitting, crawling, standing, walking, and wheelchair use.
- f) Instructional Delivery – The competent special education teacher understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-21).
- 1) Knowledge – The competent special education teacher understands:
 - A) techniques for modifying instructional methods, curricular materials and the environment to meet learners' needs that are appropriate to those learners' ages and skill levels; and
 - B) how cultural and gender differences affect communication.
 - 2) Performance – The competent special education teacher:
 - A) uses a variety of explanations and multiple representations of concepts that capture key ideas to help students develop conceptual understandings;
 - B) stimulates student reflection on prior knowledge and links new ideas to already familiar ideas and experiences;
 - C) facilitates learning experiences that develop social skills;
 - D) uses instructional time effectively and efficiently;
 - E) chooses and implements instructional techniques and strategies that promote successful transitions for individuals with disabilities;
 - F) adapts materials according to the needs of individuals with disabilities;
 - G) facilitates a learning community in which individual differences are respected;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- H) creates varied opportunities for all students to use effective written, verbal, nonverbal and visual communication;
 - I) uses research-supported instructional strategies and practices;
 - J) identifies ways to enhance a reinforcer's effectiveness in instruction;
 - K) uses chronologically age-appropriate instruction and materials; and
 - L) facilitates the integration of related services into the instructional program.
- g) Collaborative Relationships – The competent special education teacher uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students.
- 1) Knowledge – The competent special education teacher understands:
 - A) factors that promote effective communication and collaboration with individuals, parents, families, and school and community personnel in a culturally responsive program;
 - B) roles of individuals with disabilities, parents, teachers, and other school and community personnel in planning an individualized program;
 - C) ethical practices for confidential communication to others about individuals with disabilities;
 - D) typical concerns of families of individuals with disabilities and appropriate strategies for collaborating with families in addressing these concerns (including families transitioning into and out of the special education system);
 - E) the effects of family and community on development, behavior

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

and learning;

- F) family systems theory and dynamics and differences in family structures and beliefs;
 - G) roles and responsibilities of school-based medical and related services personnel, professional groups, and community organizations in identifying, assessing, and providing services to individuals with disabilities;
 - H) information generally available from family, school officials, the legal system, and community service agencies;
 - I) early childhood settings and other agencies related to young children and families as organizations within the larger community context; and
 - J) resources, strategies, networks, organizations, and unique services that work with individuals with disabilities and their families (including career, vocational, and transition support), including possible funding agencies and financial sources for secondary aged students (local, State, and federal).
- 2) Performance – The competent special education teacher:
- A) collaborates with a team, including families, to develop and implement individual student programs (Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), transition plans, etc.);
 - B) encourages and supports families in their student's programs and in becoming active participants in the educational team;
 - C) plans and conducts collaborative conferences with families or primary caregivers;
 - D) collaborates with parents and educators in the use of specific academic or behavior management strategies and counseling techniques;
 - E) initiates collaboration with others and creates situations where

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

that collaboration will enhance student learning;

- F) collaborates with classroom teachers, parents, paraprofessional educators, and other school and community personnel in integrating individuals with disabilities into various social and learning environments;
 - G) communicates with general educators, administrators, paraprofessional educators, and other school personnel about characteristics and needs of individuals with disabilities;
 - H) assists students, in collaboration with parents and other professionals, in planning for transition to adulthood, including employment and community and daily life, with maximum opportunities for decision-making and full participation in the community;
 - I) demonstrates the ability to train, monitor, evaluate, and provide feedback to paraprofessional educators; and
 - J) works with colleagues to develop an effective learning climate within the school.
- h) Professional Conduct and Leadership – The competent special education teacher understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.
- 1) Knowledge – The competent special education teacher understands:
 - A) personal and cultural biases and differences that affect one's teaching and interactions with others;
 - B) the importance of the teacher serving as a role model and advocate for all students;
 - C) schools as organizations within the larger community context;
 - D) consumer and professional organizations, publications, and journals relevant to individuals with disabilities;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

and

- E) rights to privacy, confidentiality, and respect for differences among all persons interacting with individuals with disabilities.
- 2) Performance – The competent special education teacher:
- A) demonstrates commitment to developing the highest educational and quality-of-life potential of individuals with disabilities;
 - B) demonstrates positive regard for the culture, religion, gender, and sexual orientation of individual students and their families;
 - C) promotes and maintains a high level of integrity in the practice of the profession in accordance with the professional ethical standards set forth in "What Every Special Educator Must Know: Ethics, Standards, and Guidelines" (~~2015~~ 2009) published by the Council for Exceptional Children, 2900 Crystal Drive, Suite 1000, Arlington, Virginia 22202 and available at <https://www.cec.sped.org/Standards>, <http://www.cec.sped.org/-/media/Files/Standards/News%20and%20Reports/Redbook%202009.pdf>. (No later amendments to or editions of these standards are incorporated by this rule.);
 - D) exercises objective professional judgment in the practice of the profession;
 - E) engages in professional activities that benefit individuals with disabilities, their families, and/or colleagues, including participation in the activities of professional organizations relevant to individuals with disabilities;
 - F) recognizes signs of emotional distress, child abuse, and neglect and follows procedures for reporting known or suspected abuse or neglect to appropriate authorities;
 - G) maintains confidentiality of medical and academic records and respect for privacy of individuals with disabilities; and

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- H) maintains ethical responsibility to advocate for the least restrictive environment and appropriate services.
- i) Reflection and Professional Growth – The competent special education teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.
 - 1) Knowledge – The competent special education teacher understands:
 - A) benefits and strategies of mentorship;
 - B) the continuum of lifelong professional development; and
 - C) central concepts and methods of inquiry for reflecting on practice and problem-solving.
 - 2) Performance – The competent special education teacher:
 - A) reflects on his or her practice to improve instruction and guide professional growth; and
 - B) ensures that his or her professional development plan includes activities to remain current regarding research-validated practice.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 28.200 Standards for the Learning Behavior Specialist I (LBS I)

The Learning Behavior Specialist I is a teacher of children and youth with one or more of the following documented disabilities as specified in the Individuals with Disabilities Education Act (20 USC 1400 et seq.): specific learning disabilities, emotional ~~disability~~ disturbance, ~~intellectual disability~~ mental retardation, autism, traumatic brain injury, orthopedic or other health impairment. By October 1, 2025, all candidates for an endorsement in LBS I must complete a program that aligns to the Individualized General Education Curriculum and Individualized Independence Curriculum, Combined Initial Specialty Set, published by the Council for Exceptional Children, 2900 Crystal Drive, Suite 1000, Arlington VA 22202-3557, and available at <https://www.cec.sped.org/Standards/special-Educator-Professional-Preparation-Standards/CEC-Initial-and-Advanced-Specialty-Sets>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30,

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

2025, are as follows: ~~Beginning July 31, 2002, a teacher preparation program or course of study leading to the issuance of the special K-age 21 Learning Behavior Specialist I (LBS I) endorsement on a professional educator license shall be approved only if it includes content that will enable candidates to meet the standards set forth in this Section. Beginning January 1, 2003, the examination required for issuance of this credential shall be based upon these standards.~~

- a) Foundations – The competent learning behavior specialist understands the philosophical, historical, and legal foundations of special education; he or she meets the standards set forth in Section 28.100(a) of this Part.
- b) Characteristics of Learners – The competent learning behavior specialist understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students (ages 3-21).
 - 1) Knowledge – The competent learning behavior specialist understands:
 - A) the impact of language disorders, processing deficits, cognitive disorders, behavioral/emotional/social disorders, and physical (including sensory) disabilities on learning;
 - B) the impact of language disorders, processing deficits, cognitive disorders, behavioral/emotional/social disorders, and physical (including sensory) disabilities on behavior; and
 - C) the unique impact of multiple disabilities on learning and behavior.
 - 2) Performance – The competent learning behavior specialist provides information about students with language disorders, processing deficits, cognitive disorders, behavioral/emotional/social disorders, physical disabilities, and health impairments and their impact on learning to teachers, parents and employer
- c) Assessment – The competent learning behavior specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21).

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) Knowledge – the competent learning behavior specialist understands:
 - A) strategies for assessing individual learning characteristics and modes of communication;
 - B) strategies for assessing students' skills within curricular areas, including academic, social and vocational;
 - C) strategies for assessing learning environments and conducting functional behavioral assessments within the environment;
 - D) a model of reading diagnosis that includes student proficiency with print conventions, phonemic awareness, word recognition, vocabulary, fluency, comprehension, and self-monitoring; and
 - E) the uses and limitations of informal and formal assessments.
- 2) Performance – The competent learning behavior specialist:
 - A) adapts group academic and statewide assessments for students with disabilities;
 - B) assesses the extent and quality of an individual's access to the general curriculum;
 - C) monitors a student's progress through the general curriculum;
 - D) designs and implements functional assessment procedures;
 - E) assesses reliable methods of response in individuals who lack typical communication and performance abilities;
 - F) adapts formal assessment devices to accommodate a student's mode of communication and response;
 - G) identifies students' educational priorities by developing and conducting an individualized inventory of the student's home, community, social, and vocational environments and integrated curriculum needs;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- H) identifies a hierarchy of reinforcers and empirically evaluates their effectiveness for an individual with moderate, severe, and multiple disabilities;
 - I) determines strengths and needs of individual students in the area of reading;
 - J) determines students' independent, instructional, and frustrational reading levels to inform instruction; and
 - K) interprets and explains reading diagnostic information for classroom teachers, parents, and other specialists to plan instructional programs.
- d) Planning for Instruction – The competent learning behavior specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The learning behavior specialist understands instructional planning and designs instruction based on knowledge of the discipline, student, community, and curriculum goals.
- 1) Knowledge – The competent learning behavior specialist understands:
- A) the Illinois Learning Standards (see 23 Ill. Adm. Code 1. Appendix D) and effective instructional strategies and resources for teaching the scope and sequence in the academic, social, and vocational curricular domains;
 - B) effective instructional strategies for adapting the general curriculum to meet the needs of individual students;
 - C) the use of appropriate reading intervention strategies and support systems for meeting the needs of diverse learners;
 - D) the differences between reading skills and strategies, and the role each plays in reading development;
 - E) importance and strategies for teaching emerging literacy

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

skills (concept of print, phonemic awareness, fluency, and comprehension) to success in reading achievement

- F) the strategies to develop a longitudinal, outcome-based curriculum with the identification of priorities, including social, language, academic and career and technical skills across life skill domains (i.e., domestic, recreation/leisure, vocational, and community);
 - G) adaptive equipment to facilitate eating, dressing, grooming, bowel and bladder management, independent living, and mobility;
 - H) guidelines for the selection and use of augmentative or assistive technology devices (e.g., sign language, electronic devices, picture and symbol systems, and language boards);
 - I) effective strategies for teaching study skills;
 - J) the skills necessary for student success in community settings;
 - K) community career and technical options, including supported employment and competitive employment models;
 - L) the rationale for career development and vocational programming across the preschool to postsecondary age span; and
 - M) the principles of partial participation.
- 2) Performance – The competent learning behavior specialist:
- A) integrates knowledge of the characteristics of the learner, Illinois Learning Standards, general curriculum and adaptation strategies appropriately into an effective individualized education program;
 - B) selects appropriate instructional strategies based on the curricular content and the age and skill level of the student;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) evaluates, selects, develops, and adapts curricular materials and technology appropriate for individuals with disabilities;
 - D) applies the use of appropriate reading intervention strategies and support systems for meeting the needs of diverse learners;
 - E) adjusts reading instruction to meet the learning needs of diverse learners;
 - F) assesses the entrance level skill requirements of a potential site for vocational placement;
 - G) prioritizes skills and chooses chronologically age-appropriate materials, emphasizing functionality, instruction in natural settings, and interactions between students with and without disabilities;
 - H) develops longitudinal, outcome-based curricula for individual students;
 - I) identifies and prioritizes objectives for community skill training;
 - J) identifies available community recreational/leisure activities; and
 - K) identifies career and technical and community placements appropriate to the age and skill level of the student.
- e) Learning Environment – The competent learning behavior specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 1) Knowledge – The competent learning behavior specialist understands:
 - A) rationale for selecting specific management techniques; and
 - B) theories and positive approaches for managing significant behavior problems, including self-stimulation and self-abuse.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) Performance – The competent learning behavior specialist:
 - A) uses appropriate strategies for managing significant behavioral episodes and crisis intervention;
 - B) coordinates activities of related services personnel to maximize direct instruction time for individuals with disabilities and to ensure that related services are integrated into individuals' daily activities and schedule;
 - C) uses appropriate strategies for decreasing self-abusive behaviors; and
 - D) plans and implements instructional programs and behavioral interventions designed to facilitate the acquisition of adaptive social skills.
- f) Instructional Delivery – The competent learning behavior specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem- solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-21).
- 1) Knowledge – The competent learning behavior specialist understands:
 - A) effective instructional strategies for basic sequences of skills in the academic, social, and career and technical curricular areas;
 - B) traditional, improved traditional, and rapid procedures for helping individuals achieve bowel and bladder control;
 - C) language intervention strategies and appropriate uses across age and skill levels;
 - D) instructional procedures for increasing communication use, spontaneity, and to promote generalization of communication; and
 - E) instructional procedures for facilitating errorless learning, including teacher delivered prompts and discrimination learning.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) Performance – The competent learning behavior specialist:
- A) plans, organizes, and implements educational programs appropriate to the cognitive, linguistic, and physical needs of individuals in the least restrictive environment;
 - B) integrates academic instruction, affective education, and behavior management for individual learners and groups of learners in the least restrictive environment;
 - C) uses strategies to enhance the thinking process;
 - D) uses effective instructional strategies to assist individuals with disabilities to develop and self-monitor academic and social skills;
 - E) provides community-referenced instruction;
 - F) interprets sensory, mobility, reflex, and perceptual information to create appropriate lessons;
 - G) integrates study skills curriculum with delivery of academic instruction;
 - H) participates in the selection and implementation of augmentative or alternative communication devices and systems for use with students with disabilities;
 - I) matches individual needs with appropriate community placements, including supported employment and competitive employment models;
 - J) applies principles of instruction for generalized language arts or math skills to teaching domestic, community, school, recreational, or vocational skills that require language arts or math;
 - K) designs and implements instructional programs for teaching eating, dressing, grooming, and toileting skills;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- L) uses language intervention strategies and appropriate usage across age and skill levels;
 - M) uses instructional procedures for facilitating errorless learning, including teacher delivered prompts and discrimination learning;
 - N) plans and implements individualized systematic instructional programs to teach priority skills;
 - O) uses instructional procedures for increasing communication use and spontaneity, and to promote generalization of communication;
 - P) plans and implements instructional programs directed toward objectives established for recreation/leisure skills, domestic skills, community skills, and career development and vocational training emphasizing positive self-concepts and realistic goals; and
 - Q) plans and implements programs for students transitioning from school to adult life.
- g) Collaborative Relationships – The competent learning behavior specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessional educators, and students.
- 1) Knowledge – The competent learning behavior specialist understands collaborative and consultative roles of special educators in the integration of individuals with disabilities into the general curriculum, and educational and alternative settings (including community).
 - 2) Performance – The competent learning behavior specialist collaborates with parents, general educators, other professionals (including community) and paraprofessional educators in the integration of individuals with disabilities into the general curriculum, and educational and alternative settings.
- h) Professional Conduct and Leadership – The competent learning behavior specialist understands teaching as a profession, maintains standards of

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

professional conduct, and provides leadership to improve students' learning and well-being.

- 1) Knowledge – The competent learning behavior specialist understands the scope of his or her practice and seeks additional resources and assistance as needed to meet the individualized needs of students.
- 2) Performance – The competent learning behavior specialist:
 - A) practices within his or her own scope of practice and seeks additional resources and assistance as needed to meet the individualized needs of students;
 - B) demonstrates an ethical responsibility to advocate for the least restrictive environment and appropriate services; and
 - C) engages in professional activities that benefit students with disabilities.
- i) Reflection and Professional Growth – The competent learning behavior specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. The competent learning behavior specialist:
 - 1) conducts self-evaluation, making ongoing adjustments to assessment and intervention techniques as needed to improve services to students; and
 - 2) reflects on one's own practice to improve instruction and guide professional growth.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 28.210 Standards for the Teacher of Students who are Blind or Visually Impaired

By October 1, 2025, Standards Effective Before and After October 1, 2025. Beginning July 31, 2002 all candidates for an endorsement in Blind and Visually Impaired will be required to complete a program aligned to the Initial Specialty Set for Blind and Visually Impaired (2018), published by the Council for Exceptional Children, 2900 Crystal Drive, Suite 1000, Arlington, VA 22202-3557, and available at <https://www.cec.sped.org/Standards/special-Educator->

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Professional-Preparation-Standards/CEC-Initial-and-Advanced-Specialty-Sets. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2025, are as follows: ~~a teacher preparation program or course of study leading to endorsement as a special preschool-age 21 Teacher of Students who are Blind or Visually Impaired on a professional educator license shall be approved only if it includes content that will enable candidates to meet the standards set forth in this Section. Beginning January 1, 2003, the examination required for issuance of this credential shall be based upon these standards.~~

- a) Foundations – The competent teacher of students who are blind or visually impaired understands the philosophical, historical, and legal foundations of special education and is able to incorporate this knowledge within the context of the educational system.
 - 1) Knowledge – The competent teacher of students who are blind or visually impaired understands:
 - A) federal entitlements (e.g., American Printing House for the Blind quota funds) that relate to the provision of specialized equipment and materials for learners with visual impairments;
 - B) historical foundations for education of children with visual impairments, including the array of service options; and
 - C) current educational definitions, identification criteria, labeling issues, and current incidence and prevalence figures for students with visual impairments, including those with multiple disabilities.
 - 2) Performance – The competent teacher of students who are blind or visually impaired articulates the pros and cons of current issues and trends in special education for students who are visually impaired;
- b) Characteristics of Learners – The competent teacher of students who are blind or visually impaired understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and creates opportunities that support the intellectual, social, and personal development of all students.
 - 1) Knowledge – The competent teacher of students who are blind or

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

visually impaired understands:

- A) the normal development of the human visual system;
 - B) basic terminology related to the structure and function of the human visual system;
 - C) basic terminology related to diseases and disorders of the human visual system;
 - D) the development of secondary senses (hearing, touch, taste, and smell) when the primary sense is impaired;
 - E) the effects of a visual impairment on early development (motor system, cognition, social/emotional interactions, self-help, and language);
 - F) the effects of a visual impairment on social behaviors and independence;
 - G) the effects of a visual impairment on language and communication;
 - H) the effects of a visual impairment on the individual's family and the reciprocal impact on the individual's self-esteem;
 - I) the psychosocial aspects of a visual impairment;
 - J) the effects of medication on the visual system; and
 - K) the impact of additional exceptionalities on students with visual impairments.
- 2) Performance – The competent teacher of students who are blind or visually impaired develops individual programs based on general development and academic, social, career and functional characteristics of students with visual impairments, including those with multiple disabilities.
- c) Assessment, Diagnosis, and Evaluation – The competent teacher of students who are blind or visually impaired understands the educational assessment

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

process and utilizes various assessment strategies to support the continuous development of all students.

- 1) Knowledge – The competent teacher of students who are blind or visually impaired understands:
 - A) the impact of visual disorders and additional disabilities on learning and experience;
 - B) specialized terminology used in assessing students with visual impairments, both as it relates to the visual system and in areas of importance;
 - C) the ethical considerations and legal provisions, regulations, and guidelines (federal, State, and local) related to assessment of students with visual impairments (including the legal versus functional definitions of blindness and low vision);
 - D) specialized policies regarding referral and placement procedures for students with visual impairments;
 - E) procedures used for screening, pre-referral, referral, and classifications, including vision screening methods, functional vision evaluation, and learning media assessment of students with visual impairments, including those with multiple disabilities;
 - F) alternative assessment techniques for students with visual impairments, including those with multiple disabilities;
 - G) appropriate interpretation and application and other evaluative information of scores obtained as a result of assessing students with visual impairments, including those with multiple disabilities; and
 - H) relationships among assessment, IEP development, and placement as they affect vision-related services.
- 2) Performance – The competent teacher of students who are

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

blind or visually impaired:

- A) interprets eye reports and other vision-related diagnostic information;
 - B) uses disability-specific assessment instruments appropriately;
 - C) adapts and uses a variety of assessment procedures appropriately when evaluating students with visual impairments, including those with multiple disabilities;
 - D) creates and maintains disability-related records for students with visual impairments, including those with multiple disabilities;
 - E) gathers background information about academic, medical, and family history as it relates to the student's visual status for students with visual impairments, including those with multiple disabilities; and
 - F) uses assessment data to develop individualized instructional strategies to enhance instruction, including modifications of the environment, adaptations of materials, and disability-specific methodologies for students with visual impairments, including those with multiple disabilities.
- d) Instructional Content and Practice – The competent teacher of students who are blind or visually impaired understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The teacher understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals.
- 1) Knowledge – The competent teacher of students who are blind or visually impaired understands:
 - A) Grade 2 Braille and Nemeth code;
 - B) Braille codes and resources for foreign language and music;
 - C) methods of developing modified communication skills for

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

students with visual impairments, including:

- i) low-vision modifications for print reading and writing,
- ii) listening skills and compensatory auditory skills,
- iii) written communication skills including handwriting,
- iv) use of a broad range of assistive technology for individuals with visual impairments, and
- v) awareness of augmentative communication used by students with multiple disabilities;

D) methods for developing visual efficiency, including:

- i) use of visual skills,
- ii) use of optical and other adaptive devices,
- iii) modification of the environment, and
- iv) functional application of these skills;

E) methods for developing modified academic skills, including:

- i) use of an abacus,
- ii) use of a talking calculator,
- iii) interpretation of tactile graphics (maps, charts, tables, etc.), and
- iv) use of adapted science and math equipment;

F) methods for developing alternative reasoning and decision-making skills in students with visual impairments;

G) methods for developing alternative organization and study skills for students with visual impairments;

H) methods for preparing students with visual impairments,

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

including those with multiple disabilities, for structured pre-cane orientation and mobility assessment and instruction;

- I) methods for developing tactual perceptual skills for students who are or will be primarily tactual learners;
- J) methods of teaching human sexuality to students with visual impairments, using tactual models that are anatomically accurate;
- K) methods for developing adapted physical and recreation skills for students with visual impairments;
- L) methods for developing social and daily living skills that are normally learned or reinforced by visual means;
- M) preschool-specific concepts and methods of teaching those concepts to young children with visual impairments;
- N) strategies for developing career awareness in and providing vocational counseling for students with visual impairments;
- O) strategies for promoting self-advocacy in students with visual impairments;
- P) functional life skills instruction relevant to independent, community, and personal living and employment for individuals with visual impairments, including:
 - i) methods for accessing printed public information,
 - ii) methods for accessing public transportation,
 - iii) methods for accessing community resources, and
 - iv) methods for acquiring practical skills (e.g., keeping personal records, time management, personal banking, emergency procedures);

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- Q) sources of specialized materials for students with visual impairments, including those with multiple disabilities; and
 - R) techniques for modifying instructional methods and materials for students with visual impairments, including those with multiple disabilities, and assisting classroom teachers in implementing these modifications.
- 2) Performance – The competent teacher of students who are blind or visually impaired:
- A) interprets and uses unique assessment data, including learning media assessment, for instructional planning with students with visual impairments, including those with multiple disabilities;
 - B) develops individualized instructional strategies to enhance instruction, including modifications of the environment, adaptations of materials, and disability-specific methodologies for students with visual impairments, including those with multiple disabilities;
 - C) chooses and uses appropriate technologies to accomplish instructional objectives for students with visual impairments and integrates the technologies appropriately into the instructional process;
 - D) sequences, implements, and evaluates individual disability-related learning objectives for students with visual impairments;
 - E) uses strategies for facilitating the maintenance and generalization of disability-related skills across learning environments for students with visual impairments; and
 - F) teaches students with visual impairments to use thinking, problem- solving, and other cognitive strategies to meet individual learning and vision needs.
- e) Planning and Managing the Teaching and Learning Environment – The

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

competent teacher of students who are blind or visually impaired uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- 1) Knowledge – The competent teacher of students who are blind or visually impaired understands:
 - A) a variety of input and output enhancements to computer technology that address the specific access needs of students with visual impairments in a variety of environments; and
 - B) model programs, including career-vocational and transition that have been effective for students with visual impairments.
- 2) Performance – The competent teacher of students who are blind or visually impaired:
 - A) prepares modified special materials (e.g., in Braille, enlarged, outlined, and highlighted) for students with visual impairments;
 - B) obtains and organizes special materials to implement instructional goals for students with visual impairments;
 - C) designs learning environments that are multi-sensory and encourage active participation by students with visual impairments in a variety of group and individual learning activities;
 - D) creates a learning environment that encourages self-advocacy and independence for students with visual impairments;
 - E) formats, transcribes, proofreads, and interlines materials in Grade 2 Braille and Nemeth code; and
 - F) uses the Braille writer, slate and stylus, and computer technology to produce Braille materials.

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- f) Managing Student Behavior and Social Interaction Skills – The competent teacher of students who are blind or visually impaired understands that attitudes and behaviors can affect student behavior and prepares students to deal with a variety of attitudes and behaviors in social situations.
 - 1) Knowledge – The competent teacher of students who are blind or visually impaired understands that teachers' attitudes and behaviors affect the behaviors of students with visual impairments.
 - 2) Performance – The competent teacher of students who are blind or visually impaired:
 - A) prepares students with progressive eye conditions to achieve a positive transition to alternative skills;
 - B) prepares students with visual impairments to access information and services from the community at large; and
 - C) prepares students with visual impairments to respond to societal attitudes and actions with positive behavior, self-advocacy, and a sense of humor.
- g) Communication and Collaborative Partnerships – The competent teacher of students who are blind or visually impaired uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, paraprofessionals, and students.
 - 1) Knowledge – The competent teacher of students who are blind or visually impaired knows:
 - A) strategies for assisting parents and other professionals in planning appropriate transitions for students with visual impairments;
 - B) sources of unique services, networks, and organizations for students with visual impairments;
 - C) the roles of paraprofessional educators who work directly with students with visual impairments (e.g., sighted readers, transcribers, aides) or who provide special materials to them;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

and

- D) the need for role models who have visual impairments and are successful.
- 2) Performance – The competent teacher of students who are blind or visually impaired:
 - A) helps parents and other professionals understand the impact of a visual impairment on learning and experience;
 - B) reports disability-related results of evaluations to students with visual impairments, their parents, administrators, and other professionals in clear, concise, and understandable terms;
 - C) manages and directs the activities of paraprofessional educators or peer tutors who work with students with visual impairments; and
 - D) uses communication styles that are appropriate for students with visual impairments.
- h) Professionalism and Ethical Practices – The competent teacher of students who are blind or visually impaired understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.
 - 1) Knowledge – The competent teacher of students who are blind or visually impaired understands consumer and professional organizations, publications, and journals relevant to the field of visual impairment.
 - 2) Performance – The competent teacher of students who are blind or visually impaired participates in the activities of professional organizations relevant to the education of students who are blind or visually impaired.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Section 28.220 Standards for the Teacher of Students who are Deaf or Hard of Hearing

By October 1, 2025, Standards Effective Before and After October 1, 2025. Beginning July 31, 2002 all candidates for an endorsement in Deaf and Hard of Hearing will be required to complete a program aligned to the Initial Specialty Set for Deaf and Hard of Hearing (2018), published by the Council for Exceptional Children, 2900 Crystal Drive, Suite 1000, Arlington, VA 22202-3557, and available at <https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards/CEC-Initial-and-Advanced-Specialty-Sets>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, October 1, 2025, are as follows: ~~teacher preparation program or course of study leading to endorsement as a special preschool age 21 Teacher of Students who are Deaf or Hard of Hearing on a professional educator license shall be approved only if it includes content that will enable candidates to meet the standards set forth in this Section. Beginning January 1, 2003, the examination required for issuance of this credential shall be based upon these standards.~~

- a) Foundations – The competent teacher of students who are deaf or hard of hearing understands the philosophical, historical, and legal foundations of special education for individuals who are deaf or hard of hearing and is able to incorporate this knowledge within the context of the educational system.
 - 1) Knowledge – The competent teacher of students who are deaf or hard of hearing understands:
 - A) current educational definitions of students with hearing loss, including identification criteria, labeling issues, and current incidence and prevalence figures;
 - B) models, theories, and philosophies (e.g., bilingual-bicultural, total communication, oral/aural) that provide the basis for educational practices for students who are deaf or hard of hearing, as consistent with program philosophy;
 - C) variations in beliefs, traditions, and values across cultures and within society, and the effect of the relationships among children who are deaf or hard of hearing, their families, and schooling;
 - D) issues in definitions and identification procedures for individuals who are deaf or hard of hearing (e.g., cultural versus medical perspective);

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- E) rights and responsibilities of parents, students, teachers, and schools as they relate to students who are deaf or hard of hearing; and
 - F) the impact of various educational placement options (from the perspective of the needs of any given child who is deaf or hard of hearing and consistent with program philosophy) with regard to cultural identity and linguistic, academic, and social-emotional development.
- 2) Performance – The competent teacher of students who are deaf or hard of hearing:
 - A) applies understanding of theory, philosophy, and models of practice to the education of students who are deaf or hard of hearing;
 - B) articulates pros and cons of current issues and trends in special education and the field of education of children who are deaf or hard of hearing; and
 - C) identifies the major contributors to the growth and improvement of knowledge and practice in the field of education of children who are deaf or hard of hearing.
- b) Characteristics of Learners – The competent teacher of students who are deaf or hard of hearing understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and creates opportunities that support the communication, intellectual, social, and personal development of all students.
 - 1) Knowledge – The competent teacher of students who are deaf or hard of hearing understands:
 - A) communication features (visual, spatial, tactile, and/or auditory) salient to the learner who is deaf or hard of hearing that are necessary to enhance cognitive, emotional, and social development;
 - B) research in cognition related to children who are deaf or

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

hard of hearing;

- C) cultural dimensions that being deaf or hard of hearing may add to the life of a child;
 - D) various etiologies of hearing loss that can result in additional sensory, motor, and/or learning differences in students who are deaf or hard of hearing;
 - E) the effects of families and/or primary caregivers on the overall development of children who are deaf or hard of hearing;
 - F) the effects that onset of loss, age of identification, and provision of services have on the development of the child who is deaf or hard of hearing;
 - G) the impact of early comprehensible communication on the academic, linguistic, and social/emotional development of the child who is deaf or hard of hearing;
 - H) that deafness or hearing loss alone does not necessarily preclude normal academic development, cognitive development, or communication ability;
 - I) differences in quality and quantity of incidental language/learning experiences that children who are deaf or hard of hearing may experience;
 - J) the effects of sensory input on the development of language and cognition of children who are deaf or hard of hearing; and
 - K) the structure and function of auditory systems, audiological assessments, and auditory interventions, including but not limited to hearing aids, cochlear implants, assistive technology, and auditory training.
- 2) Performance – The competent teacher of students who are deaf or hard of hearing develops a descriptive profile of a student who is deaf or hard of hearing.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- c) Assessment, Diagnosis, and Evaluation – The competent teacher of students who are deaf or hard of hearing understands the educational assessment process and utilizes various assessment strategies to support the continuous development of all students.
 - 1) Knowledge – The competent teacher of students who are deaf or hard of hearing understands:
 - A) specialized terminology used in assessment of children who are deaf or hard of hearing;
 - B) the components of an adequate evaluation for eligibility, placement, and program planning (e.g., interpreters, special tests) decisions for students who are deaf or hard of hearing;
 - C) the legal provisions, regulations, and guidelines regarding unbiased diagnostic assessment and use of instructional assessment measures with students who are deaf or hard of hearing; and
 - D) the special policies regarding referral and placement procedures (i.e., Federal Policy Guidance, October 30, 1992, published by the U.S. Department of Education's Office of Civil Rights, and available at <http://www2.ed.gov/about/offices/list/ocr/docs/hq9806.html>; no later amendments to or editions of this guidance are incorporated by this rule) for students who are deaf or hard of hearing.
 - 2) Performance – The competent teacher of students who are deaf or hard of hearing:
 - A) administers appropriate assessment tools using the natural/native/preferred language of the student who is deaf or hard of hearing;
 - B) gathers and analyzes communication samples from students who are deaf or hard of hearing, including nonverbal as well as linguistic acts; and

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) uses exceptionality-specific assessment instruments (e.g., SAT-HI, TERA-DHH, FSST) appropriate for students who are deaf or hard of hearing.
- d) Instructional Content and Practice – The competent teacher of students who are deaf or hard of hearing understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The teacher understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals.
 - 1) Knowledge – The competent teacher of students who are deaf or hard of hearing understands:
 - A) sources of specialized materials for students who are deaf or hard of hearing;
 - B) components of the nonlinguistic and linguistic communication that students who are deaf or hard of hearing use;
 - C) the procedures and technologies required to educate students who are deaf or hard of hearing under one or more of the existing modes or philosophies;
 - D) information related to American Sign Language (ASL) and existing communication modes or philosophies (consistent with program philosophy);
 - E) current theories of how language (e.g., ASL and English) develop in both children who are hearing and those who are deaf or hard of hearing;
 - F) subject matter and practice used in general education across content areas;
 - G) ways to facilitate cognitive and communicative development in students who are deaf or hard of hearing (e.g., visual saliency) consistent with program philosophy;
 - H) techniques of stimulation and use of residual hearing, based

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

upon interpretation of audiological evaluation, in students who are deaf or hard of hearing;

- I) research-supported instructional strategies and practices for teaching students who are deaf or hard of hearing;
 - J) techniques/methods to develop speech skills for children who are deaf or hard of hearing; and
 - K) techniques/methods to address the unique needs of children who are deaf or hard of hearing and have additional needs (e.g., behavioral concerns, autism) or disabilities (e.g., cognitive delay, autism).
- 2) Performance – the competent teacher of students who are deaf or hard of hearing:
- A) demonstrates proficiency in the languages used for instructing students who are deaf or hard of hearing;
 - B) demonstrates the basic characteristics of various existing communication modes used with students who are deaf or hard of hearing;
 - C) selects, designs, produces, and utilizes media, materials, and resources required to educate students who are deaf or hard of hearing under one or more of the existing modes or philosophies (e.g., bilingual-bicultural, total communication, aural/oral);
 - D) infuses speech skills into academic areas as consistent with the mode or philosophy espoused and the ability of the student who is deaf or hard of hearing;
 - E) modifies the instructional process and classroom environment to meet the physical, cognitive, cultural, and communication needs of the child who is deaf or hard of hearing (e.g., teacher's style, acoustic environment, and availability of support services and appropriate technologies);
 - F) facilitates independent communication behavior in children

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

who are deaf or hard of hearing;

- G) applies first and second language teaching strategies (i.e., English through ASL or ESL) appropriate to the needs of the individual student who is deaf or hard of hearing and consistent with program philosophy;
 - H) demonstrates the ability to modify incidental language experiences to fit the visual and other sensory needs of children who are deaf or hard of hearing; and
 - I) designs and implements appropriate strategies and activities to maximize literacy skills in children who are deaf or hard of hearing.
- e) Planning and Managing the Teaching and Learning Environment – The competent teacher of students who are deaf or hard of hearing uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 1) Knowledge – The competent teacher of students who are deaf or hard of hearing understands:
 - A) deaf cultural factors that may influence classroom management of students who are deaf or hard of hearing; and
 - B) model programs, including career-vocational and transition that have been effective for students with hearing losses.
 - 2) Performance – The competent teacher of students who are deaf or hard of hearing:
 - A) manages assistive/augmentative devices appropriate for students who are deaf or hard of hearing in learning environments;
 - B) selects, adapts, and implements classroom management strategies for students who are deaf or hard of hearing that reflect understanding of each child's cultural needs, including a primarily visual deaf culture where appropriate;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) designs a classroom environment that maximizes opportunities for visually oriented and/or auditory learning in students who are deaf or hard of hearing; and
 - D) plans and implements instruction for students who are deaf or hard of hearing and who have multiple disabilities and special needs.
- f) Managing Student Social Interaction Skills – The competent teacher of students who are deaf or hard of hearing understands processes and opportunities for interaction and prepares students to interact in a variety of communication situations.
 - 1) Knowledge – The competent teacher of students who are deaf or hard of hearing understands:
 - A) processes for establishing ongoing interactions of students who are deaf or hard of hearing with peers and role models who are deaf or hard of hearing; and
 - B) opportunities for interaction with communities of individuals who are deaf or hard of hearing on the local, State, and national levels.
 - 2) Performance – The competent teacher of students who are deaf or hard of hearing teaches students who are deaf or hard of hearing to use interpreters appropriately in social situations.
- g) Communication and Collaborative Partnerships – The competent teacher of students who are deaf or hard of hearing uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students.
 - 1) Knowledge – The competent teacher of students who are deaf or hard of hearing understands:
 - A) available resources to help parents of children who are deaf or hard of hearing deal with their concerns regarding educational options and communication modes/philosophies for their

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

children;

- B) the roles and responsibilities of teachers and support personnel in educational practice for students who are deaf or hard of hearing (e.g., educational interpreters, tutors, and note-takers);
 - C) the effects of communication on the development of family relationships and strategies used to facilitate communication in families with children who are deaf or hard of hearing; and
 - D) services provided by governmental and non-governmental agencies or individuals in the ongoing management of children who are deaf or hard of hearing.
- 2) Performance – The competent teacher of students who are deaf or hard of hearing:
- A) teaches students who are deaf or hard of hearing to use support personnel effectively (e.g., educational interpreters, tutors, and note-takers);
 - B) facilitates communication between the child who is deaf or hard of hearing and his or her family and/or other caregivers; and
 - C) facilitates coordination of support personnel (e.g., interpreters) to meet the diverse communication needs of the student who is deaf or hard of hearing and his or her primary caregivers.
- h) Professionalism and Ethical Practices – The competent teacher of students who are deaf or hard of hearing understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.
- 1) Knowledge – The competent teacher of students who are deaf or hard of hearing understands:
- A) the process for acquiring the needed skills in modes/philosophies of education of students who are deaf or hard of hearing in which an individual was not prepared; and

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) consumer and professional organizations, publications, and journals relevant to the field of education of students who are deaf or hard of hearing.
- 2) Performance – The competent teacher of students who are deaf or hard of hearing:
 - A) seeks interaction with adults in the deaf community to maintain/improve ASL, English signs, or cues as consistent with program philosophy;
 - B) demonstrates the ability to interact with a variety of individuals who are deaf or hard of hearing on an adult-to-adult level;
 - C) provides families with the knowledge and skills to make appropriate choices needed to enhance the development and transition of their children who are deaf or hard of hearing; and
 - D) participates in the activities of professional organizations relevant to the education of students who are deaf or hard of hearing.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 28.230 Standards for the Speech-Language Pathologist

By October 1, 2025, Standards Effective Before and After October 1, 2025. Beginning January 1, 2002, an individual who completes an approved program and elects to receive the speech-language pathologist's endorsement on a professional educator license endorsed for school support personnel (non-teaching) rather than for a teaching field shall be subject to the standards set forth in this Section but not to those set forth in Section 28.100 of this Part or to those set forth at 23 Ill. Adm. Code 24.130. By October 1, 2025, the examination required for issuance of either of these credentials (i.e., non-teaching or teaching speech-language pathologist) shall be based upon the standards identified in this Part. By October 1, 2025, candidates for an endorsement in Speech-Language Pathology will be required to complete a program aligned to the Council on Academic Accreditation (CAA) Standards for Accreditation (2014), published by the CAA/American Speech-Language-Hearing Association, 200 Research Boulevard, Rockville, MD 20850-3289, and available at

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

<https://caa/asha.org/reporting/standards/>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2025, are as follows: ~~Beginning July 31, 2002, a teacher preparation program or course of study leading to a school support personnel endorsement for special preschool-age 21 Speech Language Pathologist on a professional educator license shall be approved only if it includes content that will enable candidates to meet the standards set forth in this Section. Beginning January 1, 2003, the examination required for issuance of either of these credentials (i.e., non-teaching or teaching speech language pathologist) shall be based upon these standards. Each speech language pathologist shall hold a master's degree.~~

- a) Content Knowledge – The competent speech-language pathologist understands the philosophical, historical, and legal foundations of speech-language pathology and is able to incorporate this knowledge within the context of the educational system.
 - 1) Knowledge – The competent speech-language pathologist understands:
 - A) various types of communication disorders, their classifications, and their manifestations;
 - B) anatomic and physiologic bases of speech, language, hearing, and oropharyngeal function;
 - C) linguistic and psycholinguistic variables related to the normal development of speech, language, and hearing;
 - D) physical and psychophysical bases and processes of the production and perception of speech, language, and hearing;
 - E) the nature, prevention, evaluation, and treatment of speech, language, and hearing disorders; and
 - F) the relationship of knowledge within the discipline to education and life/career applications.
 - 2) Performance – The competent speech-language pathologist:
 - A) provides screening, identification, assessment, diagnosis, treatment, intervention, and follow-up services for disorders of:
 - i) speech, including articulation, fluency, and voice;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- ii) language, including phonology, morphology, syntax, semantics, and pragmatics, and disorders of receptive and expressive communication in oral, written, graphic, and manual modalities;
 - iii) oral and pharyngeal functions, including disorders of swallowing and feeding;
 - iv) cognitive aspects of communication; and
 - v) social aspects of communication;
 - B) uses research results to determine effective diagnostic and treatment procedures; and
 - C) measures outcomes of treatment and conducts continuing evaluation of the efficacy of practices and programs to maintain and improve quality of services.
- b) Human Development and Learning – The competent speech-language pathologist understands the cognitive, physical, emotional, social, and communication development of an individual and creates opportunities that support the intellectual, social, and personal development of all students.
- 1) Knowledge – The competent speech-language pathologist understands:
 - A) child and adolescent growth and development and the ranges of individual variation; and
 - B) that learning is influenced by students' physical, social, emotional, ethical, and cognitive development.
 - 2) Performance – The competent speech-language pathologist:
 - A) considers student development factors when interpreting evaluative data and designing interventions; and
 - B) introduces concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development and to students with diverse learning needs and styles.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- c) Diversity – The competent speech-language pathologist understands and is tolerant of individual differences and provides services that demonstrate sensitivity to these differences.
 - 1) Knowledge – The competent speech-language pathologist understands:
 - A) differences in race, culture, religion, national origin, gender, sexual orientation, and disabling condition;
 - B) the process of second language acquisition and strategies to support student learning; and
 - C) areas of exceptionality in learning as defined in the federal and State statutes and regulations (i.e., Section 504 of the Rehabilitation Act of 1973 (29 USC 794), Individuals with Disabilities Education Act (20 USC 1400), Americans with Disabilities Act of 1990 (42 USC 12101), the School Code [105 ILCS 5], and State rules governing Special Education (23 Ill. Adm. Code 226)) and the impact these have on students, families and school programs.
 - 2) Performance – The competent speech-language pathologist:
 - A) provides services that demonstrate multicultural sensitivity to students and families;
 - B) designs assessments and intervention strategies appropriate to students' gender, culture, stages of development, learning styles, exceptionalities, strengths, and needs; and
 - C) considers students' abilities in their primary and secondary languages and the effects of second language learning when designing assessments and planning intervention.
- d) Planning and Intervention – The competent speech-language pathologist uses an understanding of assessment and intervention to create plans for the prevention and habilitation of communication disorders.
 - 1) Knowledge – The competent speech-language pathologist understands:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) strategies and activities designed to prevent communication disorders;
 - B) principles and techniques of various interventions utilized in the management and treatment of communication disorders; and
 - C) evaluation and management procedures that do not pertain specifically to speech disorders or language disorders and are within the "Scope of Practice in Speech-Language Pathology" (2007) published by the American Speech-Language-Hearing Association, 2200 Research Boulevard, Rockville, Maryland 20850 and posted at <http://www.asha.org/policy/SP2007-00283/>. No later amendments to or editions of this document are incorporated by this rule.
- 2) Performance – The competent speech-language pathologist:
- A) plans activities for the prevention of communication disorders;
 - B) uses and interprets assessment data in making appropriate intervention decisions;
 - C) contributes to the development of a comprehensive, longitudinal individualized program for each student;
 - D) creates goals and benchmarks or short-term objectives to enable students to meet expectations for learning;
 - E) creates and adapts effective learning materials and learning experiences based on curriculum, students' prior knowledge, and students' needs;
 - F) interprets and uses assessment data for the purpose of making appropriate modifications in the learning environment and planning effective interventions; and
 - G) accesses and employs a wide range of information and technology to enhance student learning.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- e) Learning Environment – The competent speech-language pathologist uses an understanding of learning approaches to create a learning environment that encourages positive social interaction, active engagement in learning, and self- motivation.
 - 1) Knowledge – The competent speech-language pathologist understands:
 - A) how school systems are organized and how they operate in relation to general and special education; and
 - B) how individuals differ in their approaches to learning and how to create opportunities adapted to diverse learners.
 - 2) Performance – The competent speech-language pathologist:
 - A) maximizes the use of therapeutic intervention time by creating an environment that is conducive to learning and achieving individualized communication goals; and
 - B) uses strategies that encourage students to assume responsibility, participate in decision-making, work independently, and collaborate in learning activities.
- f) Service Delivery – The competent speech-language pathologist understands a continuum of services and service delivery options and provides services based upon the needs of individual students.
 - 1) Knowledge – The competent speech-language pathologist understands and is familiar with a continuum of services and service delivery options.
 - 2) Performance – The competent speech-language pathologist:
 - A) assists in determining the least restrictive environment to provide services based upon the needs of individual students;
 - B) selects and uses instructional content, materials, resources, and strategies based upon age, ability, cultural, linguistic, and gender differences of the student;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) monitors and adjusts strategies in response to student feedback and ongoing performance data; and
 - D) teaches students with special learning needs to use thinking, problem-solving, and other cognitive strategies to meet individual needs.
- g) Communication – The competent speech-language pathologist uses knowledge of effective written, verbal, nonverbal, and visual communication technique to effectively communicate with his or her audience.
 - 1) Knowledge – The competent speech-language pathologist understands:
 - A) and is familiar with the components and terminology of professional report writing; and
 - B) the importance of audience and purpose when selecting ways to communicate.
 - 2) Performance – The competent speech-language pathologist:
 - A) uses a variety of communication modes to effectively communicate with a diverse student population, parents, and other professionals;
 - B) speaks and writes effectively using language appropriate to the situation and the audience; and
 - C) practices effective listening and provides students with constructive feedback.
- h) Assessment and Evaluation – The competent speech-language pathologist understands the educational assessment process and utilizes various assessment strategies to support the continuous development of all students.
 - 1) Knowledge – The competent speech-language pathologist understands:
 - A) procedures, techniques and instrumentation used to evaluate communication disorders;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) various formal and informal assessment and evaluation theories, techniques, and strategies; and
 - C) evaluation procedures that do not pertain specifically to speech disorders or language disorders and are within the American Speech-Language-Hearing Association's "Scope of Practice in Speech-Language Pathology".
- 2) Performance – The competent speech-language pathologist:
 - A) uses a variety of appropriate formal and informal assessment tools and procedures;
 - B) uses nondiscriminatory evaluation procedures in order to obtain a valid understanding of how a student is functioning and what the student is capable of accomplishing; and
 - C) maintains useful and accurate records and communicates information, such as legal rights and evaluation results, knowledgeably and responsibly to parents/guardians and others involved in meeting the needs of the student.
- i) Collaborative Relationships – The competent speech-language pathologist understands collaborative relationships and fosters collaboration and supportive interaction among professionals, parents, paraprofessionals, and students.
 - 1) Knowledge – The competent speech-language pathologist understands:
 - A) the collaborative process; and
 - B) the benefits, barriers, and techniques involved in collaboration.
 - 2) Performance – The competent speech-language pathologist:
 - A) works with colleagues and parents to develop and maintain a positive learning environment; and
 - B) facilitates collaborative relationships between general and special education.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- j) Professional Growth and Self-Evaluation – The competent speech-language pathologist continually evaluates how choices and actions affect students, parents, and other professionals and actively seeks opportunities to grow professionally.
 - 1) Knowledge – The competent speech-language pathologist understands:
 - A) that self-evaluation is an integral part of professional growth and improvement;
 - B) the necessity of continuing education for professional development; and
 - C) is familiar with resources available for professional development.
 - 2) Performance – The competent speech-language pathologist:
 - A) identifies and engages in appropriate continuing education opportunities to support personal development as a learner and educator;
 - B) actively seeks out, participates in, and shares relevant instructional materials and ideas with colleagues; and
 - C) engages in self-evaluation, making ongoing adjustments to assessment and intervention techniques as needed to improve services to students.
- k) Professional Conduct and Ethics – The competent speech-language pathologist understands and abides by applicable laws, regulations, policies, procedures, codes of conduct, and practice guidelines.
 - 1) Knowledge – The competent speech-language pathologist understands:
 - A) professional associations' codes of conduct and ethical practice guidelines;
 - B) federal and State laws and regulations as they pertain to professional practice;
 - C) parameters of the profession's scope of practice; and

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- D) school policies and procedures.
- 2) Performance – The competent speech-language pathologist:
 - A) follows codes of professional conduct and ethical practice guidelines of the profession;
 - B) abides by federal and State laws and regulations as they pertain to professional practice;
 - C) follows the profession's scope of practice;
 - D) follows school policies and procedures; and
 - E) promotes and maintains a high level of competence in the practice of the profession.
- 1) Facilitation and Advocacy – The competent speech-language pathologist understands his or her advocacy role and assists individuals in accessing educational resources and services.
 - 1) Knowledge – The competent speech-language pathologist understands:
 - A) the educator's advocacy role;
 - B) programs and services available in the school environment; and
 - C) how to access and make appropriate referrals for services provided by district, community, and State resources.
 - 2) Performance – The competent speech-language pathologist:
 - A) identifies areas of need and makes referrals as appropriate;
 - B) assists parents/students in accessing community and school resources and services;
 - C) provides consultation to parents/guardians, school staff, community agencies, and relevant others in understanding the scope of speech-language services in the school setting; and

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

D) advocates for appropriate student services and supports as needed.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 28.240 Standards for the Early Childhood Special Education Teacher

By October 1, 2025, all candidates for an endorsement in Early Childhood Special Education will be required to complete a program aligned to the standards set forth in Standards for Endorsements in Early Childhood Education (see 23 Ill. Adm. Code 26) and the Initial Specialty Set for Early Childhood Special Education/Early Intervention (2017), published by the Council for Exceptional Children, 2900 Crystal Drive, Suite 1000, Arlington, VA 22202-3557, and available at <https://cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards/CEC-Initial-and-Advanced-Specialty-Sets>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2025, are as follows: ~~Beginning July 31, 2002, a teacher preparation program or course of study leading to endorsement as an Early Childhood Special Education Teacher (on the professional educator license endorsed for early childhood) shall be approved only if it includes content that will enable candidates to meet the standards set forth in this Section. Beginning January 1, 2003, the examination required for issuance of this credential shall be based upon these standards.~~

- a) Content Knowledge – The competent early childhood special education (ECSE) teacher understands the central concepts, tools of inquiry, and structures of developmental, functional, and learning curriculum areas appropriate to young children and creates and provides integrated experiences that develop each child's competence across curriculum areas.
 - 1) Knowledge – The competent ECSE teacher understands:
 - A) major concepts, assumptions, debates, principles, theories, and processes of inquiry that are central to early childhood special education and its related fields and to its own history, legislation, and research;
 - B) how current development, knowledge, beliefs, and dispositional frameworks influence attitudes and frameworks for further learning and development;
 - C) the central concepts and tools of inquiry in academic content

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

areas, including language and literacy, mathematics, science, social studies, art, music, drama, and movement;

- D) developmental curriculum areas, including social, emotional, cognitive, language, and physical development;
 - E) functional/adaptive curriculum areas, including health, safety, nutrition, and life skills; and
 - F) the structure of curriculum areas within the multiple teaching settings included in early childhood special education from birth through grade three, and the relationship of this structure to other areas of knowledge and to life-long development and learning.
- 2) Performance – The competent ECSE teacher:
- A) develops and implements an integrated curriculum that focuses on children's needs and interests and takes into account culturally valued content and children's home experiences;
 - B) evaluates teaching resources and curriculum materials in academic, developmental, and functional/adaptive curriculum areas for their comprehensiveness, accuracy, and usefulness in fostering developmental and learning processes and outcomes;
 - C) matches different ways of knowing and methods of instruction to different academic, developmental, and functional/adaptive goals and outcomes;
 - D) promotes children's skills in using technologies to support learning across content and developmental areas, including technologies that provide access to the general education curriculum and to participation in natural environments for children with disabilities; and
 - E) organizes content and experiences to support children's understanding and learning, and engages children in generating and examining their own emerging knowledge.

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- b) Human Development and Learning – The competent ECSE teacher understands how individuals grow, develop, and learn, as well as the implications of disabilities and other special needs and circumstances for development, and provides developmental and learning opportunities that ameliorate or remediate the effects of these conditions on the intellectual, social, emotional, and physical development of young children with disabilities from birth through grade three.
 - 1) Knowledge – The competent ECSE teacher understands:
 - A) different theories of human development and learning, including emerging knowledge of early neural development, ranges of individual variation within domains, and transactional influences between and among arenas of biological function and environmental conditions during pre-, peri-, and post-natal development;
 - B) the characteristics and sequences of normal development in cognitive, emotional, social, language, and motor domains, as well as interactions and influences among domains;
 - C) the characteristics of, and influences of life situations on, children's construction of cognitive, emotional, social and aesthetic understandings, language, mental health, and adaptive and motor skills, including developmental consequences of stress and trauma as well as protective factors and resilience;
 - D) the educational implications of different disabilities, as well as their potential effects on development and life experiences in early childhood and over time;
 - E) how children's physical, social, emotional, cognitive and ethical development influence learning approaches and outcomes;
 - F) how developmental and learning factors, including factors related to individual differences stemming from various disabling conditions, influence instructional decisions; and
 - G) the effects of various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) Performance – The competent ECSE teacher:
 - A) applies theories of typical and atypical child development to instructional situations in school, community, and home environments;
 - B) applies knowledge of typical and atypical child development and the interrelationships among developmental domains and learning to interpreting behavior and making instructional decisions in academic, developmental, and functional/adaptive domains;
 - C) applies knowledge of development and learning to designing instructional experiences that ameliorate the effects of disabilities on the acquisition of new information and skills;
 - D) outlines structures for instruction that link new ideas and experiences to current understandings and abilities and to already familiar ideas and experiences;
 - E) incorporates goals and expectations of varying levels of complexity into instruction so that instructional activities are engaging and meaningful to children at different levels of development and with diverse learning needs;
 - F) supports and facilitates family/child interactions and environments as primary contexts for learning and development; and
 - G) accesses information on various cognitive, communication, physical, cultural, social, and emotional conditions of individuals with exceptional learning needs.
- c) Diversity – The competent ECSE teacher understands how children and families differ in their perspectives and approaches to development, learning, and disability and provides curriculum and instructional environments within the context of family, classroom, and community that honor the families' and communities' beliefs, values, and practices.
 - 1) Knowledge – The competent ECSE teacher understands:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) the characteristics and etiologies of common disabilities and conditions in young children, including typical developmental patterns related to conditions such as prematurity and low birth weight, and describes specific implications for development and learning;
 - B) the significance of familial, cultural and societal contexts, as well as of individual abilities, experiences, talents, dispositions, prior learning, and individual needs, for children's development and learning;
 - C) the significance of familial, cultural, and social contexts for interpretation of disability and the role of the young child with disabilities within the family and community;
 - D) the process of second language acquisition and strategies to support the learning of children whose first language is not English; and
 - E) normal individual variation in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and how these differences interact with individual differences related to disabilities and other individual differences such as culture and language.
- 2) Performance – The competent ECSE teacher:
- A) develops and selects learning experiences and strategies that affirm and respect family, cultural, and societal diversity, including language differences, as well as differences related to disability;
 - B) makes appropriate modifications in circumstances of work, expected outcomes, and teaching approaches, including technologies, to address and respect individual differences in learning needs, developmental levels, and preferences; and
 - C) seeks information about and incorporates knowledge of children's experiences, cultures, and community resources into

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

teaching, using a well-grounded framework to guide understanding and practice.

- d) Planning for Instruction – The competent ECSE teacher understands and employs a range of curriculum and instructional approaches for fostering individual abilities and meeting the individual learning needs within the contexts of group and individualized instruction in a variety of classrooms, communities, and home environments and develops individual long-term and short-term educational and service plans based on knowledge of children, families, communities, content areas, and early childhood curriculum goals, as well as knowledge of individual children's abilities and needs and families' goals, priorities, and concerns for their children.
- 1) Knowledge – The competent ECSE teacher understands:
 - A) the Illinois Learning Standards, as well as the standards set forth at 23 Ill. Adm. Code 235. Appendix A and Appendix B, and their relation to the content and structure of academic, developmental, and functional/adaptive curriculum in early childhood education, birth through grade three;
 - B) the rationale for and rules and regulations governing the development of Individualized Education Plans (IEPs) and Individualized Family Service Plans (IFSPs);
 - C) short-term and long-term teaching plans consistent with curriculum goals, learning theory, and individual differences, including personal and experiential differences related to disability;
 - D) the array of school, community, and home settings available to young children with disabilities and criteria for determining the extent to which the settings provide support and access to an appropriate early childhood curriculum;
 - E) a variety of instructional strategies for fostering an array of learning and developmental outcomes within the context of individual abilities, dispositions, and needs, including those related to disabilities;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- F) the rationale for and practices underlying developmentally appropriate methods that include play, small group projects, open-ended questioning, problem-solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions;
 - G) the appropriate use of technology with young children, including assistive technology for use with children with disabilities;
 - H) when and how to adjust plans based on children's responses to instruction; and
 - I) how to use various technological tools to access and manage information.
- 2) Performance – The competent ECSE teacher:
- A) develops and implements short-term and long-term curriculum and instructional practices in academic, developmental, and functional/adaptive curriculum areas, based on knowledge of individual children, the family, and the community;
 - B) sets goals for children's learning and outlines the scope and sequence of content and education to achieve those goals at the group and individual levels, consistent with the scope and sequence of academic, developmental, and functional/adaptive early childhood curriculum, birth through grade three;
 - C) develops an IFSP or IEP in partnership with family members and other professionals, incorporating both child and family needs, priorities, and preferences;
 - D) evaluates and selects intervention curricula, methods, and materials, including instructional technologies, that incorporate knowledge of curriculum content and respect individual variation in children's learning styles and performance modes, as well as variation in characteristics and

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

ability in children with motor, sensory, health, social-emotional and/or cognitive disabilities;

- E) develops a range of approaches for presenting concepts in order to promote children's understanding of diverse perspectives;
- F) embeds multiple opportunities for addressing IEP and IFSP goals and outcomes into the daily routines and planned instructional activities of school, community, and home environments;
- G) makes specific adaptations in goals and teaching methods, including technological adaptations, for the special needs of children who have unique talents, learning and developmental needs, or specific disabilities;
- H) incorporates information and strategies from multiple disciplines and content areas into the design of intervention strategies;
- I) outlines strategies and techniques for facilitating the functional integration of children with exceptional needs within various settings;
- J) integrates benchmarks and other outcomes into daily activities and routines across multiple developmental and learning environments, and uses strategies to facilitate maintenance and generalization of skills across learning and developmental environments;
- K) designs plans that integrate technology, including adaptive and assistive technology, into educational settings;
- L) plans for and links current developmental and learning experiences and teaching strategies with those of the next educational setting, current life experiences, and future life and work experiences;
- M) selects instructional practices that are pedagogically sound and legally defensible, choosing alternative strategies and

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

materials to achieve different educational purposes and meet different children's needs;

- N) enables the full engagement of children with disabilities in learning opportunities planned for all children by using strategies that match children's abilities with outcomes based on the scope and sequence of early childhood academic, developmental, and functional/adaptive curriculum areas;
 - O) develops learning opportunities, birth through grade three, that foster understanding of curriculum content and processes that are the foundation of the general education curriculum (e.g., literacy, numeracy, science); and
 - P) integrates literacy and numeracy experiences throughout intervention plans, and develops learning opportunities designed to foster particular literacy and numeracy outcomes, to promote children's abilities as they apply, interpret, and construct new understandings and skills.
- e) Learning Environment – The competent ECSE teacher uses an understanding of young children's social and emotional development to create group and individual environments and learning opportunities based on and supportive of positive social interaction, active engagement in learning, intrinsic motivation, and self- esteem.
- 1) Knowledge – The competent ECSE teacher understands:
 - A) how to help children work cooperatively and productively in groups, using knowledge of how individuals influence groups and how groups function in society;
 - B) factors that influence motivation and engagement, including teacher attitudes and behaviors as well as child factors, such as temperament, mental health, and disability, and knows a variety of approaches for helping children become self-motivated;
 - C) aspects of the physical setting, schedule, routines, and transitions that promote children's development and learning;
 - D) approaches to adapting environments to meet specific learning

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

and developmental needs related to individual differences in development, learning, dispositions, and talents;

- E) a variety of preventive and remedial approaches for promoting self-regulation and discipline in groups and individuals; and
 - F) ethical and legal considerations inherent in behavior management.
- 2) Performance – The competent ECSE teacher:
- A) selects, develops, adapts, and evaluates developmentally and functionally appropriate materials, equipment, and spatial arrangements that facilitate developmental and learning goals in young children, including those with disabilities;
 - B) uses individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children, to encourage positive social interaction among children, to promote positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self-esteem;
 - C) selects and implements methods of behavior support and management appropriate for young children, including a range of strategies from less directive, less structured methods to more directive, more structured methods;
 - D) establishes and maintains stimulus-rich indoor and outdoor environments that are physically and psychologically safe, healthy, and productive, including environmental and technological adaptations for children with disabilities;
 - E) teaches social skills needed for participating in educational and functional living environments of the school, community, and home;
 - F) organizes and oversees the activities of paraprofessionals, volunteers, and other professionals who are a part of the educational environment, including individuals providing

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

various therapies to young children with disabilities; and

- G) monitors individual and group learning activities for factors related to engagement and achievement motivation.
- f) Instructional Delivery – The competent ECSE teacher employs a variety of group and instructional opportunities and strategies, both planned and spontaneous, which encourage children's development and learning across developmental domains and content areas, are appropriate to those areas and to each child's individual abilities and learning needs with respect to those areas, are matched to individually appropriate outcomes and goals, and are deliverable in a variety of individual and group learning environments, including inclusive classrooms, community, and homes.
- 1) Knowledge – The competent ECSE teacher understands:
 - A) the cognitive processes associated with various kinds of learning and how these processes can be stimulated; and
 - B) principles and techniques associated with various teaching strategies, including their advantages and limitations for achieving different purposes.
 - 2) Performance – The competent ECSE teacher:
 - A) implements developmentally and functionally appropriate individual and group activities using a variety of formats, including play, environmental routines, family-mediated activities, small group projects, cooperative learning, inquiry experiences, and systematic instruction;
 - B) manages space, time, materials, peers, and adults to maximize children's progress in a variety of group, community, and home settings, and monitors and adjusts strategies in response to children's engagement and learning;
 - C) incorporates knowledge and strategies contributed by professionals from the disciplines (e.g., occupational therapy) into instructional delivery;
 - D) demonstrates appropriate use of a variety of technologies,

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

including adaptive and assistive technologies, to enhance children's development and learning;

- E) assumes instructional roles of instructor, facilitator, coach, or audience in relation to the context, content, purposes of the instructional setting, needs and interests of children, and priorities and concerns of families with respect to their children's development;
 - F) monitors achievement of IEP and IFSP goals and outcomes within daily routines and planned instructional activities within school, community, and home environments and modifies instructional plans as needed;
 - G) implements basic health, nutrition, and safety management practices for young children and practices regarding childhood illness and communicable diseases, including specific procedures for infants and toddlers;
 - H) implements nutrition and feeding strategies for children with disabilities and special health care needs; and
 - I) implements aspects of medical care appropriate to the instructional setting, including methods for maintaining technology-dependent young children.
- g) Communication – The competent ECSE teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in a variety of individual and group learning environments, including inclusive classrooms, community, and home.
- 1) Knowledge – The competent ECSE teacher understands:
 - A) the interrelationships among culture, language, thought and expression, and the function of the home language in the development of young children;
 - B) communication theory, language development, and the role of language in learning;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) the social, intellectual, and political implications of language use and how they influence meaning; and
 - D) ethical practices for confidential information and communication, including ethical practices implied by collaborating with families in early development and learning.
- 2) Performance – The competent ECSE teacher:
- A) models accurate, effective communication when conveying ideas and information and when asking questions and responding to children and other adults;
 - B) employs communication skills that encourage sharing of information and ideas, including reflective listening, reframing, and constructive feedback;
 - C) selects and employs written, verbal, nonverbal and visual language modes and styles that are responsive to audience and purpose and respectful of individual differences due to culture, language, or disability;
 - D) creates opportunities for all children to use effective written, verbal, nonverbal, and visual communication;
 - E) establishes and maintains positive, collaborative relationships with families and other professionals, recognizing and using the dynamics of team roles, interaction, communication, team building, problem-solving, and conflict resolution; and
 - F) establishes effective lines of communication with other professionals in the school and in community agencies concerned with children and families.
- h) Assessment – The competent ECSE teacher uses an array of formal and informal assessment sources and approaches to gather information needed for making decisions about individual and group developmental and learning curriculum goals and instructional approaches that are appropriate and responsive to young children and their families.
- 1) Knowledge – The competent ECSE teacher understands:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) typical procedures used at different points in the special education process in relation to the decisions being made, including decisions related to screening, pre-referral, referral, classification, and instructional planning and progress evaluation;
 - B) informal instruments and approaches for making placement and instructional decisions with respect to young children with disabilities, including those from culturally and/or linguistically diverse backgrounds; and
 - C) measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring, including their applicability in evaluating assessments as applied to young children.
- 2) Performance – The competent ECSE teacher:
- A) gathers background information regarding medical, developmental, educational, and family history;
 - B) assesses children's cognitive, social-emotional, communication, motor, adaptive, and aesthetic development, as well as curriculum- related learning, as appropriate;
 - C) uses a variety of informal and formal assessment instruments and procedures to make decisions about children's learning and development and to develop and monitor instructional approaches;
 - D) bases instructional decisions on a variety of culturally unbiased assessment instruments and procedures;
 - E) selects, adapts, constructs and administers assessment instruments and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards;
 - F) evaluates the supports needed by children with a variety of disabilities and characteristics for inclusion within various

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

program placements;

- G) develops and uses authentic, performance-based assessments of children's learning to assist in planning, to communicate with children and families, and to engage children in self-assessment;
 - H) adapts assessment for children with specific sensory and motor disabilities;
 - I) develops and uses formative and summative program evaluation to reflect on and modify individual and group instruction;
 - J) involves family members as active participants in the assessment process;
 - K) participates and collaborates with other professionals as a team member in conducting assessments that respond to and respect families' priorities, concerns, and characteristics;
 - L) communicates assessment results and integrates assessment results from others in the development and implementation of an IEP or IFSP; and
 - M) monitors, summarizes, and evaluates the attainment of child and family outcomes as outlined on the IEP or IFSP, using appropriate technologies to monitor and maintain records that convey meaningful information to families and to other professionals.
- i) Collaborative Relationships – The competent ECSE teacher develops and maintains productive, collaborative relationships with families, communities, and professionals across the range of services and service systems needed to meet the developmental, learning, and service goals and priorities of young children with disabilities and their families.
- 1) Knowledge – The competent ECSE teacher understands:
- A) early childhood settings and other agencies related to young children and families as organizations within the larger

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

community context;

- B) situated learning and the need for collaboration with families, business organizations, and other interested citizen groups;
 - C) the structures and skills necessary to establish collaborative relationships with families, other professionals, and other community agencies;
 - D) the array of community resources, including when and how to access appropriate early childhood settings and community resources to assist children and families;
 - E) various models of consultation and their application in school, community, and home settings;
 - F) family systems theory and the dynamics, roles, and relationships within families;
 - G) differences in family structures and in family beliefs and practices related to social and cultural backgrounds;
 - H) the typical concerns of families of children with exceptional needs and appropriate strategies for collaborating with families in addressing these concerns;
 - I) the roles of children, families, teachers, and personnel of community agencies in other early childhood settings in planning an individualized program; and
 - J) structures supporting interagency collaboration, including interagency agreements, referrals, and consultation.
- 2) Performance – The competent ECSE teacher:
- A) establishes and maintains positive, collaborative relationships with families and with other professionals in school and community settings to support children's development, learning, and well- being;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) conducts collaborative conferences with families to identify their priorities, concerns, and resources with respect to their children's development and learning;
- C) links families with a range of family-oriented services based on identified priorities, resources, and concerns;
- D) respects families' choices and goals for their children and communicates effectively with families about curriculum and children's progress;
- E) involves families in assessing and planning for individual children, including children with disabilities;
- F) implements a range of family-oriented services based on family- identified resources, priorities, and concerns;
- G) supports families in making decisions related to their children's development and learning;
- H) communicates options for programs and services and assists families in planning for transition;
- I) collaborates with school and community personnel and with families to include children with disabilities in various instructional environments in the school and community;
- J) provides supervision, consultation and training to adults in diverse settings in areas specific to services for children and families and organization/development of programs, using principles of adult learning and collaborative consultation;
- K) fulfills functions of teams as determined by mandates and service delivery needs of children and families;
- L) engages in a variety of roles and interaction strategies to achieve effective functioning among members of the instructional team, including teaching assistants, therapists, family members, community child care teachers, and volunteers;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- M) identifies, evaluates, and designs processes and strategies that support transition between hospital, infant/toddler, preprimary, and primary programs; and
 - N) collaborates with families and other professionals to evaluate services to young children with disabilities and their families.
- j) Reflection and Professional Growth – The competent ECSE teacher is a reflective practitioner who continually evaluates how choices and actions affect children, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.
- 1) Knowledge – The competent ECSE teacher understands:
 - A) that reflection is an integral part of professional growth and improvement;
 - B) methods of inquiry that provide for a variety of self-assessment and problem-solving strategies for reflecting on practice; and
 - C) major areas of research on the learning process and resources that are available for professional development.
 - 2) Performance – The competent ECSE teacher:
 - A) articulates a philosophy and rationale for decisions and continually self-assesses and evaluates the effects of choices and actions on others (e.g., children, families, other professionals) as a basis for program planning and modification and continuing professional development;
 - B) uses self-observation, information about children, pedagogical knowledge, and resources as sources for active reflection, evaluation, and revision of practice;
 - C) collaborates with other professionals and families as resources for problem-solving, generating new ideas, sharing experiences, and seeking and giving feedback;
 - D) participates actively in professional organizations and

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

engages in professional dialogue to support his/her own development; and

- E) reads and critically applies research and recommended practices.
- k) Professional Conduct – The competent ECSE teacher understands education as a profession, both in general and as it is manifested within the educational community and the social service and family settings in which young children develop and learn, maintains standards of professional conduct, and provides appropriate leadership within these settings to improve children's learning and well-being.
- 1) Knowledge – The competent ECSE teacher understands:
 - A) trends, issues and debates in ECSE, early childhood education, special education, and related fields, including legislation, policy, and program practices related to young children and the early childhood profession;
 - B) the field of early childhood special education, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice;
 - C) the basic principles of administration, organization, and operation of a variety of early childhood programs and agencies, including their role in the community;
 - D) federal, State, and local social policies and procedures applicable to and influential in school programs;
 - E) assurances and due process rights and procedures related to assessment, eligibility, and placement, including rights and responsibilities of families, students, teachers and other professionals, and early childhood settings as they relate to individual learning needs; and
 - F) cultural biases and differences that affect teaching.
 - 2) Performance – The competent ECSE teacher:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) uses appropriate health appraisal procedures and recommends referral to appropriate community health and social service organizations;
- B) recognizes signs of emotional distress, child abuse, and neglect in young children and follows procedures for reporting known or suspected abuse or neglect to appropriate authorities;
- C) implements family services consistent with due process safeguards;
- D) articulates the historical, philosophical, and legal basis of services for young children both with and without disabilities and other special needs;
- E) identifies ethical and policy issues related to educational, social, and medical services for young children and their families;
- F) identifies legislation that affects children, families, and programs for children;
- G) follows policy and procedures of school or agency, respecting boundaries of families;
- H) serves as an advocate on behalf of young children and their families for improved quality of programs and services for young children and enhanced professional status and working conditions for early childhood special educators;
- I) initiates and develops new projects and programs to support the development and learning of young children;
- J) participates in the life of the school or agency through activities such as policy development, curriculum development, staff development, and family support;
- K) contributes knowledge and expertise about teaching and learning to the profession;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- L) articulates a personal philosophy of early childhood special education, including its relationship with general and special education;
- M) conducts instructional, monitoring, evaluation, and other professional activities consistent with the requirements of local, State, and federal law, rules and regulations, and policies and procedures;
- N) serves as a model for children by demonstrating moral and ethical behavior, an inquisitive attitude toward learning, and respect for individual differences, including differences related to disability and to culture and language;
- O) demonstrates commitment to developing the highest educational and quality-of-life potential of individuals with disabilities;
- P) demonstrates positive regard for the culture, religion, gender, and sexual orientation of other individuals; and
- Q) practices within the codes of ethics, standards and policies of the education profession and of professional organizations.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 28.300 Advanced Teacher Preparation Program Standards for the Learning Behavior Specialist II (LBS II)

The Learning Behavior Specialist II (LBSII) is an optional, advanced **endorsement** credential ~~that shall be available beginning January 1, 2003, to holders of professional educator licenses endorsed in any of the areas addressed by Sections 28.200 through 28.230 of this Part.~~ **By October 1, 2025, all candidates for an endorsement in an LBS II area will be required to complete a program aligned to the standards identified in Sections 28.310 through 28.370 of this Part and will be required to complete a program aligned to the Advanced Preparation Standards (2015) and the Advanced Common Specialty Items (2015), published by the Council for Exceptional Children, 2900 Crystal Drive, Suite 1000, Arlington, VA 22202-3557, and available at <https://www.cec.sped.org/Standards>. (No later amendments to or editions of these guidelines are incorporated.) Some Learning Behavior Specialist II endorsements relate to meeting the needs of students with specified disabilities. However, no endorsement of this type shall prohibit a licensee from providing services to students outside**

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

the area of specialization encompassed by that endorsement. ~~To qualify as an LBS II, an individual shall be required to meet the standards for one or more of the areas of specialization delineated in Sections 28.310 through 28.370 of this Part by completing an approved program.~~

- a) ~~Beginning July 31, 2002, a teacher preparation program or course of study leading to the issuance of a credential in any of these areas shall be approved only if the content of that program or course of study includes material that will enable candidates to meet the applicable standards set forth in Sections 28.310 through 28.370 this Part.~~
- b) ~~Some Learning Behavior Specialist II endorsements relate to meeting the needs of students with specified disabilities. However, no endorsement of this type shall prohibit a licensee from providing services to students outside the area of specialization encompassed by that endorsement.~~

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 28.310 Standards for the LBS II/Transition Specialist

By October 1, 2025, all candidates for an endorsement as a Transition Specialist will be required to complete a program aligned to the Advanced Specialty Set for Special Education Transition Specialist (2015), published by the Council for Exceptional Children, 2900 Crystal Drive, Suite 1000, Arlington, VA 22202-3557, and available at <https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards/CEC-Initial-and-Advanced-Specialty-Sets>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2025, are as follows:

- a) Foundations – The competent transition specialist understands the philosophical, historical, and legal foundations of special education.
 - 1) Knowledge – The competent transition specialist understands:
 - A) theoretical and applied models of transition;
 - B) transition-related legislation in the fields of special and career and technical education, rehabilitation, labor, and civil rights;
 - C) the roles of federal, State, and local legislation and implications

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

for providing transition services at the local level;

- D) history of national transition initiatives; and
 - E) research on student outcomes and effective transition practices.
- 2) Performance – The competent transition specialist meets the performance standards set forth in Section 28.100(a)(2) of this Part.
- b) Characteristics of Learners – The competent transition specialist understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students (ages 3- 21).
- 1) Knowledge – The competent transition specialist understands:
- A) implications of student characteristics with respect to post-school outcomes, environments, and support needs; and
 - B) school and post-school services available to specific populations of individuals with disabilities.
- 2) Performance – The competent transition specialist meets the performance standards set forth in Section 28.100(b)(2) of this Part.
- c) Assessment – The competent transition specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students.
- 1) Knowledge – The competent transition specialist understands:
- A) formal and informal career and vocational assessment approaches; and
 - B) formal and informal approaches for identifying students' interests and preferences related to post-school goals and educational experiences.
- 2) Performance – The competent transition specialist:
- A) matches skills and interests of the student to skills and

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

demands required by vocational or employment settings, community residential situation, and other community participation options;

- B) interprets results of career and vocational assessment for individuals, families, and professionals;
 - C) in collaboration with individuals with disabilities and agencies, designs, implements, and uses program evaluation procedures to assess and improve the effectiveness of transition education and services, including evaluation of students' post-school outcomes; and
 - D) uses a variety of formal and informal career, transition, and vocational assessment procedures.
- d) Planning for Instruction – The competent transition specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The specialist understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals.
- 1) Knowledge – The competent transition specialist understands:
 - A) job-seeking and job retention skills identified by employers as essential for successful employment;
 - B) career and technical education methods and curricula;
 - C) the range of post-school options within specific outcome areas; and
 - D) transition planning strategies that facilitate information collection and input from appropriate participants.
 - 2) Performance – The competent transition specialist:
 - A) identifies a variety of outcomes and instructional options specific to the community for each post-school outcome area;
 - B) assists teachers to identify, in conjunction with the student, appropriate educational program planning team

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

members;

- C) evaluates students' educational programs with respect to measurable post-school goals and alignment of those goals with instructional activities;
 - D) monitors student, family, and agency participation in transition planning and implementation; and
 - E) demonstrates procedures to ensure the inclusion of specific transition-related goals in the educational program plan.
- e) Learning Environment – The competent transition specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 1) Knowledge – The competent transition specialist understands:
 - A) methods for providing work-based and other community-based education for individuals with disabilities; and
 - B) methods for linking appropriate academic content to transition-related goals.
 - 2) Performance – The competent transition specialist:
 - A) identifies and facilitates appropriate modifications within work, residential, career and technical training, and other community environments;
 - B) assesses and develops natural support systems to facilitate transition to specific post-school environments; and
 - C) develops residential, work-based, and other community-based educational programs for individuals with exceptional learning needs.
- f) Collaborative Relationships – The competent transition specialist uses knowledge of effective written, verbal, and visual communication techniques

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessional educators, and students.

- 1) Knowledge – The competent transition specialist understands:
 - A) methods and strategies for increasing families' knowledge and skills about transition-related issues and topics, including transition-focused educational program development;
 - B) procedures and requirements for referring students to community service agencies;
 - C) methods for increasing collaborative transition service delivery through interagency agreements and collaborative funding; and
 - D) strategies for involving individuals with disabilities in all levels of collaborative transition program planning and evaluation.
- 2) Performance – The competent transition specialist:
 - A) systematically identifies family service needs related to transition outcomes and assists families to connect with support networks;
 - B) involves individuals with disabilities, families, and community agencies in establishing transition-related policy;
 - C) assesses and uses student support systems to facilitate the post- school transition of individuals with disabilities;
 - D) provides transition-focused technical assistance and professional development in collaboration with family members for educators, community agency personnel, and other relevant transition stakeholders;
 - E) collaborates with and participates in transition-focused interagency coordinating bodies;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- F) develops coordinated interagency strategies to collect, share, and use student assessment data, with appropriate input and authorization of students and families;
 - G) uses strategies for resolving differences that may arise in the implementation of interagency agreements or the provision of transition services for individuals with disabilities; and
 - H) identifies future post-school service needs using transition planning documents in conjunction with relevant agencies.
- g) Professionalism and Ethical Practices – The competent transition specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.
- 1) Knowledge – The competent transition specialist understands:
 - A) the scope and role of a transition specialist; and
 - B) the scope and role of agency personnel related to transition- focused education and services.
 - 2) Performance – The competent transition specialist demonstrates positive regard for the capacity and operating constraints of community organizations involved in transition-focused education services.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 28.320 Standards for the LBS II/Technology Specialist

By October 1, 2025, all candidates for an endorsement in an LBS II/Technology Specialist endorsement area will be required to complete a program aligned to the Advanced Specialty Set for Special Education Technology Specialist (2015) published by the Council for Exceptional Children, 2900 Crystal Drive, Suite 1000, Arlington, VA 22202-3557, and available at <https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards/CEC-Initial-and-Advanced-Specialty-Sets>. The standards effective until October 1, 2025, are as follows:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- a) Foundations – The competent technology specialist understands the philosophical, historical, and legal foundations of special education.
 - 1) Knowledge – The competent technology specialist understands:
 - A) concepts and issues related to the use of technology in education and other aspects of our society; and
 - B) issues in diversity and assistive technology.
 - 2) Performance – The competent technology specialist:
 - A) articulates a personal philosophy and goals for using technology in special education;
 - B) uses technology-related terminology appropriately in written and oral communication; and
 - C) describes legislative mandates and governmental regulations and their implications for technology in special education.
- b) Characteristics of Learners – The competent technology specialist understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students (ages 3- 21).
 - 1) Knowledge – The competent technology specialist understands the impact of technology at all stages of development on individuals with exceptional learning needs.
 - 2) Performance – The competent technology specialist:
 - A) matches characteristics of individuals with exceptional learning needs with technology product or software features; and
 - B) identifies the demands placed on the user by computers, software, and related technology materials.
- c) Assessment – The competent technology specialist understands the

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

educational assessment process and uses various assessment strategies to support the continuous development of all students.

- 1) Knowledge – The competent technology specialist understands the use of technology in the assessment, diagnosis, and evaluation of individuals with disabilities.
- 2) Performance – The competent technology specialist:
 - A) uses technology to collect, analyze, summarize, and report student performance data to aid instructional decision-making;
 - B) identifies functional needs, screens for functional limitations, and determines if the need for a comprehensive assistive or instructional technology evaluation exists;
 - C) monitors outcomes of technology-based interventions and re-evaluates and adjusts the system as needed;
 - D) assists individuals with disabilities in clarifying and prioritizing functional intervention goals regarding technology-based evaluation results;
 - E) works with team members to identify assistive and instructional technologies that can help individuals meet the demands placed upon them in their environments;
 - F) identifies placement of devices and positioning of the individual to optimize the use of assistive or instructional technology;
 - G) examines alternative solutions and trial periods with potential assistive or instructional technologies prior to making a purchase decision; and
 - H) makes technology decisions based on a continuum of options ranging from no technology to high technology.
- d) Planning for Instruction – The competent technology specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The specialist understands

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals.

- 1) Knowledge – The competent technology specialist understands procedures for evaluating computer software and other technology materials for their potential application in special education.
- 2) Performance – The competent technology specialist:
 - A) identifies elements of the curriculum for which technology applications are appropriate and ways they can be implemented;
 - B) identifies and operates software that meets educational objectives for individuals with disabilities' learning needs in a variety of educational environments;
 - C) identifies and operates instructional and assistive hardware, software, and peripherals;
 - D) designs, fabricates, and installs assistive technology materials and devices to meet the needs of individuals with disabilities;
 - E) provides consistent structured training, according to individuals with disabilities' needs to operate instructional and adaptive equipment and software, until mastery is achieved;
 - F) verifies proper implementation of mechanical and electrical safety practices in the assembly and integration of the technology to meet the needs of individuals with disabilities;
 - G) instructs others in the operation, maintenance, and warranties of the technology and trouble-shooting techniques that may be needed;
 - H) uses communication technologies to access information and resources electronically; and
 - I) develops and implements contingency plans in the event

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

that assistive or instructional technology devices fail.

- e) Learning Environment – The competent technology specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
 - 1) Knowledge – The competent technology specialist understands:
 - A) funding sources and processes for the acquisition of assistive technology devices and services;
 - B) national and State prekindergarten through grade 12 technology standards;
 - C) procedures for the organization, management, and security of technology; and
 - D) ergonomic principles to facilitate the use of technology.
 - 2) Performance – The competent technology specialist:
 - A) evaluates features of technology systems;
 - B) develops clear specifications and/or drawings necessary for technology acquisitions;
 - C) writes proposals to obtain funds for technology hardware and software; and
 - D) provides technology support to students who are receiving instruction in general education classrooms.
- f) Collaborative Relationships – The competent technology specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students.
 - 1) Knowledge – The competent technology specialist understands:
 - A) the importance of collaboration with teachers,

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

administrators, school support personnel, parents, and others in a culturally responsive program; and

- B) when to refer individuals with disabilities' needs to another professional regarding technology.
- 2) Performance – The competent technology specialist:
 - A) conducts ~~in-service~~ in-service training in applications of technology in special education;
 - B) refers team members and families to assistive and instructional technology resources; and
 - C) collaborates with other team members in planning and implementing the use of assistive and adaptive devices.
- g) Professionalism and Ethical Practices – The competent technology specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.
 - 1) Knowledge – The competent technology specialist understands equity, ethical, legal, and human issues related to technology in special education.
 - 2) Performance – The competent technology specialist:
 - A) maintains ongoing professional development to acquire knowledge and skills about new developments in technology;
 - B) adheres to copyright laws about duplication and distribution of software and other copyrighted technology materials; and
 - C) advocates for assistive or instructional technology on individual and system change levels.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 28.340 Standards for the LBS II/Deaf-Blind Specialist

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

By October 1, 2025, all candidates for an endorsement as a Deaf-Blind Specialist must complete a program aligned to the Initial Specialty Set for Deafblindness (2015) and the Advanced Specialty Set for Special Education Deaf and Hard of Hearing Specialist (2018), published by the Council for Exceptional Children, 2900 Crystal Drive, Suite 1000, Arlington, VA 22202-3557, and available at <https://cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards/CEC-Initial-and-Advanced-Specialty-Sets>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2025, are as follows: ~~Beginning January 1, 2003, an individual seeking this endorsement shall be required to pass an examination based on the standards set forth in this Section in addition to completing an approved program.~~

- a) Foundations – The competent deaf-blind specialist understands the philosophical, historical, and legal foundations of special education.
 - 1) Knowledge – The competent deaf-blind specialist understands:
 - A) communication and language theories, approaches, and research that are applicable to teaching learners who are deaf-blind;
 - B) the history of the practices, people, and events that have had or currently do have an impact on the lives of people who are deaf-blind and their possible relevance to current educational practices;
 - C) specialized roles of educators and learners who are deaf-blind; and
 - D) clinical, functional, and legal definitions of deaf-blindness, blindness/visual impairment, and deafness/hearing loss.
 - 2) Performance – The competent deaf-blind specialist accesses and evaluates current related research and practices in communication for their possible relevance in teaching the learner.
- b) Characteristics of Learners – The competent deaf-blind specialist understands how disabilities impact the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) Knowledge – The competent deaf-blind specialist understands:
 - A) the critical roles of vision and hearing in all learning;
 - B) the complex and unique effects of combined vision and hearing losses upon all learners who are deaf-blind;
 - C) the diversity within the population of learners who are deaf-blind;
 - D) the potential isolating effects of combined hearing and vision losses upon the learner who is deaf-blind;
 - E) the potential impact of the combined effects of hearing and vision losses upon the learner's opportunities for incidental learning;
 - F) the potential emotional implications of combined hearing and vision losses upon the learner who is deaf-blind;
 - G) the potential impact of the combined effects of hearing and vision losses upon the learner's personal relationships with others;
 - H) the potential and complex effects of additional disabilities upon learners who are deaf-blind;
 - I) the potential effects of the age of onset, degrees and/or progressions of hearing and vision losses upon learners who are deaf-blind;
 - J) the major etiologies of deaf-blindness and the possible implications of etiologies in teaching the learner who is deaf-blind;
 - K) the potential impact of the combined effects of vision and hearing losses upon the development of concrete and abstract concepts;
 - L) linguistic forms/modes of communication used by learners who are deaf-blind;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- M) the structure and function of auditory and visual systems and how they interrelate in the learning process;
 - N) impairments in the structure and the function of the auditory and visual systems; and
 - O) the influence of vision and hearing in motor development.
- 2) Performance – The competent deaf-blind specialist uses definitions of deaf-blindness, blindness/visual impairment, and deafness/hearing impairment to access services, materials, and assistance for the learner.
- c) Assessment – The competent deaf-blind specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21).
- 1) Knowledge – The competent deaf-blind specialist understands:
 - A) non-linguistic forms/modes used by learners who are deaf-blind;
 - B) informal and formal communication assessment procedures that are appropriate for learners who are deaf-blind;
 - C) functional and clinical assessments of vision and hearing; and
 - D) clinical assessments of vision and hearing that are used by learners who are deaf-blind.
 - 2) Performance – The competent deaf-blind specialist:
 - A) assesses and adapts to learners' pace/timing of communication;
 - B) assesses how choice of color, textures, and patterns of clothing enhances or detracts from social interaction;
 - C) assesses non-linguistic forms of communication;
 - D) assesses and interprets behaviors as intentional or non-intentional;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- E) assesses and interprets the meaning of the learner's use of objects;
- F) assesses and interprets the meaning of the learner's intentional use of signals to communicate;
- G) assesses and interprets the meaning of the learner's natural gestures to communicate;
- H) assesses and responds to the communicative functions of positive and challenging behaviors/forms;
- I) assesses contexts (physical environments, people, things, and events) in which the learner who is deaf-blind communicates;
- J) assesses the communication opportunities and demands in specific contexts;
- K) gathers and maintains descriptive records/portfolios of the learner's communication repertoire across all settings to assess strengths, challenges, progress;
- L) assesses activities for the learner's communications opportunities and implements appropriate strategies;
- M) assesses how the learner processes auditory and visual information;
- N) assesses situations and environments in which the learner can benefit from use of FM (frequency modulation) systems (based upon the recommendations of the audiologist and other team members);
- O) assesses, describes, and explains the effects of vision and hearing losses upon the learner's movements;
- P) assesses the proprioceptive and kinesthetic variables in the environment;
- Q) assesses the visual variables in the environment that influence the learner's effective use of vision;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- R) assesses variables within specific environments that influence the learner's use of hearing;
 - S) assesses the tactile variables within the environment;
 - T) assesses and explains educational implications of visual and auditory impairments upon the learner;
 - U) identifies, adapts, or develops strategies to assess the learner's functional use of vision and hearing; and
 - V) recommends the learner for additional visual and auditory evaluations/assessments when necessary.
- d) Planning for Instruction – The competent deaf-blind specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The specialist understands instructional planning and designs instruction based on knowledge of the discipline, student, community, and curriculum goals.
- 1) Knowledge – The competent deaf-blind specialist understands:
 - A) the development of communication partnerships between learners who are deaf-blind and others;
 - B) the possible communicative functions of behaviors of learners who are deaf-blind;
 - C) the development of vocabulary (content) in learners who are deaf-blind, based upon their forms and functions of communication;
 - D) the need for learners who are deaf-blind to have communication embedded/incorporated in all activities and settings;
 - E) assistive listening, low vision and vibro-tactile devices that enhance auditory and visual functioning;
 - F) technology to enhance orientation and mobility skills;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- G) visual, auditory, tactile, and olfactory information in various environments that influence learning;
 - H) technological devices and appliances for independent living; and
 - I) visual, auditory, and tactile characteristics of materials needed by learners who are deaf-blind.
- 2) Performance – The competent deaf-blind specialist:
- A) provides opportunities for the learner to develop basic concepts through participation in meaningful and motivating real-life experiences;
 - B) provides opportunities for the learner to actively explore and experience common objects that learners with vision and hearing learn about incidentally;
 - C) tactually models for the learner the functional use of objects;
 - D) provides opportunities for the learner to understand and express abstract concepts;
 - E) creates opportunities for turn-taking;
 - F) provides objects for the learner to anticipate activities, adjust to change within activities, and to terminate activities;
 - G) selects, adapts, and/or creates tools and procedures appropriate for the communication assessment of a learner who is deaf-blind;
 - H) accesses resources for alternative and augmentative communications assessment and communication devices;
 - I) accesses sources of devices and appliances that will enhance the learner's ability to live as independently as possible;
 - J) operates and maintains hearing aids, FM systems and vibro-

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

tactile devices;

K) checks and maintains glasses, contact lenses, and low vision devices; and

L) teaches the learner to use appropriate optical aids.

- e) Learning Environment – The competent deaf-blind specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 1) Knowledge – The competent deaf-blind specialist understands the development of the learner's personal identity and relationships to another person or a group.
- 2) Performance – The competent deaf-blind specialist:
- A) establishes a trusting relationship with the learner who is deaf-blind by providing nurturance and consistency in people, interactions, and routines;
- B) uses personalized visual, auditory, and tactile forms to identify the person who is initiating the interaction with the learner;
- C) provides opportunities for the learner to recognize himself/herself and others by name;
- D) makes appropriate adaptations to enhance the learner's auditory functioning in a variety of physical environments;
- E) uses contrasting tactile cues or adaptations to assist the learner in gaining information about the environment; and
- F) draws the attention of the learner to the sources of naturally occurring vibrations and smells in the environment.
- f) Instructional Delivery – The competent deaf-blind specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills; and creates learning experiences that make

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

content meaningful to all students (ages 3-21).

- 1) Knowledge – The competent deaf-blind specialist understands:
 - A) the development of body image in learners who are deaf-blind;
 - B) the development of positive self-esteem in the learner who is deaf- blind;
 - C) visual, auditory, and tactile adaptations that enhance social/communicative interactions between the learner who is deaf- blind and others;
 - D) communication devices and technology that are appropriate for learners who are deaf-blind;
 - E) the development of literacy in learners who are deaf-blind;
 - F) the basic principles of orientation and mobility for learners who are deaf-blind; and
 - G) curricula specific to or adapted for learners who are deaf-blind.
- 2) Performance – The competent deaf-blind specialist:
 - A) moves together (co-actively) with the learner in daily routines to establish body awareness and awareness of another person;
 - B) uses touch to make the learner aware of his/her body and another's throughout functional and play activities;
 - C) provides opportunities for the learner to learn the functions of body parts;
 - D) provides opportunities for the learner's increased proprioceptive (feedback through muscles and body position) and kinesthetic (feedback through body movement) awareness during daily routines and planned activities;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- E) provides opportunities for the learner to develop confidence by making choices;
- F) provides the learner with opportunities for self-advocacy;
- G) provides opportunities for the learner to learn from naturally occurring successes and failures;
- H) creates opportunities for the learner to initiate conversations with or without words around topics of interest;
- I) uses appropriate distance between the learner and the communication partner;
- J) determines optimal position of the learner in relation to others that will enhance participation in group activities;
- K) maintains interaction at eye level of the learner who is deaf-blind or makes adjustments to accommodate for specific visual conditions;
- L) uses touch cues to initiate and terminate interactions;
- M) interprets for the learner information about other interactions and events taking place around him/her;
- N) reduces or eliminates unnecessary visual, auditory and tactile clutter;
- O) develops object communication systems for the learner to use receptively and expressively;
- P) uses formal sign language systems, both visually and tactually;
- Q) uses alphabet systems, both tactually and visually;
- R) uses the Tadoma method of speech reading;
- S) selects and prioritizes receptive and expressive vocabulary that is meaningful and motivating to the learner;
- T) responds to the learner's non-linguistic forms of

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

communication while fostering opportunities to move to linguistic levels;

- U) develops strategies to encourage the learner to use multiple non- linguistic and linguistic modes/forms of communications depending upon the environment and communications partners;
- V) selects and prioritizes receptive and expressive vocabulary that is meaningful and motivating to the learner;
- W) models the use of vocabulary words that are meaningful and motivating to the learner;
- X) provides vocabulary for the learner to understand and express abstract concepts;
- Y) provides opportunities to use and expand vocabulary through frequent and natural conversations;
- Z) organizes vocabulary into syntax;
- AA) modifies existing reading materials to adjust for the learner's language level and reading media;
- BB) designs and makes non-technological communication devices that are appropriate to the learner's needs;
- CC) selects and/or adapts assistive technological devices as tools for communication;
- DD) provides opportunities for the learner to use augmentative communication devices in a variety of environments and with a variety of communication partners;
- EE) provides opportunities and means for the learner to communicate within and about activities and places;
- FF) uses naturally occurring events for the learner to use and practice communication skills;
- GG) recommends appropriate positions to optimize visual functioning;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- HH) recommends appropriate positions to optimize auditory functioning;
- II) implements strategies to accommodate for and to improve the learner's visual and auditory functioning based upon assessment results;
- JJ) assists the learner in organizing information about space and objects within space;
- KK) models ways for the learner to move in and through space;
- LL) provides opportunities for the learner to move outward in progressively larger spaces;
- MM) adapts orientation and mobility techniques according to the learner's communication skills and ability to use residual hearing and vision;
- NN) provides opportunities for the learner who is deaf-blind and has physical disabilities to learn orientation and mobility skills;
- OO) teaches the learner to attend to kinesthetic and proprioceptive variables to inform him/her about how his/her body relates to the environment;
- PP) makes appropriate visual adaptations to accommodate for specific visual impairments;
- QQ) uses and adapts appropriate devices and appliances;
- RR) based upon clinical and functional assessments, uses and creates materials that will maximize the learner's use of vision, hearing, and touch in specific situations to meet the learner's visual, auditory and tactile needs;
- SS) incorporates literacy as part of the everyday activities according to the learner's experiences and interests; and
- TT) uses touch to accommodate for lack or distortion of visual

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

and auditory information.

- g) Collaborative Relationships – The competent deaf-blind specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessional educators, and students.
 - 1) Knowledge – The competent deaf-blind specialist understands:
 - A) the potential impact of deaf-blindness upon attachment/bonding between learners who are deaf-blind and their primary caregivers;
 - B) effective use of communication support personnel to assure that the learner who is deaf-blind has optimal access to opportunities for receptive and expressive communication;
 - C) resources that provide technical assistance at the local, State, and national levels related to the field of deaf-blindness; and
 - D) resources of support services for learners who are deaf-blind and their families.
 - 2) Performance – The competent deaf-blind specialist:
 - A) assesses and explains the effects of combined vision and hearing losses upon relationships between the learner and his/her primary caregiver;
 - B) provides opportunities for the learner to learn about family relationships and relationships to others;
 - C) provides opportunities for the learner to understand the role of him/herself and others in the contexts of specific groups;
 - D) provides opportunities for the learner to meet and establish relationships with other people who are deaf-blind;
 - E) exchanges information about the learner's communication

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

style/abilities with others to ensure consistency of interpretation and use of the learner's communication repertoire;

- F) teaches significant peers and adults to communicate effectively with the learner who is deaf-blind;
 - G) exchanges ongoing communication assessment findings with others to develop effective strategies that will enhance the learner's communication abilities;
 - H) identifies the responsibilities and the roles of the communication support personnel according to the needs of the learner and environments;
 - I) interprets for other team members clinical and functional information regarding the learner's vision and hearing;
 - J) recommends appropriate referrals to low-vision and hearing specialists in collaboration with other team members to assess the need for assistive devices;
 - K) collaborates with orientation and mobility specialists and other appropriate specialists in adapting strategies to encourage the learner to move safely and independently;
 - L) consults and collaborates with others who provide care, education, and adult services to people who are deaf-blind;
 - M) provides information and education to team members (including families) about the uniqueness of the disability of deaf-blindness; and
 - N) provides training to caregivers, school personnel, and peers that will improve the quality of their interactions/relationships with the learner who is deaf-blind.
- h) Professional Conduct and Leadership – The competent deaf-blind specialist

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.

- 1) Knowledge – The competent deaf-blind specialist meets the standards set forth in Section 28.100(h)(1) of this Part.
- 2) Performance – The competent deaf-blind specialist advocates for learners who are deaf-blind and their families to obtain high-quality services ranging from early intervention to transition to adult services.
 - i) Reflection and Professional Growth – The competent deaf-blind specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. The competent deaf-blind specialist meets the standards set forth in Section 28.100(i) of this Part.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 28.350 Standards for the LBS II/Behavior Intervention Specialist

By October 25, 2025, all candidates for an endorsement as a Behavior Intervention Specialist will be required to complete a program aligned to the Advanced Specialty Set for Special Education Behavior Intervention Specialist (2015), published by the Council for Exceptional Children, 2900 Crystal Drive, Suite 1000, Arlington, VA 22202-3557, and available at <https://www.cec.sped.org/Standards-Special-Educator-Professional-Preparation-Standards/CEC-Initial-and-Advanced-specialty-sets>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2025, are as follows:

- a) Foundations – The competent behavior intervention specialist understands the philosophical, historical, and legal foundations of special education.
 - 1) Knowledge – The competent behavior intervention specialist understands:
 - A) positive theoretical approaches and landmark research on behavior;
 - B) current State and federal laws, policies, and ethical principles regarding positive behavior management planning and implementation;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) relationships among teacher attitudes, behavior, the learning environment, and individuals with exceptional learning needs;
 - D) crisis prevention and intervention research and issues;
 - E) the impact of cultural and linguistic diversity on student behavior and learning;
 - F) the impact of multiple disabilities on behavior and learning;
 - G) biophysical and environmental effects on behavior; and
 - H) relationships between individual school discipline policies and students with IEPs.
- 2) Performance – The competent behavior intervention specialist:
- A) articulates a personal philosophy of behavior management consistent with standards of the profession and State and federal laws; and
 - B) recognizes students' behaviors as age-appropriate based on observation and social validation.
- b) Characteristics of Learners – The competent behavior intervention specialist understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students.
- 1) Knowledge – The competent behavior intervention specialist understands:
- A) similarities and differences of behavior of individuals with and without disabilities;
 - B) the impact of varying disabilities on behavior;
 - C) the communicative aspects of behavior;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- D) the effects of various medications on student behavior; and
- E) the relationship between learners' behaviors and the intensity of service provision.
- 2) Performance – The competent behavior intervention specialist matches service provision to learners' academic and behavioral needs.
- c) Assessment – The competent behavior intervention specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21).
 - 1) Knowledge – The competent behavior intervention specialist understands:
 - A) terminology used in functional and positive behavioral assessment;
 - B) State and federal laws and regulations and ethical considerations of functional and positive behavioral assessment;
 - C) the use and limitations of behavior rating scales, systematic recording procedures, authentic assessment, and/or functional assessment;
 - D) duration and intensity of behavior and the influence on learner performance on formal and informal assessments;
 - E) behavior as a form of communication; and
 - F) the relationship between determination of behavioral interventions and issues of screening, referral, and placement.
 - 2) Performance – The competent behavior intervention specialist:
 - A) uses systematic recording procedures, behavior rating scales, and authentic and/or functional assessment to identify a learner's behavioral needs;
 - B) interprets and uses results from behavior rating scales,

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

systematic recording procedures, and authentic and/or functional assessment in determining positive behavioral intervention needs for individuals with disabilities;

- C) communicates results of positive behavioral assessments to the learner and all stakeholders;
 - D) adapts and modifies formal and informal assessments to accommodate behavioral needs of the learner; and
 - E) identifies positive behavioral supports needed to facilitate integration of a learner with disabilities that provide access to the general curriculum.
- d) Planning for Instruction – The competent behavior intervention specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The specialist understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals.
- 1) Knowledge – The competent behavior intervention specialist understands:
 - A) behavioral demands of various learning environments;
 - B) the impact of learners' behaviors on instruction;
 - C) the impact of learners' behaviors on interpersonal relationships with teachers, other service providers, and peers;
 - D) positive behavioral intervention strategies;
 - E) positive behavior management plan guidelines and key components; and
 - F) the rationale for targeting specific behaviors and selecting positive behavior management techniques.
 - 2) Performance – The competent behavior intervention specialist:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) develops positive behavior management plans with consideration of demands of the learning environment, assessment results, and input of relevant stakeholders;
 - B) implements positive behavior management plans;
 - C) facilitates implementation of positive behavior management plans through collaborative relationships with classroom teachers and related service personnel;
 - D) evaluates the effectiveness of positive behavior management plans and revises as needed; and
 - E) plans for effective transition and integration across settings.
- e) Learning Environment – The competent behavior intervention specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
 - 1) Knowledge – The competent behavior intervention specialist understands:
 - A) reinforcement theories, techniques, and application;
 - B) ways to create and positively modify learning environments that respect and value diversity;
 - C) the continuum of placements and services, including alternative programs for individuals whose behavior is interfering with learning; and
 - D) issues, resources and strategies of integration and transition from most restrictive environments to least restrictive environments.
 - 2) Performance – The competent behavior intervention specialist:
 - A) uses strategies for facilitation, maintenance, and generalization of behaviors across learning environments;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) teaches individuals to use problem-solving and self-regulation strategies to promote independence and successful transitions;
 - C) designs learning environments that provide behavioral feedback from peers, teachers, and related service personnel;
 - D) directs, observes, evaluates, and provides feedback to paraprofessional educators and teachers in the implementation of positive behavioral interventions and management plans;
 - E) implements a range of positive strategies that promote positive behavior, including crisis intervention and family support and involvement, in varied learning environments;
 - F) monitors intra-group behavior changes across activities and learning environments; and
 - G) facilitates development and implementation of classroom routines, rules, and consequences in varied learning environments.
- f) Instructional Delivery – The competent behavior intervention specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-21).
- 1) Knowledge – The competent behavior intervention specialist understands:
 - A) classroom management theories and positive strategies for individuals with exceptional learning needs; and
 - B) research-based best practices for effective, positive management of teaching, learning, and behavior.
 - 2) Performance – The competent behavior intervention specialist:
 - A) sequences, implements, and evaluates individualized behavioral objectives;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) integrates positive behavioral supports with academic curricula;
 - C) uses varied positive, non-aversive techniques for managing targeted behavior;
 - D) implements positive behavior management plans using systematic recording procedures, establishments of time lines, hierarchies of interventions, and schedules of reinforcement;
 - E) designs, implements, and evaluates behavioral support programs to enhance learners' social and community participation; and
 - F) analyzes critical variables that have an impact on learners' behavior and designs and implements positive behavioral supports.
- g) Collaborative Relationships – The competent behavior intervention specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessional educators, and students.
- 1) Knowledge – The competent behavior intervention specialist understands:
- A) concerns of families of learners whose behavior is interfering with learning and positive strategies to address these concerns;
 - B) strategies of mentoring and collaboration with other behavior intervention specialists, related service personnel, other educators, and paraprofessional educators in implementation of positive behavioral interventions;
 - C) parent education programs and behavior management guides that address positive behavior management and facilitate collaboration and consultation; and
 - D) collaboration and consultation issues in integration of individuals with significant behavioral problems transitioning into and out of alternative environments, including incarceration,

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

psychiatric, and residential facilities.

- 2) Performance – The competent behavior intervention specialist:
 - A) demonstrates skills of problem-solving and conflict resolution;
 - B) designs, implements, and evaluates inservice trainings for teachers, related service personnel, and paraprofessional educators that address positive behavioral intervention needs of learners;
 - C) synthesizes and communicates to stakeholders information available from family, school, the justice system, and referral agencies;
 - D) uses collaborative strategies and counseling techniques with families, learners, related service providers, and other professionals; and
 - E) provides parent education in the implementation of positive behavioral supports in the home environment.
- h) Professional Conduct and Leadership – The competent behavior intervention specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.
 - 1) Knowledge – The competent behavior intervention specialist meets the standards set forth in Section 28.100(h)(1) of this Part.
 - 2) Performance – The competent behavior intervention specialist:
 - A) uses positive behavioral interventions with consideration of learners' physical freedom and social interaction;
 - B) uses positive behavioral interventions with respect for human dignity and personal privacy;
 - C) serves as an advocate for individuals and their families; and
 - D) collaborates with appropriate agency individuals to reduce

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

family stress and implement family support.

- i) Reflection and Professional Growth – The competent behavior intervention specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.
 - 1) Knowledge – The competent behavior intervention specialist meets the standards set forth in Section 28.100(i)(1) of this Part.
 - 2) Performance – participates in professional development activities that assure that practice is consistent with the evolving behavioral research and literature.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 28.360 Standards for the LBS II/Curriculum Adaptation Specialist

By October 1, 2025, all candidates for an endorsement as a Curriculum Adaptation Specialist will be required to complete a program aligned to the Advanced Specialty Set for Special Education Academic Intervention Specialist (2015), published by the Council for Exceptional Children, 2900 Crystal Drive, Suite 1000, Arlington, VA 22202-3557, and available at <https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards/CEC-Initial-and-Advanced-Specialty-Sets>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2025, are as follows:

- a) Foundations – The competent curriculum adaptation specialist understands the philosophical, historical, and legal foundations of special education.
 - 1) Knowledge – The competent curriculum adaptation specialist understands:
 - A) the general curriculum structure;
 - B) curricular issues and their associated implications for students with disabilities;
 - C) levels of influence affecting curriculum development and implementation (classroom, school, district, State,

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

national);

- D) State law related to the general curriculum;
 - E) processes for curriculum development; and
 - F) philosophical, sociological, and psychological perspectives or models that undergird curricular development and instructional approaches for students with disabilities.
- 2) Performance – The competent curriculum adaptation specialist meets the standards set forth in Section 28.100(a)(2) of this Part.
- b) Characteristics of Learners – The competent curriculum adaptation specialist understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social and personal development of all students.
- 1) Knowledge – The competent curriculum adaptation specialist understands:
- A) learning research and implications for students with disabilities;
 - B) the impact of various disabilities, levels of disabilities, and combinations of disabilities on learning and skill development;
 - C) the impact of listening skills on the development of critical thinking, reading comprehension, and oral and written language; and
 - D) the impact of language development on the academic and social skills of individuals with disabilities.
- 2) Performance – The competent curriculum adaptation specialist:
- A) determines the appropriate curriculum for an individual based on the student's age, skills, learning strengths, and desired long-term outcomes; and

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) modifies and adapts curricula appropriate to the student's learning style.
- c) Assessment – The competent curriculum adaptation specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21).
 - 1) Knowledge – The competent curriculum adaptation specialist understands:
 - A) curriculum-based assessment and curriculum-based measurement as methods for determining instructional needs and monitoring student progress through curricula;
 - B) methods used for statewide assessment of student learning standards;
 - C) problem-solving models used to analyze curricular needs and learning characteristics of students;
 - D) alternative methods for assessing and grading student performance; and
 - E) varied test-taking strategies.
 - 2) Performance – The competent curriculum adaptation specialist:
 - A) uses varied assessment strategies to determine appropriate curricular modification and adaptations for students with disabilities;
 - B) modifies specific assessment devices and assessment procedures to match the individual needs and learning style of students;
 - C) systematically monitors student progress through general and modified curriculum;
 - D) systematically measures and evaluates the effectiveness of curricular adaptations and/or modifications in instructional strategies on student learning;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- E) conducts student error analyses to identify needed instructional modifications;
 - F) adapts formal tests to accommodate students' disabilities and modes of communication; and
 - G) assesses reliable methods of response of individuals who lack communication and performance abilities.
- d) Planning for Instruction – The competent curriculum adaptation specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The specialist understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals.
- 1) Knowledge – The competent curriculum adaptation specialist understands:
 - A) sources of specialized materials for individuals with disabilities;
 - B) a variety of approaches for modifying the general curriculum;
 - C) essential elements of social skills, life skills, study skills, and vocational and other alternative curricula; and
 - D) strategies for modifying materials, changing teaching procedures, altering task requirements, or selecting an alternative task based on students' learning styles and needs.
 - 2) Performance – The competent curriculum adaptation specialist:
 - A) modifies the general curriculum by analyzing what is taught, how it is taught, how the student will demonstrate proficiency, and the instructional setting needed by the student for successful learning;
 - B) utilizes the least intrusive intervention or adaptation first;
 - C) matches individual learning styles with appropriate curricular adaptations;
 - D) determines critical functional skills within the general

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

curriculum; and

- E) selects instructional materials which engage students in meaningful learning.
- e) Learning Environment – The competent curriculum adaptation specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
 - 1) Knowledge – The competent curriculum adaptation specialist understands:
 - A) reinforcement theory and its application to learning; and
 - B) the impact of the environment on student learning.
 - 2) Performance – The competent curriculum adaptation specialist modifies the learning environment based on a student’s learning strengths, curricular needs, and appropriate instructional strategies.
- f) Instructional Delivery – The competent curriculum adaptation specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students’ development of critical thinking, problem-solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-21).
 - 1) Knowledge – The competent curriculum adaptation specialist understands:
 - A) various methods for adapting content, instructional strategies, instructional settings, and materials to maximize learning;
 - B) various student learning strategies that increase capacity for learning;
 - C) study strategies to assist students in the completion of various tasks;
 - D) various methods for grouping students to maximize learning; and

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- E) how technology may be used to maximize learning.
- 2) Performance – The competent curriculum adaptation specialist:
 - A) develops an individualized curriculum for all students in the least restrictive environment;
 - B) adapts content, materials, and instructional strategies in reading to meet individualized needs;
 - C) adapts content, materials, and instructional strategies in mathematics to meet individualized needs;
 - D) adapts content, materials, and instructional strategies in language arts to meet individualized needs;
 - E) adapts content, materials, and instructional strategies in academic content areas (e.g., science and social studies) to meet individualized needs;
 - F) adapts content, materials, and instructional strategies related to social skills, life skills, vocational skills, and study skills to meet individualized needs;
 - G) uses research-supported instructional strategies and practices;
 - H) uses adaptations and strategies for facilitating maintenance and generalization of skills across environments;
 - I) uses assistive technology devices to meet individualized needs and maximize learning; and
 - J) teaches students cognitive strategies which maximize learning.
- g) Collaborative Relationships – The competent curriculum adaptation specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students.
 - 1) Knowledge – The competent curriculum adaptation specialist

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

understands models for co-teaching and consultation.

- 2) Performance – The competent curriculum adaptation specialist:
 - A) collaborates with other educators concerning appropriate use of the different learning and instructional strategies for various students;
 - B) provides direct assistance, when needed, to general educators, other special educators, and related service personnel as adaptations are implemented; and
 - C) assists general educators, other special educators, and related service personnel in anticipating and accounting for potential problems related to adaptations.
- h) Professional Conduct and Leadership – The competent curriculum adaptation specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being. The specialist advocates for the use of curricular adaptations for all students which reflect the dignity of the learner and assure the integrity of the learning environment.
- i) Reflection and Professional Growth – The competent curriculum adaptation specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. The specialist reflects on curricular adaptations which promote student growth and modifies strategies to enhance learning.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 28.370 Standards for the LBS II/Multiple Disabilities Specialist

By October 1, 2025, all candidates for an endorsement as a Multiple Disabilities Specialist will be required to complete a program aligned to the Initial Specialty Set for Physical, Health, and Multiple Disabilities (2015), published by the Council for Exceptional Children, 2900 Crystal Drive, Suite 1000, Arlington, VA 22202-3557, and available at <https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards/CEC-Initial-and-Advanced-Specialty-Sets>. (No later amendments to or editions of

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

these guidelines are incorporated.) The standards effective until September 30, 2025, are as follows: ~~Beginning January 1, 2003, an individual seeking this endorsement shall be required to pass an examination based on the standards set forth in this Section in addition to completing an approved program.~~

- a) Foundations – The competent multiple disabilities specialist understands the philosophical, historical, and legal foundations of special education.
 - 1) Knowledge – The competent multiple disabilities specialist understands:
 - A) ethical issues regarding treatment of individuals with medically fragile conditions;
 - B) in-depth knowledge of legislation, policies, and litigation regarding rights of individual students to education, guardianship, and community supports; and
 - C) the process of policy change in advocating for individuals.
 - 2) Performance – The competent multiple disabilities specialist:
 - A) advocates for rights and services based on established legislation, policies, and litigation;
 - B) advocates for change in service delivery systems and policy;
 - C) demonstrates a commitment to the belief that all students can learn; and
 - D) demonstrates a commitment to the belief that all students can live, work, and recreate in inclusive community settings.
- b) Characteristics of Learners – The competent multiple disabilities specialist understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students (ages 3-21).
 - 1) Knowledge – The competent multiple disabilities specialist understands:
 - A) the identification of problems related to physical and

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

medical procedures;

- B) the impact of terminal illness and its effect on individuals and families; and
 - C) the difference between physical disabilities and cognitive disabilities.
- 2) Performance – The competent multiple disabilities specialist:
- A) monitors and communicates potential problems or concerns related to a student’s physical or medical conditions to appropriate personnel (e.g., school nurse, parents); and
 - B) performs special health care procedures such as feeding, positioning, suctioning, etc., under supervision of appropriate medical personnel.
- c) Assessment – The competent multiple disabilities specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students.
- 1) Knowledge – The competent multiple disabilities specialist meets the standards set forth in Section 28.100(c)(1) of this Part.
- 2) Performance – The competent multiple disabilities specialist:
- A) designs and implements informal assessment procedures that distinguish physical and cognitive abilities in individuals with multiple disabilities across age groups and combinations of disabilities;
 - B) designs and implements informal assessment procedures that assess both physical and cognitive abilities in the context of priority skills across age groups and combinations of disabilities;
 - C) designs informal assessment procedures that incorporate principles of partial participation across age groups and combinations of disabilities;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- D) develops and conducts informal assessments of assistive technology needs and services across age groups and combinations of disabilities; and
 - E) develops and conducts informal assessments focused on ongoing effectiveness of assistive technology.
- d) Planning for Instruction – The competent multiple disabilities specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The specialist understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals.
 - 1) Knowledge – The competent multiple disabilities specialist understands research that supports treatment approaches for persons with multiple disabilities.
 - 2) Performance – The competent multiple disabilities specialist:
 - A) develops longitudinal, outcome-based curriculum for students with multiple disabilities using a top-down, ecological inventory-based approach across age groups and combinations of disabilities;
 - B) uses information about the student’s strengths and needs and his/her desired educational outcomes to select appropriate scope and sequences in language arts and math (e.g., generalized, activity-specific);
 - C) utilizes community settings to instruct educational priorities across all curricular domains and age groups;
 - D) develops a community program (e.g., work sampling) designed to increase knowledge about vocational possibilities for students with multiple disabilities;
 - E) creates and implements a strategic, progressive series of experiences and learning opportunities that meet the complex needs of individuals with multiple disabilities in order to ensure long-term community-based employment outcomes;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- F) develops programs that take into account preferences and choices for all ages of individuals with multiple disabilities, in the context of all instructional interactions and educational curricula;
 - G) develops scope and sequences that promote self-determination across all curricular areas; and
 - H) considers an individual's medical and physical characteristics and needs in developing a schedule to maximize active learning throughout the school day.
- e) Learning Environment – The competent multiple disabilities specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 1) Knowledge – The competent multiple disabilities specialist understands:
 - A) knowledge of components of positive behavioral support plans; and
 - B) knowledge of strategies to socially validate target behaviors, interventions, and effects of behavior interventions.
 - 2) Performance – The competent multiple disabilities specialist:
 - A) conducts functional assessments and functional analysis of problem behavior of individuals with multiple disabilities across age groups;
 - B) identifies socially valid problem behaviors and interventions across age groups;
 - C) maintains ethical standards in selection of treatment interventions, considering the vulnerability of individuals with multiple disabilities; and
 - D) identifies behaviors that are functionally equivalent to problem behaviors when designing functional

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

communication programs.

- f) Instructional Delivery – The competent multiple disabilities specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students’ development of critical thinking, problem- solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-21).
 - 1) Knowledge – The competent multiple disabilities specialist meets the standards set forth in Section 28.100(f)(1) of this Part.
 - 2) Performance – The competent multiple disabilities specialist:
 - A) provides community-referenced and community-based instruction;
 - B) develops programs to facilitate mobility, including head and trunk control, sitting, crawling, standing, walking, and wheelchair use in the context of meaningful activities; and
 - C) uses individualized assistive devices to enhance learning outcomes across curricular areas for students with multiple disabilities.
- g) Collaborative Relationships – The competent multiple disabilities specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students.
 - 1) Knowledge – The competent multiple disabilities specialist meets the standards set forth in Section 28.100(g)(1) of this Part.
 - 2) Performance – The competent multiple disabilities specialist:
 - A) teaches and supervises paraprofessional staff implementing physical and medical procedures for students with multiple disabilities;
 - B) collaborates with families, related service providers, and support personnel in identifying appropriate evaluation and intervention strategies;

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) initiates and assumes responsibility for coordinating multiple services provided to individual students with multiple disabilities;
 - D) identifies needs for equipment revision and/or new services and initiates contact with families and appropriate service providers;
 - E) collaborates with administrators and medical personnel in developing policies and procedures for meeting the physical and medical needs of individuals with multiple disabilities; and
 - F) collaborates with appropriate personnel and family members in developing a written, individualized plan to address special health care needs.
- h) Professionalism and Ethical Practices – The competent multiple disabilities specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.
- 1) Knowledge – The competent multiple disabilities specialist has knowledge of consumer and professional organizations, publications, and journals relevant to individuals with multiple disabilities across all ages.
 - 2) Performance – The competent multiple disabilities specialist incorporates current information from professional literature into all teaching and related activities.
- i) Reflection and Professional Growth - The competent multiple disabilities specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.
- 1) Knowledge – The competent multiple disabilities specialist meets the standards set forth in Section 28.100(i)(1) of this Part.
 - 2) Performance – The competent multiple disabilities specialist participates in the activities of professional organizations relevant to

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

individuals with multiple disabilities.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL
RESOURCES SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER b: PERSONNEL

PART 29
STANDARDS FOR ADMINISTRATIVE
ENDORSEMENTS

Section

- 29.10 Purpose and Effective Dates
29.100 Illinois Professional School Leader Standards
29.110 Chief School Business Official
29.120 General Administrative Endorsement (Through August 31, 2014) ~~(Repealed)~~
29.130 Superintendent ~~(Repealed)~~
29.140 Director of Special Education
29.150 New Credential Required – Directors and Assistant Directors of
Special Education (Repealed)

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

SOURCE: Adopted at 26 Ill. Reg. 6493, effective April 22, 2002; amended at 27 Ill. Reg. 5800, effective March 21, 2003; amended at 28 Ill. Reg. 8681, effective June 1, 2004; amended at 38 Ill. Reg. 6429, effective February 27, 2014; amended at 44 Ill. Reg. _____, effective _____.

Section 29.100 Illinois Professional School Leader Standards

The standards that shall apply to all candidates for any administrative endorsement are the Professional Standards for Educational Leaders (2015) ~~Educational Leadership Policy Standards: ISLLC 2008~~, adopted by the National Policy Board for Educational Administration, 1904 Association Drive, Reston, VA 20191 ~~1615 Duke Street, Alexandria, Virginia 22314~~ and posted at <http://npbea.org/psel/>. ~~http://npbea.org/wp-content/uploads/2012/06/Educational_Leadership_Policy_Standards_2008.pdf~~. No later amendments to or editions of these standards are incorporated by this Section.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

**Section 29.120 General Administrative Endorsement (Through August 31, 2014)
(Repealed)**

~~Each candidate for the general administrative endorsement shall be required to meet the standards set forth in this Section in addition to those set forth in Section 29.100 of this Part. No candidates currently are being admitted to general administrative endorsement programs (see 105 ILCS 5/21B-25(2)(A)). For candidates currently enrolled, no general administrative endorsement shall be issued after August 31, 2014. Requirements for the issuance of the principal's endorsement, which replaces the general administrative endorsement, are set forth at 23 Ill. Adm. Code 30 (Programs for the Preparation of Principals in Illinois).~~

- ~~a) — Facilitating a Vision of Learning — The competent school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.~~
- ~~1) — Knowledge Indicators — The competent administrator:~~
 - ~~A) — has knowledge and understanding of learning goals in a pluralistic society.~~
 - ~~B) — comprehends the principles of developing and implementing long-term plans.~~
 - ~~C) — recognizes theories of educational leadership.~~
 - ~~D) — understands information sources, data collection, and data analysis strategies.~~
 - ~~E) — understands effective communication.~~
 - ~~F) — understands effective consensus building and negotiation skills.~~
 - ~~G) — has knowledge of the philosophy and history of education.~~
- ~~2) — Performance Indicators — The competent administrator:~~
 - ~~A) — designs curricula with consideration for philosophical, sociological, and historical foundations, democratic values, and the community's values, goals, social needs, and changing~~

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

conditions.

- ~~B) — facilitates the development and implementation of a shared vision and strategic plan for the school or district that focuses on teaching and learning.~~
 - ~~C) — analyzes, evaluates, and monitors operational plans and processes to accomplish strategic goals using practical applications of organizational theories.~~
 - ~~D) — solicits and uses financial, human, and material resources to support the implementation of the school's mission and goals.~~
 - ~~E) — identifies and critiques several theories of leadership and their application to various school environments.~~
 - ~~F) — conducts needs assessments and uses qualitative and quantitative data to plan and assess school programs.~~
 - ~~G) — analyzes and interprets educational data, issues and trends.~~
 - ~~H) — uses appropriate interpersonal skills and applies appropriate and effective communications strategies when using written, verbal, and nonverbal communication.~~
 - ~~I) — engages in effective consensus building and displays effective negotiation skills.~~
 - ~~J) — frames, analyzes, and resolves problems using appropriate problem solving techniques and decision-making skills.~~
 - ~~K) — analyzes school problems with an understanding of major historical, philosophical, ethical, social, and economic influences in a democratic society.~~
- b) — ~~School Culture and Instructional Program — The competent school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to students' learning and staff's professional~~

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

growth.

1) ~~Knowledge Indicators~~ The competent administrator:

- A) ~~has knowledge and understanding of school cultures.~~
- B) ~~understands the continuum of students' growth and development.~~
- C) ~~knows the procedures used in the assessment of the learning environment.~~
- D) ~~understands applied learning theories.~~
- E) ~~understands curriculum design, implementation, evaluation, and refinement.~~
- F) ~~recognizes the components of a special education evaluation.~~
- G) ~~understands principles of effective instruction and best practices.~~
- H) ~~comprehends measurement, evaluation, and assessment strategies.~~
- I) ~~understands diversity and its meaning for educational programs.~~
- J) ~~is familiar with adult learning and professional development models.~~
- K) ~~understands the change process for systems, organizations, and individuals.~~
- L) ~~recognizes the role of technology in promoting students' learning and professionals' growth.~~
- M) ~~understands classroom management.~~

2) ~~Performance Indicators~~ The competent administrator:

- A) ~~creates with teachers, parents, and students a positive school culture that promotes learning.~~

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) — promotes an inclusive educational culture.
- C) — articulates the district's or school's vision, mission, and priorities to the community and media.
- D) — builds community support for a district's or school's priorities and programs.
- E) — promotes an environment where all individuals are treated with fairness, dignity, and respect.
- F) — develops a culture of high expectations for self, students, and staff's performance where accomplishments are recognized.
- G) — applies the principles of students' growth and development to the learning environment and the educational program.
- H) — utilizes procedures in the assessment of the learning environment.
- I) — develops collaboratively a learning organization that supports instructional improvement, builds an appropriate curriculum, and incorporates best practice.
- J) — develops collaboratively curriculum and developmentally appropriate instruction for varied teaching and learning styles as well as specific needs of students, considering gender, ethnicity, culture, social class, and exceptionalities.
- K) — analyzes various staffing patterns, student grouping plans, class scheduling forms, and school organizational structures and facilitates design processes to support various teaching strategies and desired outcomes for students.
- L) — assesses students' progress using a variety of appropriate techniques.
- M) — bases curricular decisions on research, applied theory, informed practice, the recommendations of learned societies, and State and federal policies and mandates.
- N) — aligns curricular goals and objectives with the Illinois

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

~~Learning Standards (see 23 Ill. Adm. Code 1. Appendix D).~~

- ~~O) — facilitates the design, implementation, and evaluation of curricular, co-curricular, and extracurricular programs for continuous improvement.~~
- ~~P) — uses resources to support instructional programs and best practices and incorporates a variety of supervisory models to improve teaching and learning.~~
- ~~Q) — uses qualitative and quantitative data to plan and assess school programs.~~
- ~~R) — promotes an inclusive educational culture.~~
- ~~S) — identifies needs for professional development and incorporates adult learning strategies and assessment in the formulation of self-development plans for staff.~~
- ~~T) — facilitates the change process for systems, organizations, and individuals by using qualitative and quantitative data to plan and assess school programs.~~
- ~~U) — studies best practices, relevant research, and demographic data to analyze their implications for school improvement.~~
- ~~V) — develops, analyzes and implements operational plans and processes to accomplish strategic goals using practical applications of organizational theories.~~
- ~~W) — applies a systems perspective and monitors and assesses the progress of activities, making adjustments and formulating new action steps as necessary.~~
- ~~X) — uses technology, telecommunications, and information systems to enrich curriculum and instruction.~~
- ~~Y) — develops and implements long-range plans for school and district technology information systems.~~
- ~~Z) — uses a variety of supervisory models to improve teaching and learning.~~

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- AA) ~~uses and implements collaboratively developed policies and procedures that provide a safe school environment and promote health and welfare.~~
- e) ~~Management~~ ~~The competent school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.~~
- 1) ~~Knowledge Indicators~~ ~~The competent administrator:~~
- A) ~~understands theories and models of organizations and the principles of organizational development.~~
- B) ~~is aware of local operational policies and procedures.~~
- C) ~~understands principles and issues relating to school safety and security.~~
- D) ~~has knowledge of management and development of human resources.~~
- E) ~~comprehends principles and issues relating to fiscal considerations in school management.~~
- F) ~~understands principles and issues relating to school facilities and use of space.~~
- G) ~~recognizes legal issues relating to school operations.~~
- H) ~~has knowledge of current technologies that support management's functions.~~
- 2) ~~Performance Indicators~~ ~~The competent administrator:~~
- A) ~~applies theories to create conditions that motivate staff, students, and families to achieve the school's vision.~~
- B) ~~analyzes a school's problems with an understanding of major historical, philosophical, ethical, social, and economic influences in a democratic society.~~

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- ~~C) — applies effective job analysis procedures, supervisory techniques, and performance appraisal for instructional and non-instructional staff.~~
- ~~D) — utilizes appropriate policies, criteria, and processes for the recruitment, selection, induction, compensation, and separation of personnel, with attention to issues of equity, diversity, and exceptionalities.~~
- ~~E) — develops and implements an efficient building level budget planning process that is driven by school priorities.~~
- ~~F) — understands federal, State and local statutory and regulatory provisions and judicial decisions governing education.~~
- ~~G) — applies common legal and contractual requirements and procedures in an educational setting.~~
- ~~H) — applies and assesses current technologies for school management and business procedures.~~
- d) — ~~Collaboration with Families and Communities — The competent school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.~~
- 1) — ~~Knowledge Indicators — The competent administrator:~~
 - ~~A) — recognizes emerging issues and trends that potentially affect the school community.~~
 - ~~B) — comprehends parents' rights, including the right to an independent evaluation and the use of that evaluation by the student's IEP team (see 23 Ill. Adm. Code 226.75).~~
 - ~~C) — understands the conditions and dynamics of the diverse school community.~~
 - ~~D) — has knowledge of community resources.~~

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- ~~E) — understands community relations and marketing strategies and processes.~~
- ~~F) — is aware of successful models of school, family, business, community, government, and higher education partnerships.~~
- ~~2) — Performance Indicators — The competent administrator:~~
 - ~~A) — assesses emerging issues and trends to determine their impact on the school community.~~
 - ~~B) — engages in activities that address parents' rights, including the right to an independent evaluation and the use of that evaluation by the student's IEP team.~~
 - ~~C) — analyzes community and district power structures and identifies major opinion leaders and their relationships to school goals and programs.~~
 - ~~D) — identifies and analyzes the major sources of fiscal and non-fiscal resources for schools.~~
 - ~~E) — develops and implements an effective staff communication plan and public relations program.~~
 - ~~F) — articulates the district's or school's vision, mission, and priorities to the community and media and understands how to build community support for the district's or school's priorities and programs.~~
- ~~e) — Acting with Integrity, Fairness, and in an Ethical Manner — The competent administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.~~
 - ~~1) — Knowledge Indicators — The competent administrator:~~
 - ~~A) — understands the purpose of education and the role of leadership in modern society.~~
 - ~~B) — recognizes various ethical frameworks and perspectives on ethics.~~

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- ~~C) — understands the values and challenges of the diverse school community.~~
- ~~D) — is aware of professional codes of ethics.~~
- 2) ~~Performance Indicators — The competent administrator:~~
 - ~~A) — analyzes a school's problems with an understanding of major historical, philosophical, ethical, social, and economic influences in a democratic society.~~
 - ~~B) — manifests a professional code of ethics and values.~~
 - ~~C) — bases decisions on the moral and ethical implications of policy options and political strategies.~~
 - ~~D) — promotes the values and challenges of the diverse school community.~~
 - ~~E) — communicates effectively with various cultural, ethnic, racial, and special interest groups and other diverse populations in the community.~~
 - ~~F) — treats people fairly, equitably and with dignity and respect and protects the rights and confidentiality of others.~~
 - ~~G) — encourages others in the school community to demonstrate integrity and exercise ethical behavior.~~
- f) ~~The Political, Social, Economic, Legal and Cultural Context — The competent school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.~~
- 1) ~~Knowledge Indicators — The competent administrator:~~
 - ~~A) — comprehends principles of representative governance that undergird the system of American schools.~~
 - ~~B) — recognizes the role of public education in developing and~~

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

~~renewing a democratic society and an economically productive nation.~~

- ~~C) — understands the law as related to education.~~
- ~~D) — understands State and federal requirements regarding the least restrictive environment (including placement based on the student's Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP); see 23 Ill. Adm. Code 226.75) for students from birth through 21 years of age.~~
- ~~E) — has knowledge of the political, social, cultural, and economic systems and processes.~~
- ~~F) — understands models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling.~~
- ~~G) — knows about global issues and forces affecting teaching and learning.~~
- ~~H) — recognizes the dynamics of policy development and advocacy under our democratic political system.~~
- ~~I) — understands federal, State and local statutory and regulatory provisions as well as judicial decisions governing education.~~
- 2) — Performance Indicators — The competent administrator:
 - ~~A) — considers the general characteristics of internal and external political systems as they apply to school settings.~~
 - ~~B) — influences policy development at the federal, State, district, and school site level.~~
 - ~~C) — applies knowledge of common legal and contractual requirements and procedures in an educational setting.~~
 - ~~D) — analyzes appropriate procedures and relationships for working with local governing boards.~~

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- ~~E) — develops lines of communication with decision makers outside the school community.~~
- ~~F) — frames, analyzes, and resolves problems using models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling.~~
- ~~G) — bases decisions on the moral and ethical implications of policy options and political strategies.~~

(Source: Repealed at 44 Ill. Reg. _____, effective _____)

Section 29.130 Superintendent (Repealed)

~~Each candidate for the superintendent's endorsement shall be required to meet the standards set forth in this Section in addition to those set forth in Section 29.100 of this Part.~~

- ~~a) — Facilitating a Vision of Educational Excellence — The competent school superintendent is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of educational excellence that is shared and supported by the school community.~~
- ~~1) — Knowledge Indicators — The competent superintendent:~~
 - ~~A) — understands the needs of different groups in a pluralistic society.~~
 - ~~B) — understands theories and methodologies of teaching and learning.~~
 - ~~C) — understands the principles of developing, implementing, and evaluating long term plans.~~
 - ~~D) — understands theories of and research on organizational and educational leadership.~~
 - ~~E) — understands information sources, data collection, and data analysis strategies.~~
 - ~~F) — understands appropriate channels and media for~~

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

~~communicating plans, ideas, and goals to the board of education, staff, parents, students, and the community.~~

~~G) — understands effective consensus building and negotiation skills.~~

~~H) — understands the historical, moral, philosophical, and political traditions of education in the USA and other countries.~~

~~I) — understands systems and theories of educational assessment and evaluation.~~

~~J) — understands human and financial resources needed to implement and support the realization of the district's vision, mission, and goals.~~

~~2) — Performance Indicators — The competent superintendent:~~

~~A) — facilitates and engages in activities that promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.~~

~~B) — facilitates and engages in activities that promote appropriate academic rigor and excellence for all students and staff.~~

~~C) — facilitates and engages in activities that support a nurturing and high performing culture and climate through the use of symbols, ceremonies, stories, and similar activities reflecting the diversity of the school community.~~

~~D) — facilitates and engages in activities that collaboratively develop vision and goals among teachers, support staff, students, administrators, board members, parents, and community members.~~

~~E) — facilitates and engages in activities that articulate and model core beliefs of the school district and effectively communicates and takes actions to achieve the district's vision, mission, and goals.~~

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- ~~F) — facilitates and engages in activities that form and implement educational programs, policies, plans, and actions to realize the district's vision, mission, and goals.~~
- ~~G) — facilitates and engages in activities that form and implement vision, mission, and goals that shape purpose and direction for individuals and groups.~~
- ~~H) — facilitates and engages in activities that affect the collection, organization and analysis of a variety of information, including data on student performance, to assess progress toward the district's vision, mission, and goals.~~
- ~~I) — facilitates and engages in activities that develop an implementation plan in which objectives and strategies to achieve the district's vision, mission, and goals are clearly articulated and linked to students' learning.~~
- ~~J) — facilitates and engages in activities that identify, clarify, and address barriers to achieving the vision, mission, and goals.~~
- ~~K) — facilitates and engages in activities that obtain and organize financial, human, and material resources to realize the district's vision, mission, and goals.~~
- ~~L) — facilitates and engages in activities that monitor, evaluate, and revise the district's vision, mission, goals, and implementation plans regularly.~~
- ~~b) — Learning Environment and Instructional Program — The competent school superintendent is an educational leader who promotes the success of all students by advocating and nurturing a constantly improving learning environment and an instructional program based upon educationally sound principles of curriculum development, learning and teaching theory, and professional development.~~
- ~~1) — Knowledge Indicators — The competent superintendent:~~
 - ~~A) — understands the principles of human growth and development and their application to the school environment and~~

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

~~instructional program.~~

- ~~B) — understands the concept of school climate as it applies to students' and staff's performance.~~
- ~~C) — understands the educational change process.~~
- ~~D) — understands a variety of educational research methodologies and their comparable strengths and weaknesses.~~
- ~~E) — understands cognition and learning theories and their relationship to instruction.~~
- ~~F) — understands technology applications for administrators, staff, and students that enhance the learning and instructional program.~~
- ~~G) — understands a variety of methods for assessing and evaluating students' performance.~~
- ~~H) — understands professional development models and adult learning theory.~~

~~2) — Performance Indicators — The competent superintendent:~~

- ~~A) — facilitates and engages in activities that develop a climate that is supportive of continuous improvement of the instructional program.~~
- ~~B) — facilitates and engages in activities that apply the principles of human growth and development.~~
- ~~C) — facilitates and engages in activities that systematically design and implement procedures and instruments for evaluating the instructional program.~~
- ~~D) — facilitates and engages in activities that systematically support staff development to enhance the learning environment and the instructional program.~~
- ~~E) — facilitates and engages in activities that use best practices and sound educational research to inform changes in~~

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

~~instructional practices and curricular materials.~~

- ~~F) — facilitates and engages in activities that promote reflective practices among administrators, teachers, and staff.~~
 - ~~G) — facilitates and engages in activities that promote an environment that encourages responsible risk taking.~~
 - ~~H) — facilitates and engages in activities that provide a climate in which treatment of all individuals with respect, dignity, and fairness is valued.~~
 - ~~I) — facilitates and engages in activities that promote the appropriate use of technology to enhance students' learning and professionals' growth.~~
 - ~~J) — facilitates and engages in activities that promote high expectations for self, staff, and students.~~
 - ~~K) — facilitates and engages in activities that deal with the ambiguity and uncertainty that accompanies the change process.~~
 - ~~L) — facilitates and engages in activities that result in systematic assessment of and response to individual students' academic performance, reporting on that performance, and evaluation of the instructional program.~~
 - ~~M) — facilitates and engages in activities that connect educational standards to the instructional program.~~
 - ~~N) — facilitates and engages in activities that coordinate district staff and outside agencies in determining and enforcing educational standards.~~
 - ~~O) — facilitates and engages in activities that foster lifelong learning.~~
- e) — Management — The competent school superintendent is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

~~learning environment.~~

~~1) — Knowledge Indicators — The competent superintendent:~~

- ~~A) — has knowledge and understanding of a variety of practices and models for the management of the school district as an organizational system.~~
- ~~B) — has knowledge and understanding of principles of human resource management and development to maximize the effectiveness of all constituents of the school district.~~
- ~~C) — has knowledge and understanding of practices, policies, and procedures for operating and maintaining the school district's facilities, equipment, and auxiliary services.~~
- ~~D) — has knowledge and understanding of principles of financial planning and management for efficient fiscal operation in support of the school district's vision, mission, and goals.~~
- ~~E) — has knowledge and understanding of school districts' operational policies and procedures that enhance student learning.~~
- ~~F) — has knowledge and understanding of practices and procedures to ensure safe and secure schools for students, parents, staff, and community members.~~
- ~~G) — has knowledge and understanding of practices and procedures to ensure that school districts' management functions are supported by current technologies.~~

~~2) — Performance Indicators — The competent superintendent:~~

- ~~A) — facilitates and engages in activities that use core organizational processes (including planning, communication, decision making, problem solving, and information management) for operational effectiveness and organizational development.~~
- ~~B) — facilitates and engages in activities that empower all~~

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

~~constituents of the school district (e.g., staff, students, and parents) as leaders to support change efforts through the use of delegation, collaboration, and collegial strategies.~~

- ~~C) — facilitates and engages in activities that employ supervisory and performance appraisal techniques to enhance and develop the knowledge and skills of instructional and non-instructional staff.~~
- ~~D) — facilitates and engages in activities that support and facilitate professional development activities for all constituents of the school district, focusing on the improvement of teaching and learning outcomes.~~
- ~~E) — facilitates and engages in activities that use core human resource processes (including recruitment, selection, induction, and negotiation) to support an effective learning environment.~~
- ~~F) — facilitates and engages in activities that ensure the physical plant is accessible, well maintained, functional, secure, and conducive to the support of the full range of the school district's curricular and extracurricular programs.~~
- ~~G) — facilitates and engages in activities that provide efficient delivery of core auxiliary services (including health and nutrition, pupil transportation, risk management, and school security).~~
- ~~H) — facilitates and engages in activities that identify financial and material assets and resources and acquire them for subsequent allocation according to the school district's goals and priorities.~~
- ~~I) — facilitates and engages in activities that maximize fiscal resources through core financial management processes (including planning, budgeting, procurement, accounting, and monitoring).~~
- ~~J) — facilitates and engages in activities that create operational~~

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

~~plans and procedures in support of school district's vision, mission, and goals.~~

- ~~K) — facilitates and engages in activities that use organizational monitoring systems to ensure policy implementation.~~
- ~~L) — facilitates and engages in activities that use management techniques to define roles, assign functions, and delegate accountability relative to achieving goals.~~
- ~~M) — facilitates and engages in activities that operate school plant, equipment, and support systems securely, safely, efficiently, and effectively.~~
- ~~N) — facilitates and engages in activities that maintain secure, safe, clean, and esthetically pleasing school environments that foster student learning.~~
- ~~O) — facilitates and engages in activities that identify management functions that can be improved using technology.~~
- ~~P) — facilitates and engages in activities that provide ongoing training and review to ensure the productive and efficient use of technology in school district management.~~
- ~~d) — Collaboration with Families and Communities — The competent school superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.~~
- ~~1) — Knowledge Indicators — The competent superintendent:~~
 - ~~A) — has knowledge and understanding of the multiple groups of stakeholders that comprise the school community, which includes but is not limited to parents, religious groups, business and industry, service organizations, local and county government, students, other taxpayers, and employees of~~

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

~~organizations within the community.~~

~~B) — has knowledge and understanding of the conditions and dynamics of the racial, ethnic, linguistic, religious, and socio-economic diversity of the community.~~

~~C) — has knowledge and understanding of community resources that provide services that support the vision, mission, and goals of the school district.~~

~~D) — has knowledge and understanding of school community relations and marketing strategies and processes.~~

~~E) — has knowledge and understanding of emerging issues and trends that potentially affect the school community and the mission of the school.~~

~~F) — has knowledge and understanding of successful models of partnerships between district schools and families, businesses, community groups, government agencies, and higher education.~~

~~G) — has knowledge and understanding of the political nature of schools and how the political system operates.~~

~~2) — Performance Indicators — The competent superintendent:~~

~~A) — facilitates and engages in activities that clearly articulate the district's vision, mission, and goals to multiple stakeholders.~~

~~B) — facilitates and engages in activities that use political structures and skills to build community support for the district's priorities.~~

~~C) — facilitates and engages in activities that provide effective communication with individuals and organizations throughout the community.~~

~~D) — facilitates and engages in activities that inform the district's decision making by collecting and organizing a variety of~~

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

~~formal and informal information from multiple stakeholders.~~

- ~~E) — facilitates and engages in activities that provide communications from the district that are written and spoken clearly and forcefully.~~
- ~~F) — facilitates and engages in activities that demonstrate formal and informal listening skills.~~
- ~~G) — facilitates and engages in activities that demonstrate group leadership skills.~~
- ~~H) — facilitates and engages in activities that identify and consider various political interests within the community environment in the district's decision making.~~
- ~~I) — facilitates and engages in activities that educate the community about school funding and referenda.~~
- ~~J) — facilitates and engages in activities that mediate conflict between the district and various stakeholders.~~
- ~~K) — facilitates and engages in activities that involve the school organization and community in school improvement efforts.~~
- ~~L) — facilitates and engages in activities that demonstrate the ability to build consensus.~~
- ~~M) — facilitates and engages in activities that foster educational partnerships with a variety of persons and organizations to promote delivery of educational opportunities.~~
- e) — Knowledge of Laws, Regulations and Professional Ethics — The competent school superintendent is an educational leader who promotes the success of all students by understanding and applying knowledge of laws, regulations, and professional ethics related to schools and children.
- 1) — Knowledge Indicators — The competent superintendent:
 - A) — ~~has knowledge and understanding of current legal, regulatory,~~

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

~~and ethical issues affecting education.~~

- ~~B) — has knowledge and understanding of the legal rights and responsibilities of students, staff, and parents/guardians.~~
- ~~C) — has knowledge and understanding of federal and State education laws and regulations.~~
- ~~D) — has knowledge and understanding of the legal aspects of school administration.~~
- ~~E) — has knowledge and understanding of the system of public school governance in Illinois.~~
- ~~F) — has knowledge and understanding of the responsibilities and functions of school committees and boards.~~
- ~~G) — has knowledge and understanding of procedures for formulating and implementing board policies and operating procedures.~~
- ~~H) — has knowledge and understanding of the moral and ethical responsibilities of schools and members of the school community.~~
- ~~I) — has knowledge and understanding of how to establish and implement policies that promote ethical behavior and high professional standards through collaboration with stakeholders.~~
- ~~J) — has knowledge and understanding of how the Illinois and U.S. Constitutions, a district's policies, and laws regulate the behavior of students, staff, and administrators in the schools.~~
- ~~K) — has knowledge and understanding of the role of public education in developing and renewing a democratic society and an economically productive nation.~~
- ~~L) — has knowledge and understanding of models and strategies of change and conflict resolution as applied to~~

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

~~schools.~~

- 2) ~~Performance Indicators~~ ~~The competent superintendent:~~
- A) ~~facilitates and engages in activities that ensure an ongoing dialogue with and among representatives of diverse community groups.~~
 - B) ~~facilitates and engages in activities that lead the school community to operate within the framework of policies, laws, and regulations enacted by local, State, and federal authorities and professional ethical standards.~~
 - C) ~~facilitates and engages in activities that foster a board/superintendent working relationship that promotes and actualizes the district's vision, missions, and goals.~~
 - D) ~~facilitates and engages in activities that shape public policy to provide high quality education for students.~~
 - E) ~~facilitates and engages in activities that provide clear distinctions between board policies and operating procedures.~~
 - F) ~~facilitates and engages in activities that base decisions on the legal, moral, and ethical implications of policy options and political strategies.~~
 - G) ~~facilitates and engages in activities that create a collaborative relationship with staff to implement policies to promote behavior and professional practices consistent with high ethical standards.~~

(Source: Repealed at 44 Ill. Reg. _____, effective _____)

Section 29.140 Director of Special Education

By October 1, 2025, all candidates for an endorsement in special education will be required to complete a program aligned to the Council for Exceptional Children Advanced Preparation Standards (2015), the Advanced Common Specialty Items (2015), and the Special Education Administration Specialty Set (2015), published by the Council for Exceptional Children, 2900 Crystal Drive, Suite 1000, Arlington, VA 22202-3557, and available at

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

<https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards/CEC-Initial-and-Advanced-Specialty-Sets>. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2025, are as follows:

~~The standards set forth in this Section, in addition to those set forth in Section 29.100 of this Part, shall apply to each candidate applying for this endorsement on or after July 1, 2005.~~

- a) Facilitating a Vision of Educational Excellence
The competent director of special education is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of educational excellence that is shared and supported by the school community.
- 1) Knowledge Indicators – The competent director of special education:
 - A) knows and understands the needs of different groups in a pluralistic society.
 - B) knows and understands theories and methodologies of teaching and learning, including the adaptation and modification of curriculum to meet the needs of all learners.
 - C) knows and understands the principles of developing, implementing, and evaluating long-term plans.
 - D) knows and understands theories of and research on organizational and educational leadership.
 - E) knows and understands information sources, data collection, and data analysis strategies.
 - F) knows and understands appropriate channels and media for communicating plans, ideas, and goals to the board of education, staff, parents, students, and the community.
 - G) knows and understands effective consensus-building and negotiation skills.
 - H) knows and understands the historical, moral, philosophical, and political traditions of education, including those that

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

provide the basis for special education practice.

- I) knows and understands systems and theories of educational assessment and evaluation.
 - J) knows and understands human and financial resources needed to implement and support the organizational vision, mission, and goals.
- 2) Performance Indicators – The competent director of special education:
- A) facilitates and engages in activities that promote the success of all students in the least restrictive environment by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
 - B) facilitates and engages in activities that promote appropriate educational standards and excellence for all students and staff.
 - C) facilitates and engages in activities that support a nurturing and high-performing culture and climate through the use of symbols, ceremonies, stories, and similar activities reflecting the diversity of the school community.
 - D) facilitates and engages in activities that collaboratively develop vision and goals among teachers, support staff, students, administrators, board members, families, and community members.
 - E) facilitates and engages in activities that articulate and model central beliefs of the organization and effectively communicates and takes actions to achieve organizational vision, mission, and goals.
 - F) facilitates and engages in activities that form and implement educational programs, policies, plans, and actions to realize organizational vision, mission, and goals.
 - G) facilitates and engages in activities aimed at forming and

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

implementing a vision, mission, and goals to provide purpose and direction for individuals and groups.

- H) facilitates and engages in activities that affect the collection, organization, and analyses of a variety of information, including data on students' performance, to assess progress toward organizational vision, mission, and goals.
 - I) facilitates and engages in activities that result in an implementation plan in which objectives and strategies to achieve the organizational vision, mission, and goals are clearly articulated and linked to students' learning.
 - J) facilitates and engages in activities that identify, clarify, and address barriers to achieving the vision, mission, and goals.
 - K) facilitates and engages in activities to obtain and organize financial, human, and material resources to realize the organizational vision, mission, and goals.
 - L) facilitates and engages in activities to monitor, evaluate, and revise the organizational vision, mission, goals, and implementation plans regularly.
- b) Learning Environment and Instructional Program
- The competent director of special education is an educational leader who promotes the success of all students by advocating and nurturing a constantly improving learning environment and an instructional program based upon educationally sound principles of curriculum development and modifications, learning and teaching theory, and professional development.
- 1) Knowledge Indicators – The competent director of special education:
 - A) knows and understands the principles of human growth and development, ranges of individual variation, and their application to the school environment and instructional program.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) knows and understands the concept of school climate as it applies to students' and staff's performance.
 - C) knows and understands the educational change process.
 - D) knows and understands a variety of educational research methodologies and their comparable strengths and weaknesses.
 - E) knows and understands cognition, learning theories, and interventions and their relationship to instruction.
 - F) knows and understands applications of technology for administrators, staff, and students to enhance the learning and instructional program.
 - G) knows and understands a variety of methods for assessing and evaluating students' performance.
 - H) knows and understands professional development models and adult learning theory.
 - I) understands effects of the cultural and environmental milieu of the child and the family, including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse, on behavior and learning.
 - J) has knowledge of techniques for modifying instructional methods, curricular materials, technology, and the learning environment to meet students' needs, including techniques that are developmentally appropriate.
- 2) Performance Indicators – The competent director of special education:
- A) facilitates and engages in activities that develop a climate that is supportive of continuous improvement of the instructional program for all students.
 - B) facilitates and engages in activities that systematically design and implement procedures and instruments for evaluating the instructional program.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) facilitates and engages in activities that systematically support staff development to enhance the learning environment and the instructional program.
- D) facilitates and engages in activities that use best practices and sound educational research to promote improved instructional techniques, intervention strategies, and specialized curricular materials.
- E) facilitates and engages in activities that promote reflective practices among administrators, teachers, and staff.
- F) facilitates and engages in activities that promote an environment that encourages creativity and innovation.
- G) facilitates and engages in activities that provide a climate in which treatment of all individuals with respect, dignity, and fairness is valued.
- H) facilitates and engages in activities that promote the appropriate use of technology to enhance students' learning and staff's professional growth.
- I) facilitates and engages in activities that promote high expectations for self, staff, and students.
- J) facilitates and engages in activities that deal with the ambiguity and uncertainty that accompanies the change process.
- K) facilitates and engages in activities that systematically conduct, act upon, and report assessment of individual students' educational performance and evaluation of the instructional program.
- L) facilitates and engages in activities that connect educational standards to specialized instructional services.
- M) facilitates and engages in activities that promote

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

collaboration of staff and outside agencies in providing services to students and families.

- N) facilitates and engages in activities that foster lifelong learning.
- c) Knowledge of Laws, Regulations, and Professional Ethics
The competent director of special education has a thorough knowledge of federal and State statutes affecting the education of students with disabilities.
- 1) Knowledge Indicators – The competent director of special education:
 - A) knows and understands current legal, regulatory, and ethical issues affecting education.
 - B) knows and understands the legal rights and responsibilities of students, staff, and parents/guardians.
 - C) knows and understands federal and State education laws and regulations.
 - D) knows and understands the legal aspects of school administration.
 - E) knows and understands the system of public school governance in Illinois.
 - F) knows and understands the responsibilities and functions of school committees and boards.
 - G) knows and understands procedures for formulating and implementing board policies and operating procedures.
 - H) knows and understands the moral and ethical responsibilities of schools and members of the school community.
 - I) knows and understands how to establish and implement policies that promote ethical behavior and high professional standards through collaboration with stakeholders.
 - J) knows and understands how the Illinois and U.S.

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Constitutions, organizational policies, and laws (statutory, common, and case) regulate the behavior of students, staff, and administrators in the schools.

- K) knows and understands the role of public education in developing and renewing a democratic society and an economically productive nation.
 - L) knows and understands models and strategies of change and conflict resolution as applied to schools.
- 2) Performance Indicators – The competent director of special education:
- A) facilitates and engages in activities that ensure an ongoing dialogue with and among representatives of diverse community groups.
 - B) facilitates and engages in activities that lead the school community to operate within the framework of policies, laws, and regulations enacted by local, State, and federal authorities and professional ethical standards.
 - C) facilitates and engages in activities that foster a board/superintendent working relationship that promotes and actualizes organizational vision, missions, and goals.
 - D) facilitates and engages in activities that shape public policy to provide high-quality education for students.
 - E) facilitates and engages in activities that provide clear distinctions between board policies and operating procedures.
 - F) facilitates and engages in activities that base decisions on the legal, moral, and ethical implications of policy options and political strategies.
 - G) facilitates and engages in activities that create a collaborative relationship with staff to implement policies to promote behavior and professional practices consistent with high ethical standards.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

d) Identification of Students and Provision of Services

The competent director of special education has a thorough knowledge of identification procedures, service delivery models, and assistive technology for students with disabilities.

1) Knowledge Indicators – The competent director of special education:

- A) knows and understands effective strategies for identifying children (from birth through age 21) who may have disabilities.
- B) knows and understands effective intervention strategies and processes that are prerequisite to a referral or a case study evaluation.
- C) knows and understands the case study evaluation process, including the determination of eligibility for special education services.
- D) knows and understands the continuum of programs and array of services available to students with disabilities.
- E) knows and understands the process of developing Individualized Education Programs (IEP).
- F) knows and understands parents' and students' rights regarding evaluation, eligibility, services, and discipline.
- G) knows and understands the array of assistive technology options to facilitate access of students with disabilities to the least restrictive environment.
- H) knows and understands lawful and appropriate strategies for the discipline of students with disabilities.

2) Performance Indicators – The competent director of special education:

- A) facilitates and engages in activities that promote public awareness, sound screening practices, and early identification of students with disabilities.
- B) facilitates and engages in activities that provide staff

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

development in the use of effective intervention strategies for instructional staff.

- C) facilitates and engages in activities that ensure all essential components of a case study evaluation have been utilized when determining eligibility for special education services.
- D) facilitates and engages in activities that promote a free appropriate public education in the least restrictive environment.
- E) facilitates and engages in activities that promote programs and related services for children based upon a thorough understanding of individual differences.
- F) facilitates and engages in activities that ensure the required components of an Individualized Education Program are incorporated into a plan of services for individual students.
- G) facilitates in activities that ensure the Individualized Education Programs are linked to the Illinois Learning Standards (see 23 Ill. Adm. Code 1.App.D).
- H) facilitates and engages in activities that evaluate a student's success in participation in the general educational curriculum.
- I) facilitates and engages in activities that ensure that parents' and students' rights regarding evaluation, eligibility, services, and discipline are disseminated and understood.
- J) facilitates and engages in activities that ensure that parents' and students' rights regarding evaluation, eligibility, services, and discipline are implemented.
- K) facilitates and engages in activities that promote the use of assistive technology for students with disabilities and the identification of resources for assistive devices.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- L) facilitates and engages in activities to ensure the lawful and appropriate strategies for discipline of students with disabilities are applied.
- e) Special Education Finance
The competent director of special education has a thorough knowledge of school finance procedures, understands special education funding, and demonstrates the ability to develop and manage a budget.
 - 1) Knowledge Indicators – The competent director of special education:
 - A) knows and understands general school finance and procedures for the development of budgets.
 - B) knows and understands various federal, State, and local funding sources.
 - C) knows and understands developing and managing special education budgets.
 - D) knows and understands practices, policies, and procedures for operating and maintaining the organization's facilities, equipment, and services.
 - 2) Performance Indicators – The competent director of special education:
 - A) facilitates and engages in activities that result in the development and management of the organization's special education budgets and that incorporate general school financial principles and procedures.
 - B) facilitates and engages in activities that result in receipt of federal, State, and local grant monies.
 - C) facilitates and engages in activities that obtain maximum reimbursement from all sources.
 - D) facilitates and engages in activities to effectively manage the organization's facilities, equipment, and services.
- f) Management

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

The competent director of special education is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, effective and least restrictive learning environment.

- 1) Knowledge Indicators – The competent director of special education:
 - A) knows and understands a variety of practices and models for the management of an organizational system.
 - B) knows and understands principles of human resource management and development to maximize the effectiveness of all constituents of the organization.
 - C) knows and understands practices, policies, and procedures for operating and maintaining the organization’s facilities, equipment, and auxiliary services.
 - D) knows and understands principles of financial planning and management for efficient fiscal operation in support of the organization’s vision, mission, and goals.
 - E) knows and understands organizational and operational policies and procedures that enhance students’ learning.
 - F) knows and understands practices and procedures to ensure safe and secure schools for students, parents, staff, and community members.
 - G) knows and understands practices and procedures to ensure that organizational management functions are supported by current technologies.
- 2) Performance Indicators – The competent director of special education:
 - A) facilitates and engages in activities that use central organizational processes (including planning, communication, decision making, problem solving, and information management) for operational effectiveness and organizational development.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) facilitates and engages in activities that empower various groups of constituents (e.g., staff, students, and parents) of the organization as leaders to support change efforts through the use of delegation, collaboration, and collegial strategies.
- C) facilitates and engages in activities that employ supervisory and performance appraisal techniques to enhance and develop the knowledge and skill base of instructional and non-instructional staff.
- D) facilitates and engages in activities to support professional development for all constituents of the organization, focusing on the improvement of teaching and learning outcomes.
- E) facilitates and engages in recruitment, selection, induction, and negotiation, resulting in the employment and retention of qualified personnel to support an effective learning environment.
- F) facilitates and engages in activities that ensure the physical plant is accessible, well maintained, functional, secure, and conducive to the support of the full range of the organization's curricular and extracurricular programs.
- G) facilitates and engages in activities that provide efficient delivery of important auxiliary services (including health and nutrition, pupil transportation, risk management, and school security).
- H) facilitates and engages in activities that identify financial and material assets and resources and acquire them for subsequent allocation according to organizational goals and priorities.
- I) facilitates and engages in activities that maximize fiscal resources through financial management processes (including planning, budgeting, procurement, accounting, and monitoring).
- J) facilitates and engages in activities that create operational plans and procedures in support of organizational vision,

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

mission, and goals.

- K) facilitates and engages in activities that use organizational monitoring systems to ensure the implementation of policies.
 - L) facilitates and engages in activities that use management techniques to define roles, assign functions, and delegate accountability relative to achieving goals.
 - M) facilitates and engages in activities that operate school plant, equipment, and support systems securely, safely, efficiently, and effectively.
 - N) facilitates and engages in activities that maintain secure, safe, clean, and esthetically pleasing school environments that foster students' learning.
 - O) facilitates and engages in activities that identify managerial functions that can be improved using technology.
 - P) facilitates and engages in activities that provide ongoing training and review to ensure the productive and efficient use of technology in organizational management.
- g) Collaboration with Families and Communities
The competent director of special education is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- 1) Knowledge Indicators – The competent director of special education:
 - A) knows and understands the multiple stakeholders' groups that comprise the school community, which includes but is not limited to parents, religious groups, business and industry, service organizations, local and county government, students, other taxpayers, and employees of organizations within the community.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) knows and understands the conditions and dynamics of the racial, ethnic, linguistic, religious, and socio-economic diversity of the community.
 - C) knows and understands community resources that provide services that support the vision, mission, and goals of the school organization.
 - D) knows and understands school-community relations and marketing strategies and processes.
 - E) knows and understands emerging issues and trends that potentially affect the school community and the mission of the school.
 - F) knows and understands successful models of partnerships between the organization and families, businesses, community groups, governmental agencies, and higher education.
 - G) knows and understands the political nature of schools and how the political system operates.
- 2) Performance Indicators – The competent director of special education:
- A) facilitates and engages in activities that clearly articulate the organizational vision, mission, and goals to multiple stakeholders.
 - B) facilitates and engages in activities that use political structures and skills to build community support for organizational priorities.
 - C) facilitates and engages in activities that provide effective communication with individuals and organizations throughout the community.
 - D) facilitates and engages in activities that inform the organization's decision making by collecting and organizing a variety of formal and informal information from multiple stakeholders.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION




NOTICE OF PROPOSED AMENDMENTS

- E) facilitates and engages in activities that provide communications from the organization that are written and spoken clearly and forcefully.
- F) facilitates and engages in activities that demonstrate formal and informal listening skills.
- G) facilitates and engages in activities that demonstrate group leadership skills.
- H) facilitates and engages in activities that identify and consider various political interests within the community in organizational decision making.
- I) facilitates and engages in activities that educate the community about school funding and referenda.
- J) facilitates and engages in activities that mediate conflict between the organization and various stakeholders.
- K) facilitates and engages in activities that involve the school organization and community in school improvement efforts.
- L) facilitates and engages in activities that demonstrate the ability to build consensus.
- M) facilitates and engages in activities that foster educational partnerships with a variety of persons and organizations to promote delivery of educational opportunities.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
February 18, 2020

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Irma Snopek, Policy and Communications Officer 
Robert Wolfe, Financial Officer 

Agenda Topic: Part 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing) *Tort Fund*

Expected Outcome: Approval to submit Part 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing) rules to JCAR for second notice

Materials: Appendix A: Part 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing) Proposed Rules

Staff Contact(s): Deb Vespa, Director, School Business Services
Amanda Elliott, Executive Director, Legislative Affairs
Azita Kakvand, Agency Rules Coordinator, Legislative Affairs

Purpose of Agenda Item

The School Business Services Department requests the Board to authorize the State Superintendent to submit the proposed rulemaking to the Joint Committee on Administrative Rules (JCAR) for second notice.

Background Information/History

Tort Fund Expenditure Revisions

There was a significant revision to the Part 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing) rules in 2008. These revisions resulted in the establishment of the Tort Immunity and Judgement Fund to conform with the Local Governmental and Governmental Employees Tort Immunity Act [745 ILCS 10] (Act). Section 9-107 of the Act stipulates that the Tort Tax Levy can be used for the following purposes:

- Tort liability
- Insurance
- Risk management programs

Before this revision, districts reported their tort expenditures paid with Tort Tax Levy proceeds in the Educational Fund, Operations and Maintenance Fund, Bond and Interest, and Transportation Fund. Additionally, they were required to complete a supplemental schedule within the Annual Financial Report (AFR) to comport with the Act. Expenditures may have been coded to the following accounting functions:

- 1000 Instruction (e.g., teachers, aides, in-classroom instruction)
- 2100 Support Services to Pupils (e.g., social workers, guidance services, psychological services)
- 2200 Support Services to Instructional Staff (e.g., improvement of instruction)
- 2540 Operation and Maintenance of Plant Services (e.g., custodial staff)
- Other functions, as needed

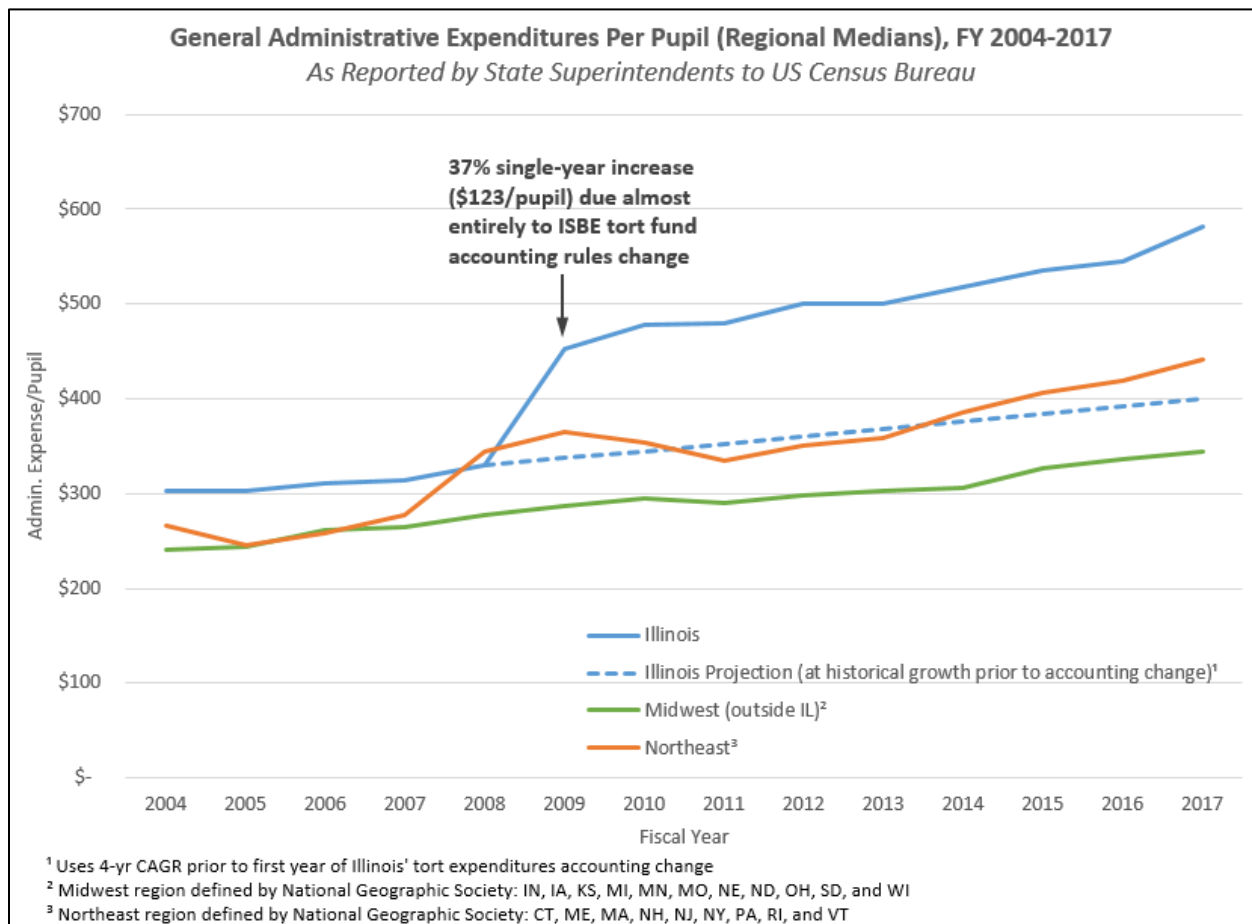
The 2008 revision established tort expenditures (functions) in the 2300 Support Services-General Administration functions to comport with the Act. The specific functions identified within the Tort Immunity and Judgement Fund are:

- 2361 Claims Paid from Self-Insurance Fund
- 2362 Workers' Compensation or Workers' Occupation Disease Act Payments
- 2363 Unemployment Insurance Act Payments
- 2364 Insurance Payments (regular or self-Insurance)
- 2365 Risk Management and Claims Services Payments
- 2366 Judgment or Settlements

- 2367 Educational, Inspectional, Supervisory Services Related to Loss Prevention or Reduction
- 2368 Reciprocal Insurance Payments
- 2369 Legal Services
- 2371 Property Insurance (Buildings and Grounds)
- 2372 Vehicle Insurance (Transportation)

Fiscal year 2009 was the first year in which districts' financial data was impacted by this revision.

Classifying the tort expenditures within the 2300 functions inadvertently resulted in districts' general administration cost per pupil increasing and being overstated approximately \$200 per pupil when compared to other states' general administration cost per pupil. This is per data ISBE submits to the National Center for Education Statistics and the U.S. Census Bureau. Below is a graph depicting the results of the rule revisions for the general administration cost per pupil in FY 2009 through 2017. The dotted line is an estimate of what the general administration cost per pupil in Illinois would have been if the rules had not been revised.



The proposed rule revisions before the Board maintain the Tort Immunity and Judgement Fund, but open all expenditure functions for districts to report their tort expenditures within the fund. This revision means that not all tort expenditures will be classified as general administration. However, districts will again be required to complete a supplemental schedule in the AFR to comport with the Act.

GASB Statement 84 Rule Amendments

Several accounting firms approached ISBE in the spring regarding the Governmental Accounting Standards Board (GASB) Statement 84. GASB Statement 84 changes the standard for Local Education Agencies' accounting requirements for student activity funds when school districts have control over the distribution of funds. These accounting firms are responsible for auditing most Illinois districts.

Currently, student activity funds are accounted for separately from district funds. This is due to the restricted use of these funds. These funds can be used only for the specific student activity and not district operating purposes. GASB Statement 84 requires that student activity funds be reported within the district's Educational Fund cash balance, fund balance, revenues, and expenditures.

ISBE staff is recommending that new account numbers be added to the accounting rules for implementation of GASB Statement 84 reporting requirements. The proposed revisions will also maintain the integrity and consistency of districts' AFRs, budgets, Financial Profiles, and other reporting requirements. The overall results of these reports will not be distorted by including these restricted purpose funds within the reporting calculations. ISBE developed these revisions in consultation with the accounting firms that approached ISBE in the spring.

The Board approved the filing of the rules in the *Illinois Register* to elicit public comment at its October 16, 2019, meeting. The public comment period ended on January 16, 2020; the agency did not receive any letters of public comment.

Financial Background

N/A

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

Policy Implications: See "**Background Information/History**" on first page of this document.

Budget Implications: Implementation will cost school districts time and resources to revise their accounting software. ISBE will be required to revise AFR and budget forms and provide technical assistance to school districts.

Legislative Action: None.

Communication: Rule changes will be communicated with stakeholders and published in the *Illinois Register* and on the ISBE website.

Pros and Cons of Various Actions

Pros: Illinois' administrative cost per student will be more comparable with other states. Districts will comply with GASB Statement 84 and will not be required to obtain qualified opinions for their audits.

Cons: Districts will be required to revise their accounting software and recording of expenditures. Districts will be required to complete the supplemental Schedule of Tort Immunity Expenditures in the AFR.

Recommendations:

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to submit the proposed rulemaking for Part 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing) to JCAR for second notice.

Next Steps

Upon Board authorization, agency staff will submit the proposed rulemaking to the Joint Committee on Administrative Rules for a second notice hearing and, upon issuance of a Certification of No Objection, will submit the proposed rulemaking to the Administrative Code Division for publication in the *Illinois Register*.

Date of Board Action: Feb. 18, 2020

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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

PART 100
REQUIREMENTS FOR ACCOUNTING, BUDGETING,
FINANCIAL REPORTING, AND AUDITING

Section

100.10	Purpose and Applicability
100.20	Definitions
100.30	General Requirements
100.40	Types of Funds, Basis of Accounting, and Recognition of Transactions
100.50	Intra-Fund and Inter-Fund Transactions
100.60	Capital Assets and Depreciation
100.70	Revolving Funds
100.80	Student Activity Funds
<u>100.85</u>	<u>Fiduciary Funds</u>
100.90	Submission of Budgets and Deficit Reduction Plans
100.100	Annual Financial Reports
100.110	Annual Audit Requirements
100.120	Provisions Related to Debt
100.130	Requirements Specific to Funds Received Pursuant to the American Recovery and Reinvestment Act of 2009 (ARRA), the Education Jobs Fund Program (Ed Jobs), the Race to the Top Program, and the Preschool Expansion Grant Program
100.TABLE A	Classification of Funds
100.TABLE B	Balance Sheet Accounts
100.TABLE C	Revenue Accounts
100.TABLE D	Expenditure Accounts
100.TABLE E	"Sources and Uses" Accounts; Miscellaneous
100.TABLE F	Expenditure Object Accounts

AUTHORITY: Implementing and authorized by Sections 2-3.17a, 2-3.27, 2-3.28, 3-7, 17-1, and 34-43.1 of the School Code [105 ILCS 5].

SOURCE: Old Part repealed at 10 Ill. Reg. 20507, effective December 2, 1986; new Part adopted at 31 Ill. Reg. 14874, effective October 19, 2007; amended at 32 Ill. Reg. 16439, effective September 24, 2008; emergency amendment at 33 Ill. Reg. 6313, effective April 17, 2009, for a maximum of 150 days; emergency expired September 13, 2009; emergency

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

amendment at 33 Ill. Reg. 12589, effective August 26, 2009, for a maximum of 150 days; amended at 33 Ill. Reg. 16728, effective November 23, 2009; emergency amendment at 34 Ill. Reg. 15489, effective September 22, 2010, for a maximum of 150 days; amended at 35 Ill. Reg. 2259, effective January 20, 2011; emergency amendment at 36 Ill. Reg. 5624, effective March 21, 2012, for a maximum of 150 days; amended at 36 Ill. Reg. 12623, effective July 18, 2012; emergency amendment at 39 Ill. Reg. 3146, effective February 11, 2015, for a maximum of 150 days; amended at 39 Ill. Reg. 9982, effective June 30, 2015; emergency amendment at 39 Ill. Reg. 12398, effective August 20, 2015, for a maximum of 150 days; amended at 40 Ill. Reg. 1931, effective January 6, 2016; expedited correction at 40 Ill. Reg. 12470, effective January 6, 2016; amended at 42 Ill. Reg. 5875, effective March 15, 2018; amended at 44 Ill. Reg. _____, effective _____.

Section 100.20 Definitions

"Basis of accounting" means either a cash basis or an accrual basis. For purposes of this Part, "cash basis" includes a modified cash basis, and "accrual basis" includes a modified accrual basis.

"Capital asset" means any parcel of land, building, improvement to land other than buildings, instrument, machine, apparatus, or set of articles that:

under normal conditions of use, including reasonable care and maintenance, can be expected to serve its principal purpose for longer than 12 months;

does not lose its identity through fabrication or incorporation into a different or more complex unit or substance;

is nonexpendable; that is, if it is damaged or some of its parts are worn out, it is more feasible to repair than replace;

retains its appearance and character through use; and

has a cost equal to or in excess of the capitalization threshold adopted by the school board.

"Capitalization threshold" means a dollar figure above which the cost of an item will be depreciated.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

"CFDA" means the Catalog of Federal Domestic Assistance available on the U.S. General Services Administration's website at <https://www.cfda.gov/>.

"Class I county school unit" means a county with fewer than 2,000,000 inhabitants.

"Class I school district" means any school district located within a Class I county school unit.

"Class II county school unit" means a county with 2,000,000 or more inhabitants.

"Class IIA school district" means any school district that is located within a Class II county school unit but is not subject to the jurisdiction of the trustees of schools of any township in which the district is located.

"Class IIB school district" means any school district that is located within a Class II county school unit and is subject to the jurisdiction of the trustees of schools of any township in which the district is located.

"Code" means the School Code [105 ILCS 5].

"Construction in progress" means construction work undertaken but not yet completed.

"Depreciable land" means land that is owned by a school board and used for school bus storage or maintenance and on which depreciation is claimed in accordance with the provisions of 23 Ill. Adm. Code 120 (Pupil Transportation Reimbursement).

"Depreciation allowance" means an estimate of the annual cost of using an item that is based on its acquisition cost divided by its assumed or estimated useful life.

"Dimension" means a classification that is used to describe various characteristics of accounts (e.g., expenditures, revenues, and sources and uses of funds).

"Equipment (3-year schedule)" means repairs or modifications to a pupil transportation vehicle, pupil monitoring equipment installed on school buses, including video cameras, and computer equipment used exclusively in the food service program.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

"Equipment (5-year schedule)" means vehicles used to transport students, driver education cars, vehicles or transportation equipment used exclusively in the food service program, and equipment necessary for the operation of a special educational facility.

"Equipment (10-year schedule)" means any capitalized equipment not included on the 3-year or 5-year schedule, including, but not limited to, other equipment used in the food service program, other equipment used in the driver education program, two-way transportation vehicle communication systems, pupil transportation equipment not installed in a vehicle, and service vehicles (such as tow trucks) used to service pupil transportation vehicles.

"ESEA" means the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA (P.L. 114-328)) (23 USC 6301 et seq.).

"Expenditures" means transactions involving the disbursement of cash or the establishment of an obligation without creating an asset or canceling a liability.

"Fiduciary funds" means funds received from an independent, outside source in which the school board is acting in an administrative capacity. The school board, superintendent, or any district employee shall not have any right of approval for how the funds are spent or raised, nor shall they have direct financial involvement in the funds, as determined under Governmental Accounting Standards Board Statement No. 84 (GASB 84). The district shall have fiduciary responsibility for these funds, but does not have any control over the funds. "Fiduciary funds" includes an outside, independent scholarship fund in which the district has no authority to decide how the funds are attained or awarded.

"GASB 84" means the Governmental Accounting Standards Board Statement No. 84.

"Generally accepted governmental auditing standards" means the "Standards for Audit of Government Organizations, Programs, Activities and Functions" (2011) published by the Comptroller General of the United States and accessible at <http://www.gao.gov/yellowbook>. No later amendments to or editions of these standards are incorporated by this Section.

"Local Governmental and Governmental Employees Tort Immunity Act" means 745 ILCS 10.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

"Non-capitalized equipment" means any item that would be a capital asset except for the fact that its cost is less than the capitalization threshold adopted by the school board.

"Non-depreciable land" means any land owned by a school board that does not qualify as depreciable under this Section.

"Operating Funds" means the Educational, Operations and Maintenance, Transportation, and Working Cash funds.

"Permanent buildings and building improvements" means buildings and additions, either existing or to be constructed, that are properly classified as real estate. Included are expenditures for installment or lease payments (exclusive of interest) under capitalized leases.

"Petty cash fund" means a fund in which a sum of cash is set aside for the purpose of making change or making immediate payments when the amounts involved are so small that processing through the school board's regular procedure would be uneconomical.

"Revenues" means transactions involving the receipt of cash without creating a liability or canceling an asset.

"Revolving fund" means a fund out of which disbursements can be made quickly, to address emergencies and other timing issues that prevent a district from following its regular procedures for disbursement.

"School board" or "board" means the board of education or board of directors of a school district or the governing board or board of control of a cooperative or joint agreement.

"Student activity funds" means funds owned, operated, and managed by an organizationorganizations, clubelubs, or associationassociations within the student body under the guidance and direction of one or more staff members for educational, recreational, or cultural purposes. -(Examples: including, but not limited to, homeroom, yearbook, class year, choral or band group, class projects, student clubs, student council, or student-sponsored bookstoresbookstore). The school board, superintendent, or district employees have direct involvement with the decisions of how the funds are spent or attained.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

"Supplies" means items of a consumable nature not classified as capital assets or non-capitalized equipment.

"Temporary buildings and building improvements" means buildings and additions, either existing or to be constructed, that are properly classified as personal property and are primarily characterized by the absence of a permanent foundation. Included are expenditures for installment or lease payments (exclusive of interest) under capitalized leases.

"Unbalanced budget" means a budget in which the direct revenues of the operating funds are less than the direct expenditures from those funds by an amount that is greater than one-third of the funds' ending fund balances.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 100.30 General Requirements

- a) Each school board shall use an appropriate set of journals and ledgers for the recording, summarization, and control of transactions and shall use the double-entry bookkeeping method and a fund accounting system.
- b) Each school board shall establish and maintain the number and types of funds necessitated by the nature and scope of its operations.
- c) Each chart of accounts shall incorporate at least the following dimensions:
 - 1) fund or fund group (see Table A ~~of this Part~~);
 - 2) balance sheet accounts (see Table B ~~of this Part~~);
 - 3) revenue sources (see Table C ~~of this Part~~);
 - 4) expenditure purposes or functions (see Table D ~~of this Part~~); and
 - 5) expenditure objects (see Table F ~~of this Part~~).
- d) Each school board shall use the account codes assigned by the State Superintendent of Education. However, any number not listed in the tables of this Part may be used if the description falls within the relevant classification.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Prefixes and suffixes may also be used, provided that the basic code assigned by the State Superintendent remains discernible for purposes of aggregating and reporting information.

- e) Beginning on July 1, 2020, the Tort Immunity and Judgement Fund (Tort Fund) is open to all expenditure accounts under this Part and their applicable object numbers. Expenditures charged to the Tort Fund must be in accordance with the Local Governmental and Governmental Employees Tort Immunity Act [745 ILCS 10]. Entities covered under this Section that extend taxes for tort levy purposes may, in consultation with the district's local legal counsel and independent auditor, develop a Risk Management Plan that stipulates the risk management measures utilized by the district and types of expenditures to be obligated against the tort levy. To comply with the Local Governmental and Governmental Employees Tort Immunity Act, all districts incurring expenditures against the tort levy must complete the Schedule of Tort Immunity Expenditures contained within the Annual Financial Report (see Section 100). The total expenditures on this Schedule must reconcile with the total expenditures reported for the Tort Fund, which is reflected in the expenditure section of the Annual Financial Report (see Section 100.100).

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 100.80 Student Activity Funds

The requirements of this Section shall apply to student activity funds established by a school board pursuant to Section 10-20.19(3) of the ~~School Code~~ [105 ILCS 5/10-20.19(3)].

- a) The board shall take the following actions with respect to each fund:
- 1) approve the fund's establishment and purpose;
 - 2) set policies for students' participation and for supervision by adults;
 - 3) approve the collection of all monies;
 - 4) cause records to be kept that will verify the amounts received and disbursed and the assets on hand;

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 5) appoint a treasurer, bonded in accordance with Section 8-2 of the [School Code](#) ~~[105 ILCS 5/8-2]~~, who will be the custodian of the fund's assets and perform the duties listed in subsection (c) of this Section;
 - 6) determine whether the treasurer will be authorized to invest any of the fund's assets;
 - 7) designate depositories for cash and any investments;
 - 8) determine the method of distribution of earnings from investments, if any;
 - 9) determine whether, and under what circumstances, loans may be transacted between funds;
 - 10) if the relevant activity has been discontinued, or if there has been no activity for one year, transfer money to another activity fund, to the district's funds, or to members of the activity group on a pro rata basis; and
 - 11) designate the individuals who will have authority to approve written purchase orders or other authorizations that will be required in order to spend funds in instances in which the provisions of Section 10-20.21 of the [School Code](#) do not apply and those who will have authority to conduct procurement activities when those provisions do apply.
- b) Each activity group shall deposit any funds received from any source with the activity fund's treasurer and obtain a signed receipt identifying the activity fund and the amount.
- c) The treasurer of each activity fund shall:
- 1) be the fund's sole custodian;
 - 2) keep all monies in a depository designated in accordance with Section 8-7 of the [School Code](#) ~~[105 ILCS 5/8-7]~~ or invest them in conformance with the Public Funds Investment Act [30 ILCS 235] and maintain liability accounts to show the ownership of all assets;
 - 3) make all disbursements from the fund by a treasurer's check drawn upon the fund;

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 4) write checks only when sufficient funds are on hand to cover them;
 - 5) reconcile the bank and investment balances with the fund's liabilities monthly;
 - 6) provide to group members and the school board a monthly report that includes a statement of receipts, disbursements, and current balances;
 - 7) carry the fund's balance over to the next fiscal year unless otherwise instructed by the school board; and
 - 8) make loans between activity funds, if and as authorized by the [school](#) board's policy.
- d) If the [school](#) board subsidizes a portion of an activity fund, that portion shall be reported as an expenditure or disbursement against the board's regular budget and as a revenue or cash receipt by the activity fund.
- e) Due to the [school](#) board's administrative involvement with the student activity funds, for financial statement reporting purposes and in accordance with GASB 84, the board must report the student activity funds as a part of the Educational Fund (see Table A) and must report a budgeted line item for these revenues and expenditures as part of its annual financial reporting and budget. In addition to beginning and ending student activity fund balances, the board must also report a separate line item for student activity fund cash and related investments.
- 1) The revenue and expenditures to be reported under this subsection (e) must be for all student activity funds combined. A detailed budget for each individual [activity](#) account is not required for budgeting and annual financial reporting.
 - 2) The revenue line item would be [account number 1799 \(Student Activity Revenues\)](#).
 - 3) The expenditure line item would be [account number 1999 \(Student Activity Expenditures\)](#), object [account number 600 \(Other Objects\)](#).

(Source: Amended at 44 Ill. Reg. _____, effective _____)

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Section 100.85 Fiduciary Funds

The requirements of this Section apply to fiduciary funds established by GASB 84.

- a) Activities for fiduciary funds are defined under GASB 84 as follows:
 - 1) The assets associated with the activity are controlled by the district.
 - 2) The assets associated with the activity are not derived:
 - A) solely from the district's own-source revenues; or
 - B) from government-mandated, non-exchange transactions or voluntary non-exchange transactions, with the exception of pass-through grants for which government does not have administrative involvement or direct financial involvement.
 - 3) The assets associated with the activity have one or more of the following characteristics:
 - A) The assets are either:
 - i) administered through a trust in which the district itself is not a beneficiary; or
 - ii) dedicated to providing benefits to recipients in accordance with the benefit terms and is legally protected from the creditors of the district.
 - B) The assets are for the benefit of individuals and the district does not have administrative involvement with the assets. Also, the assets are not derived from the district's provision of goods or services to those individuals.
 - C) The assets are:
 - i) for the benefit of organizations or other governmental entities that are not part of the district; and

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- ii) not derived from the district provision of goods or services to those organizations.
- b) The district has fiduciary responsibility for the funds under subsection (a), but does not have any control over the funds, including how the funds are spent. The school board must take the following actions with respect to each fiduciary fund:
 - 1) support the fund's establishment and purpose;
 - 2) support the collection of all monies;
 - 3) keep records that verify the amounts received and disbursed and the assets on hand;
 - 4) appoint a treasurer, bonded in accordance with Section 8-2 of the Code, who must be the custodian of the fund's assets and perform the duties listed in subsection (g);
 - 5) designate depositories for cash and any investments; and
 - 6) obtain from the outside entity the names and contact information for those persons who will have authority to approve written purchase orders or other authorizations that will be required to spend or invest funds.
- c) Each fiduciary fund must deposit any funds received from any source with the fund's treasurer and obtain a signed receipt identifying the activity fund and the amount.
- d) The treasurer of each fiduciary fund must:
 - 1) be the fund's sole custodian;
 - 2) keep all monies in a depository designated in accordance with Section 8-7 of the Code or invest them in conformance with the Public Funds Investment Act [30 ILCS 235] and maintain liability accounts to show the ownership of all assets;
 - 3) make all disbursements from the fund by a treasurer's check drawn upon the fund;

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 4) write checks only when sufficient funds are available on hand to cover them;
- 5) reconcile monthly the bank and investment balances with the fund's liabilities;
- 6) provide to group members and the school board a monthly report that includes a statement of receipts, disbursements, and current balances; and
- 7) carry the fund's balance over to the next fiscal year.

(Source: Added at 44 Ill. Reg. _____, effective _____)

Section 100.100 Annual Financial Reports

- a) Each annual financial report shall be prepared on forms specified by the State Superintendent of Education and, in order to capture all financial information required to be reported pursuant to Sections 2-3.11, 2-3.27, 3-15.1, 10-17, 10-20.21, 17-1, and 18-3 of the School Code ~~[105 ILCS 5/2-3.11, 2-3.27, 3-15.1, 10-17, 10-20.21, 17-1, and 18-3]~~, as well as information required for federal reports pursuant to 34 CFR 75.560, 75.561, and 80.22 and by Circular 87 issued by the Office of Management and Budget, shall include:
 - 1) a balance sheet;
 - 2) a basic financial statement;
 - 3) a statement of revenues and other financing sources and uses;
 - 4) a statement of expenditures and other disbursements;
 - 5) a schedule of the taxes levied, received, and receivable, as well as tax rates;
 - 6) a schedule of capital assets and depreciation;
 - 7) a schedule of long-term debt;
 - 8) a schedule of short-term debt; and

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 9) a schedule of expenditures related to the determination of the indirect cost rate.
- b) The annual financial report of each district not organized under Article 34 of the ~~School~~ Code shall also include:
 - 1) a schedule of vendor contracts;
 - 2) a "budget-to-actual" comparison schedule;
 - 3) a schedule of statistics for the statement of affairs;
 - 4) a schedule of employees by salary category; and
 - 5) a schedule of other payments.
- ~~c)~~ The annual financial report of each joint agreement and each school district shall include the aggregate total opening and closing balances and annual activity for all student activity accounts.
- ~~d)~~ The annual financial report of each joint agreement and school district will include the aggregate total closing balances for all fiduciary funds.
- ~~e)e)~~ The annual financial report of each joint agreement and each Class I or Class IIA school district shall include a schedule of student activity funds, displaying the opening and closing balances and annual activity for each fund.
- ~~f)d)~~ A schedule of student activity funds in a Class IIB school district shall be included:
 - 1) in the district's annual financial report, if the funds are included within the scope of the district's annual audit; or
 - 2) with the separate audit report covering all student activity funds, if the funds are not included within the scope of the district's annual audit.
- ~~g)e)~~ The annual financial report of a school district subject to Article 34 of the ~~School~~ Code shall provide the level of detail called for in Section 34-43.1(E) of the ~~School~~ Code ~~[105 ILCS 5/34-43.1(E)]~~.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

| h) ~~h)~~ An annual financial report shall be signed by:

- 1) the chief administrator, if for a joint agreement;
- 2) the district superintendent, if for a Class I or Class IIA school district; or
- 3) the township treasurer, if for a Class IIB school district.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Section 100.TABLE A Classification of Funds

Label	Account Number	Notes; Source
Educational Fund	10	This is effectively the district's general fund. Each transaction not accommodated by another specific fund shall be processed through this fund. [105 ILCS 5/17-2]
<u>Restricted Student Activity Fund (Sub-Education Fund)</u>	<u>11</u>	<u>This is a sub-fund within the Education Fund to account for Student Activity Funds in accordance with GASB 84.</u>
Operations & Maintenance Fund	20	This fund is required if a tax is levied for purposes of operations and maintenance. [105 ILCS 5/17-2 and 17-7]
Debt Service Fund or Fund Group	30	This fund or fund group is required if taxes are levied to retire bond principal or to pay bond interest, or if other revenue, including revenue from School Facilities Occupation Tax proceeds, is pledged to pay principal, interest, or service charges on other long-term debt instruments. A separate fund shall be established for each issue, but the funds shall be aggregated for reporting purposes. [105 ILCS 5/Art. 19]
Transportation Fund	40	This fund is required if a district pays for transporting pupils for any purpose. All costs of transportation, other than those authorized by statute to be paid from another fund, shall be paid from this fund. Any funds received for transportation purposes must be deposited into this fund, with amounts due other funds appropriately transferred thereafter.
Municipal Retirement and Social Security Fund	50	This fund is required if a tax is levied to pay for contributions to municipal retirement systems, Social Security, or Medicare. [105 ILCS 5/17-1, 21-110, and 21-110.1]

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Capital Projects Fund or Fund Group	60	This fund or fund group is required to account for proceeds resulting from each bond issue, receipts from other long term financing agreements (including impact fee agreements), receipts from School Facilities Occupation Tax proceeds, or construction or maintenance grants used to finance a capital project, capital lease, lease purchase agreement, or if a tax is levied in accordance with Section 17-2.3 of the School Code. A separate fund shall be established for each project or financing source, but aggregated for reporting purposes.
Working Cash Fund	70	This fund is required if a tax is levied or bonds are issued for working cash purposes. [105 ILCS 5/Art. 20]
Tort Immunity and Judgment Fund	80	This fund is required if taxes are levied or bonds are sold for tort immunity or tort judgment purposes.
Fire Prevention and Safety Fund or Fund Group	90	This fund or fund group is required if a tax is levied or bonds are issued for purposes of fire prevention, safety, energy conservation, or school security. A separate fund must be created for each project or bond issue. [105 ILCS 5/2-3.12 and 17-2.11]
Capital Asset Accounts or Fund Groups	95	This group of accounts records all the district's tangible fixed assets, including land, buildings, machinery, equipment, furniture, and fixtures, regardless of which fund provided the cash at the time of purchase.
Long-Term Debt Accounts or Fund Groups	97	This group of accounts records all the district's outstanding bonds and other long-term debt.
Fiduciary Agency Fund or Fund Group	99	These funds may include <u>all Fiduciary Funds, as determined by Section 100.90 and defined in Section 100.20 of this Part and Section 10-20.19 of the School Code.</u>

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

		[105 ILCS 5/10-20.19] revolving funds, petty cash funds, and student activity funds, as needed. [105 ILCS 5/10-20.19; see also Sections 100.70 and 100.80 of this Part]
--	--	--

(Source: Amended at 44 Ill. Reg. _____, effective _____)

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Section 100.TABLE B Balance Sheet Accounts

Label	Account Number	Notes
ASSETS		
CURRENT ASSETS	100	
CASH	110	
Cash in Bank (Imprest Fund)	111	A fund maintained in a bank to provide for emergency disbursements when issues of timing preclude following the regular disbursement procedure.
Cash on Hand	112	Currency, coin, checks, money orders, and bankers' drafts on hand or on deposit with an official or agent designated as the custodian of cash and bank deposits.
Petty Cash	113	Money set aside to make change or immediate payments of small amounts, such as freight bills.
Change Cash	114	Money set aside for the purpose of providing change for cash registers.
Cash with Fiscal Agents	115	Funds on deposit with fiscal agents, such as commercial banks, for the payment of matured bonds and interest.
INVESTMENTS	120	
Investments	121	Securities and real estate held for the production of income in the form of interest, dividends, rentals, or lease payments.
Unamortized Premiums on Investments	122	The excess of the amount paid for securities over the face value that has not yet been amortized.
Unamortized Discounts on Investments (Credit)	123	The excess of the face value of securities over the amount paid for them that has not yet been written off.
Interest Receivable on Investments	124	Amounts of interest receivable on investments.
Accrued Interest on Investments Purchased	125	Interest accrued on investments between the last interest payment date and date of purchase.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

<u>Student Activity Cash and Investments</u>	<u>126</u>	<u>Cash and investments owned, operated, and managed by organizations, clubs, or associations within the student body under the guidance and direction of one or more staff members for educational, recreational, or cultural purposes, including, but not limited to, homeroom, yearbook, class year, choral or band group, class projects, student clubs, student council, or student-sponsored bookstore.</u>
TAXES RECEIVABLE	130	
Taxes Receivable	131	The uncollected portion of taxes levied, including any interest or penalties that may be accrued. Separate accounts may be maintained on the basis of tax roll year or for current and delinquent taxes.
Allowance for Uncollected Taxes (Credit)	132	A provision for that portion of taxes receivable that is considered unlikely to be collected.
Tax Liens Receivable	133	Legal claims against property that have been exercised because of nonpayment of delinquent taxes, interest, and penalties.
Estimated Uncollectible Tax Liens	134	A provision for that portion of tax liens receivable that is considered unlikely to be collected.
INTERFUND RECEIVABLES	140	
Interfund Loans Receivable	141	An asset account used to record a loan by one fund to another fund.
INTERGOVERNMENTAL ACCOUNTS RECEIVABLE	150	
Intergovernmental Accounts Receivable	151	Amounts due to the reporting governmental unit from other governmental units. These amounts represent grants-in-aid, shared taxes, taxes collected for the reporting unit by another unit, loans, and charges for service.
Estimated Uncollectible Claim from Other Governmental Units	152	A provision for that portion of money due from other governmental units that is considered unlikely to be collected.
Due from ISBE	153	Amounts due to be transmitted by the State Board of Education through the regional office of education for grants and contracts.
OTHER RECEIVABLES	160	

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Loans Receivable	161	Amounts that have been loaned to persons or organizations, as permitted by statute.
Allowance for Uncollectible Loans (Credit)	162	The portion of loans receivable that is considered unlikely to be collected. The account is shown on the balance sheet as a deduction from Account 161 (Loans Receivable).
Other Accounts Receivable	163	Amounts owing on an open account from private persons, firms, or corporations for goods and services furnished by a district (but not including amounts due from other funds or from other governmental units).
Allowance for Uncollectible Accounts Receivable (Credit)	164	A provision for that portion of accounts receivable that is considered unlikely to be collected. The account is shown on the balance sheet as a deduction from the Other Accounts Receivable.
INVENTORIES	170	
Inventories for Consumption	171	The cost of supplies and equipment on hand and not yet distributed to requisitioning units.
Inventories for Resale	172	The value of goods held by a district for resale rather than for use in its own operations (for example, the cost of all materials and other expense incurred in the building of vocational projects for sale).
PREPAID ITEMS	180	
Prepaid Items	181	Expenses entered in the accounts for benefits not yet received. Prepaid expenses differ from deferred charges in that they are spread over a shorter period of time than deferred charges and are regularly recurring costs of operations.
OTHER CURRENT ASSETS	190	
Deposits	191	Funds deposited by the district as a prerequisite to receiving services or goods.
Deferred Expenditures	192	Certain disbursements that are made in one period but are more accurately reflected as expenditures in the next fiscal period.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Capitalized Bond and Other Debt Issuance Costs	193	Certain bond and other debt issuance costs, including lease-purchase debt issuance costs that are capitalized for the purpose of accounting for the cost/valuation basis of capital assets.
Premium/Discount on Issuance of Bonds	194	The portion of the excess of the face value of bonds over the amount received from their sale that remains to be written off over the life of the bonds.
Other Accrued Revenue	195	Accrued revenue that is not provided for elsewhere.
Other Current Assets	199	Current assets not provided for elsewhere.

CAPITAL ASSETS	200	
WORKS OF ART AND HISTORICAL TREASURES	210	Individual items or collections of items that are of artistic or cultural importance. These are non-depreciable assets.
LAND	220	This account reflects the acquisition value of land owned by a district. If land is purchased, this account shall include the purchase price and costs such as legal fees, filling and excavation costs, and other associated improvement costs.
Non-Depreciable Land	221	This account reflects the acquisition value of land owned by the district other than land acquired and or used for bus parking or maintenance and claimable under the Pupil Transportation Reimbursement program. See 23 Ill. Adm. Code 120.
Depreciable Land	222	This account reflects the acquisition value of land owned by the district and acquired or used for bus parking or maintenance and claimable under the Pupil Transportation Reimbursement program.
Accumulated Depreciation on Land	223	Accumulated amounts for the depreciation of land claimed under the Pupil Transportation Reimbursement program.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

BUILDINGS AND BUILDING IMPROVEMENTS	230	Expenditures for acquiring buildings and additions, either existing or to be constructed. Included are expenditures for installment or lease payments (except interest) that have a terminal date and result in the acquisition of buildings, except payments to public building commissions or similar agencies. Expenditures for major permanent structural alterations and the initial or additional installation of heating and ventilating systems, electrical systems, plumbing systems, fire protection systems, and other service systems in existing buildings are also included.
Permanent Buildings and Building Improvements	231	Buildings and additions that are properly classified as real estate.
Temporary Buildings and Building Improvements	232	Buildings and additions that are properly classified as personal property and are primarily characterized by the absence of a permanent foundation.
Accumulated Depreciation on Permanent Buildings and Building Improvements	233	Accumulated amounts for the depreciation of permanent buildings and building improvements.
Accumulated Depreciation on Temporary Buildings and Building Improvements	234	Accumulated amounts for the depreciation of temporary buildings and building improvements.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

SITE IMPROVEMENTS AND INFRASTRUCTURE	240	Expenditures for the initial and additional improvement of sites and adjacent ways after acquisition by the district, consisting of such work as grading, landscaping, seeding, and planting of shrubs and trees; constructing new sidewalks, roadways, retaining walls, sewers and storm drains; installing hydrants; initial surfacing and soil treatment of athletic fields and tennis courts; furnishing and installing for the first time fixed playground apparatus, flagpoles, gateways, fences, and underground storage tanks that are not parts of building service systems; and demolition work. Special assessments against the district for capital improvements such as streets, curbs, and drains are also recorded here.
Accumulated Depreciation on Site Improvements and Infrastructure	241	Accumulated amounts for the depreciation of site improvements and infrastructure.
CAPITALIZED EQUIPMENT	250	Any instrument, machine, apparatus, or set of articles whose cost equals or exceeds the capitalization threshold of the district.
Capitalized Equipment – 3-Year Schedule	251	Repairs or modifications to a pupil transportation vehicle, pupil monitoring equipment installed on school buses, including video cameras, and computer equipment used exclusively in the food service program.
Capitalized Equipment – 5-Year Schedule	252	Pupil transportation vehicles used to transport students, driver education cars, vehicles and transportation equipment used exclusively in the food service program, and equipment necessary for the operation of a special educational facility.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Capitalized Equipment – 10-Year Schedule	253	All other capitalized equipment not included in the 3-year or 5-year schedules, including, but not limited to, other equipment used in the food service program, other equipment used in the driver education program, two-way transportation vehicle communication systems, pupil transportation equipment not installed in a vehicle, service vehicles (such as a tow truck) used to service pupil transportation vehicles, and other capitalized equipment.
Accumulated Depreciation on Capitalized Equipment – 3-Year Schedule	254	Accumulated amounts for the depreciation of capitalized equipment with a 3-year schedule.
Accumulated Depreciation on Capitalized Equipment – 5-Year Schedule	255	Accumulated amounts for the depreciation of capitalized equipment with a 5-year schedule.
Accumulated Depreciation on Capitalized Equipment – 10-Year Schedule	256	Accumulated amounts for the depreciation of capitalized equipment with a 10-year schedule.
CONSTRUCTION IN PROGRESS	260	The cost of construction work undertaken but not yet completed.

BUDGETING ACCOUNTS AND OTHER DEBITS	300	
ESTIMATED REVENUES	310	The amount of revenues estimated to be received or to become receivable during the fiscal period. At the end of the fiscal period, this account shall be closed out and shall not appear in a balance sheet prepared at the close of the fiscal year.
REVENUE (CREDIT)	320	The increase in ownership equity during a designated period of time. This account appears only in a balance sheet prepared during the fiscal period. At the end of the fiscal period, this account shall be closed out and shall not appear in a balance sheet prepared at the close of the fiscal year.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

BONDS AUTHORIZED – UNISSUED	330	Bonds which the district can issue without further proceedings other than to direct their sale.
AMOUNT AVAILABLE IN DEBT SERVICE FUNDS	340	This account designates the amount of assets available in a debt service fund for the retirement of general long-term debt.
AMOUNT TO BE PROVIDED FOR PAYMENT OF BONDS	350	This account represents the amount to be provided from taxes or other general revenue to retire outstanding general long-term debt.

LIABILITIES		
CURRENT LIABILITIES	400	
INTERFUND PAYABLES	410	
Interfund Loans Payable	411	An account used to record a debt owed by one fund to another fund of the same district.
Interfund Accounts Payable	412	Amounts owed to a fund by another fund for goods sold or services rendered.
INTERGOVERNMENTAL ACCOUNTS PAYABLE	420	
Intergovernmental Accounts Payable	421	Amounts owed by the reporting district to the named governmental unit.
Intergovernmental Accounts Payable – Unresolved	422	Amounts set up as liabilities due to the uncertainty of ownership of the amounts.
OTHER PAYABLES	430	
Accounts Payable	431	Liabilities owing to private persons, firms, or corporations for goods and services received by a district (not including amounts due to other funds or to other governmental units).
Judgments Payable	432	Amounts due to be paid as the result of court decisions, including condemnation awards for private property taken for public use.
Notes & Warrants Payable	433	Amounts due for tax anticipation warrants, corporate personal property tax anticipation notes, or other notes payable.
Vouchers Payable	434	Liabilities for goods and services received, as evidenced by vouchers that have been pre-audited and approved for payment but have not been paid.
CONTRACTS PAYABLE	440	

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Contracts Payable	441	Amounts due on contracts for assets, goods, and services other than construction.
Construction Contracts Payable – Retainage	442	Amounts due for the "retainage" portion of contracts for construction of building structures and other improvements.
Construction Contracts Payable	443	Amounts due on contracts for construction of building structures and other improvements.
BONDS PAYABLE	450	
Mature Bonds Payable	451	Bonds that have reached or passed their maturity date but remain unpaid.
Mature Bonds Payable – Interest	452	Interest on bonds that have reached the maturity date but remain unpaid.
Bonds Payable – Current	453	Bonds that have not reached or passed their maturity date but are due within one year.
Unamortized Premiums on Issuance of Bonds	454	That portion of the excess of bond proceeds over par value that remains to be amortized over the remaining life of the bonds.
LOANS PAYABLE	460	
Loans Payable	461	Short-term obligations representing amounts borrowed for short periods of time, usually evidenced by notes payable or warrants payable.
Lease Obligations – Current	462	Capital lease obligations that are due within one year.
Interest Payable	463	Interest due within one year.
SALARIES AND BENEFITS PAYABLE	470	
Accrued Salaries and Benefits	471	Expenses incurred during the current accounting period but not payable until a subsequent accounting period.
PAYROLL DEDUCTIONS AND WITHHOLDINGS	480	
Payroll Deductions and Withholdings	481	Amounts deducted from employees' salaries for withholding taxes and other purposes, including amounts payable for district-paid benefits. A separate liability account may be used for each type of benefit.
Compensated Absences – Current	482	Compensated absences (e.g., vacation, sick leave, or sabbatical leave) that will be paid within one year.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Accrued Annual Retirement Contribution Liability	483	A liability arising from payments not made to pension funds. This amount represents any difference between the actuarially determined required annual contribution and actual payments made to the pension fund.
DEFERRED REVENUES AND OTHER CURRENT LIABILITIES	490	
Deferred Revenues	491	Liability accounts that represent assets receivable or collected before they are recognized as revenue.
Deposits Payable	492	Liability for deposits received as a prerequisite to providing or receiving services or goods.
Due to Fund <u>Fiduciary Funds Activity</u> Organizations	493	Assets held by a district as the agent for activity fund organizations.
Due to Fiscal Agent	494	Amounts due to fiscal agents, such as commercial banks, for servicing a district's maturing indebtedness.
ROE Distributives Payable	495	Amounts received but not yet disbursed to districts and other entities from the regional office's distributive fund.
ROE Distributive Interest Payable	496	Amounts received and recorded for interest on a bank account that has more than one source of funds deposited in it. (This account is used only if interest is recorded before it is allocated to all sources of funds in the account.)
ROE Distributive Interest Payable (Unresolved)	497	Amounts received for interest on account for other governmental units whose disposition is pending.
Accrued Expenses	498	Expenses incurred during the current accounting period but not payable until a subsequent accounting period. Examples include accrued salaries, tuition expense, interest, and rent.
Other current liabilities	499	Other current liabilities not provided for elsewhere.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

LONG-TERM LIABILITIES	500	
Bonds Payable	511	The face value of bonds issued and outstanding.
Accreted Interest	512	Interest that is accrued on deep-discount bonds, such as capital appreciation bonds. With such bonds, usually no interest payment is made until maturity.
Unamortized Gains/Losses on Debt Refundings	513	An account that represents the difference between the reacquisition price and the net carrying amount of old debt when a current or advance refunding of debt occurs.
Loans Payable	521	An unconditional written promise to pay a certain sum of money one year or more after the issuance date.
Capital Lease Obligations	531	Amounts remaining to be paid on capital lease agreements.
Compensated Absences	551	Amounts to be paid in the following fiscal year for compensated absences occurring in the current fiscal year.
Arbitrage Rebate Liability	561	Liabilities arising from arbitrage rebates to the IRS from bond financing.
Other Long-Term Liabilities	590	Other long-term liabilities not provided for elsewhere.

BUDGETING ACCOUNTS AND OTHER CREDITS	600	
Appropriations	601	Authorizations granted by the governing body to make expenditures and to incur obligations for specific purposes.
Expenditures (Debits)	602	An account that appears in balance sheets prepared during the fiscal period and designates the total expenditures charged against appropriations during that period.
Encumbrances (Debits)	603	Obligations in the form of purchase orders, contracts, or salary commitments that are chargeable to an appropriation and for which a part of the appropriation is reserved.

FUND BALANCES AND FUND NET ASSETS	700	
--	------------	--

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Reserve for Inventories	711	A reserve representing the segregation of a portion of a fund balance to indicate that equivalent assets are tied up in inventories of supplies on hand and not yet issued to requesting units.
Reserve for Prepaid Items	712	A reserve representing that portion of a fund balance segregated to indicate that equivalent assets are tied up and are, therefore, not available for appropriation.
Reserve for Encumbrances	713	A reserve representing the segregation of a portion of a fund balance to provide for unliquidated encumbrances. Separate accounts may be maintained for current and prior-year encumbrances.
Other Reserved Fund Balance	714	A reserve representing that portion of a fund balance segregated to indicate that equivalent assets are tied up and are, therefore, not available for appropriation.
<u>Reserved Fund Balance for Student Activity Funds</u>	<u>715</u>	<u>Fund Balances owned, operated, and managed by organizations, clubs, or associations within the student body under the guidance and direction of one or more staff members for educational, recreational, or cultural purposes. (Examples: homeroom, yearbook, class year, choral or band group, class projects, student clubs, student council, student-sponsored bookstore)</u>
Designated Fund Balance	720	A reserve representing the segregation of a portion of a fund balance to indicate that equivalent assets are tied up for the named special purpose.
Unreserved Fund Balance	730	The excess of the assets of a fund over its liabilities and reserves, except in the case of funds subject to budgetary accounting where, prior to the end of a fiscal period, it represents the excess of the fund's assets and estimated revenue.
Invested in Capital Assets Net of Related Debt	740	This account represents the district's equity in general fixed assets.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Residual Equity Transfers	750	Permanent non-routine or non-recurring transfers of amounts from one fund to another. (Separate accounts should be used for transfers in and out, with the reason for each transfer well documented.)
Prior Period Adjustments	760	An account reflecting an adjustment during the current period from a prior period.
Restricted Net Assets	770	Net assets restricted by sources internal or external to the district.
Unrestricted Net Assets	780	Net unrestricted assets not classified in Account 740 or 750.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Section 100.TABLE C Revenue Accounts

Label	Account Number	Source; Notes
RECEIPTS/REVENUE FROM LOCAL SOURCES	1000	
AD VALOREM TAXES	1100	
Educational Purposes Levy	1110	105 ILCS 5/17-2 and 17-3.
Operations and Maintenance Purposes Levy	1111	105 ILCS 5/17-5.
Bond and Interest Purposes Levy	1112	105 ILCS 5/17-9.
Transportation Purposes Levy	1113	105 ILCS 5/17-4.
Municipal Retirement Purposes Levy	1114	40 ILCS 5/7-171.
Working Cash Purposes Levy	1115	105 ILCS 5/20-3.
Public Building Commission Rent Levy	1116	50 ILCS 20/18.
Capital Improvement Purposes Levy	1117	105 ILCS 5/17-2 and 17-2.3.
Fire Prevention & Safety Purposes Levy	1118	105 ILCS 5/17-2.11.
Emergency Financial Assistance Levy	1119	105 ILCS 5/1B-8 and 1F-62.
Tort Immunity/Judgment Purposes Levy	1120	745 ILCS 10/9-109.
Leasing Purposes Levy	1130	105 ILCS 5/17-2.2c.
Special Education Purposes levy	1140	105 ILCS 5/ 17-2.2a.
FICA and Medicare Only Levies	1150	Social Security taxes and the employer's share of Medicare Only payments; 40 ILCS 5/21-110, 110.1.
Area Vocational Construction Purposes Levy	1160	105 ILCS 5/17-2.4.
Summer School Purposes Levy	1170	105 ILCS 5/17-2 and 17-2.1.
Other Tax Levies	1190	Taxes received from other tax levies not specifically identified (describe and itemize).
PAYMENTS IN LIEU OF TAXES	1200	
Mobile Home Privilege Tax	1210	
Payments from Local Housing Authorities	1220	
Corporate Personal Property Replacement Taxes	1230	Amounts received to replace personal property tax revenues lost.
Other Payments in Lieu of Taxes	1290	
TUITION	1300	

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Total Regular Tuition	1310	Amounts received for pupils attending the district's regular schools; 105 ILCS 5/10-20.12a.
Regular Tuition from Pupils or Parents (In-State)	1311	
Regular Tuition from Other Districts (In-State)	1312	
Regular Tuition from Other Sources (In-State)	1313	
Regular Tuition from Other Sources (Out-of-State)	1314	
Total Summer School Tuition	1320	Amounts received for pupils attending summer school.
Summer School Tuition from Pupils or Parents (In-State)	1321	
Summer School Tuition from Other Districts (In-State)	1322	
Summer School Tuition from Other Sources (In-State)	1323	
Summer School Tuition from Other Sources (Out-of-State)	1324	
Total CTE Tuition	1330	Amounts received for pupils attending career and technical education programs.
CTE Tuition from Pupils or Parents (In-State)	1331	
CTE Tuition from Other Districts (In-State)	1332	
CTE Tuition from Other Sources (In-State)	1333	
CTE Tuition from Other Sources (Out-of-State)	1334	
Total Special Education Tuition	1340	Amounts received for pupils attending special education programs.
Special Education Tuition from Pupils or Parents (In-State)	1341	
Special Education Tuition from Other Districts (In-State)	1342	
Special Education Tuition from Other Sources (In-State)	1343	
Special Education Tuition from Other Sources (Out-of-State)	1344	
Total Adult Tuition	1350	Amounts received for pupils attending adult/continuing education programs.
Adult Tuition from Pupils or Parents (In-State)	1351	

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Adult Tuition from Other Districts (In-State)	1352	
Adult Tuition from Other Sources (In-State)	1353	
Adult Tuition from Other Sources (In-State)	1354	
TRANSPORTATION FEES	1400	
Total Regular Transportation Fees	1410	Amounts received for transporting pupils to and from school and school activities (regular school day).
Regular Transportation Fees from Pupils or Parents (In-State)	1411	
Regular Transportation Fees from Other Districts (In-State)	1412	
Regular Transportation Fees from Other Sources (In-State)	1413	
Regular Transportation Fees from Co-curricular Activities (In-State)	1415	
Regular Transportation Fees from Other Sources (Out-of-State)	1416	
Total Summer School Transportation Fees	1420	Amounts received for transporting pupils to and from summer school.
Summer School Transportation Fees from Pupils or Parents (In-State)	1421	
Summer School Transportation Fees from Other LEAs (In-State)	1422	
Summer School Transportation Fees from Other Sources (In-State)	1423	
Summer School Transportation Fees from Other Sources (Out-of-State)	1424	
Total CTE Transportation Fees	1430	Amounts received for transporting pupils to and from career and technical education classes.
CTE Transportation Fees from Pupils or Parents (In-State)	1431	
CTE Transportation Fees from Other Districts (In-State)	1432	
CTE Transportation Fees from Other Sources (In-State)	1433	
CTE Transportation Fees from Other Sources (Out-of-State)	1434	
Total Special Education Transportation Fees	1440	Amounts received for transporting pupils to and from special education programs.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Special Education Transportation Fees from Pupils or Parents (In-State)	1441	
Special Education Transportation Fees from Other Districts (In-State)	1442	
Special Education Transportation Fees from Other Sources (In-State)	1443	
Special Education Transportation Fees from Other Sources (Out-of-State)	1444	
Total Adult Transportation Fees	1450	Amounts received for transporting pupils to and from adult/continuing education programs.
Adult Transportation Fees from Pupils or Parents (In-State)	1451	
Adult Transportation Fees from Other Districts (In-State)	1452	
Adult Transportation Fees from Other Sources (In-State)	1453	
Adult Transportation Fees from Other Sources (Out-of-State)	1454	
EARNINGS ON INVESTMENTS	1500	
Interest on Investments	1510	
Gain or Loss on Sale of Investments	1520	Gains or losses realized from the sale of bonds.
FOOD SERVICE	1600	
Sales to Pupils – Lunch	1611	
Sales to Pupils – Breakfast	1612	
Sales to Pupils – A la Carte	1613	
Sales to Pupils – Other	1614	
Sales to Adults	1620	Amounts received from adults for sale of food products and services.
Other Food Service	1690	Amounts received from local sources for other food service activities.
DISTRICT/SCHOOL ACTIVITY INCOME	1700	
Admissions – Athletic	1711	Amounts received from school-sponsored athletic events.
Admissions – Other	1719	Amounts received from admissions to all other school-sponsored events except athletics (describe and itemize).
Fees	1720	Amounts received from pupils for fees such as towel fees, locker fees, and equipment fees (excludes transportation).
Book Store Sales	1730	

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Other District/School Activity Revenue	1790	All other revenue from district or school activities not otherwise specified.
<u>Student Activity Fund Revenue</u>	<u>1799</u>	<u>All revenue from student activity fund activities.</u>
TEXTBOOK INCOME	1800	
Rentals – Regular Textbooks	1811	
Rentals – Summer School Textbooks	1812	
Rentals – Adult/Continuing Education Textbooks	1813	
Rentals – Other	1819	Describe and itemize.
Total Textbook Rentals	1820	105 ILCS 5/10-22.25, <u>105 ILCS 5/28-8.</u>
Sales – Regular Textbooks	1821	
Sales – Summer School Textbooks	1822	
Sales – Adult/Continuing Education Textbooks	1823	
Sales – Other	1829	
Total Textbook Sales	1820	105 ILCS 5/28-8.
Textbooks Other	1890	Textbook revenues not provided for elsewhere in the 1800 series of accounts.
OTHER LOCAL REVENUES	1900	
Rentals	1910	Amounts received for rental of school property, real or personal.
Contributions and Donations from Private Sources	1920	Amounts received from a philanthropic foundation, private individual, or private organization for which no repayment or special service to the contributor is expected.
Impact Fees from Municipal or County Governments	1930	Amounts received from a city, town, village, or county government from impact fees assessed in accordance with local ordinances.
Services Provided to Other Districts	1940	Amounts received for services other than tuition and transportation services (e.g., data processing, purchasing, maintenance, accounting, cleaning, consulting, guidance).
Refund of Prior Years' Expenditures	1950	A refund of an expenditure charged to a prior fiscal year's budget.
Payments of Surplus Moneys from TIF Districts	1960	Amounts received from distributions from Tax Increment Financing districts.
Drivers' Education Fees	1970	105 ILCS 5/27-24.2.
Proceeds from Vendors' Contracts	1980	Proceeds received pursuant to contracts between the district and various vendors.
School Facility Occupation Tax Proceeds	1983	Amounts received from distributions of School Facility Occupation Tax proceeds.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Payment from Other Districts	1991	Amounts representing a district's share of special education or career and technical education building costs.
Sale of Vocational Projects	1992	Amounts representing gain from the sale of vocational projects.
Other Local Fees	1993	Amounts assessed or received from local sources for district programs not classified elsewhere (describe and itemize).
Other Local Revenues	1999	Amounts received from local sources not provided for elsewhere in the 1000 series of accounts.
FLOW-THROUGH RECEIPTS/REVENUE FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	
FLOW-THROUGH REVENUE FROM STATE SOURCES	2100	State revenues that can be further subdivided to account for individual grants.
FLOW-THROUGH REVENUE FROM FEDERAL SOURCES	2200	Federal revenues that can be further subdivided to account for individual grants.
OTHER FLOW-THROUGH REVENUE	2300	Other revenues that can be further subdivided to account for individual grants (describe and itemize).
RECEIPTS/REVENUE FROM STATE SOURCES	3000	
Evidence Based Funding Formula	3001	105 ILCS 5/18-8.15.
Reorganization Incentives – Deficit Fund Balance	3005	105 ILCS 5/11E-135(c).
Reorganization Incentives – Attendance	3010	105 ILCS 5/11E-135(a).
Reorganization Incentives – Salary Difference	3015	105 ILCS 5/11E-135(b).
Reorganization Incentives – Certified Salary	3020	105 ILCS 5/11E-135(d).
Reorganization Incentives – Feasibility Studies	3021	Amounts received pursuant to appropriations for this purpose.
Fast Growth District Grants	3030	105 ILCS 5/18-8.10. 105 ILCS 5/18-18.15
Emergency Financial Assistance Grants	3050	105 ILCS 5/1B-8 and 1F-62.
Tax Equivalent Grants	3055	105 ILCS 5/18-4.4.
Other Unrestricted Grants-In-Aid from State Sources	3099	Amounts received pursuant to other appropriations (describe and itemize).
Special Education – Private Facility Tuition	3100	105 ILCS 5/14-7.02.
Special Education – Extraordinary	3105	105 ILCS 5/14-7.02a.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Special Education – Personnel	3110	105 ILCS 5/14-13.01.
Special Education – Orphanage – Individual	3120	105 ILCS 5/14-7.03.
Special Education – Orphanage – Summer	3130	105 ILCS 5/14-7.03.
Special Education – Summer School	3145	105 ILCS 5/18-4.3.
Philip J. Rock Center and School	3155	105 ILCS 5/14-11.02.
Educational Materials Center	3156	105 ILCS 5/14-11.01.
Special Education – Other	3199	Amounts received pursuant to other appropriations (describe and itemize).
CTE Improvement (CTEI)	3220	105 ILCS 435.
CTE – WECEP	3225	105 ILCS 5/2-3.66a.
Agriculture Education	3235	105 ILCS 5/2-3.80.
CTE – Student Organizations	3270	105 ILCS 435.
CTE – Other	3299	Amounts received pursuant to other appropriations (describe and itemize).
Bilingual Education – Downstate – TPI and TBE	3305	105 ILCS 5/14C-12.
Bilingual Education – Downstate – Transitional Bilingual Education	3310	105 ILCS 5/14C-12.
Gifted Education	3350	105 ILCS 5/Art. 14A.
State Free Lunch and Breakfast	3360	105 ILCS 125/2.
School Breakfast Initiative	3365	105 ILCS 125/2.5.
Driver Education	3370	105 ILCS 5/27-24.2.
Adult Education (from ICCB)	3410	Amounts received from the Community College Board; 105 ILCS 405.
Adult Education – Other	3499	Amounts received pursuant to other appropriations (describe and itemize).
Transportation – Regular/Vocational	3500	105 ILCS 5/29-5.
Transportation – Special Education	3510	105 ILCS 5/14-13.01(b).
Transportation – ROE Bus Driver Training	3520	105 ILCS 5/3-14.23.
Transportation – Other	3599	Amounts received pursuant to other appropriations (describe and itemize).
Learning Improvement – Change Grants	3610	105 ILCS 5/2-3.25, 2-3.63, and 2-3.64a-5.
National Board Certification	3651	105 ILCS 5/21B-65.
Administrators Academy	3655	105 ILCS 5/2-3.53.
Truants' Alternative and Optional Education	3695	105 ILCS 5/2-3.66.
Regional Safe Schools	3696	105 ILCS 5/13A-8.
Early Childhood – Block Grant	3705	105 ILCS 5/1C-2 and 2-3.71.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

ROE/ISC Operations	3730	Amounts received pursuant to 105 ILCS 5/2-3.62, 3-14.23, and 18-6.
ROE Supervisory Expense	3745	Amounts received pursuant to 105 ILCS 5/18-6.
Chicago Teachers Academy for Math & Science (TAMS)	3765	Amounts received pursuant to an appropriation for TAMS.
Chicago General Education Block Grant	3766	105 ILCS 5/1D-1.
Chicago Educational Services Block Grant	3767	105 ILCS 5/1D-1.
School Safety and Educational Improvement Block Grant	3775	105 ILCS 5/2-3.51.5.
Technology – Learning Technology Centers	3780	105 ILCS 5/2-3.117.
Illinois Government Intern Program	3804	Funds distributed as a grant to Springfield School District 186 to support administration of this program.
State Charter Schools	3815	105 ILCS 5/Art. 27A.
Extended Learning Opportunities (Summer Bridges)	3825	105 ILCS 5/10-20.9a.
Infrastructure Improvements – Planning/Construction	3920	105 ILCS 230/5-35.
School Infrastructure – Maintenance Projects	3925	105 ILCS 230/5-100.
Regular Orphanage Tuition (18-3)	3950	105 ILCS 5/18-3.
Tax Equivalent Grants	3955	105 ILCS 5/18-4.4.
After-School Programs – Mentoring & Student Support	3960	Amounts received pursuant to appropriation.
Advanced Placement Classes	3961	105 ILCS 302.
Arts Education	3962	105 ILCS 5/2-3.65a.
Grants to Local Governments, Community Organizations, Not-for-Profit Organizations, and Educational Facilities	3963	Amounts received pursuant to appropriations.
ISBE Special Purpose Trust Fund	3970	105 ILCS 5/2-3.127a.
Class Size Reduction Pilot Project	3981	105 ILCS 5/2-3.136.
Teacher Mentoring Pilot Project	3982	105 ILCS 5/21A-25.
The "Grow Your Own" Teacher Education Initiative	3983	110 ILCS 48.
Education of Homeless Children and Youth State Grant Program	3984	105 ILCS 45.
Children's Mental Health Partnership	3990	405 ILCS 49/15.
State "On-behalf" Payments	3998	Reserved for on-behalf payments by the State.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Emergency Financial Assistance Grant	3999	105 ILCS 5/1B-8.
Temporary Relocation Expense Grant	3999	105 ILCS 5/2-3.77.
Other Restricted Revenue from State Sources	3999	Amounts received pursuant to other appropriations (describe and itemize).
RECEIPTS/REVENUE FROM FEDERAL SOURCES	4000	
Federal Impact Aid	4001	ESEA Title VIII - Impact Aid (CFDA 84.041).
Other Unrestricted Grants-In-Aid Received Directly from the Federal Government	4009	Amounts received pursuant to other unrestricted appropriations; describe and itemize.
Total Unrestricted Grants Received Directly from the Federal Government	4010	
Head Start	4045	Community Opportunities, Accountability, Training, and Educational Services Act of 1998, Title I (CFDA 93.600).
Construction (Impact Aid)	4050	ESEA, Title VIII (Impact Aid – Facilities Maintenance) (CFDA 84.040).
Magnet	4060	ESEA, Title V, Part C (Magnet Schools Assistance) (CFDA 84.165).
Other Restricted Grants-In-Aid Received Directly from the Federal Government	4090	Amounts received pursuant to other restricted appropriations; describe and itemize.
Total Restricted Grants Received Directly from the Federal Government	4095	
TOTAL GRANTS RECEIVED DIRECTLY FROM THE FEDERAL GOVERNMENT	4099	Amounts received pursuant to other appropriations.
Title V – Flexibility and Accountability	4100	ESEA, Title V, Part A – Funding Transferability for State and Local Education Agencies.
Title V – SEA Projects	4105	ESEA, Title V, Part A – Funding Transferability for State and Local Education Agencies.
Title V – Rural and Low-Income Schools (REI)	4107	ESEA, Title V, Part B – Rural Education (CFDA 84.358).
Title V – Other	4199	Amounts received pursuant to other appropriations (describe and itemize).
Breakfast Start-up	4200	Child Nutrition Act – School Breakfast Program for Start-Up (CFDA 10.553).
National School Lunch Program	4210	Child Nutrition Act – National School Lunch Program (CFDA 10.555).

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Special Milk Program	4215	Child Nutrition Act – Special Milk Program for Children (CFDA 10.556).
School Breakfast Program	4220	Child Nutrition Act – School Breakfast Program (CFDA 10.553).
Summer Food Service Admin/Program	4225	Child Nutrition Act – Summer Food Service Program for Children (CFDA 10.559).
Child Care Commodity/SFS 13-Adult Day Care	4226	Child Nutrition Act – Child Care and Adult Food Service Program (CFDA 10.558).
SAE Nutrition Ed. Loan/TNT	4227	Child Nutrition Act of 1966 (42 USC 1771 et seq.) – (CFDA 10.574).
Fresh Fruit and Vegetables	4240	Child Nutrition – Cash Payments.
Child Nutrition Commodity/Salvage	4250	Child Nutrition Act of 1966 (CFDA 10.550).
Cash in Lieu of Commodities	4255	Amounts received in lieu of commodities in the food service program.
Food Service – Other	4299	Amounts received pursuant to other appropriations from the U.S. Department of Agriculture for nutrition programs (describe and itemize).
Title I – Low Income	4300	ESEA, Title I, Part A – Improving Academic Achievement of the Disadvantaged (CFDA 84.010).
Title I – Low Income – Neglected	4305	ESEA, Title I, Part D – Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk – State program (CFDA 84.013).
Title I – Low Income – Delinquent, LEA	4306	ESEA, Title I, Part D – Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk (CFDA 84.013).
Title I – Neglected and Delinquent Juvenile and Adult Corrections	4315	ESEA, Title I, Part D – Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk (CFDA 84.013).
Title I – Improving the Academic Achievement of the Disadvantaged	4331	ESEA, Title I, Part A (CFDA 84.010).
Title I – School Improvement	4339	ESEA, Title I, Part A, section 1003.
Title I – Migrant Education	4340	ESEA, Title I, Part C – Education of Migrant Children (CFDA 84.011).
Title I – Other	4399	Amounts received pursuant to other appropriations under Title I of ESEA (describe and itemize).
Title IV – Student Support and Academic Enrichment Grants	4400	ESEA, Title IV, Part A – Student Support and Academic Enrichment Grants.
Title IV – Student Support and Academic Enrichment Grants – State-Level Program	4415	ESEA, Title IV, Part A – Student Support and Academic Enrichment Grants Safe and Drug Free Schools .
Title IV – 21 st Century	4421	ESEA, Title IV, Part B – 21 st Century Community Learning Centers (CFDA 84.287).

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Title IV – Other (Describe & Itemize)	4499	Amounts received pursuant to other appropriations under Title IV of ESEA (describe and itemize).
Federal Special Education Preschool Flow-Through	4600	IDEA, Part B – Preschool (CFDA 84.173).
Federal Special Education Preschool Discretionary	4605	IDEA, Part B – Preschool (CFDA 84.173).
Federal Special Education – IDEA Flow-Through/Low Incident	4620	IDEA, Part B (CFDA 84.027).
Federal Special Education – IDEA Room and Board	4625	IDEA, Part B (CFDA 84.027).
Federal Special Education – IDEA Discretionary	4630	IDEA, Part B (CFDA 84.027).
Federal Special Education – IDEA – Part D – Improvement	4631	IDEA, Part D – State Program Improvement Grants for Children with Disabilities (CFDA 84.323).
Federal Special Education – IDEA Title VI C – Deaf/Blind	4635	IDEA, Part D – Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities (CFDA 84.326).
Federal Special Education – IDEA – Other	4699	Amounts received pursuant to other appropriations under IDEA (describe and itemize).
CTE – Perkins – State Leadership	4720	Carl D. Perkins Career and Technical Education Act of 2006 – State Leadership (CFDA 84.048A).
CTE – Perkins – DHS Ed	4740	Carl D. Perkins Career and Technical Education Act of 2006 – Corrections or Institutions (CFDA 84.048A).
CTE – Perkins – Secondary	4745	Carl D. Perkins Career and Technical Education Act of 2006 – Secondary (CFDA 84.048A).
CTE – Perkins Title II – Tech Prep	4770	Carl D. Perkins Career and Technical Education Act of 2006 – Title II - Tech Prep (CFDA 84.243A).
CTE – Other	4799	Amounts received pursuant to other appropriations from federal sources (describe and itemize).
Federal – Adult Education	4810	Adult Education State Grant Program (CFDA 84.002).
ARRA General State Aid – Education Stabilization	4850	Amounts received pursuant to the American Recovery and Reinvestment Act of 2009 (ARRA); see Section 100.130 of this Part.
ARRA Title I – Low Income	4851	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
ARRA Title I – Neglected, Private	4852	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
ARRA Title I – Delinquent, Private	4853	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
ARRA Title I – School Improvement (Part A)	4854	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

ARRA Title I – School Improvement (section 1003g)	4855	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
ARRA IDEA – Part B – Preschool	4856	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
ARRA IDEA – Part B – Flow-Through	4857	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
Other ARRA Fund - XII	4860	Available for recording sources of federal funds received pursuant to the ARRA from a source other than those to be recorded with account numbers 4850 through 4857, 4861 through 4872, and 4875 through 4876; describe and itemize; see Section 100.130 of this Part.
ARRA Title IID – Technology – Competitive	4861	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
ARRA McKinney-Vento Homeless Education	4862	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
ARRA Child Nutrition Equipment Assistance	4863	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
Impact Aid Formula Grants	4864	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
Impact Aid Competitive Grants	4865	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
Qualified Zone Academy Bond Tax Credits	4866	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
Qualified School Construction Bond Credits	4867	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
Build America Bond Tax Credits	4868	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
Build America Bond Interest Reimbursement	4869	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
ARRA General State Aid – Other Government Services Stabilization	4870	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
Other ARRA Funds – II	4871	Available for recording sources of federal funds received pursuant to the ARRA directly from a federal agency or from a State agency other than ISBE; describe and itemize; see Section 100.130 of this Part.
Other ARRA Funds – III	4872	Available for recording sources of federal funds received pursuant to the ARRA directly from a federal agency or from a State agency other than ISBE; describe and itemize; see Section 100.130 of this Part.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Other ARRA Funds – IV	4873	Available for recording sources of federal funds received pursuant to the ARRA from a source other than those to be recorded with account numbers 4850 through 4857, 4861 through 4872, and 4875 through 4876; describe and itemize; see Section 100.130 of this Part.
Other ARRA Funds – V	4874	Available for recording sources of federal funds received pursuant to the ARRA from a source other than those to be recorded with account numbers 4850 through 4857, 4861 through 4872, and 4875 through 4876; describe and itemize; see Section 100.130 of this Part.
ARRA Early Childhood	4875	Paid with Government Services State Fiscal Stabilization Fund ARRA funds; see Section 100.130 of this Part.
Other ARRA Funds – VII	4876	Available for recording sources of federal funds received pursuant to the ARRA directly from a federal agency or from a State agency other than ISBE; describe and itemize; see Section 100.130 of this Part.
Other ARRA Funds – VIII	4877	Available for recording sources of federal funds received pursuant to the ARRA from a source other than those to be recorded with account numbers 4850 through 4857, 4861 through 4872, and 4875 through 4876; describe and itemize; see Section 100.130 of this Part.
Other ARRA Funds – IX	4878	Available for recording sources of federal funds received pursuant to the ARRA from a source other than those to be recorded with account numbers 4850 through 4857, 4861 through 4872, and 4875 through 4876; describe and itemize; see Section 100.130 of this Part.
Other ARRA Funds – X	4879	Available for recording sources of federal funds received pursuant to the ARRA from a source other than those to be recorded with account numbers 4850 through 4857, 4861 through 4872, and 4875 through 4876; describe and itemize; see Section 100.130 of this Part.
Education Jobs Fund Program	4880	Available for recording sources of federal funds received pursuant to the Education Jobs Fund Program; see Section 100.130 of this Part.
Race to the Top Program	4901	Available for recording sources of federal funds received pursuant to the Race to the Top Program; see Section 100.130 of this Part.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Race to the Top – Preschool Expansion Grant	4902	Available for recording sources of federal funds received pursuant to the Race to the Top Preschool Expansion Grant Program; see Section 100.130 of this Part.
English Language Instruction for English Learners and Immigrant Students	4905	ESEA, Title III – English Language Instruction for English Learners and Immigrant Students (CFDA 84.365).
Title III – English Language Acquisition	4909	ESEA, Title III, Part A – English Language Acquisition Grants (CFDA 84.365).
Refugee Children School Impact Grants	4915	Refugee Education Assistance Act of 1980, Refugee and Entrant Assistance Discretionary Grants (CFDA 93.576).
McKinney Education for Homeless Children	4920	ESEA, Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youths Program (CFDA 84.196).
Title II – Teacher Quality	4932	ESEA, Title II, Part A, Supporting Effective Instruction.
Title II – Teacher Quality	4935	ESEA, Title II, Part A – Supporting Effective Instruction – State Grants.
Federal Charter Schools	4960	ESEA, Title IV, Part C – Expanding Opportunity Through Quality Charter Schools.
Safe Routes to School	4980	Section 1404 of the Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users Act (P.L. 109-59).
State Assessment Grants	4981	ESEA State Assessment Grants Title I, Part B (CFDA 84.368).
Grant for State Assessments and Related Activities	4982	ESSA Grants for State Assessments and Related Activities, Title VI, Part A, Subpart I (CFDA 84.369).
Medicaid Matching Funds – Administrative Outreach	4991	Social Security Act, Title XIX – Medicaid Matching – Administrative Outreach (CFDA 93.778).
Medicaid Matching Funds – Fee-for-Service Program	4992	Social Security Act, Title XIX – Medicaid Matching – Fee for Service Programs (CFDA 93.778).
Hurricane Emergency Relief	4995	Hurricane Emergency Relief Act.
Other Restricted Grants Received from Federal Government through State	4998	Amounts received pursuant to other federal appropriations (describe and itemize).

(Source: Amended at 44 Ill. Reg. _____, effective _____)

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Section 100.TABLE D Expenditure Accounts

Label	Account Number	Source; Notes
INSTRUCTION	1000	
Regular K-12 Programs	1100	Instructional activities designed primarily for K-12 pupils who do not require special programs such as gifted, vocational, bilingual, or special education.
Charter Schools – Tuition	1115	Payments to Charter Schools for tuition.
Pre-K Programs	1125	Instructional activities designed primarily for pupils in pre-kindergarten programs who do not require special programs such as gifted, vocational, bilingual, or special education.
Special Education Programs K-12	1200	Instruction and resource programs required by a student due to his or her disability; includes special services, special materials, and special equipment required by K-12 students as authorized in Article 14 of the School Code [105 ILCS 5/Art. 14].
Special Education Programs Pre-K	1225	Instruction and resource programs required by a student due to his or her disability; includes special services, special materials, and special equipment required by pre-kindergarten students as authorized in Article 14 of the School Code.
Remedial and Supplemental Programs K-12	1250	Supplemental programs to increase the educational opportunities of eligible children in kindergarten and Grades 1-12.
Remedial and Supplemental Programs Pre-K	1275	Supplemental programs to increase the educational opportunities of eligible children in pre-kindergarten.
Adult/Continuing Education Programs	1300	Learning experiences designed to develop knowledge and skills to meet immediate and long-range educational objectives for adults who have not completed or have interrupted their formal schooling. Programs include activities to foster the development of fundamental tools of learning, to prepare for a postsecondary career, to prepare for postsecondary education programs, to upgrade occupational competencies, to prepare for a new or different career, to develop skills and appreciation for special interests, or to enrich the aesthetic qualities of a student's life.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Career and Technical Education (CTE) Programs	1400	Instruction provided to develop the knowledge, skills, and attitudes needed for employment in an occupational area, including all programs approved in the district's plan for career and technical education; see the Vocational Education Act [105 ILCS 435] and 23 Ill. Adm. Code 254 (Vocational Education).
Interscholastic Programs	1500	Cocurricular activities that supplement the regular instructional program, such as athletics, band, chorus, and speech.
Summer School Programs	1600	Instructional activities that are not embraced within the regular school term.
Gifted Programs	1650	Special learning experiences for pupils identified as gifted or talented; see Article 14A of the School Code [105 ILCS 5/Art. 14A] and 23 Ill. Adm. Code 227 (Gifted Education).
Driver's Education Programs	1700	Driver's education instruction provided pursuant to the Driver Education Act [105 ILCS 5/27-24 through 27-24.8] and 23 Ill. Adm. Code 252 (Driver Education).
Bilingual Programs	1800	Special learning experiences for pupils receiving services pursuant to Article 14C of the School Code [105 ILCS 5/Art. 14C] and 23 Ill. Adm. Code 228 (Transitional Bilingual Education).
Truant Alternative & Optional Programs	1900	Instructional programs provided to students pursuant to Section 2-3.66 of the School Code and 23 Ill. Adm. Code 205 (Truants' Alternative and Optional Education Programs).
Pre-K Programs – Private Tuition	1910	Payments to private educational facilities.
Regular K-12 Programs – Private Tuition	1911	Payments to private educational facilities.
Special Education Programs K-12 – Private Tuition	1912	Payments to private educational facilities.
Special Education Programs Pre-K – Private Tuition	1913	Payments to private educational facilities.
Remedial and Supplemental Programs K-12 – Private Tuition	1914	Payments to private educational facilities.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Remedial and Supplemental Programs Pre-K – Private Tuition	1915	Payments to private educational facilities.
Adult/Continuing Education Programs – Private Tuition	1916	Payments to private educational facilities.
CTE Programs – Private Tuition	1917	Payments to private educational facilities.
Interscholastic Programs – Private Tuition	1918	Payments to private educational facilities.
Summer School Programs – Private Tuition	1919	Payments to private educational facilities.
Gifted Programs – Private Tuition	1920	Payments to private educational facilities.
Bilingual Programs – Private Tuition	1921	Payments to private educational facilities.
Truants' Alternative and Optional Education Programs	1922	Payments to private educational facilities.
<u>Student Activity Fund Expenditures</u>	<u>1999</u>	<u>All expenditures associated with Student Activity Fund activities.</u>
TOTAL INSTRUCTION	1000	The teaching of pupils or the interaction between teacher and pupils. Included are activities of aides or assistants who assist in the instructional process. Teaching may occur in classrooms or other learning situations such as those involving cocurricular activities, and may be conducted through a medium such as television, radio, telephone, or correspondence.
SUPPORT SERVICES	2000	Services that provide administrative, technical (e.g., guidance and health), and logistical support to facilitate and enhance instruction. Support services are adjuncts to the fulfillment of the objectives of instruction.
Support Services – Pupils	2100	Activities that are designed to assess and improve the well-being of pupils and to supplement the teaching process.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Attendance and Social Work Services	2110	Activities for the improvement of pupils' attendance at school and the performance of school social work activities dealing with the problems of pupils that involve the home, school, and community.
Guidance Services	2120	Counseling with pupils or parents, consultation with staff members on learning problems, evaluating abilities of pupils, assisting pupils in making educational and career plans and choices, assisting pupils in personal and social development, providing referral assistance, and working with other staff members in planning and conducting guidance programs.
Health Services	2130	Physical and mental health services that do not constitute direct instruction. Included are activities that provide pupils with appropriate medical, dental, and nursing services.
Psychological Services	2140	Activities concerned with administering psychological tests and interpreting the results, gathering and interpreting information about pupils' behavior, working with other staff members in planning school programs to meet the special needs of pupils as indicated by psychological tests and behavioral evaluation, and planning and managing a program of psychological services, including psychological counseling for pupils, staff, and parents.
Speech Pathology and Audiology Services	2150	Activities involving the identification, assessment, and treatment of children with impairments in speech, hearing, and language.
Other Support Services – Pupils	2190	Other support services for pupils not classified in Accounts 2100-2159. Expenditures that may be included are therapists, crossing guards, graduation, student assembly programs, monitors for playgrounds, study halls, etc. (Describe and itemize.)
Total Support Services – Pupils	2100	
Support Services – Instructional Staff	2200	Activities assisting the instructional staff with the content and process of providing learning experiences for pupils.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Improvement of Instruction Services	2210	Activities for assisting instructional staff in planning, developing, and evaluating the instructional process.
Educational Media Services	2220	Activities concerned with the use of all teaching and learning resources, including hardware and content materials.
Assessment and Testing	2230	Activities for the purpose of measuring individual students' achievement.
Total Support Services – Instructional Staff	2200	

Support Services – General Administration	2300	Activities concerned with establishing and administering policy in connection with operating the district.
Board of Education Services	2310	Activities of the elected or appointed body that is vested with responsibility for educational activities in a given district.
Executive Administration Services	2320	Activities associated with the overall management of the district.
Service Area Administrative Services	2330	Activities concerned with supervisory responsibilities for federal programs, special programs, and/or "Title" programs not included in Account 2310 or 2320. When the same individual directs both special programs and other service areas, the services of that individual should be prorated among the relevant areas.
ROE Services	2340	
ROE Services	2350	
Tort Immunity Functions	2360	
Claims Paid from Self-Insurance Fund	2361	<u>Expenditures incurred in accordance with the Local Governmental and Governmental Employees Tort Immunity Act for claims paid from self-insurance and paid with funds from the tort levy purpose proceeds.</u>
Workers' Compensation or Workers' Occupational Disease Acts Payments	2362	
Unemployment Insurance Act Payments	2363	
Insurance Payments (regular or self insurance)	2364	

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Risk Management and Claims Services Payments	2365	<u>Risk Management and Claims Service payments contracted to protect school board members against loss due to accident or neglect in accordance the Local Governmental and Governmental Employees Tort Immunity Act and paid with funds from the tort levy purpose proceeds. (Payments for employee risk management are charged to the appropriate function for which the salaries were incurred. If the expenditure is paid with tort revenue proceeds, the expenditure should be posted to the appropriate function within the Tort Fund.)</u>
Judgments or Settlements	2366	
Educational, Inspectional, Supervisory Services Related to Loss Prevention or Reduction	2367	
Reciprocal Insurance Payments	2368	215 ILCS 5/Art. IV.
Legal Services	2369	
Tort Immunity Functions	2370	
Property Insurance (Buildings and Grounds)	2371	
Vehicle Insurance (Transportation)	2372	
Total Support Services – General Administration	2300	

Support Services – School Administration	2400	Activities concerned with overall administrative responsibility for a single school or a group of schools.
Office of the Principal Services	2410	Activities concerned with managing a particular school, including the activities of the principal, assistant principals, and other assistants in general supervision of all operations of the school, and including clerical staff for these activities.
Other Support Services – School Administration	2490	Activities performed by persons usually classified as department heads or deans within schools and other school administration services that cannot be recorded under Account 2410. (Describe and itemize.)

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Total Support Services – School Administration	2400	
Support Services – Business	2500	Activities concerned with accounting, purchasing, paying, transporting, exchanging, and maintaining goods and services for the district, including internal business services for operating all schools.
Direction of Business Support Services	2510	Activities concerned with directing and managing the business services area, such as those usually performed by the office of the chief school business official or business manager.
Fiscal Services	2520	Activities concerned with the fiscal operations of the district. This function includes budgeting, receiving and disbursing, bookkeeping, financial accounting, payroll, inventory control, and internal auditing.
Facilities Acquisition and Construction Services	2530	Activities concerned with acquisition of land and buildings, remodeling buildings, construction of buildings and additions to buildings, initial installation or extension of service systems and other built-in equipment, and improvements to sites.
Operation and Maintenance of Plant Services	2540	Activities concerned with keeping the physical plant (i.e., grounds, buildings, and equipment) in an effective and safe working condition. This includes activities aimed at maintaining safety in buildings, on the grounds, and in the vicinity of schools.
Pupil Transportation Services	2550	Activities concerned with conveying pupils to and from school as provided by Article 29 of the School Code [105 ILCS 5/Art. 29] and 23 Ill. Adm. Code 120 (Pupil Transportation Reimbursement). Includes trips between home and school and trips to school activities.
Food Services	2560	Activities concerned with providing food to pupils and staff in a school or district. This service area includes the preparation and serving of regular and incidental meals, lunches, or snacks in connection with school activities and the delivery of food.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Internal Services	2570	Activities concerned with buying, storing, and distributing supplies, furniture, and equipment; those activities concerned with internal duplicating and printing for the school system; and the pickup and transporting of cash from school facilities to the central administrative office or bank for control or deposit.
Total Support Services – Business	2500	

Support Services – Central	2600	Activities, other than general administration, that support each of the other instructional and supporting services programs. These activities include planning, research, development, evaluation, information, staff, statistical, and data processing services.
Direction of Central Support Services	2610	Activities concerned with directing and managing the central support services as a group.
Planning, Research, Development, and Evaluation Services	2620	Activities associated with conducting and managing programs of planning, research, development, and evaluation for a school system on a system-wide basis.
Information Services	2630	Activities concerned with writing, editing, and other preparation necessary to disseminate educational and administrative information to pupils, staff, managers, or the general public through direct mailing, the various news media, or personal contact.
Staff Services	2640	Activities generally performed by the district's personnel office, such as recruiting and placement, staff transfers, in-service training, health services, and staff accounting.
Data Processing Services	2660	Activities concerned with preparing data for storage, sorting data, and retrieving them for reproduction as information for management and reporting.
Total Support Services – Central	2600	

Other Support Services	2900	Activities of any support service or classification of services, general in nature, that cannot be classified elsewhere in the 2000 series of accounts. (Describe and itemize.)
-------------------------------	-------------	---

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

TOTAL SUPPORT SERVICES	2000	
COMMUNITY SERVICES	3000	Services provided by the district for the community as a whole or some segment of the community, such as community recreation programs, civic organization activities, public libraries, programs of custody and child care, welfare services, services to nonpublic schools, and home/school services.
Direction of Community Services	3100	Activities concerned with directing and managing community services activities.
Community Recreation Services	3200	Activities include organizing and supervising playgrounds, swimming pools, and other recreational programs for the community.
Civic Services	3300	Services provided in support of civic affairs or organizations, including services for parent-teacher association meetings, public forums and lectures, and for civil defense planning.
Public Library Services	3400	Activities related to the operation of public libraries by a district, or the provision of library services to the general public through the school's library.
Custody and Child Care Services	3500	Programs for the custodial care of children in residential day schools or child care centers that are not part of, or directly related to, the instructional program and where the attendance of the children is not included in the district's attendance figures.
Welfare Activities Services	3600	Services for individuals who have been designated as needy by an appropriate governmental entity, including stipends for school attendance; salaries paid to pupils for work performed, whether for the district or for an outside concern; and clothing, food, or other personal needs.
Nonpublic School Pupils' Services	3700	Services to pupils attending a school established by an agency other than the State, a subdivision of the State, or the federal government, which usually is supported primarily by nonpublic funds. The services include providing instructional services, attendance and social work services, health services, and transportation services for nonpublic school pupils.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Home/School Services	3800	Services, usually provided in the home, that are designed to provide school readiness training to preschool children and their parents or to help parents provide educational support to their children of school age.
Other Community Services	3900	Services provided to the community that cannot be classified elsewhere in the 3000 series of accounts.
TOTAL COMMUNITY SERVICES	3000	

PAYMENTS TO OTHER DISTRICTS AND GOVERNMENTAL UNITS	4000	All payments to other districts (formerly "Non-programmed Charges").
Payments to Other Governmental Units (In-State)	4100	Payments to in-state districts, generally for tuition, transportation, and all other services rendered to pupils residing in the paying district. When a nonoperating district pays an operating district for the education of pupils, the nonoperating district records the payments here.
Payments for Regular Programs	4110	Payments made to districts for services (exclusive of tuition and transfers).
Payments for Special Education Programs	4120	Payments for special education services other than tuition and transfers.
Payments for Adult/Continuing Education Programs	4130	Payments for services related to adult/continuing education programs other than tuition and transfers.
Payments for CTE Programs	4140	Payments for services related to career and technical education programs other than tuition and transfers.
Payments for Other Programs	4160	Payments for other programs (describe and itemize).
Payments for Community College Programs	4170	Payments made to community colleges for services other than tuition and transfers.
Reserved for "On-Behalf" Payments by the State	4180	Reserved for "on-behalf" payments by the State.
Other Payments to In-State Governmental Units	4190	Other payments made to in-state governmental units not classified elsewhere in the 4100 series of accounts (e.g., payments to intermediate service centers, regional offices of education, and the State Board of Education). (Describe and itemize.)

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Subtotal Payments to Other Governmental Units (In-State)	4100	Payments to in-state districts for all services rendered to pupils residing in the paying district, other than tuition and transfers. (Expenditures in this function are not counted in state expenditure totals.)
---	-------------	--

Payments to Other Governmental Units (In-State) – Tuition	4200	Payments for tuition.
Payments for Regular Programs – Tuition	4210	Payments for tuition related to regular education programs.
Payments for Special Education Programs – Tuition	4220	Payments for tuition related to special education programs.
Payments for Adult/Continuing Education Programs – Tuition	4230	Payments for tuition related to adult/continuing education programs.
Payments for CTE Programs – Tuition	4240	Payments for tuition related to career and technical education programs.
Payments for Community College Programs – Tuition	4270	Payments to community colleges for the cost of tuition.
Payments for Other Programs – Tuition	4280	Payments for tuition for other programs (describe and itemize).
Other Payments to In-State Governmental Units – Tuition	4290	Other tuition payments made to in-state governmental units not classified elsewhere in the 4200 series of accounts (e.g., payments to intermediate service centers, regional offices of education, and the State Board of Education). (Describe and itemize.)
Subtotal Payments to Other Governmental Units (In-State) – Tuition	4200	

Payments to Other Governmental Units (In-State) – Transfers	4300	Payments to in-state districts, generally for tuition, transportation, and all other services rendered to pupils residing in the paying district. When a nonoperating district pays an operating district for the education of pupils, the nonoperating district records the payments here.
Payments for Regular Programs – Transfers	4310	Payments made to districts, generally for tuition, services, and transportation related to regular education programs.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Payments for Special Education Programs – Transfers	4320	Payments made to districts, generally for tuition, services, and transportation related to special education programs.
Payments for Adult/Continuing Education Programs – Transfers	4330	Payments made to districts, generally for tuition, services, and transportation related to adult/continuing education programs.
Payments for CTE Programs – Transfers	4340	Payments made to districts, generally for tuition, services, and transportation related to career and technical education programs.
Payments for Community College Programs – Transfers	4370	Payments made to community colleges for the cost of tuition or services provided.
Payments for Other Programs – Transfers	4380	Payments made to districts for other programs.
Other Payments to In-State Governmental Units – Transfers	4390	Other payments made to in-state governmental units not classified elsewhere in the 4300 series of accounts (e.g., payments to intermediate service centers, regional offices of education, and the State Board of Education). (Describe and itemize.)
Subtotal Payments to Other Governmental Units (In-State) – Transfers	4300	
Payments to Other Governmental Units – Out of State	4400	Payments to out-of-state districts for services rendered to pupils residing in the paying district, generally for tuition and transportation. When a governmental unit in one state collects money from a nonoperating district for the education of pupils from the nonoperating district and pays it to an operating district in another state, the nonoperating district records the payments here. (These are not counted in national totals of expenditures.)

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Payments to Other Governmental Units (Out-of-State)	4410	Payments to out-of-state districts for services rendered to pupils residing in the paying district, generally for tuition and transportation. When a governmental unit in one state collects money from a nonoperating district for the education of pupils from the nonoperating district and pays it to an operating district in another state, the nonoperating district records the payments here. (These are not counted in national totals of expenditures.) (Describe and itemize.)
Payments to Other Governmental Units (Out-of-State) – Tuition	4420	Payments to out-of-state districts for services rendered to pupils residing in the paying district, generally for tuition and transportation. When a governmental unit in one state collects money from a nonoperating district for the education of pupils from the nonoperating district and pays it to an operating district in another state, the nonoperating district records the payments here. (These are not counted in national totals of expenditures.) (Describe and itemize.)
Payments to Other Governmental Units (Out-of-State) – Transfers	4430	Payments to out-of-state districts for services rendered to pupils residing in the paying district, generally for tuition and transportation. When a governmental unit in one state collects money from a nonoperating district for the education of pupils from the nonoperating district and pays it to an operating district in another state, the nonoperating district records the payments here. (These are not counted in national totals of expenditures.) (Describe and itemize.)
Subtotal Payments to Other Governmental Units (Out-of-State)	4400	
TOTAL PAYMENTS TO OTHER DISTRICTS AND GOVERNMENTAL UNITS	4000	
DEBT SERVICE	5000	Servicing of the district's debts.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Debt Service – Interest on Short-Term Debt	5100	
Tax Anticipation Warrants	5110	
Tax Anticipation Notes	5120	
Corporate Personal Property Replacement Tax Anticipation Notes	5130	
State Aid Anticipation Certificates	5140	
Other Interest on Short-Term Debt	5150	
Total Debt Service Interest – Short-Term Debt	5100	

Debt Service – Interest on Long-Term Debt	5200	
Teachers'/Employees' Orders	5210	
General Obligation Bonds	5220	
Tort Bonds	5230	
Capital Appreciation Bonds	5240	
Revenue Bonds	5250	
Other Bonds	5260	
Capital Leases, Installment Purchase Agreements	5270	
ISBE Loans	5280	
Other Interest on Long-Term Debt	5290	Describe and itemize.
Total Debt Service – Interest on Long-Term Debt	5200	

Debt Service – Payment of Principal on Long-Term Debt	5300	
Teachers'/Employees' Orders	5310	
General Obligation Bonds	5320	
Tort Bonds	5330	
Capital Appreciation Bonds	5340	
Revenue Bonds	5350	

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Other Bonds	5360	
Capital Leases, Installment Purchase Agreements	5370	
ISBE Loans	5380	
Other Principal on Long-Term Debt	5390	Describe and itemize.
Total Debt Service – Payment of Principal on Long-Term Debt	5300	
Debt Service Other – Short-Term Debt Principal	5400	Describe and itemize.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
February 18, 2020

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education
Irma Snopek, Policy and Communications Officer
Robert Wolfe, Financial Officer

gmo *W* *Ru*

Agenda Topic: Part 252 (Driver Education) *Distance Learning and Educator Evaluations*

Expected Outcome: Approval to submit Part 252 (Driver Education) rules to JCAR for second notice

Materials: Appendix A: Part 252 (Driver Education) Proposed Rules

Staff Contact(s): Tim Imler, Director, Funding and Disbursements
Amanda Elliott, Executive Director, Legislative Affairs
Azita Kakvand, Agency Rules Coordinator, Legislative Affairs

Purpose of Agenda Item

The Funding and Disbursements Department requests the Board to authorize the State Superintendent to submit the proposed rulemaking to the Joint Committee on Administrative Rules (JCAR) for second notice.

Background Information/History

This Part is being modified to align with the enactment of Public Act 101-0183 and PA 101-0450 effective Aug. 2, 2019, and Aug. 23, 2019, respectively. PA 101-0183 adds language to the Driver Education Act of the School Code to allow for a distance learning program that permits driver education course instruction via the internet, email, or any other method outside of the traditional classroom. A school district's decision to allow a student to take a portion of the driver education course through a distance learning program must be determined on a case-by-case basis and must be approved by the school's administration, including the student's driver education teacher, and the student's parent or guardian. Under no circumstances may the student take the entire driver education course through a distance learning program.

PA 101-0450 adds language to the Driver Education Act of the School Code to require a school district that elects to contract with a commercial driving school to ensure that the teacher meets ISBE's educator licensure and endorsement requirements under Article 21B of the Code and requires the district to follow the same evaluation and observation requirements that apply to non-tenured teachers under Article 24A of the Code for those teachers. The teacher evaluation must be conducted by a school administrator employed by the school district and must be submitted annually to the district superintendent and all school board members for oversight purposes. These requirements do not apply to a contract with a Certified Driver Rehabilitation Specialist.

Ten school districts currently utilize a third-party contractor for drivers' education. It is unknown how many districts utilize distance learning for drivers' education.

The 45-day public comment period for these rules ended on Jan. 6, 2020. The agency did not receive any public comments on this proposed rulemaking.

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

Policy Implications: None.

Budget Implications: No fiscal impact for the State Board of Education. Financial impact to school districts is unknown.

Legislative Action: Bill sponsors will be notified of pending rulemaking.

Communications: Rule changes will be communicated with stakeholders and published in the *Illinois Register* and on the ISBE website.

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 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 conflict with the School Code in light of changes made in PA 101-0183 and PA 101-0450.

Board Member(s) Who Will Abstain: None.

Superintendent's Recommendation:

I recommend that the following motion be adopted

The State Board of Education hereby authorizes the State Superintendent to submit the proposed rulemaking for Part 252 (Driver Education) to JCAR for second notice.

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

Next Steps

Upon Board authorization, agency staff will submit the proposed rulemaking to the Joint Committee on Administrative Rules for a second notice hearing and, upon issuance of a Certification of No Objection, will submit the proposed rulemaking to the Administrative Code Division for publication in the *Illinois Register*.

Date of Board Action: Feb. 18, 2020

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER g: SPECIAL COURSES OF STUDY

PART 252

DRIVER EDUCATION

Section

252.10	Definitions
252.20	Administration and Procedures
252.25	Eligibility of Students
252.30	The Terms of Reimbursement for Public School Participation in the Course
252.40	Driver Education Personnel Requirements
252.50	Commercial Schools (Transferred)

252.APPENDIX A Driver Education – Commercial Driver Training School Contract Reporting Form

AUTHORITY: Implementing and authorized by the Driver Education Act [105 ILCS 5/27-24 through 27-24.10].

SOURCE: Adopted September 4, 1975; codified at 8 Ill. Reg. 1585; emergency amendment at 9 Ill. Reg. 15558, effective October 1, 1985, for a maximum of 150 days; amended at 10 Ill. Reg. 12922, effective July 22, 1986; Section 252.50 transferred to 92 Ill. Adm. Code 1060.240 (Secretary of State) pursuant to Section 5-80(d) of the Illinois Administrative Procedure Act [5 ILCS 100/5-80(d)] and Section 6-411 of the Illinois Driver License Law [625 ILCS 5/6-411] at 11 Ill. Reg. 1631; amended at 18 Ill. Reg. 16307, effective October 25, 1994; amended at 22 Ill. Reg. 7577, effective April 17, 1998; amended at 26 Ill. Reg. 10476, effective July 1, 2002; amended at 28 Ill. Reg. 15481, effective November 22, 2004; amended at 29 Ill. Reg. 15936, effective October 3, 2005; amended at 32 Ill. Reg. 10922, effective July 7, 2008; amended at 33 Ill. Reg. 15273, effective October 20, 2009; amended at 34 Ill. Reg. 3018, effective February 18, 2010; amended at 37 Ill. Reg. 6639, effective May 2, 2013; amended at 39 Ill. Reg. 6705, effective April 27, 2015; amended at 43 Ill. Reg. 8946, effective May 16, 2018; amended at 44 Ill. Reg. _____, effective _____.

Section 252.10 Definitions

"Behind-The-Wheel Instruction" is that part of the driver education course that consists of individual practice driving with a driver education instructor who

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

meets the requirements of Section 252.40 and provides learning experiences for the student as an operator of a dual-control car in traffic on public highways.

"Classroom Instruction" is that part of the driver education course consisting of learning experiences centered in the classroom. The preferred instruction method is face-to-face interaction in a traditional classroom setting; however, a school district may provide for a distance learning program ~~instruction may be provided electronically via other means and shall~~ in accordance with Section 252.20(c)(2).

"Declaration of Intent" is a student's application for enrollment in a driver education course.

"Distance Learning Program" means a program of study in which all participating teachers and students do not physically meet in the classroom and instead use the Internet, email, or any other method other than the classroom to provide instruction.

"Driver Education Act" means 105 ILCS 5/27-24 through 27-24.10.

"Driver Education Course", as used in this Part, is any driver education course approved by the State Superintendent as meeting at least the minimum requirements of the Driver Education Act and this Part and consists of all those learning experiences provided by a school or school district for the purpose of helping students learn to use motor vehicles safely and efficiently. Driver education courses must include classroom and behind-the-wheel instruction as a unified course (see Section 252.20(c)(1)).

"Dual-Control Car" is a motor vehicle that has special safety and instructional equipment in addition to the regular legally prescribed equipment, which shall consist of a second foot brake positioned for use by the instructor, an outside rearview mirror on the right side of the vehicle, and a sign identifying the vehicle as a driver education car (see 625 ILCS 5/6-410).

"Eligible Student" is a student who meets the conditions of Section 27-24.2 of the School Code for enrollment in a driver education course.

"Enrollment", for purposes of an approved driver education course, means the period of time beginning 30 days prior to the time a student begins classroom instruction through the conclusion of the driver education course.

"Observation Time" refers to that time during which a student is riding in the back

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

seat of a dual-control car observing instructions of the teacher and procedures and techniques of the driver who is participating in behind-the-wheel instruction.

"School Code" means 105 ILCS 5.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 252.20 Administration and Procedures

- a) Availability of the Course – Any public school district maintaining grades 9 through 12 must provide the driver education course for any legal resident of the district between the ages of 15 and 21 years who requests the course, provided the resident is eligible as set forth in Section 27-24.2 of the School Code. All eligible students who reside in a school district must be provided an equal opportunity to enroll in driver education, and school districts are obligated to make the driver education course available within a reasonable length of time after each individual's declaration of intent is made. A "reasonable length of time" shall be determined based on the student's individual needs and the school district's ability to meet those needs, provided that the course must be offered within 12 months after the declaration of intent.
 - 1) Public school districts that include high schools must provide the driver education course for all eligible students of the district who attend a nonpublic school that does not offer the course.
 - 2) Nonpublic schools may offer a driver education course at their own expense.
 - 3) Public school districts that include high schools must provide the driver education course for all eligible Illinois students, regardless of the district of their residence, who attend a nonpublic school located within that school district's boundaries when application is made by the administrators of the nonpublic school. The application shall constitute a declaration of intent by the affected student or students. *By April 1 the nonpublic school shall notify the district offering the course of the names and district numbers of the nonresident students desiring to take such course the next school year. The district offering the course shall notify the district of residence of those students affected by April 15.* [105 ILCS 5/27-24.4]
 - 4) An eligible student may elect to enroll in a driver education course at a commercial driver training school at his or her expense.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- b) When to Offer the Course – The classroom portion of the course shall be during the school day and may be offered at other times (i.e., before or after school, in the evenings or on weekends). The school district shall determine when to offer the behind-the-wheel portion of the course during the regular school year, which may be during the school day, at times other than during the school day, or through a combination of both options; however, this subsection (b) shall not authorize a school district to offer behind-the-wheel instruction only during the summer. (Also see subsection (c)(2).)
 - 1) Enrollment in a driver education course must be closed at the inception of the course, except as provided in subsection (b)(2). Another course may be started when enrollment warrants.
 - 2) A student who transfers to a new school after the inception of the driver education course at that school may be allowed to enroll in the course under the following conditions.
 - A) The driver education course in which the student was enrolled at the previous school offered 30 clock hours of classroom instruction and 6 clock hours of behind-the-wheel instruction.
 - B) The length of time the student previously participated in the driver education course (prior to his or her transfer) is sufficient to allow the student to complete the course at the new school within the time during which it is offered.
 - C) The new school has received verification, either by mail or in an electronic format, of the student's previous participation in the driver education course (i.e., length of time in the course, grades received). The verification shall be placed in the student's temporary school record as defined in 23 Ill. Adm. Code 375.10 (Definitions).
 - 3) *A high school student may be allowed to commence the classroom instruction part of the driver education course prior to reaching age 15 if the student will be eligible to complete the entire course within 12 months after being allowed to commence classroom instruction. (See Section 27-24.2 of the School Code.)*
- c) Course Organization – Driver education courses must be organized according to

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

the standards established in the Driver Education Act and this Part.

- 1) The classroom and the behind-the-wheel instruction shall be aligned to the course content standards set forth at 92 Ill. Adm. Code 1060.181 (Teen Accreditation Classroom and Behind-the-Wheel Requirements).
 - 2) The classroom and the behind-the-wheel instruction each must be scheduled regularly throughout a period of not less than six complete weeks (four weeks allowable in summer courses and for schools using block scheduling). A school district may provide a portion of classroom instruction through a distance learning program. A school district's decision to allow a student to take a portion of the driver education course through a distance learning program must be determined on a case-by-case basis and must be approved by the school's administration, including the student's driver education teacher, and the student's parent or guardian. Under no circumstances may the student take the entire driver education course through a distance learning program. Per the qualifying provisions set forth in Section 14-13.01 of the School Code, students who are eligible for home or hospital instruction shall be provided classroom instruction as defined in Section 252.10. Students who are not eligible for home or hospital instruction or not identified as being chronically or habitually truant per the provisions of Section 26-2a of the School Code shall be afforded classroom instruction on a case-by-case basis in accordance with the student's unique circumstances and school district policy. Under no circumstances shall the entire course be provided electronically.
 - 3) Behind-the-wheel instruction shall not begin until the student has started classroom instruction; however, a student may be enrolled in both portions of the course on a concurrent basis.
 - 4) At least one but not more than three student observers must be in the car during behind-the-wheel instruction. At least one hour of observation time is required for each hour of behind-the-wheel instruction. This subsection (c)(4) does not apply when a student's Individualized Education Program stipulates that the student receive behind-the-wheel instruction separately.
- d) Dual-Control Cars – The instructor shall occupy the front passenger seat. The driver education car is to be used for instructional purposes. A school district may not use the driver education car for purposes other than those designated by agreement or contract.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- e) Contracting – In fulfilling the requirements of the Driver Education Act, a public school district must either offer the course in its own school or must provide the course for its students, and any other legal residents of the school district who request the course, through a joint agreement with another public school district or through the provisions of cooperative school district programs. *A school district may contract with a commercial driver training school approved by the Secretary of State to provide both the classroom instruction part and the behind-the-wheel part or either one separately.* (See Section 27-24.4 of the School Code.) If a school district elects to contract with an SOS approved commercial driver training school, the school district shall submit the Driver Education – Commercial Driver Training School Contract Reporting form to the State Board. (See Appendix A.) Each instructor employed by the commercial driver training school serving public school students under the age of 18 must meet the personnel requirements of Section 252.40.
- 1) A public school district may contract for the provision of the behind-the-wheel portion of the course for students who have physical limitations that would require the use of a specially equipped car or for students who require other specialized instruction (e.g., vision or hearing impairments, cognitive disabilities) provided that:
- A) the facility is approved by the Illinois Secretary of State (SOS) as meeting all of the requirements of Chapter 6, Article IV of the Illinois Vehicle Code [625 ILCS 5/Ch. 6 Art. IV] and of rules promulgated by SOS (see 92 Ill. Adm. Code 1030 (Issuance of Licenses));
 - B) each instructor providing instruction to the public school district's students is certified as a Driver Rehabilitation Specialist by the ADED – the Association for Driver Rehabilitation Specialists (see <http://www.aded.net/>, 200 First Avenue NW, Suite 505, Hickory NC 28601); and
 - C) the facility conducts an evaluation of the student's physical and cognitive abilities to determine the individualized course of instruction.
- 2) Subject to the limitations set forth in Section 24-24.2 of the School Code, a district that provides driver education through a contract with a commercial driver training school shall:

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) post the contract with the commercial driver training school on its website or, if it does not maintain a website, make the contract available upon request;
- B) notify the State Board of Education within 15 calendar days of an instructor leaving the program or a new instructor being assigned. The notice shall include the instructor's name, birth date and driver's license number, and the personal identification number assigned by the State Board; ~~and~~
- C) maintain a record of all materials related to the commercial driving school contract, which shall be made available to parents and guardians upon request. (See Section 27-24.2 of the School Code.); and
- D) except for a Certified Driver Rehabilitation Specialist, ensure the teacher meets the educator licensure and endorsement requirements under Article 21B of the School Code and must follow the same evaluation and observation requirements that apply to non-tenured teachers under Article 24A of the School Code. The teacher evaluation must be conducted by a school administrator employed by the school district and must be submitted annually to the district superintendent and all school board members for oversight purposes.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
February 18, 2020

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Tassi Maton, Internal Audit Officer 

Agenda Topic: Acceptance of the Fiscal Year 2019 Financial Audit Report

Expected Outcome: The Board will be informed of the issue identified by the Office of the Auditor General in the Illinois State Board of Education Financial Audit Report For the Year Ended June 30, 2019

Materials: Fiscal Year 2019 Financial Audit

Staff Contact(s): Tassi Maton, Internal Audit Officer

Purpose of Agenda Item

The Internal Audit Department requests the Board to accept the Office of the Auditor General's Illinois State Board of Education Financial Audit for the Year Ended June 30, 2019.

Background Information

The Auditor General is responsible for conducting a financial audit of the agency. The objectives of this audit are to determine if financial statements are fairly presented.

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

The report contained one material finding.

Legislative Action: This audit will be reviewed by the Legislative Audit Commission.

Communication: The audit is issued by the Auditor General and is available to the public.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby accepts the Office of the Auditor General's Illinois State Board of Education Financial Audit for the Year Ended June 30, 2019.

Next Steps

No further action necessary.

Date of Board Action: Feb. 18, 2020

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION

FINANCIAL AUDIT

For the Year Ended June 30, 2019

Performed as Special Assistant Auditors
for the Auditor General, State of Illinois

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION

FINANCIAL AUDIT

For the Year Ended June 30, 2019

TABLE OF CONTENTS

	<u>Page</u>
Agency Officials	1
Financial Statement Report	
Summary	2
Independent Auditor's Report	4
Basic Financial Statements	
Statement of Net Position and Governmental Funds Balance Sheet	7
Reconciliation of Governmental Funds Balance Sheet to Statement of Net Position	8
Statement of Activities and Governmental Revenues, Expenditures and Changes in Fund Balances	9
Reconciliation of Statement of Revenues, Expenditures and Changes in Fund Balances of Governmental Funds to Statement of Activities	10
Notes to the Basic Financial Statements	11
Supplementary Information	
Combining Schedule of Accounts - General Fund	49
Combining Schedule of Revenues, Expenditures and Changes in Fund Balance - General Fund	50
Combining Balance Sheet - Nonmajor Funds	51
Combining Statement of Revenues, Expenditures and Changes in Fund Balance - Nonmajor Funds	54
Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	57
Schedule of Findings	59
Independent Accountant's Report on Applying Agreed-Upon Procedures	61

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION

FINANCIAL AUDIT

For the Year Ended June 30, 2019

AGENCY OFFICIALS

Board Members of the Illinois State Board of Education:

James T. Meeks, Chairperson, through 2/24/19

Eligio Pimentel, Vice-Chairperson, through 2/24/19

Cesilie Price, Secretary, through 2/24/19

Ruth Cross, through 2/24/19

Lula Ford, through 2/24/19

Craig Lindvahl, through 2/24/19

Kevin Settle, through 2/24/19

Mitch Holzrichter, through 2/24/19

Susie Morrison

Darren Reisberg, Chairperson,
effective 2/25/19

Dr. Donna S. Leak, Vice-Chairperson,
effective 2/25/19

Dr. Cristina Pacione-Zayas, Secretary
effective 2/25/19

Dr. Christine Benson, effective 2/25/19

Cynthia Latimer, effective 2/25/19

Dr. David R. Lett, effective 2/25/19

Jane Quinlan, effective 2/25/19

Jacqueline Robbins, effective 2/25/19

State Superintendent of Education

Through 2/22/19

Effective 3/1/19

Tony Smith, Ph.D.

Dr. Carmen I. Ayala

Executive staff:

Legal Officer

Through 6/30/19

Effective 7/16/19

Internal Audit Officer

Education Officer

Through 8/31/18

Effective 7/1/19

First Deputy Superintendent

Through 12/31/18

Financial Officer

Operating Officer

Policy & Communications Officer, effective 9/16/19

Research & Evaluation Officer, effective 6/1/19

Stephanie Jones

Trisha Olson

Tassi Maton

Libia Gil

Dr. Ernesto Matias

Karen Corken

Robert Wolfe

Melissa Oller

Irma Snopek

Dr. Brenda M. Dixon

The Illinois State Board of Education offices are located at the Alzina Building, 100 North First Street, Springfield, Illinois 62777-0001 and the James R. Thompson Center, 100 West Randolph Street, Suite 14-300, Chicago, Illinois 60601-3268.

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION

FINANCIAL AUDIT

For the Year Ended June 30, 2019

FINANCIAL STATEMENT REPORT

SUMMARY

The audit of the accompanying financial statements of the Illinois State Board of Education was performed by Kerber, Eck & Braeckel LLP.

Based on their audit, the auditors expressed an unmodified opinion on the agency's basic financial statements.

SUMMARY OF FINDINGS

The auditors identified a matter involving the Agency's internal control over financial reporting that they considered to be a material weakness.

Item No.	Page	Last Reported	Description	Finding Type
CURRENT FINDINGS				
2019-001	60	2018	Financial Statement Reporting Error	Material Weakness

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION

FINANCIAL AUDIT

For the Year Ended June 30, 2019

FINANCIAL STATEMENT REPORT

EXIT CONFERENCE

The findings and recommendations appearing in this report were discussed with agency personnel at an exit conference on November 19, 2019. Attending were:

Representing Illinois State Board of Education

Dr. Carmen Ayala, State Superintendent
Tassi Maton, Internal Audit Officer
Robert Wolfe, Financial Officer
Allison Klint, Director - Fiscal Support Services
Sally Burton, Internal Auditor III

Representing Kerber, Eck & Braeckel LLP

Josh Shugart, Partner
Amanda Wells, Manager

Representing the Office of the Auditor General

Lisa Warden, Audit Manager

The response to the recommendation was provided by Tassi Maton, Internal Audit Officer, in correspondence dated November 21, 2019.

Independent Auditor's Report

Honorable Frank J. Mautino
Auditor General
State of Illinois

and

The Board Members of the
State of Illinois, Illinois State Board of Education

Report on the Financial Statements

As Special Assistant Auditors for the Auditor General, we have audited the accompanying financial statements of the governmental activities, the major fund, and the aggregate remaining fund information of the State of Illinois, Illinois State Board of Education (Board), as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the Board's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the major fund, and the aggregate remaining fund information of the Board, as of June 30, 2019, and the respective changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

As discussed in Note 2 to the financial statements, the financial statements of the Board are intended to present the financial position and the changes in financial position of only that portion of the governmental activities, the major fund, and the aggregate remaining fund information of the State that is attributable to the transactions of the Board. These financial statements do not purport to, and do not, present fairly the financial position of the State of Illinois as of June 30, 2019, and the respective changes in its financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America. Our opinions are not modified with respect to this matter.

Other Matters

Required Supplementary Information

Management has omitted management's discussion and analysis, the budgetary comparison information for the General Fund, the pension related required supplementary information, and the other postemployment benefits required supplementary information that accounting principles generally accepted in the United States of America require to be presented to supplement the basic financial statements. Such missing information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. Our opinion on the basic financial statements is not affected by this missing information.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Board's basic financial statements.

The accompanying supplementary information in the combining general fund schedules and combining nonmajor fund financial statements as listed in the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the accompanying supplementary information for the year ended June 30, 2019, in the combining general fund schedules and combining nonmajor fund financial statements is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 16, 2019, on our consideration of the Board's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Board's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Illinois State Board of Education's internal control over financial reporting and compliance.

Restricted Use of this Auditor's Report

This report is intended solely for the information and use of the Auditor General, the General Assembly, the Legislative Audit Commission, the Governor, the Comptroller, Board members of the State of Illinois, Illinois State Board of Education, and the Board's management and is not intended to be and should not be used by anyone other than these specified parties.

SIGNED ORIGINAL ON FILE

Springfield, Illinois
December 16, 2019

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
STATEMENT OF NET POSITION AND GOVERNMENTAL FUNDS BALANCE SHEET
AS OF JUNE 30, 2019
(amounts expressed in thousands)

	General Fund	Nonmajor Funds	Total Governmental Funds	Adjustments	Statement of Net Position
ASSETS AND DEFERRED OUTFLOWS OF RESOURCES					
Unexpended appropriations	\$ 336,825	\$ 4,687	\$ 341,512	\$ -	\$ 341,512
Cash and cash equivalents	21	28,408	28,429	-	28,429
Securities lending collateral equity with State Treasurer	-	499	499	-	499
Due from federal government	-	425,617	425,617	-	425,617
Due from local governments	699	232	931	-	931
Other receivables	104	7,390	7,494	-	7,494
Due from other State funds	58	16	74	-	74
Due from component units of the State	-	217	217	-	217
Inventories	-	1,415	1,415	-	1,415
Loans receivable	-	1,841	1,841	-	1,841
Prepaid expenses	-	-	-	562	562
Capital assets not being depreciated	-	-	-	1,063	1,063
Capital assets net of depreciation	-	-	-	31,717	31,717
Total assets	337,707	470,322	808,029	33,342	841,371
Deferred outflows of resources - SERS pensions	-	-	-	28,760	28,760
Deferred outflows of resources - TRS pensions	-	-	-	1,029	1,029
Deferred outflows of resources - OPEB	-	-	-	48,430	48,430
TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES	\$ 337,707	\$ 470,322	\$ 808,029	\$ 111,561	\$ 919,590
LIABILITIES AND DEFERRED INFLOWS OF RESOURCES					
Accounts payable and accrued liabilities	\$ 28,800	\$ 29,445	\$ 58,245	\$ -	\$ 58,245
Obligations under securities lending of State Treasurer	-	499	499	-	499
Due to federal government	1	692	693	-	693
Due to local governments	1,141,119	415,148	1,556,267	-	1,556,267
Due to other State fiduciary funds	4	-	4	-	4
Due to other State funds	1,184	9,068	10,252	-	10,252
Due to component units of the State	1,476	2,984	4,460	-	4,460
Unearned revenue	-	1,034	1,034	-	1,034
Compensated absences, current portion	-	-	-	32	32
Capital lease obligations, current portion	-	-	-	25	25
Reorganization incentive, current portion	-	-	-	135	135
Compensated absences, long-term portion	-	-	-	3,158	3,158
Capital lease obligations, long-term portion	-	-	-	54	54
Reorganization incentive, long-term portion	-	-	-	168	168
Net pension liability - SERS, long-term portion	-	-	-	138,044	138,044
Net pension liability - TRS, long-term portion	-	-	-	3,212	3,212
OPEB liability, long-term portion	-	-	-	167,254	167,254
Total liabilities	1,172,584	458,870	1,631,454	312,082	1,943,536
Deferred inflows of resources - unavailable revenue - federal government	-	105,645	105,645	(105,645)	-
Deferred inflows of resources - SERS pensions	-	-	-	15,505	15,505
Deferred inflows of resources - TRS pensions	-	-	-	46,082	46,082
Deferred inflows of resources - OPEB	-	-	-	42,401	42,401
Total liabilities and deferred inflows of resources	1,172,584	564,515	1,737,099	310,425	2,047,524
FUND BALANCES (DEFICIT)/NET POSITION (DEFICIT)					
Fund Balances:					
Nonspendable	-	1,415	1,415	(1,415)	-
Restricted	-	329	329	(329)	-
Committed	-	16,508	16,508	(16,508)	-
Assigned	-	8,846	8,846	(8,846)	-
Unassigned	(834,877)	(121,291)	(956,168)	956,168	-
Net investment in capital assets	-	-	-	32,701	32,701
Restricted net position	-	-	-	2,552	2,552
Unrestricted net position	-	-	-	(1,163,187)	(1,163,187)
Total Fund Deficit/Net Deficit	(834,877)	(94,193)	(929,070)	\$ (198,864)	\$ (1,127,934)
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND FUND DEFICIT	\$ 337,707	\$ 470,322	\$ 808,029		

The accompanying notes to the financial statements are an integral part of this statement.

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
RECONCILIATION OF GOVERNMENTAL FUNDS BALANCE SHEET TO
STATEMENT OF NET POSITION
AS OF JUNE 30, 2019
(amounts expressed in thousands)

Total Fund deficit - governmental funds **\$ (929,070)**

Amounts reported for governmental activities in the Statement of
Net Position are different because:

Capital assets used in governmental activities are not financial
resources and, therefore, are not reported in the governmental funds. 32,780

Prepaid expenses for governmental activities are current uses
of financial resources for funds. 562

Deferred outflows of resources related to pensions and other postemployment
benefits are not reported in the governmental funds since they do not provide
current financial resources. These deferred outflows of resources consist of
the following:

Deferred outflows of resources - SERS pensions	\$ 28,760	
Deferred outflows of resources - TRS pensions	1,029	
Deferred outflows of resources - OPEB	48,430	78,219

Revenues in the Statement of Activities that do not provide
current financial resources are deferred in the governmental funds. 105,645

Deferred inflows of resources related to pensions and other postemployment
benefits are not reported in the government funds since they do not use
current financial resources. These deferred inflows of resources consist of
the following:

Deferred inflows of resources - SERS pensions	(15,505)	
Deferred inflows of resources - TRS pensions	(46,082)	
Deferred inflows of resources - OPEB	(42,401)	(103,988)

Some liabilities reported in the Statement of Net Position do not
require the use of current financial resources and, therefore, are
not reported as liabilities in governmental funds. These
liabilities consist of:

Compensated absences	\$ (3,190)	
Capital lease obligations	(79)	
Reorganization incentive	(303)	
Net pension liability - SERS	(138,044)	
Net pension liability - TRS	(3,212)	
OPEB liability	(167,254)	(312,082)

NET DEFICIT FROM GOVERNMENTAL ACTIVITIES **\$ (1,127,934)**

The accompanying notes to the financial statements are an integral part of this statement.

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
STATEMENT OF ACTIVITIES AND GOVERNMENTAL REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCES
For the Year Ended June 30, 2019
(amounts expressed in thousands)

	General Fund	Nonmajor Funds	Total Governmental Funds	Adjustments	Statement of Activities
EXPENDITURES/EXPENSES					
Program expense - education	\$ 7,802,111	\$ 2,969,936	\$ 10,772,047	\$ (11,300)	\$ 10,760,747
Debt service - principal	2	21	23	(23)	-
Debt service - interest	-	15	15	-	15
Capital outlays	3,192	3,147	6,339	(6,339)	-
Total Expenditures/Expenses	7,805,305	2,973,119	10,778,424	(17,662)	10,760,762
PROGRAM REVENUES					
Charges for services:					
Licenses and fees	-	6,020	6,020	-	6,020
Total charges for services	-	6,020	6,020	-	6,020
Operating grant revenue:					
Federal	-	2,275,658	2,275,658	37,582	2,313,240
Refunds	-	(1,704)	(1,704)	-	(1,704)
Total operating grant revenue	-	2,273,954	2,273,954	37,582	2,311,536
Net Program Deficit	(7,805,305)	(693,145)	(8,498,450)	55,244	(8,443,206)
GENERAL REVENUES					
Interest	-	78	78	-	78
Other revenues	2	27	29	-	29
Other operating grants	-	226	226	-	226
Total General Revenues	2	331	333	-	333
OTHER SOURCES (USES) OF FINANCIAL RESOURCES					
Appropriations from State resources	7,842,510	689,641	8,532,151	-	8,532,151
Reappropriations to Fiscal Year 2020	(56,319)	(29,391)	(85,710)	-	(85,710)
Lapsed appropriations	(15,918)	(51)	(15,969)	-	(15,969)
Receipts collected and transmitted to State Treasury	(14,521)	-	(14,521)	-	(14,521)
Amount of SAMS transfers-out	203	-	203	-	203
Capital lease financing	-	17	17	(17)	-
Loss on disposal of capital assets	-	-	-	(9,109)	(9,109)
Net Other Sources (Uses) of Financial Resources	7,755,955	660,216	8,416,171	(9,126)	8,407,045
Net change in fund balances/net position	(49,348)	(32,598)	(81,946)	46,118	(35,828)
Fund Deficit/Net Deficit, July 1, 2018	(785,529)	(61,387)	(846,916)	(245,190)	(1,092,106)
Change in inventories	-	(208)	(208)	208	-
FUND DEFICITS/NET DEFICIT, JUNE 30, 2019	\$ (834,877)	\$ (94,193)	\$ (929,070)	\$ (198,864)	\$ (1,127,934)

The accompanying notes to the financial statements are an integral part of this statement.

**STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
RECONCILIATION OF STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN
FUND BALANCES OF GOVERNMENTAL FUNDS TO STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2019**

Net Change in Fund Balances - governmental funds	\$ (81,946)
Change in inventories	(208)
	<u>(82,154)</u>

Amounts reported for governmental activities in the Statement of
Activities are different because:

Governmental funds report capital outlays as expenditures while governmental activities report depreciation and amortization expense to allocate those expenditures over the life of the assets. This is the amount by which capital outlays exceeded depreciation and amortization in the current period. 2,015

Deferred outflows of resources related to pension and OPEB liabilities in the Statement of Activities that do not provide current financial resources are not reported in the governmental funds. This amount represents the increase in deferred outflows over the prior year. 55,253

Losses from capital assets no longer in use are not recorded in governmental funds, but are reported as other expenses in the Statement of Activities. (9,109)

Repayment of long-term debt is reported as an expenditure in governmental funds, but the repayment reduces long-term liabilities in the Statement of Net Position. 23

Some capital additions were financed through other financing arrangements. In governmental funds these other financing arrangements are considered a source of financing, but in the Statement of Net Position, the lease obligation is reported as a liability. (17)

Revenues in the Statement of Activities that do not provide current financial resources are not reported as revenues in the governmental funds. This amount represents the increase in unavailable revenue over the prior year. 37,582

Deferred inflows of resources related to pension and OPEB liabilities in the Statement of Activities that do not use current financial resources are not reported in the governmental funds. This amount represents the increase in deferred inflows over the prior year. (43,389)

Some expenses reported in the Statement of Activities do not require the use of current financial resources and, therefore, are not reported as expenditures in governmental funds. These activities consist of:

Increase in prepaid expenses	\$ 163	
Increase in compensated absences	(129)	
Decrease in reorganization incentive	1,647	
Increase in net pension liability - SERS	(23,956)	
Decrease in net pension liability - TRS	53,576	
Increase in OPEB liability	(27,333)	<u>3,968</u>

CHANGE IN NET POSITION OF GOVERNMENTAL ACTIVITIES \$ (35,828)

The accompanying notes to the financial statements are an integral part of this statement.

**STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

1. Organization

The Illinois State Board of Education (the Agency) is a part of the executive branch of government of the State of Illinois (State) and operates under the authority of and review by the Illinois General Assembly. The Agency operates under a budget approved by the General Assembly in which resources primarily from the State's General Fund and other funds are appropriated for the use of the Agency. Activities of the Agency are subject to the authority of the Office of the Governor, the State's chief executive officer, and other departments of the executive and legislative branches of government (such as the Department of Central Management Services, the Governor's Office of Management and Budget, the State Treasurer's Office, and the State Comptroller's Office) as defined by the Illinois General Assembly. All funds appropriated to the Agency and all other cash received are under the custody and control of the State Treasurer.

The Agency is organized to provide leadership, assistance, resources and advocacy so that every student is prepared to succeed in careers and postsecondary education and share accountability for doing so with districts and schools.

2. Summary of Significant Accounting Policies

The financial statements of the Agency have been prepared in accordance with accounting principles generally accepted in the United States of America (GAAP), as prescribed by the Governmental Accounting Standards Board (GASB). To facilitate the understanding of data included in the financial statements, summarized below are the more significant accounting policies.

(a) Financial Reporting Entity

As defined by GAAP, the financial reporting entity consists of a primary government, as well as its component units, which are legally separate organizations for which the elected officials of the primary government are financially accountable. Financial accountability is defined as:

- 1) Appointment of a voting majority of the component unit's board and either (a) the primary government's ability to impose its will, or (b) the possibility that the component unit will provide a financial benefit to or impose a financial burden on the primary government; or
- 2) Fiscal dependence on the primary government and the possibility that the component unit will provide a financial benefit to or impose a financial burden on the primary government.

Based upon the required criteria, the Agency has no component units and is not a component unit of any other entity. However, because the Agency is not legally separate from the State of Illinois, the financial statements of the Agency are included in the financial statements of the State of Illinois. The State of Illinois' Comprehensive Annual Financial Report (CAFR) may be obtained by writing to the State Comptroller's Office, Division of Financial Reporting, 325 West Adams Street, Springfield, Illinois, 62704-1871.

**STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

(b) Basis of Presentation

The financial activities of the Agency, which consist only of governmental activities, are reported under the education function in the State of Illinois' CAFR. For its reporting purposes, the Agency has combined the fund and government-wide financial statements using a columnar format that reconciles individual line items of fund financial data to government-wide data in a separate column.

The financial statements of the Agency are intended to present the net position and the changes in net position of only that portion of the governmental activities, the major fund, and the aggregate remaining fund information of the State of Illinois that is attributable to the transactions of the Agency. They do not purport to, and do not, present fairly the net position of the State of Illinois as of June 30, 2019, and the changes in its net position for the year then ended in conformity with accounting principles generally accepted in the United States of America. A brief description of the Agency's government-wide and fund financial statements is as follows:

Government-wide Statements: The government-wide statement of net position and statement of activities report the overall financial activity of the Agency. Eliminations have been made to minimize the double-counting of internal activities of the Agency. The financial activities of the Agency consist only of governmental activities, which are primarily supported by intergovernmental revenues.

The statement of net position presents the assets, deferred outflows of resources, liabilities and deferred inflows of resources of the Agency's governmental activities with the difference being reported as net position. The assets and liabilities are presented in order of their relative liquidity by class of asset or liability with liabilities whose average maturities are greater than one year reported in two components - the amount due within one year and the amount due in more than one year.

The statement of activities presents a comparison between direct expenses and program revenues for the education function of the Agency's governmental activities. Direct expenses are those that are clearly identifiable with a specific function. Program revenues include (a) charges paid by the recipients of goods or services offered by the programs and (b) grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues are presented as general revenues.

Fund Financial Statements: The fund financial statements provide information about the Agency's funds. The emphasis on fund financial statements is on major governmental funds, which is displayed in a separate column. All remaining governmental funds are aggregated and reported as nonmajor funds.

The Agency administers the following major governmental funds (or portions thereof in the case of shared funds - see note 2 (d)):

**STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

General - This is the State's primary operating fund. It accounts for all financial resources of the general government, except those required to be accounted for in another fund. The services which are administered by the Agency and accounted for in the General Fund include, among others, social assistance, education (other than institutions of higher education), and health and social services. Certain resources obtained from federal grants and used to support general governmental activities are accounted for in the General Fund consistent with applicable legal requirements. The Agency's General Fund grouping contains three primary sub-accounts (General Revenue - 001, Education Assistance - 007, and Common School - 412) and one secondary sub-account (School Infrastructure - 568).

Additionally, the Agency reports the following governmental fund types:

Special Revenue - Transactions related to resources obtained from specific revenue sources (other than debt service and capital projects) that are legally restricted to expenditures for specific purposes are accounted for in special revenue funds. All Agency administered State and federal trust funds are included in the Special Revenue Funds grouping.

Capital Projects - Transactions related to resources obtained principally from proceeds of general and special obligation bond issues that are restricted, committed or assigned to the acquisition or construction of major capital facilities.

(c) Measurement Focus and Basis of Accounting

The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flow takes place. Non-exchange transactions, in which the Agency gives (or receives) value without directly receiving (or giving) equal value in exchange, include federal and State grants. Revenue from grants and similar items are recognized in the fiscal year in which all eligibility requirements imposed by the provider have been met.

Governmental funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collected within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the State considers revenues to be available if they are collected within 60 days of the end of the current fiscal year. Expenditures generally are recorded when the liability is incurred, as under accrual accounting. However, principal and interest on formal debt issues, claims and judgments, and compensated absences are recorded only when the payment is due. Capital asset acquisitions are reported as expenditures in governmental funds. Proceeds of general long-term debt and acquisitions under capital leases are reported as other financing sources.

Significant revenue sources which are susceptible to accrual include intergovernmental grants. All revenue sources including fees and other miscellaneous revenues are considered to be measurable and available only when cash is received.

**STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

(d) Shared Fund Presentation

The financial statement presentation for the General Revenue (001), Education Assistance (007), Common School (412), and School Infrastructure (568) Accounts of the General Fund; the Drivers Education Fund (031), the School Construction Fund (143), the Fund for the Advancement of Education (640), and the Capital Development Fund (141) represent only the portion of the shared funds that can be directly attributed to the operations of the Agency. Financial statements for total fund operations of the shared State funds are presented in the State of Illinois' CAFR.

In presenting these financial statements, certain unique accounts are used for the presentation of shared funds. The following accounts are used in these financial statements to present the Agency's portion of shared funds:

Unexpended Appropriations

This "asset" account represents lapse period transactions processed by the State Comptroller's Office after June 30 annually, in accordance with the Statewide Accounting Management System (SAMS) records, plus any liabilities relating to obligations re-appropriated to the subsequent fiscal year and voucher, interfund payment, and mandatory SAMS transfer transactions held by the State Comptroller's Office at June 30.

Appropriations from State Resources

This "other financing source" account represents the final legally adopted appropriation according to SAMS records.

Reappropriations to Future Year(s)

This contra revenue account reduces current year appropriations by the amount of the reappropriation to reflect the State's realignment of the budgetary needs to the subsequent year and avoid double counting of a portion of the appropriation in more than one fiscal year.

Lapsed Appropriations

Lapsed appropriations are the legally adopted appropriations less net warrants issued for the 16 month period from July to October of the following year and reappropriations to subsequent years according to SAMS records.

Receipts Collected and Transmitted to State Treasury

This "other financing use" account represents all cash receipts received during the fiscal year from SAMS records.

**STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

Amount of SAMS Transfers-Out

This "other financing source" account represents cash transfers made by the State Comptroller's Office in accordance with statutory provisions from the corresponding fund during the fiscal year per SAMS records in which a legally adopted appropriation was not charged.

(e) Eliminations

Eliminations have been made in the government-wide statement of net position to minimize the "grossing-up" effect on assets and liabilities within the governmental activities column of the Agency. As a result, amounts reported in the governmental funds balance sheet as interdepartmental interfund receivables and payables have been eliminated in the government-wide statement of net position. Amounts reported in the governmental funds balance sheet statement of net position as receivable from or payable to fiduciary funds have been included in the government-wide statement of net position as receivable from and payable to external parties, rather than as internal balances.

(f) Cash and Cash Equivalents

Cash and cash equivalents are defined as short-term, highly liquid investments readily convertible to cash with maturities of less than 90 days at the time of purchase and consist principally of deposits held in the State Treasury. Cash and cash equivalents also include cash on hand and in transit.

(g) Inventories

For governmental funds, the Agency recognizes the costs of inventories as expenditures when purchased. At year end, physical counts are taken of significant inventories, consisting primarily of agricultural commodities and paper, printing and office supplies. Inventories are valued at cost, principally on the first-in, first-out (FIFO) method. Inventories reported in governmental funds do not reflect current appropriable resources, and therefore, the Agency records an equivalent portion of fund balance as nonspendable. Commodities are valued at the value assigned to the commodities by the donor, the U.S. Department of Agriculture.

(h) Prepaid Expenses

For governmental funds, prepaid expenses are recognized when paid.

**STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

(i) Interfund Transactions and Transactions with State of Illinois Component Units

The Agency has the following types of interfund transactions between funds of the Agency and funds of other State agencies:

Services provided and used - sales and purchases of goods and services between funds for a price approximating their external exchange value. Interfund services provided and used are reported as revenues in seller funds and expenditures or expenses in purchaser funds. Unpaid amounts are reported as interfund receivables and payables in the governmental funds balance sheet and government-wide statement of net position.

Reimbursements - repayments from the funds responsible for particular expenditures or expenses to the funds that initially paid for them. Reimbursements are reported as expenditures in the reimbursing fund and as a reduction of expenditures in the reimbursed fund.

Transfers - flows of assets (such as cash or commodities) without equivalent flows of assets in return and without a requirement for repayment. In governmental funds, transfers are reported as other financing uses in the funds making transfers and as other financing sources in the funds receiving transfers.

The Agency also has activity with various component units of the State of Illinois for professional services received and payments for State and federal programs.

(j) Capital Assets

Capital assets, which include property, plant and equipment, and intangible assets, are reported at cost. Contributed assets are reported at estimated fair value at the time received. Capital assets are depreciated and amortized using the straight-line method. Intangible assets (internally generated computer software) are assets that do not have a physical existence, are non-financial in nature, are not in a monetary form, and have a useful life of over one year.

Capitalization thresholds and the estimated useful lives are as follows:

Capital Asset Category	Capitalization Threshold	Estimated Useful Life
Land	\$ 100,000	n/a
Land Improvements	25,000	n/a
Site Improvements	25,000	3-50 years
Buildings	100,000	10-60 years
Building Improvements	25,000	10-45 years
Equipment	5,000	3-25 years
Intangible (internally generated computer software)	1,000,000	20 years

**STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

(k) Compensated Absences

The liability for compensated absences reported in the government-wide statement of net position consists of unpaid, accumulated vacation and sick leave balances for Agency employees. A liability for these amounts is reported in governmental funds only if they have matured, for example, as a result of employee resignations and retirements. The liability has been calculated using the vesting method, in which leave amounts for both employees who currently are eligible to receive termination payments and other employees who are expected to become eligible in the future to receive such payments upon termination are included. The liability has been calculated based on the employees' current salary level and includes salary related costs (e.g., Social Security and Medicare taxes).

Legislation that became effective January 1, 1998 capped the paid sick leave for all State Employees' Retirement System members at December 31, 1997. Employees continue to accrue twelve sick days per year, but will not receive monetary compensation for any additional time earned after December 31, 1997. Sick days earned between 1984 and December 31, 1997 (with a 50% cash value) would only be used after all days with no cash value are depleted. Any sick days earned and unused after December 31, 1997 will be converted to service time for purposes of calculating employee pension benefits.

(l) Pensions

In accordance with the Agency's adoption of GASB Statement No. 68, *Accounting and Financial Reporting for Pensions - an amendment of GASB Statement No. 27*, the net pension liability, deferred outflows of resources, deferred inflows of resources and pension expense have been recognized in the government-wide financial statements.

The net pension liability is calculated as the difference between the actuarially calculated value of the projected benefit payments attributed to past periods of service and the plans' fiduciary net position. The total pension expense is comprised of the service cost or actuarial present value of projected benefit payments attributed to the valuation year, interest on the total pension liability, plan administrative expenses, current year benefit changes, and other changes in plan fiduciary net position less employee contributions and projected earnings on plan investments. Additionally, the total pension expense includes the annual recognition of outflows and inflows of resources due to pension assets and liabilities.

For purposes of measuring the net pension liability, deferred outflows of resources, deferred inflows of resources, pension expense and expenditures associated with the Agency's contribution requirements, information about the fiduciary net position of the plans and additions to/deductions from the plans' fiduciary net position have been determined on the same basis as they are reported within the separately issued plan financial statements. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with terms of the plan. Investments are reported at fair value.

**STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

(m) Postemployment Benefits Other Than Pensions ("OPEB")

The State provides health, dental, vision and life insurance benefits for certain retirees and their dependents through the State Employees Group Insurance Program ("SEGIP"). The total OPEB liability, deferred outflows of resources, deferred inflows of resources, expense, and expenditures associated with the program have been determined through an actuarial valuation using certain actuarial assumptions as applicable to the current measurement period. (see Note 10).

The OPEB liabilities, deferred outflows of resources, deferred inflows of resources, and OPEB expense have been recognized in the government-wide financial statements.

(n) Deferred Outflows/Inflows of Resources

A deferred outflow/inflow of resources is a consumption/acquisition of net position that is applicable to a future reporting period. The Agency has recorded deferred outflows/inflows of resources in the government-wide financial statements in connection with the net pension liability and OPEB liability reported and explained in Note 9 and Note 10, respectively. In addition, the Agency has recorded deferred inflows of resources in the fund financial statements in connection with unavailable revenues.

(o) Fund Balances

In the fund financial statements, governmental funds report fund balances in the following categories:

Nonspendable - This consists of amounts that cannot be spent because they are either (a) not in spendable form or (b) legally or contractually required to be maintained intact. The Agency's nonspendable fund balance consists of amounts for inventories.

Restricted - This consists of amounts that are restricted to specific purposes, that is, when constraints placed on the use of resources are either (a) externally imposed by creditors, grantors, contributors, or laws or regulations of other governments or (b) imposed by law through constitutional provisions or enabling legislation. The Agency's restricted fund balances consist of amounts restricted by enabling legislation and private organization grants.

Committed - This consists of amounts that can only be used for specific purposes pursuant to constraints imposed by formal action of the Agency's highest level of decision-making authority. Committed amounts cannot be used for any other purpose unless the Agency removes or changes the specified use by taking the same type of action it employed to previously commit those amounts. The Agency's highest level of decision-making authority rests with the Illinois State legislature and the Governor. The State passes "Public Acts" to commit its fund balances. The Agency's committed fund balances consist of amounts that are restricted through enabling legislation but have been subject to fund sweeps in previous years and, therefore, have been classified as committed.

**STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

Assigned - This consists of net amounts that are constrained by the Agency's intent to be used for specific purposes, but that are neither restricted nor committed. Fund balance assignments can only be removed or changed by action of the General Assembly. The Agency's assigned fund balances consist of amounts for indirect cost recovery of Federal monies.

Unassigned - This consists of residual fund balance (deficit) that has not been restricted, committed, or assigned within the general fund and deficit fund balances of other governmental funds.

In governmental funds, when an expenditure is incurred that can be paid using either restricted or unrestricted resources, the Agency's policy is generally to first apply the expenditure toward restricted fund balance and then to other, less restrictive classifications - committed, assigned, and then unassigned fund balances.

(p) Net Position

In the government-wide statement of net position, net position is displayed in three components as follows:

Net Investment in Capital Assets - This consists of capital assets, net of accumulated depreciation, less the outstanding balances of any bonds, mortgages, notes or other borrowings that are attributable to the acquisition, construction, or improvement of those assets.

Restricted - This consists of net position that is legally restricted by outside parties or by law through constitutional provisions or enabling legislation. When both restricted and unrestricted resources are available for use, generally it is the State's policy to use restricted resources first, then unrestricted resources when they are needed.

Unrestricted - This consists of net position that does not meet the definition of "restricted" or "net investment in capital assets."

(q) Use of Estimates

The preparation of financial statements in conformity with GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

**STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

(r) Adoption of New Accounting Pronouncements

Effective for the year ending June 30, 2019, the Agency adopted the following GASB statements:

Statement No. 83, *Certain Asset Retirement Obligations*, which addresses accounting and financial reporting for certain asset retirement obligations (AROs) and establishes criteria for determining the timing and pattern of recognition of a liability and a corresponding deferred outflow of resources for AROs. The implementation of this statement had no financial impact on the Agency's net position or results of operations.

Statement No. 88, *Certain Disclosures Related to Debt, including Direct Borrowings and Direct Placements*, which is intended to improve the information that is disclosed in notes to governmental financial statements related to debt, including direct borrowings and direct placements. It also clarifies which liabilities governments should be including when disclosing information related to debt. The implementation of this statement had no financial impact on the Agency's net position or results of operations.

(s) Future Adoption of GASB Statements

Effective for the year ending June 30, 2020, the Agency will adopt the following GASB statements:

Statement No. 84, *Fiduciary Activities*, which is intended to improve guidance regarding the identification of fiduciary activities for accounting and financial reporting purposes and how those activities should be reported. In addition, this statement establishes criteria for identifying fiduciary activities of all state and local governments. The focus of the criteria generally is on (1) whether a government is controlling the assets of the fiduciary activity and (2) the beneficiaries with whom a fiduciary relationship exists. Separate criteria are included to identify fiduciary component units and postemployment benefit arrangements that are fiduciary activities.

Statement No. 90, *Majority Equity Interests – An Amendment of GASB Statements No. 14 and No. 61*, is intended to improve the consistency and comparability of reporting a government's majority equity interest in a legally separate organization and to improve the relevance of financial statement information for certain component units.

Effective for the year ending June 30, 2021, the Agency will adopt the following GASB statements:

Statement No. 87, *Leases*, which is intended to better meet the information needs of financial statement users by improving accounting and financial reporting for leases by governments. This statement increases the usefulness of governments' financial statements by requiring recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources and or outflows of resources based on the payment provisions of the contract. It establishes a single model for lease accounting based on the foundational principle that leases are financings of the right to use an underlying asset.

**STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

Statement No. 89, *Accounting for Interest Cost Incurred Before the End of a Construction Period*, which is intended to (1) enhance the relevance and comparability of information about capital assets and the cost of borrowing for a reporting period and (2) to simplify accounting for interest cost incurred before the end of a construction period.

Statement No. 91, *Conduit Debt Obligations*, which is intended to provide a single method of reporting conduit debt obligations by issuers and eliminate diversity in practice associated with (1) commitments extended by issuers, (2) arrangements associated with conduit debt obligations, and (3) related note disclosures.

The Agency has not yet determined the impact of adopting these statements on its financial statements.

**STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

3. Deposits

The State Treasurer is the custodian of the State's cash and cash equivalents for funds maintained in the State Treasury.

Deposits in the custody of the State Treasurer, including cash on hand or in transit, totaled \$28.43 million at June 30, 2019. These deposits are pooled and invested with other State funds in accordance with the Deposit of State Moneys Act of the Illinois Compiled Statutes (15 ILCS 520/11). Funds held by the State Treasurer have not been categorized as to credit risk because the Agency does not own individual securities. Detail on the nature of these deposits is available within the State of Illinois' CAFR.

4. Interfund Balances and Activity

Balances Due To/From Other Funds

The following balances (amounts expressed in thousands) at June 30, 2019 represent amounts due from other State of Illinois funds:

<u>Fund</u>	<u>Due from other State funds</u>	<u>Description/Purpose</u>
General	\$ 58	Grants for educational purposes.
Nonmajor	16	Grants for educational purposes.
Total	<u>\$ 74</u>	

**STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

The following balances (amounts expressed in thousands) at June 30, 2019 represent amounts due to other State fiduciary and State of Illinois funds:

<u>Fund</u>	<u>Due to other State fiduciary funds</u>	<u>Due to other State funds</u>	<u>Description/Purpose</u>
General	\$ 4	\$ 1,184	Due to other State fiduciary funds for group insurance costs and to other State funds for grants for educational purposes and for purchases of services.
Nonmajor	-	9,068	Due to other State funds for grants for educational purposes, for federal food service programs and for purchases of services.
Total	<u>\$ 4</u>	<u>\$ 10,252</u>	

Transfers to Other Funds

Interfund transfers-out (amounts expressed in thousands) for the year ended June 30, 2019 were as follows:

<u>Fund</u>	<u>Transfers-out to other State funds</u>	<u>Description/Purpose</u>
Nonmajor	\$ 203	Transfers from General Revenue Account per State appropriation.

**STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

5. Balances and Activity Between the Agency and State of Illinois Component Units

The following balances (amounts expressed in thousands) at June 30, 2019 represent amounts due to discretely presented component units of the State of Illinois for payments for professional services and for State and federal grant programs:

Component Unit	Due From	Due to	
	Nonmajor Funds	General Fund	Nonmajor Funds
Governors State University	\$ -	\$ 60	\$ -
Northeastern Illinois University	209	-	839
Western Illinois University	-	10	131
Illinois State University	-	131	893
Northern Illinois University	-	772	562
Southern Illinois University	-	150	546
University of Illinois	8	353	13
Total	<u>\$ 217</u>	<u>\$ 1,476</u>	<u>\$ 2,984</u>

6. Loans Receivable

The Agency administers four programs that provide loans to schools for various educational purposes.

- School District Emergency Financial Assistance Program - This program is available to provide school districts with emergency financial assistance. As of June 30, 2019, this program had no loans receivable outstanding.
- Charter Schools Revolving Loan Program - This program is designed to encourage and financially support high quality charter schools throughout Illinois. Loans are available to charter schools in the initial years of their charters. As of June 30, 2019, this program had no loans receivable outstanding.
- School Technology Revolving Loan Program - This program is designed to provide school districts with the technology tools and research-proven software to help all of their students achieve the Illinois Learning Standards, especially in reading and mathematics. Three-year loans are available to school districts through this program to assist in achieving these goals.
- Temporary Relocation Expenses Revolving Grant Program - This program is available to pay school district emergency relocation expenses incurred as a result of fire, earthquake, tornado, or other natural or man-made disaster or school building condemnation made by a Regional Office of Education and approved by the State Superintendent of Education. The purpose of the program is to assist school districts in providing a safe, temporary environment for learning.

**STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

Loans receivable (amounts expressed in thousands) at June 30, 2019 consisted of the following:

<u>Program</u>	<u>Balance</u>
School Technology Revolving Loan Program	\$ 1,822
Temporary Relocation Expenses Revolving Grant Program	<u>19</u>
Total	<u>\$ 1,841</u>

**STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

7. Capital Assets

Capital asset activity (amounts expressed in thousands) for the year ended June 30, 2019 was as follows:

	Balance July 1, 2018	Additions	Deletions	Net Transfers	Balance June 30, 2019
Capital assets not being depreciated:					
Land	\$ 1,063	\$ -	\$ -	\$ -	\$ 1,063
Total capital assets not being depreciated	1,063	-	-	-	1,063
Capital assets being depreciated/amortized:					
Buildings	436	-	-	-	436
Equipment	5,554	1,743	1,153	-	6,144
Capital leases - equipment	110	17	11	-	116
Internally generated Software	57,323	4,579	10,458	-	51,444
Total capital assets being depreciated/amortized	63,423	6,339	11,622	-	58,140
Less accumulated depreciation/amortization:					
Buildings	326	9	-	-	335
Equipment	4,762	687	1,163	-	4,286
Capital leases - equipment	31	28	11	-	48
Internally generated Software	19,493	3,600	1,339	-	21,754
Total accumulated depreciation/amortization	24,612	4,324	2,513	-	26,423
Total capital assets being depreciated/amortized, net	38,811	2,015	9,109	-	31,717
Governmental activity capital assets, net	\$ 39,874	\$ 2,015	\$ 9,109	\$ -	\$ 32,780

Depreciation expense and amortization for governmental activities (amounts expressed in thousands) for the year ended June 30, 2019 was charged to the Education function for an amount of \$4,324.

**STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

8. Long-Term Obligations

Changes in Long-Term Obligations

Changes in long-term obligations (amounts expressed in thousands) for the year ended June 30, 2019 were as follows:

	Balance July 1, 2018	Additions	Deletions	Balance June 30, 2019	Amounts Due Within One Year
Compensated absences	\$ 3,061	\$ 2,274	\$ 2,145	\$ 3,190	\$ 32
Capital lease obligations	85	17	23	79	25
Reorganization incentive	1,950	64	1,711	303	135
Net pension liability - SERS	114,088	23,956	-	138,044	-
Net pension liability - TRS	56,788	-	53,576	3,212	-
OPEB liability	<u>139,921</u>	<u>27,333</u>	<u>-</u>	<u>167,254</u>	<u>-</u>
Total	<u>\$ 315,893</u>	<u>\$ 53,644</u>	<u>\$ 57,455</u>	<u>\$312,082</u>	<u>\$ 192</u>

Compensated absences will be liquidated by the applicable governmental funds that account for the salaries and wages of the related employees.

**STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

Capital Lease Obligations

The Agency leases office equipment with a historical cost and accumulated depreciation (amounts expressed in thousands) of \$116 and \$48, respectively, under capital leases arrangements. Although lease terms vary, certain leases are renewable subject to appropriation by the General Assembly. If renewal is reasonably assured, leases requiring appropriation by the General Assembly are considered non-cancelable leases for financial reporting. Future minimum lease payments (amounts expressed in thousands) at June 30, 2019 were as follows:

<u>Year Ending June 30</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2020	\$ 25	\$ 11	\$ 36
2021	31	6	37
2022	<u>23</u>	<u>1</u>	<u>24</u>
Total	<u>\$ 79</u>	<u>\$ 18</u>	<u>\$ 97</u>

Reorganization Incentive

The Agency has various incentives for school districts which reorganize under the School Code. These incentives include: the General State Aid Differential Incentive, which compares the General State Aid payment received by the newly formed district to the total amount of General State Aid the original districts would have received if filing separately; the Salary Differential incentive, which compares teachers' salaries for the year prior to the reorganization; and the \$4,000 Per Certified Staff Differential, which provides \$4,000 for each full-time certified staff member of the newly formed district.

Future requirements (amounts expressed in thousands) under these incentives as of June 30, 2019 were as follows:

<u>Year Ending June 30</u>	<u>Amount</u>
2020	\$ 135
2021	139
2022	15
2023	<u>14</u>
Total	<u>\$ 303</u>

**STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

9. Pension Plan

Defined Benefit Pension Plan

Plan Description

Substantially all of the Agency's full-time employees who are not eligible for participation in another state-sponsored retirement plan participate in the State Employees' Retirement System (SERS) or the Teachers' Retirement System (TRS), which are pension trust funds in the State of Illinois reporting entity. SERS is a single-employer defined benefit pension trust fund in which State employees participate except those covered by the State Universities, Teachers', General Assembly, and Judges' Retirement Systems. SERS is governed by article 14 of the Illinois Pension Code (40 ILCS 5/1, et al.). TRS is the administrator of a cost-sharing multiple-employer public employee defined benefit pension plan with a "special funding situation" as described below. TRS provides coverage to personnel in positions that require a certification under the teacher certification law that are employed by public school districts in Illinois (excluding Chicago), special districts and certain State agencies. There are 851 local school districts, 127 special districts, and 12 other State agencies that contribute to the TRS plan as of the measurement date June 30, 2018. The State of Illinois, as a nonemployer contributing entity, is legally mandated to make contributions to TRS, thus creating a special funding relationship with the plan. TRS is governed by article 16 of the Illinois Pension Code.

Both plans consist of two tiers of contribution requirements and benefit levels based on when an employee was hired. Members who first become an employee and participate under any of the State's retirement plans on or after January 1, 2011 are members of Tier 2, while Tier 1 consists of employees hired before January 1, 2011 or those who have service credit prior to January 1, 2011. The provisions below apply to both Tier 1 and 2 members, except where noted.

Both plans also issue a publicly available financial report that includes financial statements and required supplementary information for that plan. Those reports are available on the respective plan websites or may be obtained by writing or calling the plan as follows:

- State Employees' Retirement System, 2101 South Veterans Parkway, P.O. Box 19255, Springfield, Illinois, 62794-9255, (217) 785-7444 or www.srs.illinois.gov.
- Teachers' Retirement System, 2815 West Washington Street, P.O. Box 19253, Springfield, Illinois, 62794-9253, (877) 927-5877 or www.trsil.org.

Benefit Provisions

State Employees' Retirement System

SERS provides retirement benefits based on the member's final average compensation and the number of years of service credit that have been established. The retirement benefit formula available to general State employees that are covered under the Federal Social Security Act is 1.67% for each year of service and for noncovered employees it is 2.2% for each year of service. The maximum retirement annuity payable is 75% of final average compensation as calculated under the regular formula. The minimum monthly retirement annuity payable is \$15 for each year of covered service and \$25 for each year of noncovered service.

**STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

Members in SERS under the regular formula Tier 1 and Tier 2 receive the following levels of benefits based on the respective age and years of service credits.

Regular Formula Tier 1	Regular Formula Tier 2
<p>A member must have a minimum of eight years of service credit and may retire at:</p> <ul style="list-style-type: none"> • Age 60, with 8 years of service credit. • Any age, when the member's age (years and whole months) plus years of service credit (years and whole months) equal 85 years (1,020 months) (Rule of 85) with eight years of credited service. • Between ages 55-60 with 25-30 years of service credit (reduced 1/2 of 1% for each month under age 60). <p>The retirement benefit is based on final average compensation and credited service. Final average compensation is the 48 highest consecutive months of service within the last 120 months of service.</p> <p>Under the Rule of 85, a member is eligible for the first 3% increase on January 1 following the first full year of retirement, even if the member is not age 60. If the member retires at age 60 or older, he/she will receive a 3% pension increase every year on January 1, following the first full year of retirement.</p> <p>If the member retires before age 60 with a reduced retirement benefit, he/she will receive a 3% pension increase every January 1 after the member turns age 60 and has been retired at least one full year. These pension increases are not limited by the 75% maximum.</p>	<p>A member must have a minimum of 10 years of credited service and may retire at:</p> <ul style="list-style-type: none"> • Age 67, with 10 years of credited service. • Between ages 62-67 with 10 years of credited service (reduced 1/2 of 1% for each month under age 67). <p>The retirement benefit is based on final average compensation and credited service. For regular formula employees, final average compensation is the average of the 96 highest consecutive months of service within the last 120 months of service. The retirement benefit is calculated on a maximum salary of \$106,800. This amount increases annually by 3% or 1/2 of the Consumer Price Index, whichever is less.</p> <p>If the member retires at age 67 or older, he/she will receive a pension increase of 3% or 1/2 of the Consumer Price Index for the preceding calendar year, whichever is less, every year on January 1, following the first full year of retirement. The Calendar Year 2018 rate is \$113,645.</p> <p>If the member retires before age 67 with a reduced retirement benefit, he/she will receive a pension increase of 3% or 1/2 of the Consumer Price Index for the preceding calendar year, whichever is less, every January 1 after the member turns age 67 and has been retired at least one full year. These pension increases are not limited by the 75% maximum.</p>

Additionally, the Plan provides an alternative retirement formula for State employees in high-risk jobs, such as State policemen, fire fighters, and security employees. Employees qualifying for benefits under the alternative formula may retire at an earlier age depending on membership in Tier 1 or Tier 2. The retirement formula is 2.5% for each year of covered service and 3.0% for each year of non-covered service. The maximum retirement annuity payable is 80% of final average compensation as calculated under the alternative formula.

**STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

SERS also provides occupational and nonoccupational (including temporary) disability benefits. To be eligible for nonoccupational (including temporary) disability benefits, an employee must have at least eighteen months of credited service to the System. The nonoccupational (including temporary) disability benefit is equal to 50% of the monthly rate of compensation of the employee on the date of removal from the payroll. Occupational disability benefits are provided when the member becomes disabled as a direct result of injuries or diseases arising out of and in the course of State employment. The monthly benefit is equal to 75% of the monthly rate of compensation on the date of removal from the payroll. This benefit amount is reduced by Workers' Compensation or payments under the Occupational Diseases Act.

Occupational and nonoccupational death benefits are also available through SERS. Certain nonoccupational death benefits vest after eighteen months of credited service. Occupational death benefits are provided from the date of employment.

Teachers' Retirement System

TRS provides retirement benefits, whereby, most members retire under a formula that provides 2.2% of final average salary up to a maximum of 75% with 34 years of service. Under Tier 1, a member qualifies for an age retirement annuity after reaching age 62 with 5 years of credited service, age 60 with 10 years of credited service, or age 55 with 20 years of credited service. If a member retires between the ages of 55 and 60 with fewer than 35 years of service, the annuity will be reduced 1/2 percent for each month under age 60. The retirement benefit is based on the final average salary, which is the average salary for the highest four consecutive years within the last ten years of creditable service. Annual automatic increases equal to 3% are provided to essentially all retirees. Under Tier 2, a member qualifies for an age retirement annuity after reaching age 62 with 10 years of credited service, at a discounted rate, or age 67 with 10 years of credited service. The retirement benefit is based on the final average salary, which for Tier 2 is the average salary for the highest eight consecutive years within the last ten years of creditable service. Annual automatic increases equal to the lesser of 3% or 1/2 of the Consumer Price Index with the adjustment applied to the original benefit are provided to Tier 2 retirees. Disability and death benefits are also provided by TRS.

Contributions

State Employees' Retirement System

Contribution requirements of active employees and the State are established in accordance with Chapter 40, section 5/14-133 of the Illinois Compiled Statutes. Member contributions are based on fixed percentages of covered payroll ranging between 4.00% and 12.50%. Employee contributions are fully refundable, without interest, upon withdrawal from State employment. Tier 1 members contribute based on total annual compensation. Tier 2 members contribute based on an annual compensation rate not to exceed \$106,800 with limitations for future years increased by the lesser of 3% or 1/2 of the annual percentage increase in the Consumer Price Index. For 2019, this amount was \$114,952.

The State is required to make payment for the required departmental employer contributions, all allowances, annuities, any benefits granted under Chapter 40, Article 5/14 of the ILCS and all administrative expenses of the System to the extent specified in the ILCS. State law provides that the employer contribution rate be determined based upon the results of each annual actuarial valuation.

**STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

For Fiscal Year 2019, the required employer contributions were computed in accordance with the State's funding plan. This funding legislation provides for a systematic 50-year funding plan with an ultimate goal to achieve 90% funding of the plan's liabilities. In addition, the funding plan provided for a 15-year phase-in period to allow the State to adapt to the increased financial commitment. Since the 15-year phase-in period ended June 30, 2010, the State's contribution will remain at a level percentage of payroll for the next 35 years until the 90% funded level is achieved. For Fiscal Year 2019, the employer contribution rate was 51.614%. The Agency's contribution amount for Fiscal Year 2019 was \$1.043 million. In addition, the Agency recorded \$8.777 million of revenue and expenditures in the General Revenue account of the General Fund to account for on-behalf payments made by SERS for Agency employees.

Teachers' Retirement System

The State maintains the primary responsibility for funding TRS. The Illinois Pension Code, as appended by Public Act 88-0593 and subsequent acts, provides that for years 2010 through 2045, the minimum contribution to TRS for each fiscal year be an amount determined to be sufficient to bring the total assets of TRS up to 90% funding. Contributions from active members and TRS contributing employers are also required by the Illinois Pension Code. The active member contribution rate for the year ended June 30, 2019 was 9.0% of salary. Employer contributions are made by or on behalf of employers from several sources. The State of Illinois provides the largest source of contributions through State appropriations. Employers also make contributions of 0.58% of total creditable earnings for the 2.2 benefit formula change and for teachers who are paid from federal funds. Additionally, employers contribute their portion of any excess salary increase or sick leave costs due as defined within Chapter 40, section 5/16 of the Illinois Compiled Statutes.

For TRS, employee contributions are fully refundable, without interest, upon withdrawal from applicable employment. For Tier 1 members, there is no annual compensation limit on contributions. For Tier 2 members, annual compensation on which contributions are taken cannot exceed \$106,800. This amount increases annually by the lesser of 3% or 1/2 of the annual percentage increase in the Consumer Price Index. For 2019, this amount was \$114,952. The Agency's contribution for Fiscal Year 2019 was \$0.781 million. The Agency recognized revenue and expenditures in the General Revenue account of the General Fund of \$20.665 million in pension contributions from the State.

Pension liability, deferred outflows of resources, deferred inflows of resources and expense related to pensions.

State Employees' Retirement System

At June 30, 2019 the Agency reported a liability of \$138.04 million for its proportionate share of the State's net pension liability for SERS on the statement of net position. The net pension liability was measured as of June 30, 2018 (current year measurement date), and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The Agency's portion of the net pension liability was based on the Agency's proportion of employer contributions relative to all employer contributions made to the plan during the year ended June 30, 2018. As of the current year measurement date of June 30, 2018, the Agency's proportion was 0.4176%, which was an increase of 0.0709% from its proportion measured as of the prior year measurement date of June 30, 2017.

**STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

For the year ended June 30, 2019, the Agency recognized pension expense of \$17.32 million. At June 30, 2019, the Agency reported deferred outflows and deferred inflows of resources related to the pension liability, as of the measurement date of June 30, 2018, from the following sources (amounts expressed in thousands):

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ -	\$ 3,308
Changes of assumptions	7,606	3,168
Net difference between projected and actual investment earnings on pension plan investments	63	-
Changes in proportion	11,271	9,029
Agency contributions subsequent to the measurement date	9,820	-
Total	<u>\$ 28,760</u>	<u>\$ 15,505</u>

\$9.820 million reported as deferred outflows of resources related to pensions resulting from Agency contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2020. Other amounts reported as deferred outflows and deferred inflows of resources related to pensions will be recognized as pension expense as follows (amounts expressed in thousands):

Year Ending June 30	SERS
2020	\$ 2,292
2021	980
2022	(580)
2023	743
Total	<u>\$ 3,435</u>

Teachers' Retirement System

At June 30, 2019, the Agency reported a liability of \$3.21 million for its proportionate share of the TRS net pension liability on the statement of net position. The State's proportionate share of the net pension liability (as a nonemployer contributing entity in a special funding situation) for the Agency was \$220.03 million as of the measurement date. The total net pension liability for the Agency's employees participating in the TRS was \$223.24 million as of the measurement date. The net pension liability was measured as of June 30, 2018 (current year measurement date), and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2017, and rolled forward to June 30, 2018. The Agency's portion of the net pension liability was based on the Agency's contributions relative to the contributions of all participating TRS employers and the State during the year ended June 30, 2018. At June 30, 2018, the measurement date, the Agency's proportionate share was 0.00412% for the TRS plan, which was a 0.07021% decrease from its proportion measured at the prior year measurement date of June 30, 2017.

**STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

For the year ended June 30, 2019, the Agency recognized \$(11.84) million through pension expense. At June 30, 2019, the Agency reported deferred outflows and deferred inflows of resources related to the pension liability, as of the measurement date of June 30, 2018, from the following sources (amounts expressed in thousands):

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ 65	\$ 1
Changes of assumptions	141	91
Net difference between projected and actual investment earnings on pension plan investments	-	10
Changes in proportion	42	45,980
Agency contributions subsequent to the measurement date	781	-
Total	<u>\$ 1,029</u>	<u>\$ 46,082</u>

\$0.78 million reported as deferred outflows of resources related to pensions resulting from Agency contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2020. Other amounts reported as deferred outflows and deferred inflows of resources related to pensions will be recognized as pension expense as follows (amounts expressed in thousands):

Year Ending June 30	TRS
2020	\$ (12,017)
2021	(10,298)
2022	(9,833)
2023	(9,391)
2024	(4,295)
Total	<u>\$ (45,834)</u>

**STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

Actuarial Methods and Assumptions

The total pension liability was determined by an actuarial valuation using the following actuarial assumptions, applied to all periods included in the measurement:

	SERS	TRS
Valuation date	06/30/18	06/30/17*
Measurement date	06/30/18	06/30/18
Actuarial cost method	Entry Age	Entry Age
Actuarial assumptions:		
Investment rate of return	7.00%	7.00%
Projected salary increases**	3.00% - 7.42%	4.00% - 9.50%
Inflation rate	2.50%	2.50%
Postretirement benefit increases		
Tier 1	3%, compounded	3%, compounded
Tier 2	Lesser of 3% or ½ of CPI [^] , on original benefit	1.25% not compounded
Retirement age experience study^^	July 2012 - June 2015	July 2014 - June 2017
Mortality^^^		
SERS	105 percent of the RP 2014 Healthy Annuitant mortality table, sex distinct, with rates projected to 2015; generational mortality improvement factors were added	
TRS	RP - 2014 with future mortality improvements on a fully generational basis using projection table MP-2017	
* The total pension liability is based on an actuarial valuation date of June 30, 2017, rolled-forward to the measurement date using generally accepted actuarial procedures.		
** Includes inflation rate listed.		
[^] Consumer Price Index		
^{^^} The actuarial assumptions used in the respective actuarial valuations are based on the results of actuarial experience studies for the periods defined. A modified experience review was completed for SERS for the 3-year period ending June 30, 2015.		
^{^^^} Mortality rates are based on mortality tables published by the Society of Actuaries' Retirement Plans Experience Committee.		

**STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

State Employees' Retirement System

The long-term expected real rate of return on pension plan investments was determined using the best estimates of geometric real rates of return for each major asset class. These returns are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. For each major asset class that is included in the pension plan's target asset allocation, calculated as of the measurement date of June 30, 2018, the best estimates of the geometric real rates of return are summarized in the following table:

Asset Class	SERS	
	Target Allocation	Long-Term Expected Real Rate of Return
U.S. Equity	23.00%	5.50%
Developed Foreign Equity	13.00%	5.30%
Emerging Market Equity	8.00%	7.80%
Private Equity	7.00%	7.60%
Intermediate Investment Grade Bonds	14.00%	1.50%
Long-term Government Bonds	4.00%	1.80%
TIPS	4.00%	1.50%
High Yield and Bank Loans	5.00%	3.80%
Opportunistic Debt	8.00%	5.00%
Emerging Market Debt	2.00%	3.70%
Core Real Estate	5.50%	3.70%
Non-core Real Estate	4.50%	5.90%
Infrastructure	2.00%	5.80%
Total	100.00%	

**STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

Teachers' Retirement System

The long-term expected rate of return assumption on pension plan investments under the TRS plan was determined using a building block method in which best estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expenses and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. The target allocation and best estimates of arithmetic real rates of return for each major asset class as of June 30, 2018, that were used by the actuary are summarized in the following table:

Asset Class	TRS	
	Target Allocation	Long-Term Expected Real Rates of Return
U.S. Equities Large Cap	15.00%	6.70%
U.S. Equities Small/Mid Cap	2.00%	7.90%
International Equities Developed	14.00%	7.00%
Emerging Market Equities	3.00%	9.40%
U.S. Bonds Core	8.00%	2.20%
U.S. Bonds High Yield	4.00%	4.40%
International Debt Developed	2.00%	1.30%
Emerging International Debt	3.00%	4.50%
Real Estate	16.00%	5.40%
Real Return	4.00%	1.80%
Absolute Return	14.00%	3.90%
Private Equity	15.00%	10.20%
Total	100.00%	

Discount Rate

State Employees' Retirement System

A discount rate of 6.81% was used to measure the total pension liability. This single blended discount rate was based on the expected rate of return on pension plan investments of 7.00% and a municipal bond rate of 3.62%, based on an index of 20-year general obligation bonds with an average AA credit rating as published by the Federal Reserve. The projection of cash flows used to determine this single discount rate assumed that contributions will be made based on the statutorily required rates under Illinois law. Based on these assumptions, it has been determined that the pension plan's fiduciary net position and future contributions will be sufficient to finance the benefit payments through the year 2075 for SERS. As a result, the long-term expected rate of return on pension plan investments has been applied to projected benefit payments through the year 2075, at which time the municipal bond rate has been applied to all remaining benefit payments.

**STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

Teachers' Retirement System

A discount rate of 7.00% was used to measure the total pension liability. This single blended discount rate was based on the expected rate of return on pension plan investments of 7.00% and a municipal bond rate of 3.62%, based on an S&P Municipal Bond 20-year High Grade Rate Index. The projection of cash flows used to determine the discount rate assumed that employee contributions, employer contributions, and state contributions will be made at the current statutorily-required rates. Based on these assumptions, the pension plan's fiduciary net position and future contributions will be sufficient to finance the benefit payments through the year 2120. As a result, the long-term expected rate of return on pension plan investments has been applied to projected benefit payments through the year 2120, at which time the municipal bond rate has been applied to all remaining benefit payments.

Sensitivity of the Net Pension Liability to Changes in the Discount Rate

The net pension liabilities for SERS and TRS were calculated using the stated discount rate, as well as what the net pension liabilities would be if they were calculated using a discount rate that is 1-percentage point lower or 1-percentage point higher than the current rate as shown below (amounts expressed in thousands):

	1% Decrease 5.81%	Discount Rate 6.81%	1% Increase 7.81%
Agency's proportionate share of the SERS net pension liability	\$ 167,117	\$ 138,044	\$ 114,225
	1% Decrease 6.00%	Discount Rate 7.00%	1% Increase 8.00%
Agency's proportionate share of the TRS net pension liability	\$ 3,939	\$ 3,212	\$ 2,626

10. Post-Employment Benefits

Plan Description

The State Employees Group Insurance Act of 1971 ("Act"), as amended, authorizes the Illinois State Employees Group Insurance Program ("SEGIP") to provide health, dental, vision, and life insurance benefits for certain retirees and their dependents. Substantially all of the Agency's full-time employees are members of SEGIP. Members receiving monthly benefits from the SERS and the TRS are eligible for these other post-employment benefits ("OPEB"). The eligibility provisions for each of the retirement systems are defined within Note 9. Certain TRS members eligible for coverage under SEGIP include: certified teachers employed by certain State agencies, executives employed by the Board of Education, regional superintendents, regional assistant superintendents, TRS employees and members with certain reciprocal service.

**STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

The Department of Central Management Services administers these benefits for annuitants with the assistance of the public retirement systems sponsored by the State (SERS and TRS). The State recognizes SEGIP OPEB benefits as a single-employer defined benefit plan. The plan does not issue a stand-alone financial report.

Benefits Provided

The health, dental, and vision benefits provided to and contribution amounts required from annuitants are the result of collective bargaining between the State and the various unions representing the State's and the university component units' employees in accordance with limitations established in the Act. Therefore, the benefits provided and contribution amounts are subject to periodic change. Coverage through SEGIP becomes secondary to Medicare after Medicare eligibility has been reached. Members must enroll in Medicare Parts A and B to receive the subsidized SEGIP premium available to Medicare eligible participants. The Act requires the State to provide life insurance benefits for annuitants equal to their annual salary as of the last day of employment until age 60, at which time, the benefit amount becomes \$5,000.

Funding Policy and Annual Other Postemployment Benefit Cost

OPEB offered through SEGIP are financed through a combination of retiree premiums, State contributions and Federal government subsidies from the Medicare Part D program. Contributions are deposited in the Health Insurance Reserve Fund, which covers both active State employees and retirement members. Annuitants may be required to contribute towards health and vision benefits with the amount based on factors such as date of retirement, years of credited service with the State, whether the annuitant is covered by Medicare, and whether the annuitant has chosen a managed health care plan. Annuitants who retired prior to January 1, 1998, and who are vested in the SERS do not contribute toward health and vision benefits. For annuitants who retired on or after January 1, 1998, the annuitant's contribution amount is reduced five percent for each year of credited service with the State allowing those annuitants with twenty or more years of credited service to not have to contribute towards health and vision benefits. All annuitants are required to pay for dental benefits regardless of retirement date. The Director of Central Management Services shall, on an annual basis, determine the amount the State shall contribute toward the basic program of group health benefits. State contributions are made primarily from the General Revenue Account of the General Fund on a pay-as-you-go basis. No assets are accumulated or dedicated to funding the retiree health insurance benefit and a separate trust has not been established for the funding of OPEB.

For fiscal year 2019, the annual cost of the basic program of group health, dental, and vision benefits before the State's contribution was \$11,269.44 (\$6,698.64 if Medicare eligible) if the annuitant chose benefits provided by a health maintenance organization and \$13,823.52 (\$4,983.60 if Medicare eligible) if the annuitant chose other benefits. The State is not required to fund the plan other than the pay-as-you-go amount necessary to provide the current benefits to retirees.

**STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

Total OPEB liability, deferred outflows of resources, deferred inflows of resources and expense related to OPEB

The total OPEB liability, as reported at June 30, 2019, was measured as of June 30, 2018, with an actuarial valuation as of June 30, 2017. At June 30, 2019, the Agency recorded a liability of \$167.254 million for its proportionate share of the State's total OPEB liability. The Agency's portion of the OPEB liability was based on the Agency's proportion of employer contributions relative to all employer contributions made to the plan during the year ended June 30, 2018. As of the current year measurement date of June 30, 2018, the Agency's proportion was .4172%, which was an increase of .0786% from its proportion measured as of the prior year measurement date of June 30, 2017.

The Agency recognized OPEB expense for the year ended June 30, 2019, of \$10.355 million. At June 30, 2019, the Agency reported deferred outflows and deferred inflows of resources, as of the measurement date of June 30, 2018, from the following sources (amounts expressed in thousands):

Deferred outflows of resources

Differences between expected and actual experience	\$	43
Changes in proportion and differences between employer contributions and proportionate share of contributions		41,347
Agency contributions subsequent to the measurement date		<u>7,040</u>
Total deferred outflows of resources	\$	<u>48,430</u>

Deferred inflows of resources

Differences between expected and actual experience	\$	3,683
Changes in assumptions		15,707
Changes in proportion and differences between employer contributions and proportionate share of contributions		<u>23,011</u>
Total deferred inflows of resources	\$	<u>42,401</u>

**STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

The amounts reported as deferred outflows of resources related to OPEB resulting from Agency contributions subsequent to the measurement date will be recognized as a reduction to the OPEB liability in the year ended June 30, 2020. Other amounts reported as deferred outflows and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows (amounts expressed in thousands):

Year Ending June 30	
2020	\$ (968)
2021	(967)
2022	(967)
2023	1,424
2023	<u>467</u>
Total	<u>\$ (1,011)</u>

**STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

Actuarial Methods and Assumptions

The total OPEB liability was determined by an actuarial valuation using the following actuarial assumptions, applied to all periods included in the measurement unless otherwise specified. The actuarial valuation for the SEGIP was based on SERS and TRS active, inactive, and retiree data as of June 30, 2017, for eligible SEGIP employees, and SEGIP retiree data as of June 30, 2017.

Valuation date	06/30/17
Measurement date	06/30/18
Actuarial cost method	Entry Age Normal
Inflation rate	2.75%
Projected salary increases*	3.00% - 15.00%
Discount rate	3.62%
Healthcare cost trend rate:	
Medical (Pre-Medicare)	8.0% grading down 0.5% in the first year to 7.5%, then grading down 0.08% in the second year to 7.42%, followed by grading down of 0.5% per year over 5 years to 4.92% in year 7
Medical (Post-Medicare)	9.0% grading down 0.5% per year over 9 years to 4.5%
Dental	6.0% grading down 0.5% per year over 3 years to 4.5%
Retirees' share of benefit-related costs	Healthcare premium rates for members depend on the date of retirement and the years of service earned at retirement. Members who retired before January 1, 1998, are eligible for single coverage at no cost to the member. Members who retire after January 1, 1998, are eligible for single coverage provided they pay a portion of the premium equal to 5% for each year of service under 20 years. Eligible dependents receive coverage provided they pay 100% of the required dependent premium. Premiums for plan year 2018 and 2019 are based on actual premiums. Premiums after 2019 were projected based on the same healthcare cost trend rates applied to per capita claim costs but excluding the additional trend rate that estimates the impact of the Excise Tax.
* Dependent upon service and participation in the respective retirement systems. Includes inflation rate listed.	

**STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

Additionally, the demographic assumptions used in this OPEB valuation are identical to those used in the June 30, 2017 valuations for SERS and TRS as follows:

	Retirement Age Experience Study[^]	Mortality^{^^}
SERS	July 2009 – June 2013	105 percent of the RP 2014 Healthy Annuitant mortality table, sex distinct, with rates projected to 2015; generational mortality improvement factors were added
TRS	July 2014 – June 2017	RP-2014 with future mortality improvements on a fully generational basis using projection table MP-2017
[^] The actuarial assumptions used in the respective actuarial valuations are based on the results of actuarial experience studies for the periods defined. A modified experience review was completed for SERS for the 3-year period ending June 30, 2015. Changes were made to the assumptions regarding investment rate of return, projected salary increases, inflation rate, and mortality based on this review. All other assumptions remained unchanged.		
^{^^} Mortality rates are based on mortality tables published by the Society of Actuaries' Retirement Plans Experience Committee.		

Discount rate

Retirees contribute a percentage of the premium rate based on service at retirement. The State contributes additional amounts to cover claims and expenses in excess of retiree contributions. Because plan benefits are financed on a pay-as-you-go basis, the single discount rate is based on a tax-exempt municipal bond rate index of 20-year general obligation bonds with an average AA credit rating as of the measurement date. A single discount rate of 3.56% at June 30, 2017, and 3.62% at June 30, 2018, was used to measure the total OPEB liability.

**STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

Sensitivity of Total OPEB Liability to Changes in the Single Discount Rate

The following presents the plan's total OPEB liability, calculated using a Single Discount Rate of 3.62%, as well as what the plan's total OPEB liability would be if it were calculated using a Single Discount rate that is one percentage point higher (4.62%) or lower (2.62%) than the current rate (amounts expressed in thousands):

	1% Decrease 2.62%	Current Single Discount Rate Assumption 3.62%	1% Increase 4.62%
Agency's proportionate share of total OPEB liability	\$ 196,085	\$ 167,254	\$ 144,367

Sensitivity of the Total OPEB liability to Changes in the Healthcare Cost Trend Rate

The following presents the plans total OPEB liability, calculated using the healthcare cost trend rates as well as what the plan's total OPEB liability would be if it were calculated using a healthcare cost trend rate that is one percentage point higher or lower, than the current healthcare cost trend rates (amounts in table expressed in thousands). The key trend rates are 8.0% in 2019 decreasing to an ultimate trend rate of 4.92% in 2026, for non-Medicare coverage, and 9.0% decreasing to an ultimate trend rate of 4.5% in 2028 for Medicare coverage.

	1% Decrease	Current Healthcare Cost Trend Rates Assumption	1% Increase
Agency's proportionate share of total OPEB liability	\$ 141,264	\$ 167,254	\$ 201,018

**STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

11. Fund Deficits

The following funds had deficit balances at June 30, 2019 (amounts expressed in thousands):

	<u>Governmental Activities</u>
General Revenue Account (001)	\$ (834,857)
Education Assistance Account (007)	(20)
Drivers Education Fund (031)	(16,000)
S.B.E Federal Agency Services Fund (560)	(35)
S.B.E. Federal Department of Education Fund (561)	(105,256)

These deficits are expected to be recovered from future years' State appropriations and federal funds.

12. Risk Management

The Agency is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; workers' compensation and natural disasters. The State retains the risk of loss (i.e., self-insured) for these risks.

Liabilities are reported when it is probable that a loss has occurred, and the amount of that loss can be reasonably be estimated. Liabilities include an amount for claims that have been incurred but not reported. Claims liabilities are based upon the estimated ultimate cost of settling the claims including specific, incremental claim adjustment expenses, salvage, and subrogation and considering the effects of inflation and recent claim settlement trends including frequency and amount of payouts and other economic and social factors.

The Agency's risk management activities for self-insurance, unemployment insurance and workers' compensation are financed through appropriations to the Illinois Department of Central Management Services and are accounted for in the General Fund of the State. The claims are not considered to be a liability of the Agency; and accordingly, have not been reported in the Agency's financial statements for the year ended June 30, 2019.

**STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

13. Commitments and Contingencies

(a) Operating Leases

The Agency leases real property under terms of noncancelable operating lease agreement that requires the Agency to make minimum lease payments plus pay a pro rata share of certain operating costs. Rent expense was \$2.8 million for the year ended June 30, 2019.

The following is a schedule of future minimum lease payments (amounts expressed in thousands):

Year Ending June 30	Amount
2020	\$ 2,051
2021	2,031
Total	<u>\$ 4,082</u>

(b) Federal Funding

The Agency receives federal grants which are subject to review and audit by federal grantor agencies. Certain costs could be questioned as not being an eligible expenditure under the terms of the grants. At June 30, 2019, there were no material questioned costs that have not been resolved with the federal awarding agencies. However, questioned costs could still be identified during audits to be conducted in the future. Management of the Agency believes there will be no material adjustments to the federal grants and, accordingly, has not recorded a provision for possible repayment.

(c) Litigation

A class action complaint has been filed against the Agency and the Chicago Public Schools claiming that the school system and the Agency violated the rights of special education students whose native language is not English by not providing translation and interpreter services during meetings and dispute resolution proceedings. If the case goes to trial, the Agency could be liable for a portion of the Plaintiffs' attorneys' fees as well as the costs of providing translation or interpretation services in certain settings.

A suit has been filed in the Court of Claims alleging breach of contract and loss of wages related to ISBE's refusal to pay for services claimed to have been rendered under contract. The Agency asserts that payment was lawfully withheld under the contract because of failure to perform. If the Court of Claims finds in favor of the Plaintiff, the Agency will be liable for loss of wages plus attorney's fees and costs.

**STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

A complaint has been filed against the Agency, six school districts and one Superintendent of schools in her individual capacity, alleging denial of educational funds for 11 children placed at a residential facility. The complaint includes request for preliminary injunction and declaratory judgement, along with breach of contract claim, quantum meruit claim, in connection with multiple school districts' failure to enroll the children residing at the residential facility for provision of educational services, which reportedly has been unpaid. If the case proceeds to trial, the Agency could be liable for a portion of the Plaintiffs' attorneys' fees.

In addition, the Agency is involved in a number of legal proceedings and claims that cover a wide range of other matters. The ultimate results of these lawsuits and other proceedings against the Agency cannot be predicted with certainty; however, the Agency does not expect such matters to have a material effect on the financial position of the Agency.

14. Securities Lending Transactions

The State Treasurer lends securities to broker-dealers and other entities for collateral that will be returned for the same securities in the future. The State Treasurer has, through a Securities Lending Agreement, authorized Deutsche Bank AG to lend the State Treasurer's securities to broker-dealers and banks pursuant to a form of loan agreement.

During Fiscal Year 2019, Deutsche Bank AG lent U.S. Agency securities and U.S. Treasury securities and received as collateral U.S. dollar denominated cash. Borrowers were required to deliver collateral for each loan equal to at least 100% of the aggregate fair value of the loaned securities. Loans are marked to market daily. If the fair value of collateral falls below 100%, the borrower must provide additional collateral to raise the fair value to 100%.

The State Treasurer did not impose any restrictions during Fiscal Year 2019 on the amount of loans of available, eligible securities. In the event of borrower default, Deutsche Bank AG provides the State Treasurer with counterparty default indemnification. In addition, Deutsche Bank AG is obligated to indemnify the State Treasurer if Deutsche Bank AG loses any securities, collateral or investments of the State Treasurer in Deutsche Bank AG's custody. There were no losses during Fiscal Year 2019 resulting from a default of the borrowers or Deutsche Bank AG.

During Fiscal Year 2019, the State Treasurer and the borrowers maintained the right to terminate all securities lending transactions on demand. The cash collateral received on each loan was invested in repurchase agreements with approved counterparties collateralized with securities approved by Deutsche Bank AG and marked to market daily at no less than 102%. Because the loans are terminable at will, their duration did not generally match the duration of the investments made with cash collateral. The State Treasurer had no credit risk as a result of its securities lending program as the collateral held exceeded the fair value of the securities lent.

In accordance with GASB Statement No. 28, *Accounting and Financial Reporting for Securities Lending Transactions*, paragraph 9, the Office of the State Treasurer has allocated the assets and obligations at June 30, 2019 arising from securities lending agreements to the various funds of the State. The total allocated to the Agency at June 30, 2019 was \$0.50 million.

SUPPLEMENTARY INFORMATION

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
COMBINING SCHEDULE OF ACCOUNTS - GENERAL FUND
AS OF JUNE 30, 2019
(amounts expressed in thousands)

	General Revenue Account (001)	Education Assistance Account (007)	Common School Account (412)	School Infrastructure Account (568)	Total
ASSETS					
Unexpended appropriations	\$ 336,254	\$ 564	\$ -	\$ 7	\$ 336,825
Cash and cash equivalents	21	-	-	-	21
Due from local governments	699	-	-	-	699
Other receivables	104	-	-	-	104
Due from other State funds	58	-	-	-	58
TOTAL ASSETS	\$ 337,136	\$ 564	\$ -	\$ 7	\$ 337,707
LIABILITIES					
Accounts payable and accrued liabilities	\$ 28,216	\$ 584	\$ -	\$ -	\$ 28,800
Due to federal government	1	-	-	-	1
Due to local governments	1,141,114	-	-	5	1,141,119
Due to other State fiduciary funds	4	-	-	-	4
Due to other State funds	1,182	-	-	2	1,184
Due to component units of the State	1,476	-	-	-	1,476
Total liabilities	1,171,993	584	-	7	1,172,584
FUND DEFICIT					
Unassigned	(834,857)	(20)	-	-	(834,877)
Total fund deficit	(834,857)	(20)	-	-	(834,877)
TOTAL LIABILITIES AND FUND DEFICIT	\$ 337,136	\$ 564	\$ -	\$ 7	\$ 337,707

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
COMBINING SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN
FUND BALANCES - GENERAL FUND
For the Year Ended June 30, 2019
(amounts expressed in thousands)

	General Revenue Account (001)	Education Assistance Account (007)	Common School Account (412)	School Infrastructure Account (568)	Total
REVENUES					
Other revenues	\$ 2	\$ -	\$ -	\$ -	\$ 2
Total revenues	<u>2</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>2</u>
EXPENDITURES					
Education	3,859,645	728,869	3,213,016	581	7,802,111
Debt service:					
Principal	2	-	-	-	2
Capital outlays	3,192	-	-	-	3,192
Total expenditures	<u>3,862,839</u>	<u>728,869</u>	<u>3,213,016</u>	<u>581</u>	<u>7,805,305</u>
DEFICIENCY OF REVENUES UNDER EXPENDITURES	<u>(3,862,837)</u>	<u>(728,869)</u>	<u>(3,213,016)</u>	<u>(581)</u>	<u>(7,805,303)</u>
OTHER SOURCES (USES) OF FINANCIAL RESOURCES					
Appropriations from State resources	3,843,724	728,870	3,213,016	56,900	7,842,510
Reappropriations to fiscal year 2020	-	-	-	(56,319)	(56,319)
Lapsed appropriations	(15,897)	(21)	-	-	(15,918)
Receipts collected and transmitted to State Treasury	(14,521)	-	-	-	(14,521)
Amount of SAMS transfers-out	203	-	-	-	203
Net other sources (uses) of financial resources	<u>3,813,509</u>	<u>728,849</u>	<u>3,213,016</u>	<u>581</u>	<u>7,755,955</u>
NET CHANGE IN FUND BALANCES	<u>(49,328)</u>	<u>(20)</u>	<u>-</u>	<u>-</u>	<u>(49,348)</u>
Fund deficit, July 1, 2018	<u>(785,529)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(785,529)</u>
FUND DEFICIT, JUNE 30, 2019	<u>\$ (834,857)</u>	<u>\$ (20)</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (834,877)</u>

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
COMBINING BALANCE SHEET - NONMAJOR FUNDS
AS OF JUNE 30, 2019
(amounts expressed in thousands)

Special Revenue						
Teacher Certificate Fee Revolving Fund (016)	Drivers Education Fund (031)	School District Emergency Financial Assistance Fund (130)	S.B.E. Special Purpose Trust Fund (144)	S.B.E. Teacher Certification Institute Fund (159)	S.B.E. Federal Department of Agriculture Fund (410)	
ASSETS						
Unexpended appropriations	\$ -	\$ 4,687	\$ -	\$ -	\$ -	\$ -
Cash and cash equivalents	9,217	-	1,032	10,170	1,660	1,095
Securities lending collateral equity with State Treasurer	-	-	-	-	-	-
Due from federal government	-	-	-	-	-	31,704
Due from local governments	-	-	-	-	-	64
Other receivables	-	-	-	-	-	7,134
Due from other State funds	-	-	-	-	-	-
Due from component units of the State	-	-	-	-	-	8
Inventories	-	-	-	-	-	1,415
Loans receivable	-	-	-	-	-	-
TOTAL ASSETS	\$ 9,217	\$ 4,687	\$ 1,032	\$ 10,170	\$ 1,660	\$ 41,420
LIABILITIES						
Accounts payable and accrued liabilities	\$ 55	\$ 7	\$ -	\$ 399	\$ 23	\$ 16,750
Obligations under securities lending of State Treasurer	-	-	-	-	-	-
Due to federal government	-	-	-	-	-	675
Due to local governments	-	20,658	30	90	-	22,112
Due to other State funds	2	-	-	498	2	182
Due to component units of the State	2	22	-	-	-	5
Unearned revenue	-	-	-	74	-	206
Total liabilities	59	20,687	30	1,061	25	39,930
DEFERRED INFLOWS OF RESOURCES						
Unavailable revenue - federal government	-	-	-	-	-	9
Total deferred inflows of resources	-	-	-	-	-	9
FUND BALANCES (DEFICIT)						
Nonspendable	-	-	-	-	-	1,415
Restricted	-	-	-	263	-	66
Committed	9,158	-	1,002	-	1,635	-
Assigned	-	-	-	8,846	-	-
Unassigned	-	(16,000)	-	-	-	-
Total fund balances (deficit)	9,158	(16,000)	1,002	9,109	1,635	1,481
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND FUND BALANCES (DEFICIT)	\$ 9,217	\$ 4,687	\$ 1,032	\$ 10,170	\$ 1,660	\$ 41,420

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
COMBINING BALANCE SHEET - NONMAJOR FUNDS
AS OF JUNE 30, 2019
(amounts expressed in thousands)

	Special Revenue					
	After-School Rescue Fund (512)	S.B.E. Federal Agency Services Fund (560)	S.B.E. Federal Department of Education Fund (561)	Charter Schools Revolving Loan Fund (567)	School Technology Revolving Loan Fund (569)	Temporary Relocation Expenses Revolving Grant Fund (605)
ASSETS						
Unexpended appropriations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Cash and cash equivalents	51	49	2,130	27	1,955	467
Securities lending collateral equity with State Treasurer	-	-	-	-	499	-
Due from federal government	-	606	393,307	-	-	-
Due from local governments	-	-	168	-	-	-
Other receivables	-	-	248	-	8	-
Due from other State funds	-	-	16	-	-	-
Due from component units of the State	-	-	209	-	-	-
Inventories	-	-	-	-	-	-
Loans receivable	-	-	-	-	1,822	19
TOTAL ASSETS	\$ 51	\$ 655	\$ 396,078	\$ 27	\$ 4,284	\$ 486
LIABILITIES						
Accounts payable and accrued liabilities	\$ -	\$ 351	\$ 11,676	\$ -	\$ -	\$ -
Obligations under securities lending of State Treasurer	-	-	-	-	499	-
Due to federal government	-	3	14	-	-	-
Due to local governments	-	287	371,971	-	-	-
Due to other State funds	-	-	8,377	-	-	-
Due to component units of the State	-	14	2,941	-	-	-
Unearned revenue	-	-	754	-	-	-
Total liabilities	-	655	395,733	-	499	-
DEFERRED INFLOWS OF RESOURCES						
Unavailable revenue - federal government	-	35	105,601	-	-	-
Total deferred inflows of resources	-	35	105,601	-	-	-
FUND BALANCES (DEFICIT)						
Nonspendable	-	-	-	-	-	-
Restricted	-	-	-	-	-	-
Committed	51	-	-	27	3,785	486
Assigned	-	-	-	-	-	-
Unassigned	-	(35)	(105,256)	-	-	-
Total fund balances (deficit)	51	(35)	(105,256)	27	3,785	486
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND FUND BALANCES (DEFICIT)	\$ 51	\$ 655	\$ 396,078	\$ 27	\$ 4,284	\$ 486

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
COMBINING BALANCE SHEET - NONMAJOR FUNDS
AS OF JUNE 30, 2019
(amounts expressed in thousands)

	Special Revenue		Capital Projects		
	Fund for the Advancement of Education (640)	State Charter School Commission Fund (674)	Capital Development Fund (141)	School Construction Fund (143)	Total
ASSETS					
Unexpended appropriations	\$ -	\$ -	\$ -	\$ -	\$ 4,687
Cash and cash equivalents	-	555	-	-	28,408
Securities lending collateral equity with State Treasurer	-	-	-	-	499
Due from federal government	-	-	-	-	425,617
Due from local governments	-	-	-	-	232
Other receivables	-	-	-	-	7,390
Due from other State funds	-	-	-	-	16
Due from component units of the State	-	-	-	-	217
Inventories	-	-	-	-	1,415
Loans receivable	-	-	-	-	1,841
TOTAL ASSETS	\$ -	\$ 555	\$ -	\$ -	\$ 470,322
LIABILITIES					
Accounts payable and accrued liabilities	\$ -	\$ 184	\$ -	\$ -	\$ 29,445
Obligations under securities lending of State Treasurer	-	-	-	-	499
Due to federal government	-	-	-	-	692
Due to local governments	-	-	-	-	415,148
Due to other State funds	-	7	-	-	9,068
Due to component units of the State	-	-	-	-	2,984
Unearned revenue	-	-	-	-	1,034
Total liabilities	-	191	-	-	458,870
DEFERRED INFLOWS OF RESOURCES					
Unavailable revenue - federal government	-	-	-	-	105,645
Total deferred inflows of resources	-	-	-	-	105,645
FUND BALANCES (DEFICIT)					
Nonspendable	-	-	-	-	1,415
Restricted	-	-	-	-	329
Committed	-	364	-	-	16,508
Assigned	-	-	-	-	8,846
Unassigned	-	-	-	-	(121,291)
Total fund balances (deficit)	-	364	-	-	(94,193)
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND FUND BALANCES (DEFICIT)	\$ -	\$ 555	\$ -	\$ -	\$ 470,322

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN
FUND BALANCES - NONMAJOR FUNDS
For the Year Ended June 30, 2019
(amounts expressed in thousands)

	Special Revenue					
	Teacher Certificate Fee Revolving Fund (016)	Drivers Education Fund (031)	School District Emergency Financial Assistance Fund (130)	S.B.E. Special Purpose Trust Fund (144)	S.B.E Teacher Certification Institute Fund (159)	S.B.E. Federal Department of Agriculture Fund (410)
REVENUES						
Federal government	\$ -	\$ -	\$ -	\$ 4,119	\$ -	\$ 841,239
Licenses and fees	4,309	-	-	-	685	-
Interest	-	-	-	-	-	-
Other revenues	-	-	-	27	-	-
Other operating grants	-	-	-	226	-	-
Refunds	-	-	-	-	-	(1,179)
Total revenues	4,309	-	-	4,372	685	840,060
EXPENDITURES						
Education	1,716	16,000	46	4,030	408	839,785
Debt service:						
Principal	-	-	-	21	-	-
Interest	-	-	-	15	-	-
Capital outlays	347	-	-	213	102	483
Total expenditures	2,063	16,000	46	4,279	510	840,268
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES	2,246	(16,000)	(46)	93	175	(208)
OTHER SOURCES (USES) OF FINANCIAL RESOURCES						
Appropriations from State resources	-	18,750	-	-	-	-
Reappropriations to Fiscal Year 2020	-	-	-	-	-	-
Lapsed appropriations	-	-	-	-	-	-
Capital lease financing	-	-	-	17	-	-
Net other sources (uses) of financial resources	-	18,750	-	17	-	-
NET CHANGE IN FUND BALANCES	2,246	2,750	(46)	110	175	(208)
Fund balances (deficit), July 1, 2018	6,912	(18,750)	1,048	8,999	1,460	1,897
Change in inventories	-	-	-	-	-	(208)
FUND BALANCES (DEFICIT), JUNE 30, 2019	\$ 9,158	\$ (16,000)	\$ 1,002	\$ 9,109	\$ 1,635	\$ 1,481

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN
FUND BALANCES - NONMAJOR FUNDS
For the Year Ended June 30, 2019
(amounts expressed in thousands)

	Special Revenue					
	After-School Rescue Fund (512)	S.B.E. Federal Agency Services Fund (560)	S.B.E. Federal Department of Education Fund (561)	Charter Schools Revolving Loan Fund (567)	School Technology Revolving Loan Fund (569)	Temporary Relocation Expenses Revolving Grant Fund (605)
REVENUES						
Federal government	\$ -	\$ 3,621	\$ 1,426,679	\$ -	\$ -	\$ -
Licenses and fees	-	-	-	-	-	-
Interest	-	-	-	-	78	-
Other revenues	-	-	-	-	-	-
Other operating grants	-	-	-	-	-	-
Refunds	-	-	(525)	-	-	-
Total revenues	-	3,621	1,426,154	-	78	-
EXPENDITURES						
Education	-	3,582	1,461,826	-	-	-
Debt service:						
Principal	-	-	-	-	-	-
Interest	-	-	-	-	-	-
Capital outlays	-	-	2,002	-	-	-
Total expenditures	-	3,582	1,463,828	-	-	-
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES	-	39	(37,674)	-	78	-
OTHER SOURCES (USES) OF FINANCIAL RESOURCES						
Appropriations from State resources	-	-	-	-	-	-
Reappropriations to Fiscal Year 2020	-	-	-	-	-	-
Lapsed appropriations	-	-	-	-	-	-
Capital lease financing	-	-	-	-	-	-
Net other sources (uses) of financial resources	-	-	-	-	-	-
NET CHANGE IN FUND BALANCES	-	39	(37,674)	-	78	-
Fund balances (deficit), July 1, 2018	51	(74)	(67,582)	27	3,707	486
Change in inventories	-	-	-	-	-	-
FUND BALANCES (DEFICIT), JUNE 30, 2019	\$ 51	\$ (35)	\$ (105,256)	\$ 27	\$ 3,785	\$ 486

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN
FUND BALANCES - NONMAJOR FUNDS
For the Year Ended June 30, 2019
(amounts expressed in thousands)

	Special Revenue		Capital Projects		
	Fund for the Advancement of Education (640)	State Charter School Commission Fund (674)	Capital Development Fund (141)	School Construction Fund (143)	Total
REVENUES					
Federal government	\$ -	\$ -	\$ -	\$ -	\$ 2,275,658
Licenses and fees	-	1,026	-	-	6,020
Interest	-	-	-	-	78
Other revenues	-	-	-	-	27
Other operating grants	-	-	-	-	226
Refunds	-	-	-	-	(1,704)
Total revenues	-	1,026	-	-	2,280,305
EXPENDITURES					
Education	641,449	1,094	-	-	2,969,936
Debt service:					
Principal	-	-	-	-	21
Interest	-	-	-	-	15
Capital outlays	-	-	-	-	3,147
Total expenditures	641,449	1,094	-	-	2,973,119
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES	(641,449)	(68)	-	-	(692,814)
OTHER SOURCES (USES) OF FINANCIAL RESOURCES					
Appropriations from State resources	641,500	-	25,000	4,391	689,641
Reappropriations to Fiscal Year 2020	-	-	(25,000)	(4,391)	(29,391)
Lapsed appropriations	(51)	-	-	-	(51)
Capital lease financing	-	-	-	-	17
Net other sources (uses) of financial resources	641,449	-	-	-	660,216
NET CHANGE IN FUND BALANCES	-	(68)	-	-	(32,598)
Fund balances (deficit), July 1, 2018	-	432	-	-	(61,387)
Change in inventories	-	-	-	-	(208)
FUND BALANCES (DEFICIT), JUNE 30, 2019	\$ -	\$ 364	\$ -	\$ -	\$ (94,193)

Independent Auditor's Report on Internal Control over Financial Reporting
and on Compliance and Other Matters Based on an Audit of Financial Statements
Performed in Accordance with *Government Auditing Standards*

Honorable Frank J. Mautino
Auditor General
State of Illinois

and

The Board Members of the
State of Illinois, Illinois State Board of Education

Report on the Financial Statements

As Special Assistant Auditors for the Auditor General, we have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, the major fund, and the aggregate remaining fund information of the State of Illinois, Illinois State Board of Education (Board), as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the Board's basic financial statements, and have issued our report thereon dated December 16, 2019.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Board's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Internal Control Over Financial Reporting

Management of the Board is responsible for establishing and maintaining effective internal control over financial reporting (internal control).

In planning and performing our audit of the financial statements, we considered the Board's internal control to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Board's internal control. Accordingly, we do not express an opinion on the effectiveness of the Board's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and, therefore, material weaknesses or significant deficiencies may exist that have not been identified. We did identify a certain deficiency in internal control, described in the accompanying Schedule of Findings as item 2019-001, that we consider to be a material weakness.

State of Illinois, Illinois State Board of Education's Response to the Finding

The Board's response to the finding identified in our audit is described in the accompanying Schedule of Findings. The Board's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Board's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Illinois State Board of Education's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

SIGNED ORIGINAL ON FILE

Springfield, Illinois
December 16, 2019

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION

SCHEDULE OF FINDINGS

For the Year Ended June 30, 2019

2019-001 Finding: Financial Statement Reporting Error

The Illinois State Board of Education did not maintain sufficient controls over financial reporting to ensure the financial statements were complete and accurate.

During our audit, we noted the Agency improperly reported reappropriations of \$56.3 million as lapsed appropriations. Additionally, the Agency improperly excluded Fund 141, Capital Development Fund, which had no activity, from the Agency's financial statements. This fund had appropriations of \$25 million and reappropriations of \$25 million, netting to a zero fund balance. These misstatements were identified during the financial audit and subsequently corrected by Agency personnel.

According to Section 27.50.60 of the Statewide Accounting Management System (SAMS Manual), the final fund appropriations should be reported as appropriations from State resources on the operating statement. Additionally, SAMS Manual guidance states "when current year appropriations are reappropriated to the subsequent fiscal year, the current year appropriations from State resources account should be reduced by the amount of the reappropriation" by charging the Reappropriations to Future Years contra revenue account. The Fiscal Control and Internal Auditing Act (Act) (30 ILCS 10/3001) requires State agencies to establish and maintain a system of internal fiscal and administrative controls to provide assurance that revenues, expenditures, and transfers of assets, resources, or funds applicable to operations are properly recorded and accounted for to permit the preparation of accounts and reliable financial and statistical reports and to maintain accountability over the State's resources. Good internal control procedures require adequate management oversight and review of accounting policies and procedures as well as an overall review of financial reporting for accuracy and compliance with generally accepted accounting principles.

Agency officials stated the items noted above represent a reclassification error and an oversight, resulting in improperly excluding fund information for a shared fund. These errors were not appropriately identified during the review process.

Failure to exercise due care during the financial reporting review process could lead to future misstatements of the Agency's financial statements. (Finding Code No. 2019-001, 2018-001, 2017-001)

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION

SCHEDULE OF FINDINGS

For the Year Ended June 30, 2019

Recommendation

We recommend the Agency exercise due care to identify misstatements during the financial statement preparation and review process.

Agency Response

The Agency agrees with the finding. In order to reduce the likelihood of future misstatements, the Agency will perform additional planning steps specific to financial statement preparation with a goal of sharing context for each significant fund.

Independent Accountant's Report on
Applying Agreed-Upon Procedures

Honorable Frank J. Mautino
Auditor General
State of Illinois

and

The Board Members of the
State of Illinois, Illinois State Board of Education

As Special Assistant Auditors for the Auditor General, we have performed each of the procedures enumerated below, which were agreed to by the Auditor General and the State of Illinois, Illinois State Board of Education, solely to assist the users in evaluating management's assertion about the State of Illinois, Illinois State Board of Education's (Agency) compliance with respect to the reporting, during the year ended June 30, 2019, of the statewide high school dropout rate by grade, level, sex, race; the annual student dropout rate of and the number of students who graduate from, transfer from, or otherwise leave bilingual programs; a critique and analysis of the status of education in Illinois; and each act or omission of a school district as a consequence of scheduled, approved visits and which constituted a failure by the district to comply with applicable State or federal laws or regulations pursuant to 105 ILCS 5/1A-4, 105 ILCS 5/26-2a, and 105 ILCS 5/26-3a. The Agency is responsible for the said reporting pursuant to 105 ILCS 5/1A-4, 105 ILCS 5/26-2a, and 105 ILCS 5/26-3a. The sufficiency of these procedures is solely the responsibility of specified users of the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The procedures we performed and our findings are as follows:

1. We reviewed the following articles of the School Code: 105 ILCS 5/1A-4, 105 ILCS 5/26-2a, and 105 ILCS 5/26-3a. We obtained and inspected the Fiscal Year 2018 Annual Report for the State Board of Education and verified the Annual Report complied with each of the following statutory requirements of the School Code:
 - a. Using the most recently available data, the Illinois State Board of Education prepared and submitted to the General Assembly and the Governor on or before January 14, 2019 a report or reports of its findings and recommendations.

- b. The Annual Report contained a separate section which provides a critique and analysis of the status of education in Illinois and which identifies its specific problems and recommends express solutions therefor.
- c. The Annual Report contained the following information for the preceding year ended June 30, 2018:
 - i. Each act or omission of a school district of which the State Board of Education has knowledge as a consequence of scheduled, approved visits and which constituted a failure by the district to comply with applicable State or federal laws or regulations relating to public education
 - ii. The name of such district
 - iii. The date or dates on which the State Board of Education notified the school district of such act or omission
 - iv. What action, if any, the school district took with respect thereto after being notified thereof by the State Board of Education.
- d. The Annual Report included the statewide high school dropout rate by grade level, sex and race and the annual student dropout rate of and the number of students who graduate from, transfer from or otherwise leave bilingual programs. High school dropout data included aged-out.

We found no exceptions as a result of the procedures performed.

- 2. We obtained the list of school districts and agreed submission of student data in Student Information System (SIS) for a sample of 40 school districts.

We found no exceptions as a result of the procedures performed.

- 3. We obtained the supporting file for the “2017-2018 High School Dropout Rates, by Grade Level, Gender, and Race/Ethnicity” prepared by the Agency. We agreed dropout data for 20 selected students from the Agency’s supporting file of dropout data to SIS and 20 students selected from SIS to Agency’s supporting file of dropout data.

During our testing, we noted three student’s income status code in SIS did not agree to the Agency’s supporting file of high school dropout data.

- 4. We compared dropout data totals per the Agency’s supporting file of dropout data for the school year 2017-2018 to those on the 2018 Annual Report filed with the General Assembly and we agreed all dropout totals, by grade level, gender, and race/ethnicity on the supporting file to the report.

During our testing, we noted 9th grade dropout totals did not agree to the annual report.

5. We obtained the supporting file for the “2017-2018 English Learner Students by Transition Status and School Year Outcome” prepared by the Agency. We compared bilingual education data for 20 selected students from the Agency’s supporting file of bilingual education data to SIS and 20 selected students from SIS to the Agency’s supporting file of bilingual education data.

During our testing, we noted two student’s primary language in SIS did not agree to the Agency’s supporting file of bilingual education data.

6. We compared bilingual education data totals per the Agency’s supporting file of bilingual education data for school year 2017-2018 to those on the 2018 Annual Report filed with the General Assembly. We agreed all bilingual education data totals, by transition status, on the supporting file to the report.

We found no exceptions as a result of the procedures performed.

7. We obtained the schedule of bilingual education data generated from the Statistical Analysis system (SAS). We compared bilingual education data totals per the SAS schedule to those on the 2018 Annual Report filed with the General Assembly. We agreed all bilingual education data totals, by transition status, on the SAS schedule to the report.

We found no exceptions as a result of the procedures performed.

This agreed-upon procedures engagement was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. For the purposes of this report, we were not engaged to and did not conduct an examination or review of the subject of this report, the objective of which would be the expression of an opinion or conclusion, respectively, on management’s assertions. Accordingly, we do not express such an opinion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.



This report is intended solely for the information and use of the Auditor General, Board members of the State of Illinois, Illinois State Board of Education, and Agency management, and is not intended to be and should not be used by anyone other than these specified parties.

SIGNED ORIGINAL ON FILE

Springfield, Illinois
December 16, 2019

ILLINOIS STATE BOARD OF EDUCATION MEETING
February 18, 2020

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Dr. Brenda M. Dixon, Research and Evaluation Officer 

Agenda Topic: Approval of Illinois Science Assessment Grade 11 Waiver

Expected Outcome: ISBE will approve submission of the Illinois Science Assessment Grade 11 Waiver to the Department of Education on behalf of the school districts in Illinois

Staff Contact(s): A. Rae Clementz, Acting Director, Assessment
Daniel L. Brown, Supervisor, Assessment

Purpose of Agenda Item

The Department of Assessment presents to the ISBE an application for waiver for the ISBE to formally request a waiver, pursuant to section 8401(b) of the Every Student Succeeds Act (ESSA), from the following statutory provisions:

- 1) Section 1111(b)(3)(c)(II) beginning not later than school year 2007-2008, measure the proficiency of all students in science and be administered not less than one time during—

(cc) grades 10 through 12
- 2) Section 1111(b)(2)(B)(v)(x) which requires reporting results for students, schools and districts.

ISBE began administering the Illinois Science Assessment (ISA) during the 2016-17 school year. Until 2019, the high school ISA was administered to students in biology I classes. Through the efforts of educators and science experts in Illinois, new test blueprints were created for grade 5, 8 and 11. The new ISA will ask students to demonstrate their knowledge in physical, life, and Earth space sciences along with engineering technology and the applications of science (PS, LS, ESS, ETS respectively) and include reporting around skills in science and engineering practices (SEP).

As the transition to the new high school blueprint requires both an expansion in content and new student sample (grade 11 vs. biology I), ISBE requests a waiver for the above statutory provisions.

If granted, the waiver will advance academic achievement by allowing ISBE to:

- conduct a census field test to prepare students and educators for both the technical and academic expectations of this assessment for 2020-21 school year and beyond.
- field test the new high school blueprint.
- conduct psychometric studies using the 2020 results.
- review data and determine the validity and reliability of the claims ISBE hopes to make regarding both content knowledge and student skills in the SEP.
- field test newly written Illinois items as part of our efforts to create our own state item bank and to deliver high quality professional learning opportunities to our educators.

ISBE will monitor the effectiveness of the plan by tracking school district participation and reporting results per the approved Illinois Consolidated State Plan Under ESSA.

Background Information/History

At the November 2019 ISBE meeting, the Assessment Department informed the Board staff would be presenting a packet for their approval seeking flexibility from the U.S. Department of Education (ED) for the 2019-20 ISA for high school students. The grade 11 ISA will see two major changes in 2020. First, the content will expand from the science domain of biology to a comprehensive science exam that meets federal requirements and includes all science domains -- physical, life, earth, and space sciences -- and include the science and engineering practices found in the Illinois Learning Standards for science. Second, the student population tested will change from first-year biology students in grade 9-12 to all students in grade 11 except those who take the Dynamic Learning Maps Alternate Assessment. The ISBE Technical Advisory Committee and ED have shown initial support for the waiver request. If approved, the waiver would relieve ISBE from the requirement to report performance results of the 2019-20 ISA for grade 11 administration. ISBE will still hold districts accountable for participation at or above the 95.0 percent mark. The ISA for students in grades 5 and 8 is not impacted as the migration from the 2016-19 ISA to the 2020 ISA did not change in either content coverage or student population. ISBE will conduct the required standards-setting process utilizing the 2020 ISA results for grades 5, 8 and 11 as is required of all new large-scale assessments. ISBE accepted public comment by email only at ISAWaiver@isbe.net from Nov. 6 through Dec. 1, 2019. Please direct any questions to Daniel Brown by calling Student Assessment at (866) 317-6034.

ISBE staff collected 40 emails via the ISAWaiver@isbe.net email address between the dates of Nov. 6 and Nov. 27, 2019 with no emails arriving between the latter date and the close of the survey on Dec. 1, 2019. The feedback from the field indicates support for submission of the waiver as displayed in Tables 1, 2, and 3 below.

Table 1		
Overall		
Against	For	Total
2	31	33
6%	94%	100%

Table 2			
Against and For by Organization			
Count of Page	Column Labels		
Row Labels	Against	For	Grand Total
District	0	9	9
Individual	1	11	12
School	1	11	12
Grand Total	2	31	33
Count of Page	Column Labels		
Row Labels	Against	For	Grand Total
District	0%	100%	100%
Individual	8%	92%	100%
School	8%	92%	100%
Grand Total	6%	94%	100%

Table 3						
All RAW Responses by Organization and Position (in regard to the waiver)						
Count of Page	Column Labels					
Row Labels	Against	For	Other	Question	(blank)	Grand Total
District	0	9	2	1	0	12
Individual	1	11	0	1	0	13
School	1	11	1	1	0	14
(blank)	0	0	0	0	1	1
Grand Total	2	31	3	3	1	40
Count of Page	Column Labels					
Row Labels	Against	For	Other	Question	(blank)	Grand Total
District	0%	75%	17%	8%	0%	12
Individual	8%	85%	0%	8%	0%	13
School	7%	79%	7%	7%	0%	14
(blank)	0%	0%	0%	0%	100%	1
Grand Total	2	31	3	3	1	40

Current Status: Without the waiver, the 2020 grade 11 assessment will count for performance and participation.

Pros and Cons:

- Pros – The waiver provides school districts one year to acclimate to the new high school ISA blueprint. The Department of Education prompted ISBE to apply for the grade 11 waiver.
- Cons – School districts will be held accountable for performance on an assessment that significantly changes in content and student population. Failure to seek the waiver would contrast with the majority of participant responses.

Financial Background

n/a

Business Enterprise Program

n/a

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

Policy Implications: Without the waiver, the 2020 grade 11 assessment will count for performance and participation.

Budget Implications: Summative Ratings would be impacted by the science performance results.

Legislative Action: None required in IL. Final submission of the waiver packet presented to the Department of Education.

Communication: None required.

Board Member(s) Who Will Abstain: N/A

Recommendations:

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to submit the Illinois Science Assessment Grade 11 Waiver pursuant to section 8401(b) of the Every Student Succeeds Act (ESSA), from the following statutory provisions:

- 1) Section 1111(b)(3)(c)(II) beginning not later than school year 2007-2008, measure the proficiency of all students in science and be administered not less than one time during—

(cc) grades 10 through 12
- 2) Section 1111(b)(2)(B)(v)(x) which requires reporting results for students, schools and districts.

Date of Board Action: Feb. 18, 2020

ILLINOIS STATE BOARD OF EDUCATION MEETING
February 18, 2020

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education
Irma Snopek, Communications and Policy Officer

gmo 

Agenda Topic: Approval of the Spring 2020 Waiver Report

Expected Outcome: To inform the Board of the waiver process and the status of the Spring 2020 Waiver Report

Materials: Appendix A: Spring 2020 Waiver Report

Staff Contact(s): Amanda Elliott, Executive Director, Legislative Affairs
Barbara Hobrock, Legislative Affairs and Waivers Coordinator

Purpose of Agenda Item

This item is to inform the Board of the waiver process and the status of the Spring 2020 Waiver Report.

Background Information

Section 2-3.25g of the School Code allows school districts, independent authorizers, joint agreements, regional superintendents of schools, and Intermediate Service Centers (ISCs) to apply for waivers or modifications of School Code mandates or agency rules. Eligible entities may petition the State Board for approval of waivers or modifications for the following reasons:

- To meet the intent of the mandate in a more effective, efficient, or economical manner;
- To stimulate innovation; or
- To improve student performance.

Waivers **cannot** be requested from laws or rules pertaining to:

- Special education,
- Teacher licensure,
- Teacher tenure and seniority,
- Compliance with the federal Every Student Succeeds Act,
- Township treasurers, or
- Evaluation of licensed employees.

Application Process

All eligible entities wishing to petition for a waiver or modification first must hold a public hearing to consider the request. The hearing must provide for a time to take testimony about the request separate from the time when any other business is being conducted or testimony on other matters is being heard.

All applicants must post a notice on their official website at least 14 days in advance of the hearing. The posting must state the time, date, location, and general subject matter of the hearing.

School district hearings must be preceded by a public notice published in a newspaper of general circulation within the district's boundaries. Hearings for joint agreements, ISCs, or regional superintendents must be preceded by a public notice in a newspaper of general circulation in each school district that is a member of the joint agreement or that is served by the educational service region or service center, provided that a notice in a newspaper generally circulated in more than one school district shall be considered sufficient notice to all of the affected districts. All applicants must publish the newspaper notice at least seven days in advance of the public hearing.

In addition, all applicants must provide written notice addressed to the affected exclusive collective bargaining agent at least seven days prior to the hearing date. The notice must indicate the applicant's intent to seek a waiver or modification and that testimony will be taken at the hearing.

Finally, all applicants must provide advance written notice to the state legislators who represent the territory in which the school district or other applicant is located.

Copies of the website notice, newspaper notice, the notice(s) to the collective bargaining agent(s), and the notices to the applicant's state legislators must be included with the application.

Review Process

Applications for General Assembly approval of waivers of School Code mandates are reviewed by the State Board and submitted in a report to the General Assembly before March 1 and Oct. 1 of each year. The General Assembly review process was changed by Public Act 100-0465 (funding reform).

The State Board reviews the waiver report and may provide recommendations to the General Assembly. Once transmitted by the State Board, the report is reviewed by a panel of four members consisting of the Speaker of the House of Representatives; the Minority Leader of the House of Representatives; the President of the Senate; and the Minority Leader of the Senate. The members of the panel submit to the State Board of Education any notice of further consideration to any waiver request within 14 days after the member receives the report. If three or more of the panel members submit a notice of further consideration to any waiver request contained within the report, the State Board of Education shall submit the waiver request to the General Assembly for consideration. If fewer than three panel members submit a notice of further consideration to a waiver request, the waiver may be approved, denied, or modified by the State Board. If the State Board does not act on a waiver request within 10 days, then the waiver request is approved. If the waiver request is denied by the State Board, it shall submit the waiver request to the General Assembly for consideration.

The General Assembly may disapprove any waiver request submitted to the General Assembly in whole or in part within 60 calendar days after each house of the General Assembly next convenes after the waiver request is submitted by adoption of a resolution by a record vote of the majority of members elected in each house. If the General Assembly fails to disapprove any waiver request or appealed request within such 60-day period, the waiver or modification shall be deemed granted. Any resolution adopted by the General Assembly disapproving a report of the State Board in whole or in part shall be binding on the State Board.

Spring 2020 Report

The Spring 2020 Waiver Report will be the 50th report to be submitted to the General Assembly under Section 2-3.25g of the School Code. School districts must submit complete applications to agency staff postmarked on or before Jan. 15 to be included in the spring report.

As of January 28, 2020, 94 waiver applications have been received and are currently being processed. Of this amount, 68 will be transmitted to the General Assembly, 12 were approved by the State Superintendent, and 14 were returned or withdrawn.

Summary of Applications for Waivers Volume 50 – Spring 2020

Topic	Number of Submitted Applications	
Administrative Cost Limitations	23	
Driver's Education	6	
Non-Resident Tuition	47	
Physical Education	3	
School Improvement Days	10	
Statement of Affairs	5	
Summary	94	

Next Steps

Legislative Affairs staff will process applications and review them for completeness following the Jan. 15 application deadline. The State Board will review the full report at its February meeting. The report will be transmitted to the General Assembly following that meeting. The Board may act in March, if required. Action may include approval, denial, or modification of the waiver requests. Further, the Board will be asked to transmit waiver requests that were noticed for further consideration by at least three of the legislative panelists back to the General Assembly.

Date of Board Action: Feb. 18, 2020



Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001
www.isbe.net

Darren Reisberg
Chair of the Board

Dr. Carmen I. Ayala
State Superintendent of Education

MEMORANDUM

TO: The Honorable Don Harmon, Senate President
The Honorable William E. Brady, Senate Minority Leader
The Honorable Michael J. Madigan, Speaker of the House
The Honorable Jim Durkin, House Minority Leader

From: Carmen I. Ayala, State Superintendent of Education

DATE: February 18, 2020

RE: Spring 2020 Waiver Report | Requests to Waive School Code Mandates

As required by Section 2-3.25g of the School Code [105 ILCS 5/2-3.25g], the following report provides summaries of requests for waivers of School Code mandates being transmitted to the Illinois General Assembly for its consideration. The report concludes with a database listing all the requests received, organized by Senate and House districts, including those requests for waivers and modifications acted on by the State Superintendent of Education in accordance with Section 1A-4 of the School Code [105 ILCS 5/1A-4] and applications that have been returned to school districts or other eligible applicants.

Pursuant to Section 2-3.25g (d) of the School Code [105 ILCS 5/2-3.25g (d)]:

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

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

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

The members of the panel shall review the report submitted by the State Board of Education and submit to the State Board of Education any notice of further consideration to any waiver request within 14 days after the member receives the report. If three or more of the panel members submit

a notice of further consideration to any waiver request contained within the report, the State Board of Education shall submit the waiver request to the General Assembly for consideration. If fewer than three panel members submit a notice of further consideration to a waiver request, the waiver may be approved, denied, or modified by the State Board. If the State Board does not act on a waiver request within 10 days, then the waiver request is approved. If the waiver request is denied by the State Board, it shall submit the waiver request to the General Assembly for consideration.

The General Assembly may disapprove any waiver request submitted to the General Assembly pursuant to this subsection (d) in whole or in part within 60 calendar days after each house of the General Assembly next convenes after the waiver request is submitted by adoption of a resolution by a record vote of the majority of members elected in each house. If the General Assembly fails to disapprove any waiver request or appealed request within such 60-day period, the waiver or modification shall be deemed granted. Any resolution adopted by the General Assembly disapproving a report of the State Board in whole or in part shall be binding on the State Board.

Memoranda detailing the following shall be submitted to the Illinois State Board of Education by each panel member to effectuate the law:

- (1) Notice of specific waiver requests noticed for further consideration by the General Assembly; and
- (2) A statement indicating that all waiver requests included in the report, except for those listed above in (1), are returned to the State Board of Education for final action.

If you have any questions or comments, you may contact Amanda Elliott, executive director of Legislative Affairs, at (217) 782-6510.

cc: Secretary of the Senate
Clerk of the House
Legislative Research Unit
State Government Report Center

Executive Summary

The following report outlines waivers of School Code mandates that school districts, Regional Offices of Education, or special education or area vocational centers have requested since the last report, which was transmitted in September 2019. Pursuant to Section 2-3.25g of the School Code, these requests must be sent to the General Assembly before March 1, 2020.

Section I summarizes the 68 requests received for waivers of School Code mandates pursuant to Section 2-3.25g for consideration by the General Assembly. They are presented alphabetically by topic area. The largest number of applications received, 39 requests, seek waivers from the requirements for non-resident tuition. The next highest set of applications received, 20 requests, are related to administrative cost cap limitations. There were four submissions regarding statement of affairs, four submissions regarding driver's education, and one submission for physical education.

This document contains an additional section beyond what is required under Section 2-3.25g of the School Code. Section II is a database with a list of the modifications or waivers of State Board of Education rules and modifications of School Code mandates upon which the State Superintendent of Education has acted in accordance with Section 1A-4 of the School Code. The database also includes a list of the requests that have been returned to or withdrawn by the petitioning entities. Finally, the database includes the 68 waiver requests for the General Assembly's consideration and is organized by Senate and House districts.

Complete copies of the waiver requests for the General Assembly's consideration have been made available to legislative staff.

This report is the 50th report submitted pursuant to Section 2-3.25g of the School Code, which requires that State Board of Education staff compile and submit requests for waivers of School Code mandates to the General Assembly before March 1 and October 1 of each year.

Summary of Applications for Waivers and Modifications
Volume 50 – Spring 2020

<u>Topic</u>	Approved by ISBE	Denied by ISBE	Transmitted to GA	Withdrawn or Returned
Administrative Cost Cap Limitation	0	0	20	3
Driver's Education	2	0	4	0
Non-resident Tuition	0	0	39	8
Physical Education	0	0	1	2
School Improvement Days	10	0	0	0
Statement of Affairs	0	0	4	1
Petition Summary	12	0	68	14

Total number of Applications: 94

Section I
Applications Transmitted to the General Assembly

Administrative Cost Cap Limitation

Central Stickney School District 110 – Cook (SD1/HD1) / Expiration 2019-2020 school year / W-100-6675 – Waiver of School Code (Section 17-1.5) requests a waiver of the fiscal year 2020 Limitation of Administrative Costs. The district's FY 2020 budgeted administrative costs exceed the FY 2019 actual administrative costs by 27 percent.

The district superintendent will be retiring as of June 30, 2020, with the current assistant superintendent advancing to superintendent at that time. The assistant superintendent's contract was changed from 190 days in the previous year to 260 days, which will provide additional work days to shadow the superintendent and learn the various aspects of the job in order to prepare for the transition. The district is also providing the assistant superintendent tuition reimbursement for coursework leading to a Superintendent Endorsement. The costs for the job shadowing and transition preparation resulted in additional budgeted administrative expenditures of \$48,522 for salary and \$15,000 for benefits (tuition reimbursement), for a total of \$63,522 additional budgeted administrative expenditures in FY 2020. The district reported that promoting an existing administrator to superintendent will save the district having to hire a search firm to fill the position, estimated at approximately \$30,000.

The district has a policy of including contingency dollars within their budget for purchased services and supplies. The budgeted contingency amounts would be available to the district to cover unforeseen expenditures but historically have not been used, resulting in the district underspending their adopted budget in purchased services and supplies. In FY 2020, the district budgeted \$14,935 for administrative repairs within purchased services and \$25,000 for administrative supplies, the same amounts the district budgeted for these areas in FY 2019. In FY 2019, the district expended \$5,268 for administrative repairs and \$11,336 for administrative supplies, resulting in slightly over \$23,000 being underspent. The district expects spending in FY 2020 to be in line with the FY 2019 spending, resulting in \$23,000 additional budgeted administrative expenditures in FY 2020 due to contingency dollars.

Additional work days to allow the assistant superintendent to shadow the superintendent, additional tuition reimbursement, and additional budgeted contingency dollars not expected to be spent caused the district to exceed the statutory allowable 5 percent increase. Without these additional costs Central Stickney SD 110 would have been in compliance with the FY 2020 Limitation of Administrative Costs, experiencing a decrease in administrative costs of 1 percent.

DeLand-Weldon CUSD 57 – Piatt (SD51/HD101) / Expiration 2019-2020 school year / W-100-6725 – Waiver of School Code (Section 17-1.5) requests a waiver of the fiscal year 2020 Limitation of Administrative Costs. The district's FY 2020 budgeted administrative costs exceed the FY 2019 actual administrative costs by 11 percent.

The district superintendent also serves as the elementary school principal. During the 2018-19 school year, the combined superintendent/principal salary was divided 40 percent to

superintendent duties, an area reported on the Limitation of Administrative Costs Worksheet, and 60 percent to principal duties, an area not reported on the Limitation worksheet. In order to better reflect actual duties, the combined superintendent/principal salary was divided equally between superintendent and principal duties for the 2019-20 school year. This accounting change resulted in \$3,044 additional budgeted administrative expenditures in FY 2020. The superintendent/principal total salary equals \$98,088 in FY 2020 and \$95,000 in FY 2019, an increase of 3.25 percent.

The district also budgeted to replace outdated computer equipment in the district office during FY 2020, resulting in \$1,225 additional budgeted administrative expenditures in FY 2020.

The accounting change for dividing the combined superintendent/principal salary and new computer purchase caused the district to exceed the statutory allowable 5 percent increase. Without these additional costs, Deland-Weldon CUSD 57 would have been in compliance with the FY 2020 Limitation of Administrative Costs, experiencing a 4 percent increase.

*Fieldcrest CUSD 6 – Woodford (SD53/HD106) / **Expiration 2019-2020 school year / W-100-6671 – Waiver of School Code*** (Section 17-1.5) requests a waiver of the fiscal year 2020 Limitation of Administrative Costs. The district's FY 2020 budgeted administrative costs exceed the FY 2019 actual administrative costs by 36 percent.

The Fieldcrest superintendent was scheduled to retire December 31, 2019. The district weighed various options to replace the retiring superintendent, including hiring an interim superintendent for the last half of the year or trying to hire a permanent replacement to start in the middle of the school year. The district decided the best course of action was to hire an assistant superintendent to work with the retiring superintendent for the first half of FY 2020 and transition to the superintendent position starting January 1, 2020. The additional administrator for half of the year resulted in additional budgeted administrative expenditures of \$50,160 for salary and \$8,497 for benefits, for a total of \$58,657 additional budgeted administrative expenditures in FY 2020. This option was beneficial to the district as the assistant superintendent was able to work half a year with the outgoing superintendent to provide for a smooth transition.

The additional administrator for half of the year caused the district to exceed the statutory allowable 5 percent increase. Without these additional costs Fieldcrest CUSD 6 would have been in compliance with the FY 2020 Limitation of Administrative Costs, experiencing a 1 percent increase.

*Gardner CCSD 72C – Grundy (SD40/HD79) / **Expiration 2019-2020 school year / W-100-6667 – Waiver of School Code*** (Section 17-1.5) requests a waiver of the fiscal year 2020 Limitation of Administrative Costs. The district's FY 2020 budgeted administrative costs exceed the FY 2019 actual administrative costs by 25 percent.

The school board hired a combined superintendent/principal for the 2019-20 school year at a salary of \$105,000, which was \$11,367 greater than the previous year combined superintendent/principal, whose salary was \$93,633. The district offered an increase in salary for the new superintendent to better match the marketplace and neighboring school districts, as well

as due to the new superintendent having a doctorate, where the previous superintendent had a masters level degree. The high school district Gardner feeds into and the other elementary districts in that dual district system all have various sharing systems for the superintendent and principal positions. Like Gardner, South Wilmington CCSD 74 has a combined superintendent/principal with a 2019-20 salary of \$104,429, resulting in a per pupil salary cost of \$1,392. Gardner S Wilmington HSD 73 and Braceville SD 75 share a superintendent with 80 percent applicable to the high school district and 20 percent applicable to the elementary district, and each employs a separate building principal. Gardner S Wilmington superintendent and principal total salary cost is \$164,230, with a per pupil salary cost of \$730. Braceville superintendent and principal total salary cost is \$108,455 with a per pupil salary cost of \$1,118. The Gardner total salary cost of \$105,000 results in a per pupil salary cost of \$597, which is still lower than the other elementary and high school districts in their dual district system.

Outside of the salary increase, the district also had increases in benefits, supplies, and capital outlay. The current superintendent is receiving full family health insurance benefits, where the previous superintendent only used individual health insurance. The district also has additional expenditures in supplies for a monthly stipend for the superintendent cell phone usage and additional expenditures in capital outlay for the costs of a new laptop to assist in the responsibilities associated with the superintendent's role.

Since the superintendent also serves as building principal, salary and benefit costs are divided between superintendent duties, an area reported on the Limitation of Administrative Costs Worksheet, and principal duties, an area not reported on the Limitation worksheet. Based on the proportion of the salary and benefits costs applicable to the superintendent duties, along with the other increased costs, the district experienced additional budgeted administrative expenditures of \$5,776 for salary, \$4,561 for benefits, \$1,400 for supplies, and \$1,600 for capital outlay, for a total of \$13,337 additional budgeted administrative expenditures in FY 2020.

The current superintendent costs over the prior superintendent costs caused the district to exceed the statutory allowable 5 percent increase. Without these additional costs Gardner CCSD 72C would have been in compliance with the FY 2020 Limitation of Administrative Costs, experiencing a 1 percent increase.

General George Patton 133 – Cook (SD14/HD28) / **Expiration 2019-2020 school year / W-100-6713 – Waiver of School Code** (Section 17-1.5) requests a waiver of the fiscal year 2020 Limitation of Administrative Costs. The district's FY 2020 budgeted administrative costs exceed the FY 2019 actual administrative costs by 15 percent.

In the 2018-19 school year, the assistant superintendent also served as the elementary school principal. The combined assistant superintendent/principal costs were divided with 50 percent applicable to assistant superintendent duties, an area reported on the Limitation of Administrative Costs Worksheet, and 50 percent applicable to principal duties, an area not reported on the Limitation worksheet. The district superintendent is scheduled to retire in two years, and the school board wants to promote from within the district. In order to provide more time for the assistant superintendent to shadow and learn from the superintendent, the district separated the combined position to have a full-time assistant superintendent and full-time

elementary school principal for the 2019-20 school year. Due to the change in duties, all of the assistant superintendent costs are now reported on the Limitation worksheet, resulting in additional budgeted administrative expenditures of \$57,207 for salary, \$5,658 for TRS, and \$2,101 for tuition reimbursement, for a total of \$64,966 additional budgeted administrative expenditures in FY 2020. The district believes this administration structure will be beneficial to its students as the full-time assistant superintendent will have additional time to work along with the superintendent to help manage the district and provide leadership related to the board of education's vision regarding successfully educating their students.

Additionally, for the 2019-20 school year, the district is employing a former pre-kindergarten administrator to assist with the registration and testing of pre-kindergarten students. The district believes that utilizing this former administrator on a temporary basis will benefit the pre-kindergarten program due to their in-depth knowledge of the program. This addition resulted in \$5,000 additional budgeted administrative expenditures for FY 2020.

Changing from a combined assistant superintendent/principal to separate positions and temporarily employing a former administrator to assist the pre-kindergarten program caused the district to exceed the statutory allowable 5 percent increase. Without these additional costs, General George Patton SD 133 would have been in compliance with the FY 2020 Limitation of Administrative Costs, experiencing a 4 percent increase.

Illinois Valley Central 321 – Peoria (SD37/HD73) / **Expiration 2019-2020 school year / W-100-6688 – Waiver of School Code** (Section 17-1.5) requests a waiver of the fiscal year 2020 Limitation of Administrative Costs. The district's FY 2020 budgeted administrative costs exceed the FY 2019 actual administrative costs by 15 percent.

The district received additional IDEA funding in FY 2020. The additional IDEA funds will allow the district to expand services within the special education department to help support their students at a greater level. To assist with the administration of the IDEA funds and the overall special education program, the district created an Assistant Special Education Coordinator. A building principal was reassigned to the new position, with their salary and benefits costs moved from an area not reported on the Limitation of Administrative Costs Worksheet to an area reported on the Limitation worksheet. The new position resulted in \$70,000 additional budgeted administrative expenditures in FY 2020.

The addition of a new Assistant Special Education Coordinator caused the district to exceed the statutory allowable 5 percent increase. The addition of this new position will be cost-neutral, as the costs for the position will be covered by grant funds. But, the Limitation worksheet only reports expenditures and does not take into account revenue received by a district to pay for the reported administrative costs. Without these additional costs, Illinois Valley Central CUSD 321 would have been in compliance with the FY 2020 Limitation of Administrative Costs, experiencing a 4 percent increase.

Iroquois County CUSD 9 – Iroquois (SD53/HD106) / **Expiration 2019-2020 school year / W-100-6702 – Waiver of School Code** (Section 17-1.5) requests a waiver of the fiscal year 2020

Limitation of Administrative Costs. The district's FY 2020 budgeted administrative costs exceed the FY 2019 actual administrative costs by 61 percent.

The district reached an amicable and mutually-agreed upon separation with their superintendent as of the end of the 2018-19 school year. In accordance with the agreed upon separation agreement, the district will pay the previous superintendent \$135,000 salary and \$29,118.77 TRS/benefits during FY 2020, which are the same salary and TRS benefits as in the prior year but with an increase in medical insurance benefits as detailed below. In order to have an administrator over the district, an interim superintendent was hired for the 2019-20 school year. The interim superintendent will be paid \$675 a day for 120 days for a total salary of \$81,000 along with \$980 benefits.

In the prior year, 85 percent of the superintendent's salary (\$114,750) was paid within the Executive Administration cost function, which is reported on the Limitation of Administrative Costs Worksheet. The remaining 15 percent (\$20,250) was paid out of the Tort Fund, an area not reported on the Limitation worksheet. In FY 2020, the entire amount of the settlement paid to the previous superintendent is accounted for within the Executive Administration cost function. For the interim superintendent's FY 2020 salary, 85 percent (\$68,850) is accounted for within the Executive Administration cost function and 15 percent (\$12,150) is accounted for within the Tort Fund.

Outside of the salary increases, the district also had increases in benefits and purchased services. As mentioned above, the benefits cost for the interim superintendent is \$980, a new cost in FY 2020. In anticipation of a large district-wide medical insurance increase, the district budgeted an addition \$2,500 per employee for medical insurance. Within the Executive Administration cost function, this included increases for the previous superintendent settlement and the administrative assistant, for a total of \$5,000. The district's copier was old and in need of replacement, and the district entered into a lease agreement for a new copier for a cost of \$7,000, to include lease payments and a maintenance agreement.

Overall, the district experienced additional budgeted administrative expenditures of \$20,250 for salary for the accounting change from Tort Fund to Executive Administration for a portion of the previous superintendent settlement; \$68,850 for salary for the interim superintendent; \$980 for benefits for interim superintendent; \$5,000 for benefits for district-wide medical insurance increase; and \$7,000 for purchased services for new copier lease and maintenance agreement; for a total of \$102,080 additional budgeted administrative expenditures in FY 2020.

The need for an interim superintendent after the mutually-agreed upon separation with the previous superintendent, an accounting change resulting from the settlement, insurance increases, and a new copier agreement all caused the district to exceed the statutory allowable 5 percent increase. Without these additional costs Iroquois County CUSD 9 would have been in compliance with the FY 2020 Limitation of Administrative Costs, experiencing a 5 percent increase.

Lostant CUSD 425 – LaSalle (SD37/HD73) / Expiration 2019-2020 school year / W-100-6670 – Waiver of School Code (Section 17-1.5) requests a waiver of the fiscal year 2020 Limitation of Administrative Costs. The district's FY 2020 budgeted administrative costs exceed the FY 2019 actual administrative costs by 155 percent.

Since the time Lostant deactivated their high school, the district has employed a single administrator acting as both superintendent and elementary school principal, up to and including the 2018-19 school year. The district has traditionally broken out the combined superintendent/principal salary and benefits as 45 percent applicable to superintendent duties, an area reported on the Limitation of Administrative Costs Worksheet, and 55 percent applicable to principal duties, an area not reported on the Limitation worksheet. The current lead administrator is scheduled to retire at the end of the 2019-20 school year. For the 2019-20 school year, the district has hired a separate elementary school principal to mentor under the superintendent before taking over as the district superintendent on July 1. The change from a combined superintendent/principal to a separate superintendent and principal results in the superintendent salary and benefits being 100 percent applicable to superintendent duties and reported on the Limitation worksheet. The change results in additional budgeted administrative expenditures of \$62,559 for salary and \$7,244 for benefits, for a total of \$69,803 additional budgeted administrative expenditures in FY 2020.

During the 2019-20 school year, the principal will work with the superintendent in the areas of oversight and management of the district's budget; food service; building and maintenance; transportation; professional development; staffing and personnel; IEPs; board meetings; parent involvement; as well as reports and paperwork required by ISBE. The district believes this structure will allow for a seamless administrative transfer at the end of the current fiscal year.

The change from a combined superintendent/principal to a separate superintendent and principal caused the district to exceed the statutory allowable 5 percent increase. Without these additional costs, Lostant CUSD 425 would have been in compliance with the FY 2020 Limitation of Administrative Costs, experiencing a 4 percent increase.

Mascoutah CUSD 19 – St. Clair (SD54/HD108) / Expiration 2019-2020 school year / W-100-6699 – Waiver of School Code (Section 17-1.5) requests a waiver of the fiscal year 2020 Limitation of Administrative Costs. The district's FY 2020 budgeted administrative costs exceed the FY 2019 actual administrative costs by 14 percent.

The district has experienced an increase in special education students, increasing the workload on the two current special education administrators that handle the special education caseload. Starting with the 2019-20 school year, the district hired a new Special Education Coordinator to help with this additional caseload. The new administrator resulted in additional budgeted expenditures of \$70,000 for salary and \$7,200 for benefits, a total of \$77,200 additional budgeted administrative expenditures for FY 2020.

The addition of a new Special Education Coordinator caused the district to exceed the statutory allowable 5 percent increase. Without these additional costs, Mascoutah CUSD 19 would have

been in compliance with the FY 2020 Limitation of Administrative Costs, experiencing a 5 percent increase.

Northwestern CUSD 2 – Macoupin (SD50/HD100) / Expiration 2019-2020 school year / W-100-6664 – Waiver of School Code (Section 17-1.5) requests a waiver of the fiscal year 2020 Limitation of Administrative Costs. The district's FY 2020 budgeted administrative costs exceed the FY 2019 actual administrative costs by 32 percent.

During the 2018-19 school year, the district employed an interim superintendent. The interim superintendent received a salary comparable to the part-time status but did not receive insurance or retirement benefits. The district made a commitment to provide for a superintendent in a more effective, efficient, and economical manner. To achieve this, starting with the 2019-20 school year, the district is sharing a full-time superintendent with a neighboring district. The full-time superintendent receives a salary comparable to the full-time status, insurance, and retirement benefits, with the total cost split evenly between the two districts. Half of the full-time superintendent costs resulted in additional budgeted expenditures of \$12,298 for salary and \$15,826 for benefits, for a total of \$28,124 additional budgeted administrative expenditures in FY 2020.

The district also experienced “new” costs within Special Area Administration Services, a cost function reported on the Limitation of Administrative Costs Worksheet. In previous years, the stipend for the Title 1 Coordinator was accounted for in cost functions not reported on the Limitation worksheet. As a result of an ISBE Finance Audit, the district was instructed to move the Title 1 Coordinator stipend to the Special Area Administration Services cost function. This accounting change resulted in \$1,500 additional budgeted administrative expenditures in FY 2020. The district also received new grant dollars from the Early Childhood 0-3 Grant for office supplies, which resulted in \$3,000 additional budgeted administrative expenditures in FY 2020. Both of these items will be cost-neutral, as they will be covered by the respective grant funds. But, the Limitation worksheet only reports expenditures and does not take into account revenue received by a district to pay for the reported administrative costs.

The district's share of a full-time superintendent and additional expenditures within Special Area Administration Services caused the district to exceed the statutory allowable 5 percent increase. Without these additional costs Northwestern CUSD 2 would have been in compliance with the FY 2020 Limitation of Administrative Costs, experiencing a 1 percent increase.

Pawnee CUSD 11 – Sangamon (SD50/HD99) / Expiration 2019-2020 school year / W-100-6697 – Waiver of School Code (Section 17-1.5) requests a waiver of the fiscal year 2020 Limitation of Administrative Costs. The district's FY 2020 budgeted administrative costs exceed the FY 2019 actual administrative costs by 7 percent.

The superintendent employed by the district during the 2018-19 school year had eight unused vacation days upon leaving the district at the end of that school year. In accordance with the negotiated contract between the prior-year superintendent and the district school board, the district was responsible to pay for those unused vacation days. A payment in the amount of

\$3,717 was made to the prior-year superintendent in July 2019, resulting in additional budgeted administrative expenditures in FY 2020.

The payment for the prior-year superintendent's unused vacation days caused the district to exceed the statutory allowable 5 percent increase. Without these additional costs, Pawnee CUSD 11 would have been in compliance with the FY 2020 Limitation of Administrative Costs, experiencing a 5 percent increase.

*Ridgeview CUSD 19 – McLean (SD53/HD105) / **Expiration 2019-2020 school year / W-100-6717 – Waiver of School Code*** (Section 17-1.5) requests a waiver of the fiscal year 2020 Limitation of Administrative Costs. The district's FY 2020 budgeted administrative costs exceed the FY 2019 actual administrative costs by 49 percent.

The district employed an interim superintendent for the 2018-19 school year due to a late resignation from the previous superintendent. The interim superintendent was limited to working 120 days, received a salary comparable to the part-time status, but did not receive insurance or TRS/THIS. The district has employed a full-time superintendent starting with the 2019-20 school year. The full-time superintendent receives a salary comparable to the full-time status, insurance, and TRS/THIS. The FY 2020 estimated costs for the full-time superintendent are \$124,800 for salary and \$21,850 for benefits. The FY 2019 actual costs for the part-time superintendent were \$79,536 for salary. Moving from an interim superintendent to a full-time superintendent resulted in additional budgeted administrative expenditures of \$45,264 for salary and \$21,850 for benefits, for a total of \$67,114 additional budgeted administrative expenditures in FY 2020. The district believes this administration structure will be beneficial to its students as the full-time superintendent will have the time to concentrate on areas such as fiscal responsibility, curriculum, and long-term planning.

The change from an interim to a full-time superintendent caused the district to exceed the statutory allowable 5 percent increase. Without these additional costs, Ridgeview CUSD 19 would have been in compliance with the FY 2020 Limitation of Administrative Costs, experiencing a 2 percent increase.

*Rosemont ESD 78 – Cook (SD10/HD20) / **Expiration 2019-2020 school year / W-100-6708 – Waiver of School Code*** (Section 17-1.5) requests a waiver of the fiscal year 2020 Limitation of Administrative Costs. The district's FY 2020 budgeted administrative costs exceed the FY 2019 actual administrative costs by 55 percent.

During the 2017-18 and 2018-19 school years, the superintendent also served as building principal. The combined superintendent/principal salary was divided half to superintendent duties, an area reported on the Limitation of Administrative Costs Worksheet, and half to principal duties, an area not reported on the Limitation worksheet. Because of increasing administrative duties, the district believed it was in the best interests of their students to separate the positions and hire a full-time principal starting with the 2019-20 school year. The new administration structure will allow the superintendent to devote time solely to administrative duties for the overall district. The change from a combined superintendent/principal to a separate superintendent and principal results in all of the superintendent's salary being reported on the

Limitation worksheet, resulting in \$109,393 additional budgeted administrative expenditures in FY 2020.

The change from a combined superintendent/principal to a separate superintendent and principal caused the district to exceed the statutory allowable 5 percent increase. Without these additional costs, Rosemont SD 78 would have been in compliance with the FY 2020 Limitation of Administrative Costs, experiencing a 4 percent increase.

Scott-Morgan CUSD 2 – Scott (SD50/HD100) / **Expiration 2019-2020 school year / W-100-6663 – Waiver of School Code** (Section 17-1.5) requests a waiver of the fiscal year 2020 Limitation of Administrative Costs. The district's FY 2020 budgeted administrative costs exceed the FY 2019 actual administrative costs by 41 percent.

Scott-Morgan is sharing a superintendent with a neighboring district, Winchester CUSD 1, for the 2019-20 school year. The two-unit districts will equally share the costs of the superintendent salary, benefits, and any superintendent specific purchased services and supplies. Scott-Morgan will serve as the fiscal agent, paying all costs, with Winchester reimbursing Scott-Morgan. This administrative arrangement will result in substantial savings for each district. The superintendent costs for FY 2020 equal \$160,000 for salary, \$16,000 for benefits, and \$5,000 for purchased services, for a total superintendent cost of \$181,000. Each district's final superintendent costs under this arrangement will be \$90,500.

Since Scott-Morgan is the fiscal agent under this administrative arrangement, they must budget for the full expenditures of the shared superintendent costs for FY 2020 and report the full expenditures on the Limitation of Administrative Costs Worksheet. The district's final net cost will be less, as half of the expenditures will be reimbursed by the other district, but the Limitation worksheet only reports expenditures and does not take into account revenue received by the district that will lessen their final net cost.

The total salary for the shared superintendent will be \$160,000 in FY 2020. The total salary for the superintendent in FY 2019, when only serving Scott-Morgan, was \$125,000. Both districts agreed to share half of the \$35,000 raise for the superintendent because the superintendent will serve both of the districts, working with two separate school boards, overseeing two separate staffs, and managing two separate curriculums and finances. Because Scott-Morgan is the fiscal agent and reporting all of the expenditures for the shared superintendent, the raise resulted in \$35,000 additional budgeted expenditures in FY 2020.

In FY 2019, the superintendent's \$125,000 total salary was divided between the Educational Fund and the Tort Fund. \$106,250 was accounted for within the Executive Administration Services in the Educational Fund, an area reported on the Limitation worksheet. \$18,750 was accounted for within the Tort Fund, an area that is not reported on the Limitation worksheet. In FY 2020, the superintendent's total salary is accounted for within the Executive Administration Services and reported on the Limitation worksheet. The accounting change from Tort Fund to Educational Fund resulted in \$18,750 additional budgeted expenditures in FY 2020.

The raise for the superintendent due to serving two separate districts and moving part of the superintendent's salary from Tort Fund to Educational Fund caused the district to exceed the statutory allowable 5 percent increase. Without these additional costs, Scott-Morgan CUSD 2 would have been in compliance with the FY 2020 Limitation of Administrative Costs, experiencing a decrease in administrative costs of 1 percent. When FY 2020 total superintendent expenditures are reduced by the revenue received from Winchester, Scott-Morgan will end up paying less for their share of the FY 2020 superintendent than they paid for the FY 2019 superintendent.

South Fork School District – Christian (SD48/HD96) / **Expiration 2019-2020 school year / W-100-6678 – Waiver of School Code** (Section 17-1.5) requests a waiver of the fiscal year 2020 Limitation of Administrative Costs. The district's FY 2020 budgeted administrative costs exceed the FY 2019 actual administrative costs by 38 percent.

During FY 2019, the district employed an interim superintendent who only worked part-time in the district. When the interim superintendent was not at the district, a building principal assumed district superintendent duties, taking away from their building principal duties. Starting on April 1, 2019, the district employed a full-time superintendent, whose employment continues into the 2019-20 school year. The FY 2020 estimated costs for the full-time superintendent equal \$130,000 for salary and \$19,792 for benefits. The FY 2019 actual costs for the part-time superintendent and three months of a full-time superintendent were \$104,494 for salary and \$5,765 for benefits. Moving from a part-time superintendent to a full-time superintendent resulted in additional budgeted administrative expenditures of \$25,506 for salary and \$14,027 for benefits, for a total of \$39,533 additional budgeted administrative expenditures in FY 2020. The district believes this administration structure will be beneficial to its students as the full-time superintendent will be able to concentrate on finances and entire district needs, while each building principal will be able to concentrate on building duties and implementation of new programs.

The change from a part-time to a full-time superintendent caused the district to exceed the statutory allowable 5 percent increase. Without these additional costs, South Fork SD 14 would have been in compliance with the FY 2020 Limitation of Administrative Costs, experiencing a 3 percent increase.

Taft School District 90 – Will (SD43/HD85) / **Expiration 2019-2020 school year / W-100-6687 – Waiver of School Code** (Section 17-1.5) requests a waiver of the fiscal year 2020 Limitation of Administrative Costs. The district's FY 2020 budgeted administrative costs exceed the FY 2019 actual administrative costs by 48 percent.

The district employed an interim superintendent for the 2018-19 school year who worked 115 days for a cost of \$92,000. The interim superintendent only received a daily-rate salary but did not receive TRS or insurance. Due to the limited number of days the interim superintendent was in the district, some of the day-to-day overall district duties fell to the building principal. In order to have a head administrator to oversee district finances, human resources, state reporting, and community engagement, which will allow the building principal to work with teachers to improve instructional outcomes, the district hired a full-time superintendent for the 2019-20 school year. The full-time superintendent costs are \$132,000 for salary and \$45,150 for TRS and

medical/life insurance. Moving from an interim superintendent to a full-time superintendent resulted in additional budgeted expenditures of \$40,000 for salary and \$45,150 for benefits, for a total of \$85,150 additional budgeted administrative expenditures in FY 2020.

The change from an interim to a full-time superintendent caused the district to exceed the statutory allowable 5 percent increase. Without these additional costs, Taft SD 90 would have been in compliance with the FY 2020 Limitation of Administrative Costs, experiencing a decrease in administrative costs of 5 percent.

Taylorville SD 3 – Christian (SD48/HD95) / **Expiration 2019-2020 school year / W-100-6668 – Waiver of School Code** (Section 17-1.5) requests a waiver of the fiscal year 2019 Limitation of Administrative Costs. The district's FY 2020 budgeted administrative costs exceed the FY 2019 actual administrative costs by 12 percent.

The district hired a new Curriculum Director for the 2019-20 school year who had a change in duties from the district's Curriculum Director in 2018-19. There was no change in the total salary paid the two Curriculum Directors, but the change in duties resulted in an accounting change for where the salary was paid. During the 2018-19 school year, the Curriculum Director also had duties within the Pre-Kindergarten and Title I programs. The salary portions applicable to Pre-Kindergarten and Title 1 were accounted for in cost functions not reported on the Limitation of Administrative Costs Worksheet, and the salary portion applicable to curriculum duties was accounted for in the Executive Administration Services cost function, which is reported on the Limitation worksheet. In 2019-20, the Curriculum Director will no longer have duties within the Pre-Kindergarten program and will have increased curriculum duties. This resulted in an accounting change that increased the salary portion applicable to curriculum duties and accounted for in the Executive Administration Services cost function. The accounting change resulted in \$39,455 additional budgeted administrative expenditures in FY 2020.

The accounting change resulting from the change in the Curriculum Director duties caused the district to exceed the statutory allowable 5 percent increase. Without these additional costs, Taylorville CUSD 3 would have been in compliance with the FY 2020 Limitation of Administrative Costs, experiencing a 3 percent increase.

VIT CUSD 2 – Fulton (SD47/HD93) / **Expiration 2019-2020 school year / W-100-6696 – Waiver of School Code** (Section 17-1.5) requests a waiver of the fiscal year 2020 Limitation of Administrative Costs. The district's FY 2020 budgeted administrative costs exceed the FY 2019 actual administrative costs by 92 percent.

The district employed an interim superintendent for the first half of the 2018-19 school year. A full-time superintendent was hired as of January 1, 2019 and continued into the 2019-20 school year. The superintendent also serves as the elementary building principal, saving the district in overall administrative costs. The superintendent duties are accounted for in an area reported on the Limitation of Administrative Costs Worksheet, while the principal duties are accounted for in an area not reported on the Limitation worksheet. The FY 2020 estimated costs for a full year of the full-time superintendent duties equal \$62,200 for salary and \$20,450 for benefits. The FY 2019 actual costs for a half year of an interim superintendent and a half year of the full-time

superintendent duties were \$29,438 for salary and \$10,666 for benefits. Moving from an interim superintendent to a full-time superintendent resulted in additional budgeted administrative expenditures of \$32,762 for salary and \$9,784 for benefits, for a total of \$42,546 additional budgeted administrative expenditures in FY 2020. The district believes this administration structure will be beneficial to its students as the full-time superintendent will be able to keep up with state regulations, work on increasing curriculum for students, and see to the safety needs of the students.

Due to one of the district's schools being labeled "lowest-performing", the district received a School Improvement Grant in FY 2020. The amount of paperwork needed for the grant resulted in an administrative stipend to cover these additional duties. Per the district's ISBE grant consultant, the district should use Title 1 funds for the stipend, making this item cost-neutral as it will be covered by grant funds. But, the Limitation worksheet only reports expenditures and does not take into account revenue received by a district to pay for the reported administrative costs. The stipend resulted in \$2,750 additional budgeted administrative expenditures in FY 2020.

The change from an interim to a full-time superintendent and a stipend for grant work caused the district to exceed the statutory allowable 5 percent increase. Without these additional costs, VIT CUSD 2 would have been in compliance with the FY 2020 Limitation of Administrative Costs, experiencing a 4 percent increase.

Will County SD 92 – Will (SD43/HD85) / Expiration 2019-2020 school year / W-100-6729 – Waiver of School Code (Section 17-1.5) requests a waiver of the fiscal year 2020 Limitation of Administrative Costs. The district's FY 2020 budgeted administrative costs exceed the FY 2019 actual administrative costs by 46 percent.

The district employed an interim superintendent for the 2018-19 school year who also fulfilled the duties of the curriculum director, for a total cost of \$171,440. For the 2019-20 school year, the district wanted to break apart the superintendent and curriculum director roles to enable each position to concentrate on specific duties. To achieve this, the district hired a full-time superintendent for FY 2020 for a total cost of \$231,406. The district also budgeted \$179,500 for a full-time curriculum director, intending for the position to be filled once the new superintendent was in the district. After the FY 2020 budget had been approved by the school board, it was decided to delay the filling of the curriculum director position until the 2020-21 school year. The district reported they did not intend to amend the FY 2020 budget to remove the costs for the unfilled curriculum director position, leaving that budgeted amount unspent. Overall, the district experienced additional budgeted administrative expenditures of \$59,966 for the change in superintendent structure and \$179,500 for the unfilled curriculum director position, for a total of \$239,466 additional budgeted administrative expenditures.

The change from an interim to a full-time superintendent and the budgeted costs for the unfilled curriculum director position caused the district to exceed the statutory allowable 5 percent increase. Even if the district did amend their FY 2020 budget to eliminate costs for the unfilled curriculum director position, the change in superintendent structure would have still necessitated the waiver request. Without these additional costs, Will County SD 92 would have been in

compliance with the FY 2020 Limitation of Administrative Costs, experiencing a 5 percent increase.

*Wood River-Hartford District 15 – Madison (SD56/HD111) / **Expiration 2019-2020 school year / W-100-6705 – Waiver of School Code** (Section 17-1.5) requests a waiver of the fiscal year 2020 Limitation of Administrative Costs. The district’s FY 2020 budgeted administrative costs exceed the FY 2019 actual administrative costs by 10 percent.*

The Special Education Coordinator for the 2018-19 school year was a retired administrator who worked 100 days and received salary but not TRS. The district hired a new Special Education Coordinator for the 2019-20 school year who will work 120 days. The additional 20 work days are needed due to the growing special education population in the district increasing the workload of the coordinator. The additional days result in \$2,169 additional budgeted administrative expenditures for salary. Along with salary, the current Special Education Coordinator will receive TRS, which results in \$6,841 additional budgeted administrative expenditures for benefits (TRS). The new Special Education Coordinator costs total \$9,010 additional budgeted administrative expenditures in FY 2020.

The district also experienced “new” costs within Special Area Administration Services, a cost function reported on the Limitation of Administrative Costs Worksheet. In previous years, the Pre-Kindergarten Secretary and Pre-Kindergarten Summer Coordinator costs were accounted for in cost functions not reported on the Limitation worksheet. In accordance with ISBE Pre-Kindergarten Grant regulations, the district moved those costs to the Special Area Administration Services cost function. This accounting change resulted in \$9,683 additional budgeted administrative expenditures in FY 2020 for both positions. This change will be cost-neutral, as these positions will be covered by grant funds. But, the Limitation worksheet only reports expenditures and does not take into account revenue received by a district to pay for the reported administrative costs.

The additional Special Education and Pre-Kindergarten costs caused the district to exceed the statutory allowable 5 percent increase. Without these additional costs Wood River-Hartford SD 15 would have been in compliance with the FY 2020 Limitation of Administrative Costs, experiencing a 2 percent increase.

Driver’s Education

*Adlai E. Stevenson HSD 125 – Lake (SD30/HD59) / **Expiration 2023-24 school year / W-100-6727R – Waiver of School Code** (Section 27-24.2) requests to charge up to \$600 for driver’s education fees. The fees will be waived for any students that cannot afford the fees.*

*Adlai E. Stevenson HSD 125 – Lake (SD30/HD59) / **Expiration 2024-25 school year / W-100-6728 – Waiver of School Code** (Section 27-24.3) requests to use computer simulators for no more than eight hours in lieu of two hours of behind the wheel instruction in a car with dual operating controls operated on public roadways.*

DeKalb CUSD 428 – DeKalb (SD35/HD70) / **Expiration 2024-25 school year / W-100-6672R – Waiver of School Code** (Section 27-24.2) requests to allow the district to continue to charge \$300 for driver's education fees. The fees will be waived for any students that cannot afford the fees.

Glenbard HSD 87 – Lake (SD24/HD48) / **Expiration 2024-25 school year / W-100-6745R – Waiver of School Code** (Section 27-24.2) requests to charge a fee not to exceed \$350 for driver's education. The district will waive the fee for all students that qualify for the fee waiver program.

Non-resident Tuition

Ashton-Franklin Center CUSD 275 – Lee (SD45/HD90) / **Expiration 2024-25 school year / W-100-6739R – Waiver of School Code** (Section 10-20.12a) requests to allow full-time employees of the district living outside the district to enroll their children in the district free of charge.

Beardstown CUSD 15 – Cass (SD47/HD93) / **Expiration 2023-24 school year / W-100-6665 – Waiver of School Code** (Section 10-20.12a) requests to charge zero tuition for students of certified employees living out of district.

Bethalto SD 8 – Madison (SD56/HD111) / **Expiration 2024-25 school year / W-100-6711 – Waiver of School Code** (Section 10-20.12a) requests to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

Bluford Unit School District 318 – Jefferson (SD58/HD115) / **Expiration 2023-24 school year / W-100-6673R – Waiver of School Code** (Section 10-20.12a) requests to allow non-resident students whose parents are full-time or part-time employees of the district to attend tuition free.

Central SD 104 – St. Clair (SD56/HD112) / **Expiration 2021-22 school year / W-100-6748 – Waiver of School Code** (Section 10-20.12a) requests to allow non-resident pupils whose parent/guardian is employed by the district to attend district schools without charging tuition and fees; provided, however, that the district does not seek a waiver of Article 14 of the Illinois School Code and the district shall not assume any legal obligations of a "resident district" as to any pupil that is a non-resident of the district thereunder.

Creve Coeur SD 76 – Tazewell (SD46/HD91) / **Expiration 2024-25 school year / W-100-6690 – Waiver of School Code** (Section 10-20.12a) requests to charge less than 110 percent (zero dollars) for pupils of full and part-time employees who live outside the school district.

Dalzell GSD 98 – Bureau (SD38/HD76) / **Expiration 2024-25 school year / W-100-6743 – Waiver of School Code** (Section 10-20.12a) requests to charge a tuition fee less the 110 percent of the per capita tuition charge for non-resident children due to proximity, safety, and educational reasons. It would be the sole discretion of the Board of Directors to annually set the tuition rate and approve applications of children wanting to attend the grade school. Applications

will be accepted from any child who was at one time legally enrolled in the grade school and moved outside the district boundaries.

Dieterich CUSD 30 – Effingham (SD55/HD109) / **Expiration 2024-25 school year / W-100-6749 – Waiver of School Code** (Section 10-20.12a) requests to allow the district to charge non-resident students tuition an amount not exceeding 110 percent of the per capita cost of maintaining schools in the district for the preceding year.

Eastland CUSD 308 – Carroll (SD45/HD89) / **Expiration 2024-25 school year / W-100-6679 – Waiver of School Code** (Section 10-20.12a) requests to waive non-resident tuition costs for certified employees, so as to allow students of full-time, certified employees the opportunity to attend the district without paying the non-resident tuition costs.

Fairfield PSD 112 – Wayne (SD55/HD109) / **Expiration 2024-25 school year / W-100-6698R – Waiver of School Code** (Section 10-20.12a) requests to allow the Board of Education to set an amount for tuition for children of employees who do not reside within the district boundaries at an amount less than 110 percent of the per capita cost of maintaining schools in the district. The actual intent would be to allow students of employees to attend free of charge.

Flanagan-Cornell Unit 74 – Livingston (SD53/HD106) / **Expiration 2023-24 school year / W-100-6724R – Waiver of School Code** (Section 10-20.12a) requests to allow non-resident students of full-time employees to attend free of charge.

Iroquois County CUSD 9 – Iroquois (SD53/HD106) / **Expiration 2022-23 school year / W-100-6701R – Waiver of School Code** (Section 10-20.12a) requests to charge less than 110 percent (or zero) for pupils of full-time certified employees who live outside district boundaries.

Iuka CCSD 7 – Marion (SD54/HD107) / **Expiration 2023-24 school year / W-100-6737R – Waiver of School Code** (Section 10-20.12a) requests to allow non-resident children of full-time employees to attend the district free of charge.

Kewanee CUD 229 – Henry (SD37/HD74) / **Expiration 2024-25 school year / W-100-6695R – Waiver of School Code** (Section 10-20.12a) requests to charge less than 110 percent (zero) of the per capita tuition charge for non-resident children of full-time employees of the district.

La Moille CUSD 303 – Bureau (SD37/HD74) / **Expiration 2024-25 school year / W-100-6723R – Waiver of School Code** (Section 10-20.12a) requests to allow the non-resident children of full-time staff members to attend the district.

Maroa-Forsyth CUSD 2 – Macon (SD51/HD101) / **Expiration 2024-25 school year / W-100-6655 – Waiver of School Code** (Section 10-20.12a) requests to not charge tuition to certified teaching staff who live outside the school district boundaries for their children to attend the school district if they so choose.

*Marseilles ESD 150 – LaSalle (SD38/HD76) / **Expiration 2024-25 school year / W-100-6661 – Waiver of School Code*** (Section 10-20.12a) requests to allow the non-resident children of full-time staff members of the district to attend tuition free.

*McClellan CCSD 12 – Jefferson (SD58/HD115) / **Expiration 2024-25 school year / W-100-6744 – Waiver of School Code*** (Section 10-20.12a) requests to allow non-resident children of full-time school district employees to attend the district free of charge.

*Mount Vernon City Schools D80 – Jefferson (SD58/HD115) / **Expiration 2024-25 school year / W-100-6704R – Waiver of School Code*** (Section 10-20.12a) requests to allow non-resident students of full-time employees to attend district schools free of charge.

*Nauvoo-Colusa CUSD 325 – Hancock (SD47/HD94) / **Expiration 2023-24 school year / W-100-6659 – Waiver of School Code*** (Section 10-20.12a) requests to waive non-resident tuition fees for children of full-time teachers employed in the district's K-8 grade program.

*New Berlin CUSD 16 – Sangamon (SD50/HD99) / **Expiration 2024-25 school year / W-100-6736R – Waiver of School Code*** (Section 10-20.12a) requests to allow children of full-time district employees which are currently attending their schools by utilizing the previously approved waiver to continue to attend district schools by paying a partial charge. This would only be for children currently utilizing the waiver to complete their education at the district and new entries would not be allowed due to the impact additional enrollment brings for the district.

*North Greene Unit District 3 – Greene (SD50/HD100) / **Expiration 2024-25 school year / W-100-6686 – Waiver of School Code*** (Section 10-20.12a) requests to charge less than 110 percent (zero) of the per capita tuition charge for non-resident children of full-time employees of the district. In lieu of per capita tuition, the district will claim the average daily attendance of such students on the state aid claim.

*Oblong CUSD 4 – Crawford (SD55/HD110) / **Expiration 2024-25 school year / W-100-6715 – Waiver of School Code*** (Section 10-20.12a) requests to allow children of full-time employees who do not reside in the district to attend district schools without paying tuition.

*Palestine CUSD 3 – Crawford (SD55/HD110) / **Expiration 2024-25 school year / W-100-6694R – Waiver of School Code*** (Section 10-20.12a) requests to charge less than 110 percent (zero) of the per capita tuition charge for non-resident children of full-time employees of the district.

*Pearl City CSD 200 – Stephenson (SD45/HD89) / **Expiration 2024-25 school year / W-100-6726R – Waiver of School Code*** (Section 10-20.12a) requests to allow non-resident students of full-time employees to attend free of charge.

*Polo Community Unit School District 222 – Ogle (SD45/HD90) / **Expiration 2024-25 school year / W-100-6738R – Waiver of School Code*** (Section 10-20.12a) requests to allow non-resident children of district employees to attend the district free of charge.

Rock Falls ESD 13 – Whiteside (SD36/HD71) / **Expiration 2024-25 school year / W-100-6709 – Waiver of School Code** (Section 10-20.12a) requests to allow employees who are scheduled to work 600 hours or more per school year in the district to have their children attend the district free of charge.

Rock Falls HSD 301 – Whiteside (SD36/HD71) / **Expiration 2024-25 school year / W-100-6742R – Waiver of School Code** (Section 10-20.12a) requests to allow non-resident children of school district employees to attend the district free of charge.

St. Elmo CUSD 202 – Fayette (SD54/HD107) / **Expiration 2024-25 school year / W-100-6683 – Waiver of School Code** (Section 10-20.12a) requests to charge less than 110 percent of the per capita tuition charge for non-resident children of full-time employees of the district. In lieu of per capita tuition, the district will claim these students toward enrollment.

St. George CCSD 258 – Kankakee (SD17/HD34) / **Expiration 2024-25 school year / W-100-6718 – Waiver of School Code** (Section 10-20.12a) requests to allow students of non-resident full-time employees to attend the district free of charge.

Salem ESD 111 – Marion (SD54/HD107) / **Expiration 2024-25 school year / W-100-6691R – Waiver of School Code** (Section 10-20.12a) requests to charge less than 110 percent (zero) of the per capita tuition charge for non-resident children of full-time employees of the school district.

Saunemin CCSD 438 – Livingston (SD53/HD106) / **Expiration 2024-25 school year / W-100-6719 – Waiver of School Code** (Section 10-20.12a) requests to allow non-resident students of full-time employees to attend the district free of charge.

Southwestern CUSD 9 – Macoupin (SD48/HD95) / **Expiration 2023-24 school year / W-100-6682R – Waiver of School Code** (Section 10-20.12a) requests to charge less than 110 percent of the per capita tuition charge for non-resident children of full-time employees of the district. In lieu of per capita tuition, the district will claim the average daily attendance of such students on the state aid claim.

Spring Valley CCSD 99 – Bureau (SD38/HD76) / **Expiration 2024-25 school year / W-100-6722 – Waiver of School Code** (Section 10-20.12a) requests to charge a tuition fee less than the 110 percent of the per capita tuition charge for non-resident children in the immediate family of staff members of Spring Valley CCSD 99 and Spring Valley Hall High School 502. It would be at the sole discretion of the Board of Education to annually set the tuition rate and approve applications.

Stewardson-Strasburg CUSD 5A – Shelby (SD51/HD102) / **Expiration 2024-25 school year / W-100-6721R – Waiver of School Code** (Section 10-20.12a) requests to allow non-resident children of full-time employees of the district to be allowed to enroll if space is available. Tuition will be waived for such students during the time the parent is an employee of the district.

Teutopolis CUSD 50 – Effingham (SD55/HD109) / **Expiration 2024-25 school year / W-100-6692 – Waiver of School Code** (Section 10-20.12a) requests to charge less than 110 percent of the per capita tuition for non-resident children of full-time employees of the district.

Warrensburg-Latham CUSD 111 – Macon (SD51/HD101) / **Expiration 2024-25 school year / W-100-6703 – Waiver of School Code** (Section 10-20.12a) requests to allow non-resident teaching employee's children to attend school in the district on a tuition-free basis.

West Carroll CUSD 314 – Carroll (SD45/HD89) / **Expiration 2024-25 school year / W-100-6680R – Waiver of School Code** (Section 10-20.12a) requests to charge less than 110 percent (or zero) for pupils of full-time employees who live outside the district boundaries.

Wethersfield CUSD 230 – Henry (SD37/HD74) / **Expiration 2024-25 school year / W-100-6674R – Waiver of School Code** (Section 10-20.12a) requests to charge less than 110 percent (zero dollars) for pupils of employees who live outside the school district.

Physical Education

Elmwood Park CUSD 401 – Cook (SD39/HD78) / **Expiration 2024-25 school year / W-100-6669 – Waiver of School Code** (Section 27-6) requests to waive the current three times per week physical education expectation in grades 6-8 to allow students to move forward with college and career pathways and participate in acceleration opportunities. Also, requests to waive the current daily physical education expectation in grades 9-12 to allow for college and career pathways.

Statement of Affairs

Marengo-Union ECSD 165 – McHenry (SD32/HD63) / **Expiration 2024-25 school year / W-100-6750 – Waiver of School Code** (Section 10-17) requests to publish the annual Statement of Affairs on the district website in lieu of publishing in the local newspaper to redirect costs to student improvements (over \$4,000 for the past four years).

St. George CCSD 258 – Kankakee (SD17/HD34) / **Expiration 2024-25 school year / W-100-6716 – Waiver of School Code** (Section 10-17) requests to publish the Statement of Affairs on the district website in lieu of publishing in the newspaper, which would be a \$1,400 annual cost savings that would be used to improve student learning and achievement.

Scott-Morgan CUSD 2 – Scott (SD50/HD100) / **Expiration 2024-25 school year / W-100-6740 – Waiver of School Code** (Section 10-17) requests to post the annual Statement of Affairs on the district website and other social media in lieu of publishing in the newspaper for a cost savings of approximately \$3,500 over the life of the waiver.

Winchester CUSD 1 – Scott (SD50/HD100) / **Expiration 2024-25 school year / W-100-6707 – Waiver of School Code** (Section 10-17) requests to publish the Statement of Affairs on the district website and other social media in lieu of publishing in the newspaper saving the district over \$700 per year that would go towards instructional costs.

Section II Waiver and Modification Database

Requests received during this waiver cycle are presented numerically by Senate and House district and then alphabetically by school district or eligible applicant. The “action” to be taken for each request is noted; that is, request for waivers upon which the General Assembly must act are noted as “GA Action”; modifications already acted upon by the State Superintendent of Education in accordance with Section 1A-4 of the School Code are noted as “ISBE Approved” or “ISBE Denied”; and requests that were returned for one or more of the following reasons: “Returned,” “Ineligible,” “NWN” (no waiver needed), or “Withdrawn.”

<u>Legislative Districts</u>	<u>Number</u>	<u>School District</u>	<u>County</u>	<u>Code Citation*</u>	<u>Description</u>	<u>Action</u>	<u>Subject</u>	<u>Expiration Year**</u>
1/1	W-100-6675	Central Stickney School District 110	Cook	17-1.5	Requests waiver of five percent Limitation of Administrative Costs due to hiring an internal candidate to replace the retiring superintendent. This candidate will shadow the existing superintendent to ensure the most seamless transition possible.	Transmitted to GA	Administrative Cost Cap	2020
10/20	W-100-6708	Rosemont ESD 78	Cook	17-1.5	Requests to waive the five percent limitation of administrative costs due to hiring a full-time principal. The total increase is at 55 percent.	Transmitted to GA	Administrative Cost Cap	2020
14/28	W-100-6713	General George Patton 133	Cook	17-1.5	Requests to waive the five percent limitation of administrative costs due to reporting expenditures differently than the prior year.	Transmitted to GA	Administrative Cost Cap	2020
17/34	W-100-6735R	Manteno CUSD 5	Kankakee	27-6	Requests to waive physical education requirement for show choir students in grades 11 and 12.	Ineligible	Physical Education	2025
17/34	W-100-6716	St. George CCSD 258	Kankakee	10-17	Requests to publish the Statement of Affairs on the district website in lieu of publishing in the newspaper, which would be a \$1400	Transmitted to GA	Statement of Affairs	2025

*All citations refer to the School Code (105 ILCS 5) unless marked with an Illinois Administrative Code (IAC) citation.

**Expiration dates refer to the last calendar year in a school year (e.g., 2020 means the request will expire at the conclusion of the 2019-20 school year).

					annual cost savings that would be used to improve student learning and achievement.			
17/34	W-100-6718	St. George CCSD 258	Kankakee	10-20.12a	Requests to allow students of non-resident full-time employees to attend the district free of charge.	Transmitted to GA	Non-resident Tuition	2025
24/48	W-100-6745R	Glenbard HSD 87	DuPage	27-24.2	Requests to charge a fee not to exceed \$350 for driver's education. The district will waive the fee for all students that qualify for the fee waiver program.	Transmitted to GA	Driver's Education	2025
25/49	M-300-6714	Batavia USD 101	Kane	10-19.05(d)	Requests to allow one full-day school improvement in-service day rather than two half-days by utilizing banked time.	ISBE Approved	School Improvement	2025
30/59	W-100-6727R	Adlai E. Stevenson HSD 125	Lake	27-24.2	Requests to charge up to \$600 for driver's education fee. The fee for a student who is unable to pay for the course shall be waived.	Transmitted to GA	Driver's Education	2024
30/59	W-100-6728	Adlai E. Stevenson HSD 125	Lake	27-24.3	Requests to use computer simulators for no more than 8 hours in lieu of 2 hours of behind the wheel instruction in a car with dual operating controls operated on public roadways.	Transmitted to GA	Driver's Education	2025
32/63	W-100-6750	Marengo-Union ECSD 165	McHenry	10-17	Requests to publish the annual Statement of Affairs on the district website in lieu of publishing in the local newspaper to redirect costs to student improvements (over \$4,000 over the past four years).	Transmitted to GA	Statement of Affairs	2025
33/65	M-300-6676	St. Charles CUSD 303	Kane	10-19.05(d)	Requests to utilize two full-day in-service days in lieu of four half-days utilizing banked time.	ISBE Approved	School Improvement	2025

*All citations refer to the School Code (105 ILCS 5) unless marked with an Illinois Administrative Code (IAC) citation.

**Expiration dates refer to the last calendar year in a school year (e.g., 2020 means the request will expire at the conclusion of the 2019-20 school year).

34/68	M-300-6666R	Harlem Consolidated School District 122	Winnebago	10-19.05(d)	Requests to allow four full-day school improvement days in lieu of four half-days while accumulating student attendance beyond the required five clock hours on the school days between these scheduled days.	ISBE Approved	School Improvement	2024
35/69	M-300-6693	Shirland CCSD 134	Winnebago	10-19.05	Requests to allow two full-days of school improvement sessions in lieu of four half-days while utilizing banked time.	ISBE Approved	School Improvement	2025
35/70	W-100-6672R	DeKalb CUSD 428	DeKalb	27-24.2	Requests a renewal of the waiver to allow the district to continue to charge \$300 for driver's education fees. The fees will be waived for any students that cannot afford the fee.	Transmitted to GA	Driver's Education	2025
36/71	W-100-6709	Rock Falls ESD 13	Whiteside	10-20.12a	Requests to allow employees who are scheduled to work 600 hours or more per school year in the district to have their children attend the district free of charge.	Transmitted to GA	Non-Resident Tuition	2025
36/71	W-100-6742R	Rock Falls HSD 301	Whiteside	10-20.12a	Requests to allow non-resident children of school district employees to attend the district free of charge.	Transmitted to GA	Non-Resident Tuition	2025
37/73	W-100-6688	Illinois Valley Central 321	Peoria	17-1.5	Requests to waive the five percent limitation of administrative costs due to the addition of the assistant special education coordinator in the administrative cost figures. Overall, there is a 12 percent increase in administrative costs.	Transmitted to GA	Administrative Cost Cap	2020
37/73	W-100-6670	Lostant CUSD 425	LaSalle	17-1.5	District has a 155 percent increase in administrative costs due to hiring a new, full-time principal. The Superintendent was filling the	Transmitted to GA	Administrative Cost Cap	2020

*All citations refer to the School Code (105 ILCS 5) unless marked with an Illinois Administrative Code (IAC) citation.

**Expiration dates refer to the last calendar year in a school year (e.g., 2020 means the request will expire at the conclusion of the 2019-20 school year).

					role of both superintendent and principal since 2011. With the Superintendent retiring at the end of the 2019-20 school year, a full-time principal was hired to transition seamlessly.			
37/74	W-100-6695R	Kewanee CUSD 229	Henry	10-20.12a	Requests to charge less than 110 percent (zero) of the per capita tuition charge for non-resident children of full-time employees of the district.	Transmitted to GA	Non-Resident Tuition	2025
37/74	W-100-6723R	La Moille CUSD 303	Bureau	10-20.12a	Requests to allow students of full-time employees to attend free of charge.	Transmitted to GA	Non-Resident Tuition	2025
37/74	W-100-6733	Princeton ESD 115	Bureau	10-20.12a	Requests to charge less than 110 percent (zero dollars) for pupils of employees that live outside the school district.	Ineligible	Non-Resident Tuition	2025
37/74	W-100-6674R	Wethersfield CUSD 230	Henry	10-20.12a	Requests to charge less than 110 percent (zero dollars) for pupils of employees who live outside the school district.	Transmitted to GA	Non-Resident Tuition	2025
38/75	W-100-6662	Morris Community High School District 101	Grundy	17-1.5	District expenses are over 5 percent from the previous year due to hiring a full-time superintendent and mentoring coach for the first year.	NWN	Administrative Cost Cap	2020
38/76	W-100-6743	Dalzell Grade School District 98	Bureau	10-20.12a	Requests to charge a tuition fee less the 110 percent of the per capita tuition charge for non-resident children due to proximity, safety and educational reasons. It would be the sole discretion of the Board of Directors to annually set the tuition rate and approve applications of children wanting to attend the grade school. Applications will be accepted from any child who was at one time legally enrolled in the grade	Transmitted to GA	Non-Resident Tuition	2025

*All citations refer to the School Code (105 ILCS 5) unless marked with an Illinois Administrative Code (IAC) citation.

**Expiration dates refer to the last calendar year in a school year (e.g., 2020 means the request will expire at the conclusion of the 2019-20 school year).

					school and moved outside the district boundaries.			
38/76	W-100-6732	Hall High School District 502	Bureau	10-20.12a	Requests to allow the district to charge less than 110 percent of the per capita tuition charge for non-resident children in the immediate family of staff members of Hall High School District 502 and Spring Valley CCSD 99.	Ineligible	Non-Resident Tuition	2025
38/76	W-100-6661	Marseilles ESD 150	La Salle	10-20.12a	Requests to allow the non-resident children of full-time staff members of the district to attend tuition free.	Transmitted to GA	Non-Resident Tuition	2025
38/76	W-100-6722	Spring Valley CCSD 99	Bureau	10-20.12a	Requests to allow to charge less than 110 percent of the per capita tuition charge for non-resident children in the immediate family of staff members of Spring Valley CCSD 99 and Spring Valley Hall HS 502. It would be the sole discretion of the Board of Education to annually set the tuition rate and approve applications.	Transmitted to GA	Non-Resident Tuition	2025
39/77	M-300-6657R	DuPage High School District 88	DuPage	18-8.05(f)(2)(d)(2)	Requests permission to implement a late start schedule while utilizing banked time throughout the week.	ISBE Approved	School Improvement	2024
39/78	W-100-6669	Elmwood Park CUSD 401	Cook	27-6	Requests to waive the current three times per week physical education expectation in grades 6-8 to allow students to move forward with college ad career pathways and participate in acceleration opportunities. Also, requests to waive the current daily physical education expectation in grades 9-12 to	Transmitted to GA	Physical Education	2025

*All citations refer to the School Code (105 ILCS 5) unless marked with an Illinois Administrative Code (IAC) citation.

**Expiration dates refer to the last calendar year in a school year (e.g., 2020 means the request will expire at the conclusion of the 2019-20 school year).

					allow for college and career pathways.			
39/78	W-200-6689R	Leyden Community High School District 212	Cook	252.20(b)	Requests to teach driver's education behind the wheel instruction during the summer only as a cost saving measure and to surpass the traditional in-school program's fragmented instruction of 15-minute blocks.	ISBE Approved	Driver's Education	2025
40/79	W-100-6667	Gardner CCSD 72C	Grundy	17-1.5	District exceeded administrative costs by 23 percent due to an increased cost for qualified district leaders in the marketplace.	Transmitted to GA	Administrative Cost Cap	2020
43/85	W-100-6687	Taft School District 90	Will	17-1.5	Requests to waive the five percent limitation of administrative costs due to hiring a full-time superintendent after having an interim for the 2018-2019 school year at a reduced cost. The district also added the administrative assistant to the superintendent and the Board to the proper fund, adding the expenditure.	Transmitted to GA	Administrative Cost Cap	2020
43/85	W-100-6729	Will County SD 92	Will	17-1.5	Requests to waive the five percent administrative cost cap due to hiring a new superintendent for the 2019-2020 school year and administrative structure changes.	Transmitted to GA	Administrative Cost Cap	2020
45/89	W-100-6679	Eastland CUSD 308	Carroll	10-20.12a	Requests to waive non-resident tuition costs for certified employees so as to allow students of full-time, certified employees the opportunity to attend Eastland CUSD 308 without paying the non-resident tuition costs.	Transmitted to GA	Non-Resident Tuition	2025

*All citations refer to the School Code (105 ILCS 5) unless marked with an Illinois Administrative Code (IAC) citation.

**Expiration dates refer to the last calendar year in a school year (e.g., 2020 means the request will expire at the conclusion of the 2019-20 school year).

45/89	W-100-6726R	Pearl City CSD 200	Stephenson	10-20.12a	Requests to allow students of full-time employees to attend free of charge.	Transmitted to GA	Non-Resident Tuition	2025
45/89	W-100-6680R	West Carroll CUSD 314	Carroll	10-20.12a	Requests to charge less than 110 percent (or zero) for pupils of full-time employees who live outside the district boundaries.	Transmitted to GA	Non-Resident Tuition	2025
45/89	W-200-6681R	West Carroll CUSD 314	Carroll	Title 23, Section 252.30(a) Administrative Code	Requests to utilize the \$250 driver's education fee to offset the cost of the instructor's salary and/or benefits if needed.	ISBE Approved	Driver's Education	2025
45/90	W-100-6739R	Ashton-Franklin Center CUSD 275	Lee	10-20.12a	Requests to allow full-time employees of the district living outside the district to enroll their children in the district free of charge.	Transmitted to GA	Non-Resident Tuition	2025
45/90	W-100-6734	Oregon CUSD 220	Ogle	10-20.12a	Requests to allow the district to waiver per capita tuition charge for non-resident children in the immediate family of full-time staff members who reside outside of district boundaries.	Ineligible	Non-Resident Tuition	2025
45/90	W-100-6738R	Polo CUSD 222	Ogle	10-20.12a	Requests to allow non-resident children of district employees to attend the district free of charge.	Transmitted to GA	Non-Resident Tuition	2025
46/91	W-100-6690	Creve Coeur SD 76	Tazewell	10-20.12a	Requests to charge less than 110 percent (zero dollars) for pupils of full and part-time employees who live outside the school district.	Transmitted to GA	Non-Resident Tuition	2025
47/93	W-100-6665	Beardstown CUSD 15	Cass	10-20.12a	Requests to charge zero tuition for students of certified employees living out of district.	Transmitted to GA	Non-Resident Tuition	2024
47/93	M-300-6685	Macomb CUSD 185	McDonough	10-19.05	Requests to utilize two full-day school improvement days in lieu of six half-days while utilizing banked time.	ISBE Approved	School Improvement	2025

*All citations refer to the School Code (105 ILCS 5) unless marked with an Illinois Administrative Code (IAC) citation.

**Expiration dates refer to the last calendar year in a school year (e.g., 2020 means the request will expire at the conclusion of the 2019-20 school year).

47/93	W-100-6696	VIT CUSD 2	Fulton	17-1.5	Requests waiver of administrative cost cap due to exceeding the five percent limit due to hiring a full-time superintendent in lieu of an interim. There was an 87 percent increase over the previous year.	Transmitted to GA	Administrative Cost Cap	2020
47/94	W-100-6659	Nauvoo-Colusa CUSD 325	Hancock	10-20.12a	Requests to waive non-resident tuition fees for children of full-time teachers employed in the district's K-8 grade program.	Transmitted to GA	Non-Resident Tuition	2024
48/95	W-100-6682R	Southwestern CUSD 9	Macoupin	10-20.12a	Requests to charge less than 110 percent of the per capita tuition charge for non-resident children of full-time employees of the district. In lieu of per capita tuition, the district will claim the average daily attendance of such students on the state aid claim.	Transmitted to GA	Non-Resident Tuition	2024
48/95	W-100-6668	Taylorville SD 3	Christian	17-1.5	District will have a 12 percent increase in Administrative Costs due to hiring a new Curriculum Director as well as a six percent increase in Superintendent salary. Cost shifts from the Administration line also added to the increase.	Transmitted to GA	Administrative Cost Cap	2020
48/96	W-100-6678	South Fork School District	Christian	17-1.5	Requests to waive the five percent administrative cost limitation due to moving an interim part-time superintendent to a full-time superintendent. Total increase was 38 percent.	Transmitted to GA	Administrative Cost Cap	2020
50/99	W-100-6697	Pawnee CUSD 11	Sangamon	17-1.5	Requests waiver of administrative expenditure expense due to paying the outgoing superintendent for	Transmitted to GA	Administrative Cost Cap	2020

*All citations refer to the School Code (105 ILCS 5) unless marked with an Illinois Administrative Code (IAC) citation.

**Expiration dates refer to the last calendar year in a school year (e.g., 2020 means the request will expire at the conclusion of the 2019-20 school year).

					unused vacation days. The increase was seven percent and could not be avoided due to negotiated contract language.			
50/99	W-100-6736R	New Berlin CUSD 16	Sangamon	10-20.12a	Requests to allow children of full-time district employees which are currently attending their schools by utilizing the previously approved waiver to continue to attend district schools by paying a partial charge. This would only be for children currently utilizing the waiver to complete their education and new entries would not be allowed due to the impact additional enrollment brings for the district.	Transmitted to GA	Non-Resident Tuition	2025
50/100	M-300-6660	Jersey CUSD 100	Jersey	18-8.05(f)(2)(d)(2)	Requests to allow three full-day school improvement days in lieu of six half-days.	ISBE Approved	School Improvement	2024
50/100	W-100-6686	North Greene Unit District 3	Greene	10-20.12a	Requests to charge less than 110 percent (zero) of the per capita tuition charge for non-resident children of full-time employees of the district. In lieu of per capita tuition, the district will claim the average daily attendance of such students on the state aid claim.	Transmitted to GA	Non-Resident Tuition	2025
50/100	W-100-6664	Northwestern CUSD 2	Macoupin	17-1.5	District entered into an agreement with Greenfield CUSD 10 to share a superintendent. Northwestern CUSD 2 will be the fiscal agent and total salary is more than a 30 percent increase.	Transmitted to GA	Administrative Cost Cap	2020
50/100	W-100-6663	Scott-Morgan CUSD 2	Scott	17-1.5	Bluffs and Winchester districts entered into an agreement to share a district	Transmitted to GA	Administrative Cost Cap	2020

*All citations refer to the School Code (105 ILCS 5) unless marked with an Illinois Administrative Code (IAC) citation.

**Expiration dates refer to the last calendar year in a school year (e.g., 2020 means the request will expire at the conclusion of the 2019-20 school year).

					superintendent. The agreement has the Bluffs district designated as the fiscal agent for the entire agreement with each district paying 50 percent of the total salary and benefits. The budgeted costs for the 2019-2020 school year reflect a 41 percent increase.			
50/100	W-100-6710	Scott-Morgan CUSD 2	Scott	10-17	Requests to publish the annual Statement of Affairs on the school district website and other social media in lieu of publishing in the local newspaper resulting in an estimated cost savings of \$3,500 over the life of the waiver.	Ineligible	Statement of Affairs	2025
50/100	W-100-6740	Scott-Morgan CUSD 2	Scott	10-17	Requests to post annual statement of affairs on website in lieu of publishing in the newspaper for a cost savings of approximately \$3,500 over the life of the waiver.	Transmitted to GA	Statement of Affairs	2025
50/100	W-100-6707	Winchester CUSD 1	Scott	10-17	Requests to publish statement of affairs on website in lieu of newspaper saving the district over \$700 per year that would go towards instructional costs.	Transmitted to GA	Statement of Affairs	2025
51/101	M-300-6658R	Clinton CUSD 15	DeWitt	18-8.05(f)(2)(d)(2)	Requests to allow two full-day school improvement days in lieu of four half-days.	ISBE Approved	School Improvement	2024
51/101	W-100-6725	DeLand-Weldon CUSD 57	Piatt	17-1.5	Requests to waive the five percent limitation of administrative costs due to paying the superintendent differently.	Transmitted to GA	Administrative Cost Cap	2020
51/101	W-100-6655	Maroa-Forsyth CUSD 2	Macon	10-20.12a	Requests to not charge tuition to certified teaching staff who live outside the school district boundaries for their children	Transmitted to GA	Non-Resident Tuition	2025

*All citations refer to the School Code (105 ILCS 5) unless marked with an Illinois Administrative Code (IAC) citation.

**Expiration dates refer to the last calendar year in a school year (e.g., 2020 means the request will expire at the conclusion of the 2019-20 school year).

					to attend our school district if they so choose.			
51/101	W-100-6703	Warrensburg-Latham CUSD 111	Macon	10-20.12a	Requests to allow teaching employee's children to attend school in the district on a tuition-free basis.	Transmitted to GA	Non-Resident Tuition	2025
51/102	W-100-6721R	Stewardson-Strasburg CUSD 5A	Shelby	10-20.12a	Requests to allow children of full-time employees of the district will be allowed to enroll if space is available. Tuition will be waived for such students during the time the parent is an employee of the district.	Transmitted to GA	Non-Resident Tuition	2025
53/105	W-100-6717	Ridgeview CUSD 19	McLean	10-17.15	Requests to waive the five percent limitation on administrative costs due to moving from a retired interim superintendent to a full-time superintendent. The costs increased by 49 percent.	Transmitted to GA	Administrative Cost Cap	2020
53/106	W-100-6712	El Paso CUSD 11	Woodford	17-1.5	Requests to waive the five percent limitation of administrative costs due to including the administrative assistant position as part of superintendent office expenses.	NWN	Administrative Cost Cap	2020
53/106	W-100-6671	Fieldcrest CUSD 6	Woodford	17-1.5	District hired an Assistant Superintendent in July 2019 to work alongside the Superintendent that will retire in December 2019. This will allow for a seamless transition.	Transmitted to GA	Administrative Cost Cap	2020
53/106	W-100-6724R	Flanagan-Cornell Unit 74	Livingston	10-20.12a	Requests to allow the district to charge less than 110 percent of the per capita tuition charge (zero) for non-resident children of full-time employees of the district.	Transmitted to GA	Non-Resident Tuition	2024
53/106	M-300-6700	Iroquois County CUSD 9	Iroquois	10-19.05	Requests to allow four full-days for school improvement	ISBE Approved	School Improvement	2025

*All citations refer to the School Code (105 ILCS 5) unless marked with an Illinois Administrative Code (IAC) citation.

**Expiration dates refer to the last calendar year in a school year (e.g., 2020 means the request will expire at the conclusion of the 2019-20 school year).

					in lieu of eight half-days utilizing banked time.			
53/106	W-100-6701R	Iroquois County CUSD 9	Iroquois	10-20.12a	Requests to charge less than 110 percent (or zero) for pupils of full-time certified employees who live outside district boundaries.	Transmitted to GA	Non-Resident Tuition	2023
53/106	W-100-6702	Iroquois County CUSD 9	Iroquois	17-1.5	Requests to waive administrative expenditure limitation of five percent due to the cost of a separation agreement and hiring an interim superintendent.	Transmitted to GA	Administrative Cost Cap	2020
53/106	W-100-6656	Saunemin CCSD 438	Livingston	10-20.12a	Requests to allow students of full-time employees to attend free of charge. Saunemin would claim the enrollment of such students on the State Aid Claim.	Ineligible	Non-Resident Tuition	2024
53/106	W-100-6719	Saunemin CCSD 438	Livingston	10-20.12a	Requests to allow students of full-time employees to attend the district free of charge.	Transmitted to GA	Non-resident Tuition	2025
54/107	W-100-6720R	Iuka CCSD 7	Marion	10-20.12a	Requests to allow non-resident children of full-time employees to attend the district free of charge.	Ineligible	Non-resident Tuition	2024
54/107	W-100-6737R	Iuka CCSD 7	Marion	10-20.12a	Requests to allow non-resident children of full-time employees to attend the district free of charge.	Transmitted to GA	Non-Resident Tuition	2024
54/107	W-100-6683	St. Elmo CUSD 202	Fayette	10-20.12a	Requests to charge less than 110% of the per capita tuition charge for non-resident children of full-time employees of the district. In lieu of per capita tuition, the district will claim these students toward enrollment.	Transmitted to GA	Non-Resident Tuition	2025
54/107	W-100-6691R	Salem ESD 111	Marion	10-20.12a	Requests to charge less than 110 percent (zero) of the per capita tuition charge for non-resident children of full-time	Transmitted to GA	Non-Resident Tuition	2025

*All citations refer to the School Code (105 ILCS 5) unless marked with an Illinois Administrative Code (IAC) citation.

**Expiration dates refer to the last calendar year in a school year (e.g., 2020 means the request will expire at the conclusion of the 2019-20 school year).

					employees of the school district.			
54/108	W-100-6699	Mascoutah CUSD 19	St. Clair	17-1.5	Requests to waive administrative expenditure limitation of five percent due to costs increasing by 13 percent due to the hiring of additional administrative staff.	Transmitted to GA	Administrative Cost Cap	2020
55/109	W-100-6741R	Clay City CUSD 10	Clay	10-20.12a	Requests to allow children of full-time employees to attend district schools free of charge.	Ineligible	Non-Resident Tuition	2025
55/109	W-100-6731	Dieterich CUSD 30	Effingham	10-20.12a	Requests to allow the district to charge less than the per capita tuition charge for non-resident students of full-time employees of the district.	Ineligible	Non-Resident Tuition	2025
55/109	W-100-6749	Dieterich CUSD 30	Effingham	10-20.12a	Requests to allow the district to charge non-resident students tuition an amount not exceeding 110 percent of the per capita cost of maintaining schools in the district for the preceding year.	Transmitted to GA	Non-Resident Tuition	2025
55/109	W-100-6692	Teutopolis CUSD 50	Effingham	10-20.12a	Requests to charge less than 110 percent of the per capita tuition for non-resident children of full-time employees of the district.	Transmitted to GA	Non-Resident Tuition	2025
55/109	W-100-6698R	Fairfield PSD 112	Wayne	10-20.12a	Requests to allow the Board of Education to set an amount for tuition for children of employees who do not reside within the district boundaries at an amount less than 110 percent of the per capita cost of maintaining schools in the district. The actual intent would be to allow students of employees to attend free of charge.	Transmitted to GA	Non-Resident Tuition	2025

*All citations refer to the School Code (105 ILCS 5) unless marked with an Illinois Administrative Code (IAC) citation.

**Expiration dates refer to the last calendar year in a school year (e.g., 2020 means the request will expire at the conclusion of the 2019-20 school year).

55/110	W-100-6746R	Lawrence County CUSD 20	Lawrence	10-20.12a	Requests to allow students of non-resident full-time employees the opportunity to attend district schools without paying tuition.	Ineligible	Non-Resident Tuition	2025
55/110	W-100-6715	Oblong CUSD 4	Crawford	10-20.12a	Requests to allow children of full-time employees who do not reside in the district to attend district schools without paying tuition.	Transmitted to GA	Non-resident Tuition	2025
55/110	W-100-6694R	Palestine CUSD 3	Crawford	10-20.12a	Requests to charge less than 110 percent (zero) of the per capita tuition charge for non-resident children of full-time employees of the district.	Transmitted to GA	Non-Resident Tuition	2025
56/111	W-100-6711	Bethalto SD 8	Madison	10-20.12a	Requests to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.	Transmitted to GA	Non-Resident Tuition	2025
56/111	W-100-6705	Wood River-Hartford D15	Madison	17-1.5	Requests to waive the five percent limitation of administrative expenses due to the requirement to pay into TRS for the current Special Education Coordinator position and extension by 20 days.	Transmitted to GA	Administrative Cost Cap	2020
56/112	W-100-6748	Central SD 104	St. Clair	10-20.12a	Requests to allow non-resident pupils whose parent/guardian is employed by the district to attend district schools without charging tuition and fees; provided however, that the district does not seek a waiver of Article 14 of the Illinois School Code and the district shall not assume any legal obligations of a "resident district" as to any pupil that is a non-resident of the district thereunder.	Transmitted to GA	Non-Resident Tuition	2022

*All citations refer to the School Code (105 ILCS 5) unless marked with an Illinois Administrative Code (IAC) citation.

**Expiration dates refer to the last calendar year in a school year (e.g., 2020 means the request will expire at the conclusion of the 2019-20 school year).



57/114	W-100-6747R	East St. Louis SD 189	St. Clair	27-6(a)	Requests to excuse district pupils enrolled in grades 11 and 12 from engaging in physical education courses in order to attend academic elective courses for post-secondary preparation.	NWN	Physical Education	2022
58/115	W-100-6673R	Bluford Unity School District 318	Jefferson	10-20.12a	Requests to allow non-resident students whose parents are full-time or part-time employees of the district to attend tuition free.	Transmitted to GA	Non-Resident Tuition	2024
58/115	W-100-6744	McClellan CCSD 12	Jefferson	10-20.12a	Requests to allow non-resident children of full-time school district employees to attend the district free of charge.	Transmitted to GA	Non-Resident Tuition	2025
58/115	W-100-6704R	Mount Vernon City Schools D80	Jefferson	10-20.12a	Requests to allow non-resident students of full-time employees to attend district schools free of charge.	Transmitted to GA	Non-Resident Tuition	2025
59/117	M-300-6684	Carterville CUSD 5	Williamson	10-19.05	Requests to utilize one full-day in-service day in lieu of two half-days utilizing banked time.	ISBE Approved	School Improvement	2024
59/118	W-100-6730	Hardin County CUSD 1	Hardin	17-1.5	Requests to waive the five percent administrative cost cap due to hiring a full-time superintendent in lieu of a part time superintendent.	NWN	Administrative Cost Cap	2020

*All citations refer to the School Code (105 ILCS 5) unless marked with an Illinois Administrative Code (IAC) citation.

**Expiration dates refer to the last calendar year in a school year (e.g., 2020 means the request will expire at the conclusion of the 2019-20 school year).

ILLINOIS STATE BOARD OF EDUCATION MEETING
February 18, 2020

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Dr. Ernesto Matias, Education Officer 

Agenda Topic: Approval of 21st Century Community Learning Centers Request for Proposals

Expected Outcome: Approval to Release a Request for Proposals/Notice of Funding Opportunity and Award 21st Century Community Learning Centers Grants

Materials: None

Staff Contact(s): Krish Mohip, Deputy Officer, Operational Education
Jeffrey Aranowski, Executive Director, Safe & Healthy Climate
Cara Wiley, Director of Wellness Department
Kristy Jones, Supervisor, Wellness Department

Purpose of Agenda Item

The Wellness Department requests that the Board authorize the State Superintendent to approve the release of a Request for Proposals/Notice of Funding Opportunities (RFP/NOFO) and award 21st Century Community Learning Center grants during fiscal year 2021. Grants will be to one or more public or private joint applicant entities eligible for the funds for a five-year award period not to exceed \$25 million per year, for a total of \$125 million over the five years.

Background Information/History

Illinois receives funds based on a formula from the U.S. Department of Education under the 21st Century Community Learning Centers Title IV Part B of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Child Succeeds Act. Federal funds have a lifecycle of 27 months, so the program finds itself with ample funds to host a competition and award additional grants that will expand services to children and families across the State of Illinois. Likewise, this will assist in preventing ISBE from lapsing any of the older funds while staying on target to spend the newer funds. The total funds available for FY 2021 awards will be \$25 million. Illinois must provide a competitive grant process to award the funds. The FY 2021 awards will be level funded for five years contingent upon appropriation for the subsequent years.

Current Status: The Wellness Department has reviewed and determined available funding for a competition and is prepared to begin the RFP/NOFO process.

Relevant Data: There currently are three cohorts of 21st CCLC grantees. Cohorts 13, 15, and 19 all consist of school districts, Regional Offices of Education, community-based organizations, colleges/universities, park districts, and faith-based organizations. Joint applications that include a school district and a community or faith-based organization and serve schools with 40 percent or higher low income are eligible to apply.

Overall currently funded 21st CCLC Subgrant Information (*Data from Fall 2018 21ARP)	
Total number of 21 st CCLC subgrantees	
<ul style="list-style-type: none">• 52 School Districts• 7 Colleges/Universities• 73 Community Based Organizations• 11 Other (Regional Offices of Education)	143
Total number of sites served by subgrants	
<ul style="list-style-type: none">• 419 Public Schools	460

<ul style="list-style-type: none"> • 14 Charter Schools • 26 Community Based Organizations • 1 Faith Based Organization 	
Duration of subgrants	5 years

The community learning centers are uniquely positioned to provide support to students by:

1. Providing academic support services for children in grades prekindergarten through 12 to meet state and local student academic achievement standards in core academic subjects, especially in high-poverty and low-performing schools. Core academic subjects include English; reading or language arts; mathematics; science; science technology engineering and math (STEM); foreign languages; civics and government; economics; arts; history; geography; and career and technical education.
2. Delivering artistic, social, and cultural enrichment opportunities to students and their families. Most student activities are provided during non-school hours (before or after school) or periods when school is not in session (including holidays, weekends, or summer recess).
3. Holding family events to better engage the parents and families in school activities. This includes providing literacy and related educational services for families. The term *family* or *parent* includes caregivers; guardians; and others, such as grandparents, who act in the place of a parent.
4. Offering students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academic programs of participating students. Academic programs are to be aligned to the academic standards. Activities may include youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs.

Pros and Cons: Approving the FY 2021 release of a 21st Century Community Learning Centers RFP/NOFO will allow funds to be awarded to additional entities and sites to create community learning centers that provide academic support and meaningful enrichment activities to an increased number of students and families in all geographic areas of Illinois. There are no cons.

Financial Background

Federal funds to support the 21st CCLC Grant are from ESEA Title IV Part B. Allocations are preliminary and payment under this grant for these programs is subject to passage of a sufficient appropriation by the Illinois General Assembly and sufficient appropriation by the U.S. Congress. Obligations of ISBE will cease immediately without further obligation should the agency fail to receive sufficient federal funds for this program.

This RFP/NOFO will award to grantees who will become the FY 2021 Cohort.

The maximum award per school is \$150,000 and the minimum award is \$50,000. Each applicant may request the funds needed within this range of funding. This request also identifies that there may be applicants that may exceed \$1 million during the life of the grant and/or during the fiscal year.

The initial term of the grants will begin July 1, 2020, and extend through June 30, 2025, or August 31, 2025, if a grantee requests and is approved for summer programming. Continuation is contingent upon sufficient appropriation and satisfactory performance in each preceding grant year.

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

	Current Grant State Funding	Current Grant Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Grant per Fiscal Year
FY 21	N/A	-		N/A	-	\$25,000,000
FY 22	N/A	-		N/A	-	\$25,000,000
FY 23	N/A	-		N/A	-	\$25,000,000
FY 24	N/A	-		N/A	-	\$25,000,000
FY 25	N/A	-		N/A	-	\$25,000,000

Total	N/A	-		N/A	-	\$125,000,000
--------------	-----	---	--	-----	---	----------------------

Business Enterprise Program

N/A

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

Policy Implications: Approval of the request will provide pre-K through 12th grade students in high-poverty schools with support to bridge achievement and social-emotional gaps in areas of core curriculum, enrichment, and family engagement. The 21st CCLC Grant program provides after school and out of school time resources to supplement daytime curriculum along with providing opportunities for parent and family engagement, as well as meaningful cultural, recreational and artistic activities.

Budget Implications: Funding for the 21st CCLC Grant will draw funds from the federal 21st Century Community Learning Centers formula grant allocation overseen by the U.S. Department of Education. Funding is currently available, but it may be reduced or eliminated in future fiscal years.

Legislative Action: Not applicable.

Communication: Notice for the RFP/NOFO will be communicated in accordance with the Grant Accountability and Transparency Act (GATA). The final award will also be listed in accordance with GATA as well.

Pros and Cons of Various Actions

Pros: The release of the 21st Century Community Learning Centers RFP/NOFO will allow funds to be awarded to additional entities and sites to create community learning centers that will serve an increased number of students and families.

Cons: There are no cons.

Board Member(s) Who Will Abstain: Dr. Donna Leak

Recommendations:

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to release a 21st Century Community Learning Centers FY 2021 RFP/NOFO and award funds to successful applicants. The initial term of the grant will begin July 1, 2020, and extend through June 30, 2025, or August 31, 2025. Continuation is contingent upon sufficient appropriation and satisfactory performance in each preceding grant year. The estimated total cost, including renewal, will not exceed \$125 million over five years.

Date of Board Action: Feb. 18, 2020

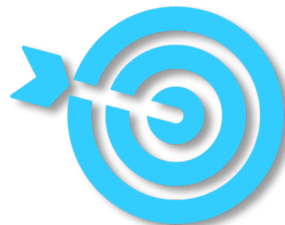


Illinois State Board of Education

ISBE's Strategic Plan

Board Update

Feb. 18, 2020



Equity • Quality • Collaboration • Community

Timeline



2

High-Level Strategic Plan (Nov-Dec. 2019)

Created draft strategic plan in collaboration with the ISBE Board, ISBE content leaders and stakeholder groups

Stakeholder Meetings (Jan-March 2020)

Hold regional public forums across Illinois in eight locations and internal focus groups to get feedback and revise plan; Begin outlining work

High-level Implementation Plan (March-April 2020)

Draft implementation plan with stakeholder feedback; Further refine strategies and metrics; Board review



Regional Stakeholder Meetings

3



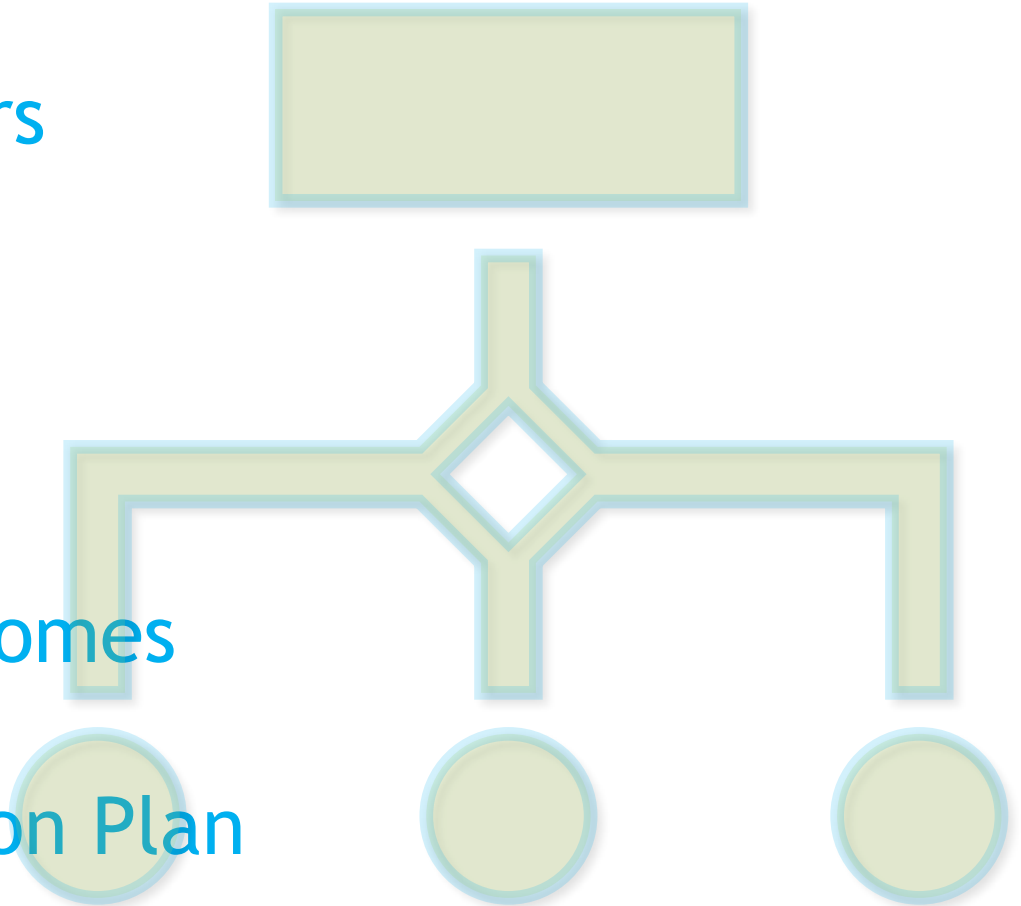
1	Jan. 13 5-7 pm	St. Clair County ROE, Belleville
2	Jan. 22	ROE 11, Charleston
3	Feb. 3 5-7 pm	Carbondale Middle School, Carbondale
4	Feb. 6 5-7 pm	DuPage County ROE, Wheaton
5	Feb. 13 5-7 pm	Governor's State University, University Park
6	Feb. 24 5-7 pm	Springfield SD 186, Springfield
7	March 4 5-7 p.m.	<i>Session in Spanish (Sesión en Español)</i> – Rodolfo Lozano Bilingual & International Center, Chicago
8	March 16 5-7 pm	ROE 26, Macomb

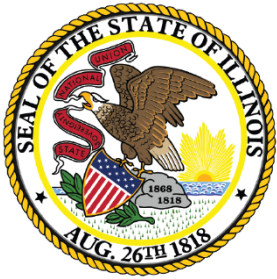


Illinois
State Board of
Education

Outlining Strategies

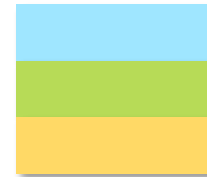
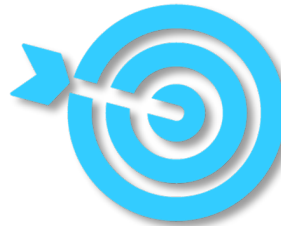
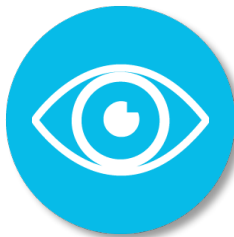
- Strategy Owners
- Current Phase
- Timeline
 - ➔ Plan
 - ➔ Pilot
 - ➔ Implement
- Metrics & Outcomes
- Partnerships
- 3-6 Month Action Plan





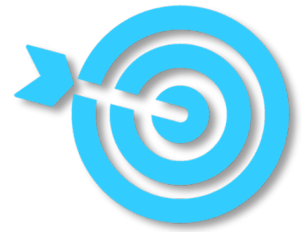
Illinois State Board of Education

Questions



Equity • Quality • Collaboration • Community

Mission



6

Provide each and every child with safe and healthy learning conditions, great educators, and equitable opportunities by practicing data-informed stewardship of resources and policy development, all done in partnership with educators, families, and stakeholders.

Vision



7

Each and every child is equipped to make meaningful contributions to society and live life to its fullest potential.



Equity Statement

8

Illinois has an urgent and collective responsibility to achieve educational equity by ensuring that all policies, programs, and practices affirm the strengths that each and every child brings within their diverse backgrounds and life experiences, and by delivering the comprehensive supports, programs, and educational opportunities they need to succeed.



Strategic Plan Goals

9

Goal 1: Student Learning

Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

Goal 2: Learning Conditions

All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

Goal 3: Elevating Educators

Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.





Illinois State Board of Education

ESSA Update: Student Success/School Quality Indicators

February 18, 2020
Board Meeting

Presentation Structure

2

- Indicators, Metrics, Weights
 - College & Career Readiness
 - Elementary/Middle
 - P-2
 - Fine Arts
- Required Action
- Timeline
 - For Amendment
 - For Inclusion

College and Career Readiness Indicator

3

COLLEGE/CAREER READINESS INDICATOR

Distinguished Scholar

1. GPA: 3.75/4.0
2. ACT of 30 or SAT of 1400
3. At least one academic indicator in each English language arts (ELA) and math during junior/senior year
4. Three career ready indicators during junior/senior year
5. 95% attendance junior and senior year

College and Career Ready

1. GPA: 2.8/4.0
2. 95% attendance in high school junior and senior year

AND

3. College and Career Pathway Endorsement
OR

All of the following:

- i. One academic indicator in each of ELA and math during junior/senior year
- ii. Identify career interest by end of sophomore year
- iii. Three career ready indicators during junior/senior year

CCR Academic Indicators

4

ELA	Math
ELA Advanced Placement (AP) Exam (Score of 3 or higher)	Math AP Exam (Score of 3 or higher)
ELA AP Course (Grade of A, B, or C)	Math AP Course (Grade of A, B, or C)
Dual Credit English Course (Grade of A, B, or C)	Dual Credit Math Course (Grade of A, B, or C)
International Baccalaureate (IB) ELA Course (Grade of A, B, or C)	IB Math Course (Grade of A, B, or C)
IB Exam (Score of 4 or higher)	IB Exam (Score of 4 or higher)
Transitional English (Grade of A, B, or C)	Transitional Math (Grade of A, B, or C)
	Algebra II (Grade of A, B, or C)
Minimum ACT Subject Scores English: 18/Reading: 22	Minimum ACT Subject Score Math: 22 and Math Course in Senior Year
Minimum SAT Subject Score of Evidence-Based Reading and Writing: 540	Minimum SAT Subject Score Math: 540 and Math Course in Senior Year

CCR Career Ready Indicators

5

Career Ready Indicators

- Industry Credential
- Military Service or Armed Services Vocational Aptitude Battery Score of 31 or Higher
- Dual Credit Career Pathway Course (College Credit Earned)
- Completion of Program of Study
- Attaining and Maintaining Consistent Employment for a Minimum of 12 Months
- Consecutive Summer Employment
- 25 Hours of Community Service
- Two or More Organized Co-Curricular Activities

**Implementation
Guidance
at URL Below**

Consecutive summer employment

This is verified employment for two consecutive summers.

Implementation Guidance: Employment may be verified through pay stubs, timesheets, or a signed letter from an adult supervisor that includes the number of hours worked. Suggested consecutive summer employment may include a cumulative 120 hours per summer. The district will collect and compile the initial data prior to submitting aggregate “yes” or “no” data to ISBE through a new file in SIS.



Illinois
State Board of
Education

<https://www.isbe.net/Documents/College-Career-Ready-Indicator.pdf>

Elementary/Middle Indicator

6

ELEMENTARY/MIDDLE INDICATOR

Middle School Success	3%	Percentage of students in Grades 6, 7, and 8 who have received at least one A or B (or commensurate standards-based grading or no D or F grades; inclusion of discipline data on students who have experienced suspension or expulsion)
Fifth-Grade Math	2%	Percentage of students who have an A, B, or C or commensurate standards in Math Grade 5
Enrichment and Acceleration	0%	Student participation in enrichment and acceleration with at least 5% of students participating in either

P-2 Indicator

7

P-2 INDICATOR

Third-Grade Literacy	2%	Percentage of students who have an A, B, or C or commensurate standards in ELA Grade 3
Chronic Absenteeism	1.5%	Percentage of students chronically absent
Dual Language Programs	1.5%	Rate of students participating in a dual language program
Enrichment and Acceleration	0%	Student participation in enrichment and acceleration with at least 5% of K-2 students participating in either

Fine Arts Indicator

8

FINE ARTS INDICATOR

Student Participation	3%	Total number of students enrolled in one or more arts courses at a school divided by the total number of students at the school
Teacher Qualifications	2%	Total number of students enrolled in one or more arts courses taught by arts-endorsed teacher divided by school's total number of students enrolled in one or more arts courses
Student Voice	0%	Currently weighted at 0% to reflect the need to address the challenges of a student survey

Fine Arts Indicator

9

Feb. 26, 2019, Board Meeting

- Summary of public comment
- Recommendation for inclusion in 2023 Report Card
- Primary difference between recommendations of Working Group and Superintendent is the timeline:
 - Working group proposed a phased approach.
 - Superintendent is recommending an "all-in" approach.
 - Field strongly prefers predictability and advance knowledge.
 - Gold standard is three years of data to identify trends.
 - Allows ISBE to devise a strong technical solution balancing competing equity concerns.

Required Action

10

- For College and Career Readiness, Elementary/Middle, and P-2 indicators
 - Board: None
- For Fine Arts
 - Board: Approval of Fine Arts indicator recommendation at the March Board meeting



Required Action

11

- Per 10.24.19 letter from U.S. Department of Education (ED), all “incomplete” indicators require an amendment.
 - After Board approval of the Fine Arts indicator, will amend all four together.
 - The amendment itself is procedural. It's purely a matter of documenting what the Board has approved.
 - Must post a red-lined version of the plan.
 - Must allow brief public comment after approval of Fine Arts indicator.
 - Must share with the Governor’s Office.
 - Can submit amendment to ED at any time prior to February 1, 2021.

Timeline for Inclusion

12

- P-2, Elementary/Middle, and College/Career Readiness indicators slated for inclusion in the accountability system in fall on 2022 Report Card (October 31, 2022).
 - CCR is (and others could be) reported on the Report Card before being included for accountability.
- Preceding years slated as data collection and validation periods.
- Fine Arts indicator recommended for inclusion in the accountability system in fall on 2023 Report Card (October 31, 2023).

Timeline for Implementation

13

We
Are
Here



				CCR Elem/Middle P-2	Fine Arts
SY Data	On	Report Card	Timeline		
2018-19	→	Oct - 2019	1		
2019-20	→	Oct - 2020	2		1
<i>Amend to include Indicators</i>			3		2
2020-21	→	Oct - 2021			
2021-22	→	Oct - 2022	Implement in Accountability		3
2022-23	→	Oct - 2023			Implement in Accountability



ILLINOIS STATE BOARD OF EDUCATION MEETING
February 18, 2020

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Irma Snopek, Policy and Communications Officer 

Agenda Topic: Legislative Update

Expected Outcome: For the Board to be informed regarding the spring 2020 legislative session

Materials: Appendix A: Tracked Legislation

Staff Contact(s): Amanda Elliott, Executive Director, Legislative Affairs

Purpose of Agenda Item

The purpose of this agenda item is for the Board to be informed about the spring 2020 legislative session.

Background Information

The spring legislative session began on Jan. 28. Numerous bills have been filed and will continue to be filed through the bill filing deadline (Friday, Feb. 14). Appendix A details legislation being tracked by ISBE as of Jan. 31.

Bills pertaining to education address numerous issues. Themes that are coming up include student health and wellness, including time out and seclusion; educator licensure; curricular mandates; property taxes; and school district consolidation.

ISBE Initiatives

The Board approved several legislative proposals at its October meeting. A summary of each proposal is below. Placeholder proposals were approved for Student Assessment and Continuous Improvement. Legislation is not needed for these proposals at this time.

Educator Recruitment, Preparation and Support – Licensure

This proposal would make multiple modifications to School Code to support educator recruitment, preparation, and support. Current recommendations include:

- Make licenses endorsed for visiting international educators valid for five years (currently three).
- Allow career and technical education teachers to renew their licenses with a test of workplace proficiency, not just educators whose license was issued July 1, 2015, or after.
- Allow for prorated National Board mentor stipends.
- Update language to conform with current licensure nomenclature.

Healthy, Safe and Inclusive Schools – Educator Misconduct

This proposal would make multiple changes to the School Code to ensure ISBE has access to information to support safe and healthy learning environments.

- Require the local state's attorney to notify ISBE when charges are filed against an individual who holds a license issued by ISBE to align with changes made by Public Act 101-0531.
- Require Regional Offices of Education and Intermediate Service Centers to submit rap backs (updated background check hits) to ISBE, notify the employer (if applicable), and update an educator's ELIS account within 10 business days of receipt of the rap back.

Transparency and Efficiency – Task Force Cleanup

This initiative would be a continuation of ISBE's efforts to streamline School Code provisions and amend or repeal outdated or otherwise problematic provisions of the School Code. ISBE has introduced similar pieces of legislation over the last several years.

- Eliminate statutorily required groups that no longer meet.
- Remove annual meeting requirement for Chicago Educational Facilities Task Force.
- Remove State Charter School Commission chairperson as a member of the Attendance Commission.
- Consolidate Annual Report and Report Card.

Transparency and Efficiency – Funding Cleanup

This initiative would be a continuation of ISBE's efforts to streamline School Code provisions and amend or repeal outdated or otherwise problematic provisions of the School Code. ISBE has introduced similar pieces of legislation over the last several years.

- Move the Special Education Child Count from Dec. 1 to Oct. 1 to better align with Fall Enrollment Counts.
- Clarify that clerks should calculate future tax extensions for districts receiving Property Tax Relief Pool Grants as if there were no abatement in the two years following the year in which a grant is received. This adjustment would help ensure that two years of abatement do not impair future tax extension growth.

Appendix A: Tracked Legislation *(updated Jan. 31)*

HB3917 SCH CD-EVIDENCE-BASED FUNDING Rep. Buckner, Kambium (D)

Requires that funds distributed to CPS 299 for Low-Income, English learner and special education student populations must be distributed to every school in the district in the appropriate amount specified by the areas of EBF statute that require additional investments in those student populations. Effective Jul. 1, 2020.

Assigned to Appropriations-Elementary & Secondary Education Committee

HB3971 CRIM CD-MOB ACTION-SCHOOL Rep. Mayfield, Rita (D)

Amends the Criminal Code concerning the crime of mob action. Exempts students of public, private, or parochial elementary or secondary schools from prosecution for mob action if the event occurred on the grounds of the school during regular school hours. Effective Jan. 1, 2021.

Referred to Rules Committee

HB3973 SCH CD-SPECIAL ED-PRIVATE FAC Rep. Wheeler, Keith R. (R)

Amends the School Code. Allows non-public facilities serving students placed by a public school district to bill the districts for services on a monthly basis and in advance of the actual provision of said services. Would place an obligation on the non-public facilities to then rebate the districts for tuition and services that were subsequently not provided due to days of non-attendance. Effective immediately.

Referred to Rules Committee

HB3975 SCH CD-SECLUSION PROHIBITED Rep. Carroll, Jonathan (D)

Amends the School Code by prohibiting a school district employee, volunteer, or an independent contractor of a school district from placing a student in seclusion. Effective immediately.

Referred to Rules Committee

HB3977 SCH CD-ELECTION DAY E-LEARNING Rep. Mayfield, Rita (D)

Amends the School Code. Permits student instruction to be received electronically under a school district's program for e-learning days while students are not physically present because a school was selected to be a polling place under the Election Code. Effective Jan. 1, 2021.

Referred to Rules Committee

HB3978 SCH CD-HOME ECONOMICS ELECTIVE Rep. Mayfield, Rita (D)

Amends the School Code. Requires school districts that maintain grades 9-12 to offer home economics as an elective high school course not required for graduation. Effective Jan. 1, 2021.

Referred to Rules Committee

HB3983 ANAPHYLACTIC POLICY Rep. Carroll, Jonathan (D)

Creates the Childhood Anaphylactic Policy Act. Requires the Department of Public Health, in consultation with the State Board of Education and the Department of Children and Family Services, to establish anaphylactic policies for school districts and day care centers. Requires the Department to create, distribute, and make available on its website informational materials regarding the policies. Contains requirements for the policies. Requires schools and day care centers to notify parents and guardians of the policies at least once each calendar year. Requires the policies to be forwarded to each school board of a school district, charter school, and day care center in the State within 6 months after the Act's effective date and to be implemented by those entities within 6 months after receiving the policies. Provides that the policies shall be updated at least once every 3 years. Contains other provisions. Effective Jul. 1, 2020.

Referred to Rules Committee

HB3989 SCH CD-BOUNDARY CHANGES Rep. Willis, Kathleen (D)

Amends the School Code. Allows a district to reorganize utilizing a hearing panel instead of the trustees of schools of the township, allowing a petition to be filed with a lesser number of legal residents than the current statute language, and allows the hearing panel to compare the school and district report cards without limitations and to be able to consider the community of interest of the petitioners and their children without determining that there would be an educational benefit to the children. Effective immediately.

Referred to Rules Committee

HB4005 SCH DISTRICT EFFICIENCY COMM Rep. Mayfield, Rita (D)

Creates the School District Efficiency Commission. The Commission will be composed of 20 members. Members are composed of legislator and education advocacy appointments and will select a chairperson at the first meeting, which will be on a date determined by the State Board. The Commission is to hold public hearings throughout the state.

The Commission must make recommendations to the Governor and General Assembly on the number of districts in the state, the optimal enrollment for a district, and where reorganization/realignment of districts would be beneficial.

The Commission must vote on its recommendations and file a report with the Governor and General Assembly by May 1, 2022. If the Commission adopts the report recommendations by approval of at least 11 of the 20 members, the Commission's specific recommendations for reorganization of dual school

districts into unit districts will be placed on the ballots of the designated school districts at the next general election, which would be in November 2022. The language states that the approved recommendations shall be placed on the ballot in the same manner as if the recommendations were petitions approved by a regional superintendent of schools under Section 11E-50 (note, the regional superintendent's approval of a petition is not what sends that petition to ballot; it is the State Superintendent's approval of the petition that causes the question to be placed on the ballot). Effective immediately.

Referred to Rules Committee

HB4007 SCH CD-SEX EDUCATION-SEXTING Rep. West, II, Maurice A. (D)

Amends the School Code. Adds "sexting" to the required components of a district's sex education program. It defines sexting and includes required course content for sexting within sex education. Effective immediately.

Referred to Rules Committee

HB4011 SCH CD-EXCUSED ABSENCE-HOLIDAY Rep. Didech, Daniel (D)

Amends the Compulsory Attendance of Pupils Article of the School Code. Provides that the list of religious holidays prescribed by a school board on which it shall be mandatory to excuse a child must include Eid al-Fitr, Eid al-Adha, Diwali, Vaisakhi, Onam, Yom Kippur, and Rosh Hashanah (Jewish, Muslim, Hindu and Sikh faiths).

Assigned to Elementary & Secondary Education: School Curriculum & Policies Committee

HB4012 SCHOOL DISTRICT TECH EXCHANGE Rep. Didech, Daniel (D)

Amends the School Code. Provides that any 2 or more school districts may, by intergovernmental agreement, establish a mutually beneficial technology exchange program to provide for the sharing of education resources. Effective Jan. 1, 2021.

Assigned to Elementary & Secondary Education: School Curriculum & Policies Committee

HB4013 SCHOOL CODE-LIMITED OPEN FORUM Rep. Didech, Daniel (D)

Amends the School Code. Provides that a public school that has a limited open forum may not deny equal access or a fair opportunity to, or discriminate against, any students who wish to conduct or participate in a meeting or an extracurricular student group within its limited open forum on the basis of the religious, political, philosophical, or other content of the speech at the meeting. Defines terms. Describes what is deemed a fair opportunity. Provides that an extracurricular student group may be student-initiated or teacher-initiated. Provides that a teacher who initiates an extracurricular student

group may not receive additional compensation for the teacher's sponsorship of the extracurricular student group, but the extracurricular student group may accept grants or donations from nonprofit organizations to support its operations and activities.

Assigned to Elementary & Secondary Education: School Curriculum & Policies Committee

HB4027 SCH GRANT PROJECT-MATCH FUNDS Rep. Jones, Thaddeus (D)

Amends the School Construction Law. The language describes the State Board of Education creating rules for a process for "disadvantaged school district"s to submit an application to the State Board of Education that would waive any local matching funds requirements for a grant awarded under School Construction Law until the project for which the grant was awarded is complete.

The bill would also add language to the already existing Public Community College Act. The language describes the Illinois Community College Board creating rules for a process for "disadvantaged community college district"s to submit an application to the Illinois Community College Board that would waive any local matching funds requirements for a grant awarded under the Public Community College Act until the project for which the grant was awarded is complete. Effective Jan. 1, 2021.

Referred to Rules Committee

HB4029 SCH CD-MINORITY CANDIDATES Rep. West, II, Maurice A. (D)

Amends the School Code. Requires school districts with a population of 3,000 or more to interview a minimum percentage of minority candidates for teaching positions. Exempts teaching positions with an English as Second Language program. Sets forth the formula for the school district to use to calculate the applicable minimum percentage. Provides that if the school fails to interview the required minimum percentage of minority candidates for two (2) consecutive years, the school district must implement a program for school district employees interested in obtaining a Professional Educator License.

Referred to Rules Committee

HB4059 SCH CD-TEACHER LICENSURE TEST Rep. Bailey, Darren (R)

Amends the School Code. Removes requirement that educator licensure candidates pass the EdTPA in order to obtain licensure.

Referred to Rules Committee

HB4062 CHILD ABUSE-MANDATED REPORTER Rep. McDermed, Margo (R)

Amends the Abused and Neglected Child Reporting act by adding " youth athletic programs workers" to the list of mandated reporters of child abuse and neglect. The bill defines youth athletic program workers as individuals "performing services for a youth athletic program including, but not limited to,

coaches, doctors, and program employees". Finally, the bill requires background checks for youth athletic program workers. Effective immediately.

Referred to Rules Committee

HB4063 SCH CD-STUDENT DISCIPLINE Rep. Tarver, II, Curtis J. (D)

Amends the School Code. For school districts with 275,000 inhabitants requires school to provide a detailed written notification to parent/guardian of any student who commits an act of misconduct. Requires school provide a copy of any statement made by student to parent/guardian within 24 hours. Requires discipline report to be provided to parent/guardian.

Referred to Rules Committee

HB4089 EDUCATION SAVINGS ACCOUNT PROG Rep. Skillicorn, Allen (R)

Creates the Education Savings Account Act. Requires ISBE to create the Education Savings Account (ESA) Program beginning with the fall semester of the 2020-21 school year. Allows families who qualify to participate in the ESA Program to use ESA funds to pay for certain qualifying private and home school expenses. For each student who participates in the ESA program, requires ISBE to deduct funds from the State aid payment the resident district would otherwise receive for educating the student and to deposit such funds into an ESA account on a quarterly basis. Requires private schools participating in the ESA program to comply with certain health and safety requirements. Requires ISBE to annually publish data on the performance of students who participate in the ESA program, beginning after the third year of test and graduation-related data collection.

Referred to Rules Committee

HB4093 PROP TX-SCHOOL DISTRICTS Rep. Skillicorn, Allen (R)

Imposes PTELL statewide. Currently approximately half the districts in the state are in counties subject to PTELL. Requires flat extensions in levy year 2021 and the future. So extensions that would normally grow by CPI will not increase. However, the law provides an exception for districts facing financial difficulty or those assigned to EBF Tier 1. The State Board is to determine those districts. Qualified districts, as these districts are termed in the bill, are allowed to increase extensions by the lesser of CPI or 5% or the percentage increase approved by voters.

Referred to Rules Committee

HB4095 SCH CD-BOARD MEETING PACKET Rep. Skillicorn, Allen (R)

Amends the School Code. With regard to regular and special meetings of an administrative district or governing board formed under a special education joint agreement, provides that if a school district

maintains a website, the school district must post a board packet on the website for each scheduled regular or special meeting of the board no less than 24 hours prior to the meeting. Provides that if a school district does not maintain a website, the school district must post a board packet in the school district's administrative office for each scheduled regular or special meeting of the board no less than 24 hours prior to the meeting. Defines "board packet".

Referred to Rules Committee

HB4100 SCH CD-DEFINITION OF FAMILY Rep. Howard, Terra Costa (D)

Amends the School Code. Adds a definition of "family" for the purposes of the School Code to include group of persons related through marriage, adoption or foster care, or consanguinity and includes parents, adoptive parents, stepparents, foster parents, spouses, children, brothers, sisters, grandparents, uncles, or aunts.

Referred to Rules Committee

HB4103 STUDENT RECORD/CONFERENCE-DCFS Rep. Hoffman, Jay (D)

Requires a school to appoint an employee to act as a Foster Care Liaison. The liaison must inform the Department's Office of Education and Transition Services of meetings that would otherwise involve a parent and must allow the student's caseworker to attend the meetings. The Department's Office of Education and Transition Services must be informed before a student's school record is destroyed or any information in that record is deleted and shall have the right to inspect and copy student's permanent and temporary records. Effective immediately.

Referred to Rules Committee

HB4136 ELECTED CHICAGO SCHOOL BOARD Rep. Buckner, Kambium (D)

Amends the Election Code. Provides for the election of the Chicago Board of Education for the 2023 and 2027 consolidated primary elections. Amends the Chicago School District Article of the School Code. Provides that no later than June 30, 2029, the General Assembly must review and revise the election of members of the Chicago Board of Education and if the General Assembly has not reauthorized the election of members of the Chicago Board of Education by June 30, 2029, then, on May 13, 2031, the terms of all members elected in 2027 shall end, and a new Chicago Board of Education consisting of 7 members shall be appointed by the Mayor. Makes conforming changes. Provides that, beginning on May 9, 2023 and until May 13, 2031, successors of the Inspector General for the Chicago school district shall be appointed by the school board instead of the Mayor. Effective immediately.

Referred to Rules Committee

HB4143**SCH CD-UNFUNDED MANDATES**

Rep. Mazzochi, Deanne M. (R)

Amends Section 22-60 of the School Code. Expands the existing unfunded mandate prohibition to also allow a district or private school to discontinue or modify a mandate for five (5) years on the basis that the mandate does not improve the educational outcomes of the school district or private school. Requires a local school board to follow certain notice procedures and to formally vote to discontinue or modify a mandate, and to notify the regional superintendent of the board's decision to discontinue or modify. Defines a new standard that the regional superintendent must meet before he or she can deny the modification or discontinuation. Allows a district to seek mandate relief for the district as a whole rather than just an individual school or schools. Modifies conflict language to provide that in any conflict between Section 22-60 of the School Code and the State Mandates Act, Section 22-60 prevails. Effective immediately.

Referred to Rules Committee

HB4144**SCHOOL STRIKE-ATHLETES**

Rep. Mazzochi, Deanne M. (R)

Amends the Interscholastic Athletic Organization Act. Requires an association or other entity that has as one of its purposes promoting, sponsoring, regulating, or in any manner providing for interscholastic athletics or any form of athletic competition among schools and students within this State to adopt a policy to allow students enrolled in a school that is not in session because employees are on strike to participate in a State series hosted by that association or other entity. Provides that the policy shall allow a school board member, school administrator, or parent volunteer to oversee the students participating in the State series during the strike. Provides that the school district and a school board member, school administrator, or parent volunteer who oversees students participating in a State series shall incur no liability, except for willful or wanton conduct, while the school board member, school administrator, or parent volunteer is overseeing students. Effective immediately.

Referred to Rules Committee

HB4170**SCH CD-CIVIC ENGAGEMENT DAY**

Rep. Conroy, Deb (D)

Amends the School Code. Allows a school board to establish a voluntary "civic engagement day" in which a student in the seventh through 12th grade may request an excused absence of not more than one full school day per school year to participate in an organized civic engagement activity or event. Sets forth the requirements that a student must satisfy to receive the excused absence to participate in the organized civic engagement activity or event. Provides that a school official may not deny a requested absence because of the content or purpose of the civic engagement activity or event. Effective immediately.

Referred to Rules Committee

HB4211 YOUTH ADVISORY COUNCIL Rep. Kifowit, Stephanie A. (D)

Creates the Illinois Legislative Youth Advisory Council Act. Provides that the purpose of the Council is to facilitate communication between the youth of the State of Illinois and the elected branches of State government regarding the issues, interests, and needs important to youth in the State of Illinois.

Referred to Rules Committee

HB4255 INVEST KIDS-QUALIFIED SCHOOL Rep. Cassidy, Kelly M. (D)

Amends the Invest in Kids Act. Provides that a qualified school that accepts scholarship students must comply with: all provisions of federal and State laws and rules applicable to public schools pertaining to special education and the instruction of English learners and certain provisions of the School Code concerning charter schools; provisions of the Illinois Humans Rights Act; and specific provisions of the School Code. Effective Immediately.

Referred to Rules Committee

HB4274 SCH CD-SEX OFFENSE CHARGE Rep. Mason, Joyce (D)

Amends the School Code. Provides that within 7 days after receiving information that a public school employee is charged with a sex offense, the school board shall notify, in writing, the parents or guardians of the school's students. Effective immediately.

Referred to Rules Committee

HB4291 ISBE-RULES-UNFUNDED MANDATES Rep. Reick, Steven (R)

Amends the Illinois Administrative Procedure Act. Provides that for each rule proposed to be adopted by the State Board of Education impacting the operations of any school district, any interested person may request the Joint Committee on Administrative Rules to determine whether the proposed rule is a State mandate. Provides that if the Joint Committee determines that the proposed rule is a State mandate, then the running of all periods under the Illinois Administrative Procedure Act shall be tolled, and no Certificate of No Objection may be issued for the rule, until the rule has been approved by a joint resolution of the General Assembly. Effective immediately.

Referred to Rules Committee

HB4305 SCH CD-CHARTER SCH-PROMOTION Rep. Harper, Sonya M. (D)

Amends the Charter Schools Law of the School Code. Provides that a charter school may not adopt or enforce a policy on promotion that does not promote students to the next higher grade level solely because of unsatisfactory completion of physical fitness requirements or violations of student discipline policies. Effective immediately.

Referred to Rules Committee

HB4306 SCH CD-CHARTER SCH AUDITOR Rep. Harper, Sonya M. (D)

Amends the Charter Schools Law of the School Code. With respect to a charter school's retention of an outside, independent contractor to audit the charter school's finances, provides that the contractor shall not be an employee of the charter school or affiliated with the charter school or its authorizer in any way, other than to audit the charter school's finances. Effective Jul. 1, 2020.

Referred to Rules Committee

HB4313 SCH CD-FUNDING FORMULA-MISC Rep. Bourne, Avery (R)

Amends the evidence-based funding provisions of the School Code. Makes changes concerning the calculation of an organizational unit's real receipts, the base funding minimum of organizational units designated as Tier 4, and the minimum funding level. Effective immediately.

Referred to Rules Committee

HB4382 SCH CD-LAPSED EDUCATOR LICENSE Rep. Caulkins, Dan (R)

Amends the Educator Licensure Article of the School Code. Provides for the reinstatement of a lapsed Professional Educator License upon the payment by the applicant of the lesser of a \$100 penalty or a \$10 penalty for each year the license has lapsed (rather than a \$500 penalty). Effective immediately.

Referred to Rules Committee

HB4406 SCH CD-DYSLEXIA SCREENING Rep. Parkhurst, Lindsay (R)

Amends the School Code. Provides for dyslexia screening guidelines and rules. Requires the State Board of Education to employ at least 5 dyslexia specialists or dyslexia therapists with a minimum of 5 years of field experience in screening, identifying, and treating dyslexia and related disorders to provide technical assistance and training. Provides that, beginning with the 2020-2021 school year, each school district must screen students in grades kindergarten through second (and in higher grades under certain circumstances) for the risk factors of dyslexia using a universal screener approved by the State Board. Sets forth what the screening must include. Provides for additional screening for a student who is determined to be at risk, or at some risk, for dyslexia to determine if a student has the characteristics of dyslexia. Requires the use of a multi-tiered system of support framework if screening indicates that a student has some risk factors for dyslexia or has the characteristics of dyslexia. Sets forth provisions concerning exceptions to screening, dyslexia intervention services, and reporting. Effective Jul. 1, 2020.

Referred to Rules Committee

HB4417 SCH CD-SCHOOL CLOSURE-HEARING Rep. DeLuca, Anthony (D)

Amends the School Code. Provides that before a school board makes a final decision on whether a site or building has become unnecessary, unsuitable, or inconvenient for a school, the school board must hold at least 3 public hearings, one per month for 3 consecutive months, the sole purpose of which shall be to discuss the decision and to receive input from the community. Effective immediately.

Filed with the Clerk by Rep. Anthony DeLuca

SB2315 SCH CD-SECLUSION PROHIBITED Sen. Gillespie, Ann (D)

Amends the School Code by prohibiting a school district employee, volunteer, or an independent contractor of a school district from placing a student in seclusion.

Assigned to Education

SB2323 SCH CD-SPECIAL ED-INTERVENTION Sen. Koehler, David (D)

Amends the School Code. Removes obsolete language from the provision addressing the development of behavioral intervention policies by ISBE, as well as clarifies the use of certain behavioral interventions (e.g., restraint).

Assigned to Education

SB2332 SCH CD-CHRONIC TRUANTS Sen. Lightford, Kimberly A. (D)

Amends the School Code and the Juvenile Court Act of 1987. Makes the truancy processes outlined in Sections 26-7 and 26-8 of the School Code permissive rather than mandatory. Eliminates the CPS Office of Chronic Adjudication and requires CPS to implement a socio-emotional focused attendance policy and makes changes to CPS's truancy intervention services for students and their families. Amends the Juvenile Court Act of 1987 to eliminate the most punitive sanctions for students adjudicated as "a truant minor in need of supervision."

Assigned to Education

SB2339 PTELL-REFERENDUM Sen. McConchie, Dan (R)

Amends the Tax Code to accommodate districts petitioned to provide one year of tax relief. Provision added to the taxpayer-petition tax relief for districts at or above 110% of adequacy.

Referred to Assignments

SB2461 SCH DISTRICT EFFICIENCY COMM Sen. Harmon, Don (D)

Creates the School District Efficiency Commission. The Commission will be composed of 20 members. Members are composed of legislator and education advocacy appointments and will select a chairperson at the first meeting, which will be on a date determined by the State Board. The Commission is to hold public hearings throughout the state.

The Commission must make recommendations to the Governor and General Assembly on the number of districts in the state, the optimal enrollment for a district, and where reorganization/realignment of districts would be beneficial.

The Commission must vote on its recommendations and file a report with the Governor and General Assembly by May 1, 2022. If the Commission adopts the report recommendations by approval of at least 11 of the 20 members, the Commission's specific recommendations for reorganization of dual school districts into unit districts will be placed on the ballots of the designated school districts at the next general election, which would be in November 2022. The language states that the approved recommendations shall be placed on the ballot in the same manner as if the recommendations were petitions approved by a regional superintendent of schools under Section 11E-50 (note, the regional superintendent's approval of a petition is not what sends that petition to ballot; it is the State Superintendent's approval of the petition that causes the question to be placed on the ballot).

Referred to Assignments

SB2473 SCH CD-ABSENCES-MENTAL HEALTH Sen. Martwick, Robert F. (D)

Amends the Compulsory Attendance Article of the School Code. Provides that a public school student shall be granted up to 5 days of excused absences in any school year for the reason of the mental or behavioral health of the student. Effective Jan. 1, 2021.

Referred to Assignments

SB2474 SCH CD-FINANCIAL LITERACY Sen. Bertino-Tarrant, Jennifer (D)

Amends the School Code. A course in financial literacy may be taken towards fulfillment of the math requirement that each pupil entering 9th grade must successfully complete to receive a high school diploma. Effective Jan. 1, 2020.

Assigned to Education

SB2503 SCH CD-TEACHER LICENSURE TEST Sen. Righter, Dale A. (R)

Amends the Educator Licensure Article of the School Code. Removes the requirement that educator licensure candidates pass a teacher performance assessment. Makes related changes.

Referred to Assignments

SB2504 SCH CD-LOCAL SCH COUNCIL MEMBR Sen. Aquino, Omar (D)

Amends the Chicago School District Article of the School Code. With regard to local school council members, provides that an individual is ineligible for election or appointment to a local school council if he or she appears on the Dru Sjodin National Sex Offender Public Website or the Statewide Sex Offender Database or Statewide Murderer and Violent Offender Against Youth Database. Provides that if the general superintendent, upon a check, determines at any time that a local school council member or member-elect appears on the Dru Sjodin National Sex Offender Public Website or the Statewide Sex Offender Database or Statewide Murderer and Violent Offender Against Youth Database, the general superintendent must notify the local school council member or member-elect of such determination and the local school council member or member-elect must be removed from the local school council by the school board, subject to a hearing, convened pursuant to board rule, prior to removal. Provides that notwithstanding any other provision of law to the contrary, a local school council member must comply with all applicable board rules and policies regarding employees or volunteers if he or she engages in school activities beyond the scope of his or her official duty as a council member. Removes provisions regarding ineligibility for election or appointment of a local school council member based on a criminal conviction. Effective immediately.

Referred to Assignments

SB2510 SCH CD-FORENSIC SPEECH PREREQ Sen. Rezin, Sue (R)

Amends the Courses of Study Article of the School Code. Adds forensic speech (speech and debate) to the music, art, foreign language, or vocational education elective that a pupil may chose to satisfy the one year prerequisite that each pupil entering the 9th grade is required to successfully complete to receive a high school diploma. Provides that the course in forensic speech may not be used to satisfy the language arts course requirement.

Referred to Assignments



Illinois State Board of Education

Non-Regulatory Guidance

ENSURING AFFIRMING AND INCLUSIVE SCHOOLS FOR ALL STUDENTS

March 1, 2020

This document is intended to provide non-regulatory guidance on the subject matter listed above. For questions, please contact the person(s) identified in the document.

Dr. Carmen I. Ayala, State Superintendent of Education

Printed by AFL-CIO (AFSCME Local #288 and IFSOE Local #3236) Employees

NON-REGULATORY GUIDANCE
ENSURING AFFIRMING AND INCLUSIVE SCHOOLS FOR ALL STUDENTS

Table of Contents

Table of Contents.....	1
Introduction.....	2
A. Definitions.....	3
B. Discrimination, Harassment and Bullying.....	4
C. Gender Support Model.....	6
D. Confidentiality.....	7
E. Names, Pronouns and Student Records.....	9
F. Use of Facilities.....	10
G. Dress Codes.....	11
H. Sports, Clubs and Events.....	12
I. Overnight School Trips.....	14
J. Curriculum and Teaching.....	15
K. Training.....	16
L. Parent/Guardian Involvement.....	17
M. Support for District Staff.....	18

NON-REGULATORY GUIDANCE
ENSURING AFFIRMING AND INCLUSIVE SCHOOLS FOR ALL STUDENTS

Introduction

On June 30, 2019, Governor JB Pritzker issued Executive Order 2019-11, entitled Strengthening Our Commitment to Affirming and Inclusive Schools. The Executive Order established the Affirming and Inclusive Schools Task Force (“Task Force”) in the Office of the Governor to identify strategies and best practices for ensuring welcoming, safe, supportive, and inclusive school environments for transgender, nonbinary, and gender nonconforming students and deliver a report to the Office of the Governor.

On January 10, 2020, the Task Force delivered a report to the Governor detailing the legal protections for students in Illinois, recommended procedures, and best practices for K-12 schools to support transgender, nonbinary and gender nonconforming students. This non-regulatory guidance document incorporates many of the recommendations from that report in an effort to provide support to students and technical assistance to school districts.

Questions relating to the rights of LGBTQ+ youth in schools or this non-regulatory guidance may be posed to Jeff Aranowski, Executive Director for Safe and Healthy Climate, at jaranows@isbe.net or (217) 782-5270.

A note regarding this document. The student protections, recommendations and obligations of school districts noted throughout this document should be widely accessible to students, parents and families. A district should make its policies and procedures publicly available on its website and include appropriate references in the student handbook. Appropriate support systems will have no impact on student outcomes if information is not readily and easily available.

NON-REGULATORY GUIDANCE
ENSURING AFFIRMING AND INCLUSIVE SCHOOLS FOR ALL STUDENTS

A. Definitions

An important component of providing appropriate supports and services to all students is ensuring that teachers, administrators and school systems operate with a common set of definitions and language. To that end, the following definitions provide context for purposes of this non-regulatory guidance.

Affirming. Acknowledging and supporting the identity of an individual.

Affirmed Gender/Affirmed Name. The name and gender with which a person identifies.

Ally. A person who is not LGBTQ+ but affirms and shows support for LGBTQ+ people and promotes equality.

Cisgender/Cis. Term used to describe people whose gender identity corresponds solely with their sex assigned at birth.

Gender Diversity. The wide range of gender identities, gender roles, and/or gender expressions that exist.

Gender Expression. An individual's characteristics and behaviors such as appearance, dress, grooming, mannerisms, voice or speech patterns, activities, and social interactions that are perceived as masculine, feminine, both, or neither.

Gender Identity. A person's internal, deeply held sense or psychological knowledge of their own gender that can include being female, male, another gender, nonbinary, gender nonconforming, or no gender, and is unrelated to the person's sex assigned at birth. Gender identity is an innate part of a person's identity, and the responsibility for determining an individual's gender identity rests with the individual. Unlike gender expression, gender identity is not visible to others.

Gender Nonconforming or Gender Expansive. Gender expression or identity that falls outside of traditional, societal, or stereotyped expectations based on the sex assigned at birth. Gender expansive individuals may identify as male, female, some combination of both, or neither.

Gender Pronouns. The set of words used to refer to someone without using their name. Common examples include, but are not limited to, "she/her/hers," "he/him/his," "they/them/theirs," and "ze/zir/zirs."

Gender Support Coordinators. District staff authorized to coordinate supports for individual transgender, nonbinary, and gender nonconforming students.

Gender Support Plan. A document that may be used to create a shared understanding about the way in which a student's gender identity will be accounted for and supported at school.

GSA. A GSA is a student-run organization that unites LGBTQ+ and allied youth to build community and organize around issues impacting them in their schools and communities. GSA is an abbreviation of either a Gender-Sexuality Alliance or Gay-Straight Alliance.

NON-REGULATORY GUIDANCE

ENSURING AFFIRMING AND INCLUSIVE SCHOOLS FOR ALL STUDENTS

Intersex. A general term used for the many ways in which a person can be born with chromosomes, reproductive anatomy, and/or genitalia that do not fit the typical binary expectations of female or male.

LGBTQ+. A commonly used acronym referring to the Lesbian, Gay, Bisexual, Transgender, and Queer community. The plus acknowledges that there are additional identities within the community. Other iterations include LGBTQIA (adding Questioning, Intersex, Asexual/Aromantic).

Misgendering. When a person intentionally or accidentally uses the incorrect name or pronouns to refer to a person. Intentional and/or persistent misgendering is a form of bullying and harassment.

Nonbinary. A term used to describe people whose gender identity is not exclusively male or female, including those who identify as a gender other than male or female, as more than one gender, or as no gender.

Outing. The act of disclosing information about another person's gender identity or sexual orientation without that person's knowledge and/or consent. Outing by school officials can violate that student's privacy rights and puts students at risk of harm.

Questioning. Being unsure of or exploring one's gender identity and/or sexual orientation.

Sex Assigned at Birth. A label a person is given at birth, often based on a medical professional's interpretation of the newborn's physical characteristics. Common examples may be "male" or "female." This binary assignment does not reflect the natural diversity of bodies or experiences. This is typically the sex reflected on one's original birth certificate.

Sexual Orientation. The term for someone's romantic, emotional, physical, and/or sexual attraction to the same or different gender(s). Sexual orientation is distinct from gender identity. Common terms used to describe sexual orientation include, but are not limited to, heterosexual, lesbian, gay, bisexual, and pansexual.

Transgender/Trans. Individuals with a gender identity different than their sex assigned at birth. Transgender can be used as an umbrella term that encompasses diversity of gender identities and expressions. Being transgender is not dependent on appearance, body parts, or medical procedures.

Transition. The process whereby people may change their gender expression, bodies, and/or identity documents to match their gender identity. Transition can be social (changing gender expression, using facilities, using a different name/pronouns), medical (hormones and/or surgeries), and/or legal (changing name/gender marker on identity documents), and is different for every individual. It is common for gender transition to be an ongoing process and is unique to each person.

B. Discrimination, Harassment and Bullying

It is clear under both state and federal law that transgender, nonbinary, and gender nonconforming students must be supported in an environment free from discrimination, harassment and bullying.

B-1. What state laws protect the rights of transgender, nonbinary, and gender nonconforming students to be free of discrimination, harassment, and bullying in schools?

NON-REGULATORY GUIDANCE

ENSURING AFFIRMING AND INCLUSIVE SCHOOLS FOR ALL STUDENTS

The Illinois Human Rights Act (“IHRA”) makes it a civil rights violation for schools to “[d]eny or refuse to another the full and equal enjoyment of the facilities, goods, and services” on the basis of gender identity or other protected status. 775 ILCS 5/1-102(A) and 1-103(O-1). The Illinois Human Rights Commission has repeatedly ruled that the IHRA protects the rights of people who are transgender in both employment and public accommodations, including schools.

Furthermore, Illinois law prohibits bullying, including bullying “on the basis of . . . gender-related identity or expression.” 105 ILCS 5/27-23.7(a). Every school district must have and publish online a policy to prevent and address bullying that includes a contact person to report bullying, procedures for a prompt investigation (usually within 10 school days with fair procedures), and appropriate support for all students involved. *Id.* The IHRA too requires schools to protect students from harassment. The “severe or pervasive harassment” of a student violates the IHRA when the school “fails to take corrective action to stop the severe or pervasive harassment.” 775 ILCS 5/5-102.1.

B-2. What federal laws protect the rights of transgender, nonbinary, and gender nonconforming students to be free of discrimination, harassment, and bullying in schools?

Similarly, under federal law, discrimination against transgender, nonbinary, and gender nonconforming students violates Title IX of the Education Amendments of 1972 of the Civil Rights Act, 20 U.S.C. § 1681, and the United States Constitution. Title IX requires that “no person . . . shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination” in schools that receive federal funding (which includes all public schools and some private schools). 20 U.S.C. § 1681(a). The Seventh Circuit Court of Appeals, the federal appellate court with jurisdiction over Illinois, has unambiguously ruled that discrimination on the basis of gender identity is “[b]y definition” sex discrimination prohibited under Title IX. *Whitaker By Whitaker v. Kenosha Unified Sch. Dist. No. 1 Bd. of Educ.*, 858 F.3d 1034, 1048 (7th Cir. 2017). A school district policy that refuses to treat a transgender student in a manner consistent with the student’s gender identity “punishes that individual for his or her gender non-conformance, which in turn violates Title IX.” *Id.* at 1049.

B-3. What are the best practices for ensuring that transgender, nonbinary, and gender nonconforming students are supported in an environment free from discrimination, harassment, and bullying?

Provide ongoing training to all staff members. One of the most common challenges that students, teachers, staff, administrators, and school board members experience when creating affirming environments for transgender, nonbinary, and gender nonconforming students is having effective ways to address harmful and/or discriminatory language and actions, especially in the moment. Regular training is an essential part of preventing discrimination and harassment in a school environment and helps ensure the effective and informed implementation of inclusion practices.

Create a non-punitive environment that focuses on prevention. Districts should take a preventive approach to enforcement of anti-bullying policies by focusing on education and positive behavioral interventions and supports rather than exclusionary discipline.

Ensure accountability for inclusive practices. When an employee fails to meet the expectations of the district’s policy and procedures, the district should hold the employee accountable and

NON-REGULATORY GUIDANCE

ENSURING AFFIRMING AND INCLUSIVE SCHOOLS FOR ALL STUDENTS

subject the employee to appropriate disciplinary action in a manner that is both effective and prompt. Intentional or persistent refusal to respect a student's gender identity after notification of the student's affirmed name and pronouns violates the harassment and non-discrimination policy and/or procedures required of every district.

Provide easily accessible information and supports. Districts should have "Know Your Rights" information easily accessible to all students. Districts should consider posting such information in common areas of its schools, such as bathrooms and hallways.

Be clear about the complaint procedure. All stakeholders, especially students, need to be aware of the avenues of support available to them if they have experienced bullying, discrimination, or harassment. Students who are subjected to mistreatment often do not know where to seek help. Districts should ensure that the name and contact information of the appropriate staff are readily accessible.

Support LGBTQ+-affirming student groups. Districts should identify faculty sponsors willing to work to begin and support GSAs in all elementary, middle, and high schools.

C. Gender Support Model

Intentional and structured processes are critical to providing needed supports to transgender, nonbinary, and gender nonconforming students. To this end, districts may consider adopting a Gender Support Model to coordinate these supports.

C-1. What is a Gender Support Model?

A Gender Support Model is a framework by which staff and school systems may thoughtfully and intentionally provide support to transgender, nonbinary, and gender nonconforming students according to each student's needs.

C-2. What are the components of a Gender Support Model?

In order to provide the appropriate support to students, districts should designate Gender Support Coordinators who are properly trained in providing gender-affirming support for transgender, nonbinary, and gender nonconforming students. The Gender Support Coordinator can serve as the point person for the student and the student's parent(s)/guardians(s) to ensure appropriate support is provided. The Gender Support Coordinator can assist with drafting a Gender Support Plan. If desired by the student, the Gender Support Plan can be the guiding document to address a variety of issues, including use of facilities, student records, and confidentiality. Drafting a Gender Support Plan provides an opportunity for the Gender Support Coordinator and student to discuss significant issues and make a plan for informing the appropriate district staff regarding the student's preferences.

C-3. What are the best practices for creating and implementing a Gender Support Model?

Provide tailored support to ensure equal access to educational programs and activities. Each student has a unique process for transitioning and schools should have a flexible system to accommodate each individual student's needs.

NON-REGULATORY GUIDANCE

ENSURING AFFIRMING AND INCLUSIVE SCHOOLS FOR ALL STUDENTS

Recognize other risk factors. Teachers and other district staff should be aware that transgender, nonbinary, and gender nonconforming students may face an increased risk of abuse, homelessness, suicide, and other safety concerns inside and outside of school.

Be mindful of how students' chronological and developmental age, as well as family supports, may affect the process. For preschool and elementary school-aged children, the level of parental involvement may look different than for middle school and high school-aged students. However, supporting a student's health, well-being, and safety is always paramount. When a transgender, nonbinary, or gender nonconforming student does not have a supportive home environment, regardless of their age, the Gender Support Coordinator can work with the student to identify what course of action will prioritize their safety.

If requested, school districts should provide support to siblings in the school district. If requested by the transgender, nonbinary, or gender nonconforming student, the Gender Support Plan or Gender Support Coordinator can address appropriate steps to support the student's siblings who attend school in the same district.

Facilitate continuity of support for students who transfer or graduate. If requested, the Gender Support Plan shall document the Gender Support Coordinator's role in communicating with the new school about gender-specific accommodations upon transfer or graduation.

D. Confidentiality

It is critical when providing a safe and healthy learning environment for transgender, nonbinary, and gender nonconforming students to ensure student confidentiality where appropriate and where warranted, based on the individual needs of the student.

D-1. What state and federal laws serve to protect the confidentiality of student records?

The Illinois School Student Records Act ("ISSRA") and federal Family Educational Rights and Privacy Act ("FERPA") serve to protect student privacy and the confidentiality of student records, which includes a student's gender identity and whether the student is transgender, nonbinary, or gender nonconforming. The "student records" protected under ISSRA include a student's gender. 23 IAC 375.10. Student information and records must be kept confidential and not disclosed without permission of the student's parent(s)/guardian(s), except to employees as needed for their work with a student, and in certain other listed circumstances permitted by law (such as to law enforcement or to comply with a court order).

Disclosure of private information related to a student's sex or gender can also violate FERPA and sex or gender identity discrimination laws such as the IHRA and Title IX. Further, students have a Constitutional right to privacy and to share or withhold information about their sexual orientation and gender identity. E.g. *Love v. Johnson*, 146 F. Supp. 3d 848 (E.D. Mich. 2015); *Powell v. Schriver*, 175 F.3d 107, 111 (2d Cir. 1999); *Wolfe v. Schaefer*, 619 F.3d 782, 785 (7th Cir. 2010) (citing *Whalen v. Roe*, 429 U.S. 589, 599-600 (1977) (recognizing constitutional rights to highly personal information, including medical and sexual information)). ISSRA and FERPA contain exceptions to the privacy requirement for "directory information," such as student names, grade level, or participation in sports teams. 23 IAC 375.80; 20 U.S.C. § 1232g(b). Schools

NON-REGULATORY GUIDANCE

ENSURING AFFIRMING AND INCLUSIVE SCHOOLS FOR ALL STUDENTS

can generally disclose directory information unless parent(s)/guardian(s) opt out. Directory information does not include a student's gender or transgender, nonbinary, or gender nonconforming identity, which should not be disclosed without consent or educational need.

D-2. Are there specific laws protecting mental health records of students?

Yes. Illinois law further provides strong protections for a student's mental health records, such as those maintained by school social workers, nurses, or psychologists. Under the Illinois Mental Health and Developmental Disabilities Confidentiality Act, 740 ILCS 110/1 et seq., mental health records cannot be disclosed without the specific written consent of the parent(s)/guardian(s) and of the student, if the student is age 12 or older. 740 ILCS 110/4-5. The law requires written consent in a specific form to disclose those records, even to parent(s) or guardian(s).

D-3. What are the best practices for ensuring the confidentiality of students' transgender, nonbinary, or gender nonconforming identity?

Set limits on disclosure of a student's gender identity. District staff should only discuss a student's transgender, nonbinary, or gender nonconforming identity with other staff if it is necessary to support the student's social, emotional, or academic success. Districts should ensure all staff are trained and aware of the district's procedures on confidentiality. Information gathered about a student's transgender, nonbinary, or gender nonconforming identity should be kept secure and confidential, and not be released or disclosed outside of district staff without the student's explicit consent. It is essential to keep in mind that disclosure or misuse of a student's confidential information may establish a hostile environment, potentially subjecting them to bullying and harassment by peers, discrimination by district staff, and/or family rejection.

Understand and respect the level of privacy desired by a student. It is essential to understand an individual's self-determined desired level of privacy, which may change over time. If a student is uncertain about their desired level of privacy, districts should support the student in making an informed choice. Many students prefer privacy and do not want to be defined by their gender identity.

Take a student-centered approach. District employees should be aware that many transgender, nonbinary, and gender nonconforming students experience family rejection. School officials should work with students, and whoever else is appropriate, to develop a plan regarding the confidentiality of the student's identity.

Be forthcoming with students about formal and informal ways information flows within the school ecosystem. While district staff should never out a child to their family, students, teachers, or other staff, it is also true that a school cannot control how information will travel once it is shared by the student. For example, if a student requests to use their affirmed name and pronouns in one class at school, the other students in that class may share that information with peers, family members, and/or other district staff.

NON-REGULATORY GUIDANCE
ENSURING AFFIRMING AND INCLUSIVE SCHOOLS FOR ALL STUDENTS

E. Names, Pronouns and School Records

Districts should be cognizant of, be prepared to address, and work to minimize the barriers faced by transgender, nonbinary, and gender nonconforming students when using their affirmed name and pronouns at school.

E-1. Does a student have the legal right to be addressed by their affirmed name and pronouns?

Yes. Students have the right to be addressed at school by their affirmed name and pronouns and to update their school records to reflect their identity. Schools may not require a legal name change or change of a gender marker on a birth certificate before the school addresses a student by their affirmed name and pronouns or before updating most school records to properly reflect the student's identity.

E-2. What rights do students and parents have to access school records?

Students and parents have a right to access and review school student records. 105 ILCS 10/5(a). In this context, "school student records" means "any writing or other recorded information concerning a student and by which a student may be individually identified, maintained by a school or at its direction or by an employee of a school, regardless of how or where the information is stored," except for the records of an employee maintained only for their use and not "related or disclosed to any person." 105 ILCS 10/2(d). ISSRA, however, does not require the disclosure of: (i) "information which is communicated by a student or parent in confidence to school personnel," (ii) records of an employee maintained only for their use and not "related or disclosed to any person," or (iii) "communications otherwise protected by law," which may include some records of a school social worker or psychologist. 105 ILCS 10/2(d) and 5(f). Under both ISSRA and FERPA, parents have a right to challenge the "accuracy, relevance or propriety" of a student record. 105 ILCS 10/7; 34 C.F.R. § 99.20-22. Schools are required to have a process in place for parents to challenge and seek correction of school records, including a right to a hearing.

E-3. What are the best practices for ensuring that students are addressed by their affirmed name and pronouns at school?

Records should be adjusted to reflect a student's affirmed name and pronouns. When updating a student's school records, district staff should be cognizant of the many school information systems (e.g., state/local testing platforms, electronic databases, school website, class rosters, attendance systems, transcripts, school reporting programs, substitute teacher rosters, school IDs, yearbooks, honor roll lists, school issued email addresses and technology logins, and club rosters) present in the school system and work diligently to ensure accuracy of information across information systems. Schools should not place cumbersome and/or undue barriers that discourage, prolong, or prohibit the process of ensuring a student's school records accurately reflect a student's affirmed name and gender identity. As parent(s)/guardian(s) may have a legal right to inspect their student's school records, the Gender Support Coordinator should ensure that changes to a student's school records are a part of the support process for students.

Provide all students with opportunities to indicate how they wish to be addressed. Schools should survey all students on an annual basis to determine how they wish to identify themselves

NON-REGULATORY GUIDANCE

ENSURING AFFIRMING AND INCLUSIVE SCHOOLS FOR ALL STUDENTS

during school-related functions and how they wish to be addressed in communications with their parent(s)/guardian(s), including on all documents sent to their parent(s)/guardian(s). In addition, students should be allowed to update this information upon request.

Remove gender marker from school records where possible. Districts should only include a student's gender marker on school records where required by law. If, by law, school administrators are required to record a student's name or gender as it appears on the student's birth certificate, district staff shall record this information in a separate, confidential file.

Contract with Student Information System companies that have inclusive options for affirmed name and gender. Prior to signing contracts, districts should inquire about how the Student Information System company captures, reports, and performs other functions that include or affect a student's affirmed name and gender identity. Districts should also request changes to their current systems to meet student needs.

F. Use of Facilities

Both state and federal law have clearly defined that all students must be able to fully and equally access facilities in alignment with their gender identity

F-1. May a school require that a transgender, nonbinary, or gender nonconforming student use the restroom or locker room that corresponds with the student's sex assigned at birth?

No. Students must be allowed to use the facilities that correspond with their gender identity. Schools cannot impose on transgender, nonbinary, and gender nonconforming students conditions on the use of facilities that are not required of other students.

F-2. What legal provisions apply to the use of school facilities by transgender, nonbinary, and gender nonconforming students?

The IHRA expressly guarantees "the full and equal enjoyment of . . . facilities" which means that transgender, nonbinary, and gender nonconforming students have the right to use a school's physical facilities consistent with their gender identity. 775 ILCS 5/1-102(A); 1-103(O1). Under state law, a school must provide students "full and equal" use of all school facilities; it is not enough to provide students mere "access". Federal law likewise protects a student's right to use school facilities that correspond with the student's gender identity. School policies that deny students use of restrooms, locker rooms, changing rooms, or other facilities that correspond with their gender identity violate Title IX and the Equal Protection Clause. *See, e.g., J.A.W. v. Evansville Vanderburgh Sch. Corp.*, 396 F. Supp. 3d 833 (S.D. Ind. 2019) (denial of restroom use violates Title IX and the Constitution); *Whitaker*, at 1049 (school required to allow transgender boy to use male restrooms); *Doe by & through Doe v. Boyertown Area Sch. Dist.*, 897 F.3d 518, 526-32 (3d Cir. 2018) (affirming district court's denial of plaintiffs' motion for preliminary injunction, stating "There is simply nothing inappropriate about transgender students using the restrooms or locker rooms that correspond to their gender identity."). These protections apply to students of all genders, including nonbinary and gender nonconforming students.

F-3. What if some students or parents are uncomfortable with transgender, nonbinary, and gender nonconforming students using school facilities that correspond with their gender identity?

NON-REGULATORY GUIDANCE

ENSURING AFFIRMING AND INCLUSIVE SCHOOLS FOR ALL STUDENTS

Under state and federal law, the discomfort or privacy concerns of students, teachers, or parents are not valid reasons to deny or limit the equal use of facilities by transgender, nonbinary, and gender nonconforming students. Rather, the interest of any student seeking more privacy should be addressed by providing that student a more private option upon their request. “The prejudices of others are part of what the [Human Rights Act] was meant to prevent.” *P.S. and Komarek Sch. Dist. 94*, ALS No. 16-0003 (Ill. Hum Rts. Comm’n March 15, 2018 and February 4, 2019). “[T]here is no right that insulates a student from coming in contact with others who are different than them or a Bathroom Privacy Act, unless the behavior violates a school policy or is criminal.” *Id.* The presence of a transgender student in a locker room simply does not “implicate the constitutional privacy rights of others with whom such facilities are shared.” *Students & Parents for Privacy v. United States Dep’t of Educ.*, 16-CV-4945, 2017 WL 6629520, at *5 (N.D. Ill. Dec. 29, 2017). If school districts are found to have violated the IHRA or Title IX, they will be subjected to significant monetary liability, including damages, attorneys’ fees, and costs.

F-4. What are the best practices for ensuring all students have access to school facilities that correspond with their gender identity?

Facilities should be safe and accessible. Facilities include, but are not limited to, locker rooms, restrooms, showering facilities, costume rooms/backstage areas, nurse’s offices, and athletic training rooms. Facilities also include any communal area where a student may be required to undress, such as a gym used for a scoliosis screening or a weigh-in for a wrestling match. Districts that designate all-gender and/or secure-access restrooms should ensure that these facilities are safe and accessible, and not located in a place that will cause interference with a student’s academics or other school-related activities. Gender-neutral restrooms are sometimes located in inconvenient locations, resulting in lost instructional time for transgender students. Any alternative arrangement should be provided in a way that protects the student’s privacy and is consistent with the student’s Gender Support Plan, if one exists.

Allow additional time to use facilities, if necessary. If using an alternative facility would cause a student to be late, the student should be allotted additional time to use the facilities and not be punished for tardiness.

Provide options for all students. If any student desires more privacy when using a facility, that student should be allowed to use the appropriate facilities.

Increase single-occupancy facilities. Districts are encouraged to incorporate single-occupancy facilities and to increase privacy for all facilities when considering new construction or renovation.

G. Dress Codes

While districts are encouraged to adopt gender-neutral dress codes, any policies that are based on gender differences must permit students to dress in a manner that corresponds with their gender identity and expression.

G-1. May a district enforce dress codes based on gender stereotypes? For example, can a school enforce a policy by which only people assigned female at birth are allowed to wear dresses?

NON-REGULATORY GUIDANCE

ENSURING AFFIRMING AND INCLUSIVE SCHOOLS FOR ALL STUDENTS

No. Under the IHRA, dress codes cannot be applied in a discriminatory way. The First Amendment also protects students' rights to express their gender identity through their appearance. Likewise, schools cannot prevent students from wearing clothing that expresses written messages or otherwise conveys one's gender identity or support for the LGBT community.

G-2. What are the best practices with respect to dress codes?

Students must be allowed to wear gender-affirming clothing. A student whose gender expression is different from societal expectations should not be considered disruptive.

Adopt a gender-neutral dress code. Districts should reframe dress codes to describe what it considers appropriate clothing without assigning clothing options to particular genders. For example, districts should consider language such as the following: "Certain body parts must be covered for all students: Clothing must be worn so that genitals, buttocks, and nipples are covered with opaque material." Dress code booklets should not contain pictures of students in certain clothing - if pictures must be used, only display the garment itself.

Consistently apply dress code regulations. Students should not be disciplined for wearing clothing or makeup that is appropriate under the dress code but that does not conform to gender-based stereotypes. For example, if dresses or pants are appropriate attire, teachers and other school officials cannot determine which students are permitted to wear dresses or pants. In addition, districts should consistently apply dress codes regardless of body shape or type.

Do not impose inappropriate discipline. Districts should not discipline transgender, nonbinary, and gender nonconforming students for wearing gender-affirming clothing.

Extend gender-neutral dress code to special events. Gender-neutral dress code guidelines should apply to regular school days as well as any special events, such as graduation ceremonies, game days, concerts, and dances. For example, schools may require formal attire for all students at a ceremony, but should not specify that girls must wear dresses and boys must wear ties. If a school wishes to maintain a previously gender-specific tradition, such as graduation gown colors or spirit day teams, administrators should consider dividing students using another marker, such as last name (e.g., last names from A-M wear blue and last names from N-Z wear gold).

Ensure athletic uniforms are appropriate and modified if requested. All student athletes should be able to wear uniforms that are appropriate for their sport. For example, swimmers should be allowed to modify their swim uniform, provided it does not provide any competitive advantage. Similar accommodations should be made for equipment, such as cups, bras, or other undergarment safety requirements.

H. Sports, Clubs, and Events

Transgender, nonbinary, and gender nonconforming students often face barriers to participation in school activities and athletics and districts should work to maximize each student's ability to participate in any desired activities and athletics.

NON-REGULATORY GUIDANCE
ENSURING AFFIRMING AND INCLUSIVE SCHOOLS FOR ALL STUDENTS

H-1. Must districts allow transgender, nonbinary, and gender nonconforming students to participate in school-sponsored events, clubs and athletics consistent with the student's gender identity?

Yes. The IHRA requires schools to allow students who are transgender, nonbinary, and gender nonconforming to participate in school activities, physical education, and sports teams consistent with their gender identity. Physical education and school sports teams are covered by the public accommodations provisions of the IHRA, as they are both a “place of education” and “place of exercise or recreation.” 775 ILCS 5-101 (11), (13).

If a school allows any student clubs, students have the right to form LGBTQ+-affirming clubs, such as GSAs, on the same terms as any other student group. *Colin ex rel. Colin v. Orange Unified Sch. Dist.*, 83 F. Supp. 2d 1135 (C.D. Cal. 2000) (holding that students had the rights to form GSAs, meet at school, use the school's public address system, and be featured in the school yearbook like other student clubs). Under the federal Equal Access Act, secondary schools that allow meetings of other non-curricular student clubs (clubs that do not directly relate to school classes) are also prohibited from discriminating against any student group based on its viewpoint, including GSAs. 20 U.S.C. § 4071. All student clubs must be treated the same, regardless of purpose. Thus, for example, GSAs may not be singled out for parental permission requirements before students can join the club.

H-2. What are the best practices for ensuring that transgender, nonbinary, and gender nonconforming students are able to fully participate in school-sponsored events, athletics and clubs?

Students must be able to participate in athletic activities that align with their gender identity. Districts must allow transgender, nonbinary, and gender nonconforming students to compete on athletic teams and participate in interscholastic activities consistent with their gender identity. Districts should support students and families with any paperwork or reporting that must be completed for regulatory or legal purposes.

Review and reframe gender-based activities. Districts should evaluate all gender-based activities, rules, policies, traditions, and practices—including classroom activities, school ceremonies, athletics, dances, proms, school photos—and eliminate or reframe them to be gender-neutral. For example, replacing “prom king and queen” with “prom royalty” or providing school awards to any set of two students instead of “best male/female.” If certain gender-specific activities do continue, students shall be permitted to participate consistent with their gender identity. For example, allowing students to self-select into a “girls in STEM” program.

Provide training to coaches and volunteers. Athletic coaches and event staff can have a particularly hard time removing gendered language from their activities. Coaches and athletic teams should receive training to help with the culture adjustment. The training should include how to ensure things such as inspirational speeches, motivational phrases, locker-room talk, pep rallies, and team chants are inclusive and gender neutral. Examples of phrases that should be eliminated include “man-up” or “don’t be a sissy.”

Communicate with outside entities. If students are competing at another school, going on a field trip, or engaging with an outside speaker, districts should ensure staff are communicating with

NON-REGULATORY GUIDANCE

ENSURING AFFIRMING AND INCLUSIVE SCHOOLS FOR ALL STUDENTS

hosts about the school's procedures. Staff should ensure the host districts and event spaces allow students to use facilities consistent with their gender identity.

Support LGBTQ+-affirming student groups. Districts should identify faculty sponsors willing to work to begin and support GSAs in all elementary, middle, and high schools.

I. Overnight School Trips

Overnight school trips with classmates and school staff can present unique barriers to full access to educational programs if schools are not vigilant in attending to the needs of transgender, non-binary and gender non-conforming students.

I-1. What state and/or federal provisions protect the rights of transgender, nonbinary, and gender nonconforming students with respect to overnight school trips?

The same state and federal laws that require schools to respect a student's gender identity with respect to using facilities and participating in activities also apply to transgender, nonbinary, and gender nonconforming students' room arrangements and facility use during overnight trips. To deny a student the accommodations afforded to other students – consistent with their gender identity – would be discrimination prohibited by Title IX and the IHRA.

The law protects not only the use of physical facilities, but also equal and full access to all school programs and activities. The IHRA prohibits denying anyone the "full and equal enjoyment" of "services" based on a person's gender identity (or expression or other protected traits). 775 ILCS 5/5-102(A). "The Illinois Human Rights Act is remedial legislation that [has been and] must be construed liberally to effectuate its purpose." *See Sommerville v. Hobby Lobby Stores*, ALS. No. 13-0060C (Ill. Hum. Rts. Comm'n May 15, 2015.) The terms "facilities" and "services" are identified separately and demonstrate the intent to prohibit not only discrimination in enjoyment of the physical school grounds, but enjoyment of all programs and activities. Likewise, under federal law, students cannot be excluded from or discriminated against in school programs and activities such as trips on the basis of their gender identity. *See e.g., Logan*, 2008 WL 4411518 (dress code and clothes at prom); *see also, Fricke v. Lynch*, 491 F. Supp. 381, 385 (D.R.I. 1980) (gay student's choice of male prom date protected by the Constitution); *Gay Students Org. of Univ. of New Hampshire v. Bonner*, 509 F.2d 652 (1st Cir. 1974) (gay students' social events are protected).

I-2. How do privacy concerns of other students relate to a transgender, nonbinary, or gender nonconforming student's right to full and equal access to overnight school trips?

As with school facilities, any student seeking more privacy may be provided that privacy. But any claimed privacy concern of another student is not a reason to limit use by a transgender, nonbinary, or gender nonconforming student. Similarly, confidentiality laws and requirements continue to apply to students in the context of overnight trips. A trip is not a basis to disclose or require disclosure of a student's transgender, nonbinary, or gender nonconforming identity.

I-3. What are the best practices for ensuring that transgender, nonbinary, and gender nonconforming students are able to participate freely in overnight school trips?

NON-REGULATORY GUIDANCE

ENSURING AFFIRMING AND INCLUSIVE SCHOOLS FOR ALL STUDENTS

Ask the student in advance of the trip. In planning for overnight trips, ask the student what type of arrangements will make the student feel safe, supported, and included.

Maintain privacy. Schools must set clear expectations about respecting one another's privacy and boundaries.

School policies for facility use should carryover to overnight trips and should allow for privacy. The district should inquire whether there are any single stall or other private shower facilities available if showering facilities are communal while on the trip.

Do not send notifications or permission slips. Do not send notifications or permission slips to parents and/or students regarding a student's transgender, nonbinary, or gender nonconforming identity.

J. Curriculum and Teaching

Adopting a gender- and LGBTQ+-inclusive curriculum is essential to fostering a safe and supportive learning environment. An inclusive curriculum benefits all students by promoting diversity, acceptance, and respect. Districts should promote inclusive curriculum and instruction across subject areas.

J-1. Are schools required to teach about the contributions of LGBTQ+ people in the history curriculum?

Yes. Effective July 1, 2020, the Illinois School Code will require the teaching of history to include a study of and the role and contributions of lesbian, gay, bisexual, and transgender people in the history of this country and this State.

J-2. Are there requirements with respect to purchasing textbooks to ensure inclusion of content that is inclusive of the LGBTQ+ community?

If appropriations are made to fund the textbook block grant program under Section 2-3.155 of the School Code, textbooks purchased with those funds must non-discriminatory as to any of the characteristics under the Illinois Human Rights Act. Textbooks authorized to be purchased under this Section must include the roles and contributions of all people protected under the Illinois Human Rights Act. Please note that as of the date of this publication, the textbook block grant program is not currently funded.

J-3. What are the best practices with respect to ensuring inclusive curriculum and teaching?

Do not divide physical education classes by gender. Physical education classes should not be separated by gender. If two groups are necessary, consider separating into competitive and recreational groups. Districts should allow students to participate in physical education classes in the way that makes them feel safe and included.

Regularly review curriculum to ensure inclusivity. Using a gender-affirming approach in the classroom requires examination of the existing curriculum and teaching to identify where gendered practices show up and where there is room to be more gender inclusive. Inclusive curriculum should be incorporated into lessons such as scenarios, word problems, and classroom examples. Historical figures and events that recognize different identities should be

NON-REGULATORY GUIDANCE

ENSURING AFFIRMING AND INCLUSIVE SCHOOLS FOR ALL STUDENTS

highlighted. GLSEN, Gender Spectrum, Welcoming Schools, and Teaching Tolerance have examples of curriculum and lesson plans that address gender diversity. Schools should also have procedures in place to address challenges to books or curricula.

Eliminate the use of gendered language. All district staff should receive training on how to use non-gendered classroom practices. For example, district staff should call students “students” or “scholars” instead of “boys and girls.” This can make a notable difference to transgender, nonbinary, and gender nonconforming students who may feel alienated by the gender binary.

Teachers should set affirming and inclusive expectations at the beginning of a class and throughout the year. Educators should take time to create class agreements/rules and discuss what each guideline means, identifying what will happen if/when a boundary is transgressed, and asking all students to come to a consensus and agree to the guidelines. This sets the tone of a culture of mutual respect and collective responsibility for upholding the norms.

Demonstrate the district’s commitment to inclusivity in communal spaces. Ensure the school’s common areas show images of diverse family structures and people of different races, gender expressions, ethnicities, and abilities. For example, consider displaying signs that say, “All Are Welcome Here” or “Celebrate Diversity.”

Never teach “appropriate” gender behavior. Classes and behavior lessons should never teach or promote gender-specific rules or behavior. When staff do need to comment and model appropriate classroom behavior, they should use gender-neutral phrases. For example, “Hitting isn’t safe, it can really hurt people, instead of “boys don’t hit girls.”

Have a robust health education program. The district’s health and sex education curriculum shall be inclusive of diverse gender identities, gender expressions, and sexual orientations. Healthy romantic relationships should be taught no matter the gender identity or sexual orientation of students.

K. Training

As noted elsewhere in this guidance, supporting transgender, nonbinary, and gender nonconforming students requires effective school policies, programs and administrative procedures. However, progress cannot be made until and unless staff participate in effective training programs that address the unique needs of transgender, non-binary, and gender non-conforming students.

K-1. What are the best practices for preparing and implementing effective staff training?

Provide comprehensive, ongoing training to all staff members. Regular training is an essential part of promoting an affirming school environment and the effective and informed implementation of the district’s policies and procedures. Training should be comprehensive and address issues such as the impact of intersecting identities and oppressions on transgender, nonbinary, and gender nonconforming students.

School health professionals should be trained. School health professionals should be educated about the medications commonly taken by transgender, nonbinary, and gender nonconforming

NON-REGULATORY GUIDANCE

ENSURING AFFIRMING AND INCLUSIVE SCHOOLS FOR ALL STUDENTS

students. Additionally, school health professionals should be trained on gender dysphoria and related issues to be able to provide medically accurate information to students.

Allow for hands-on practice. District staff are often the first points of intervention and models of behavior for students. Districts should ensure staff are able to practice how to respond when they hear students say things such as, “That’s gay!” or “You act like a girl!” or call a student derogatory terms. Staff should be provided with resources to become comfortable having conversations about gender diversity.

Be honest about uncertainties and mistakes. Children and youth are aware when adults are uncomfortable with a topic. When mistakes are inevitably made, it is important to explain that staff members are continuing to learn and apologize for the error.

Include family gender diversity in training. Ensure trainings also address gender diversity in family settings and diverse family structures.

Conduct interactive training. The training should be interactive to ensure educators feel empowered to protect students’ rights, enhance their curriculum to be inclusive, and proactively understand steps they can take in their classrooms. Encourage and support educators to engage in dialogue and ask questions.

Consult with organizations focused on supporting transgender, nonbinary, and gender nonconforming students, when possible. Expert partners can support the training to be medically accurate, evidence-based, and reflect current best practices.

Require training. The training should be mandatory and appropriate disciplinary action should be taken if an employee fails to attend.

L. Parent/Guardian Involvement

L-1. What legal provisions apply to parent or guardian involvement when providing support for transgender, nonbinary, and gender nonconforming students?

The rights of students under the IHRA and Title IX apply to schools regardless of parental involvement or consent. Schools must not discriminate on the basis of gender identity or sex, must provide equal access to school consistent with a student’s gender identity, and must address bullying. Schools are responsible for the care and safety of students while they are at school, similar to the obligations of parent(s)/guardian(s). 105 ILCS 5/24-24. In many instances, schools are not required to seek parental consent to support transgender, nonbinary, and gender nonconforming students, especially when the safety of the student is a concern. For example, just as a school would not typically seek parent/guardian permission to use a child’s nickname at school, affirmative permission from a parent/guardian is not necessary to use a student’s affirmed name.

In contrast, involvement of a parent or guardian is required for a legal name change in court, some actions under the Individuals with Disabilities Education Act (“IDEA”) and Section 504 of

NON-REGULATORY GUIDANCE
ENSURING AFFIRMING AND INCLUSIVE SCHOOLS FOR ALL STUDENTS

the Rehabilitation Act ("Section 504") related to disability supports, and certain legal enforcement actions. In addition, both parent(s)/guardian(s) and students have specific rights to access school student records under ISSRA, 105 ILCS 10/4-7.

L-2. What are the best practices for parent and guardian engagement when providing support to transgender, nonbinary, and gender nonconforming students?

Engage parents and guardians as appropriate. In an effort to provide wrap-around support services to transgender, nonbinary, and gender nonconforming students, it is important to incorporate parent(s)/guardian(s) as appropriate/available and provide a clear awareness of resource options.

Keep resources updated on an easily accessible website. The district should make its policies and procedures publicly available on its website and include appropriate references in the student handbook. The district's website should provide students and parent(s)/guardian(s) with information about making a request to meet with a Gender Support Coordinator and social worker(s) regarding supports. The district's website may provide information about gender transition and related resources.

Provide resources and referrals. Districts should develop and provide easily accessible information that includes local resources for affirming medical, psychological, and legal services for transgender, nonbinary, and gender nonconforming students.

Auxiliary groups should adopt inclusive policies and language. Districts should ensure any auxiliary groups, including but not limited to parent-teacher associations, booster clubs, and club sports organizations, have inclusive policies and language in their organizing documents.

Adjust school language to be inclusive towards diverse families. Districts should ensure forms are inclusive of different family structures. For example, forms requiring signatures should indicate "Parent/Guardian" rather than "Mother/Father." Invitations should indicate "Families are welcome" rather than "We invite your mom, dad, sisters, or brothers."

M. Support for District Staff

Districts should take care to ensure that the needs and rights of transgender, nonbinary, and gender nonconforming staff members are also addressed.

M-1. What legal protections are available to transgender, nonbinary, and gender nonconforming staff members?

The laws that protect students generally provide similar protections for transgender, nonbinary, and gender nonconforming employees as well. Discrimination and harassment of employees on the basis of sex, sexual orientation, or gender identity or expression is prohibited under the IHRA, Title VII, Title IX, and the United States Constitution. *See Somerville v. Hobby Lobby Stores*, ALS No. 13-0060C (Ill. Hum. Rts. Comm'n May 15, 2015 and Feb. 2, 2016) (IHRA); *Hively v. Ivy Tech Cmty. Coll. of Indiana*, 853 F.3d 339 (7th Cir. 2017) (Title VII); *N. Haven Bd. of Ed. v. Bell*, 456 U.S. 512 (1982) (Title IX); *Glenn v. Brumby*, 663 F.3d 1312 (11th Cir. 2011) (Equal Protection Clause). Certain laws that are specific to students do not apply to employees, such as ISSRA,

NON-REGULATORY GUIDANCE

ENSURING AFFIRMING AND INCLUSIVE SCHOOLS FOR ALL STUDENTS

FERPA, and IDEA. Many employees have a variety of further legal rights or protections under state or federal law, or applicable collective bargaining agreements.

M-2. What are the best practices with respect to addressing the needs of transgender, nonbinary, and gender nonconforming staff members?

Support and affirm district staff. School districts should affirm the gender identity of all employees and support their right to transition. Additionally, districts should provide an affirming environment for all parents, guardians, family members, and visitors in the building.

Coordinate with transitioning employees. Employees who transition on the job should expect a workplace that is supportive and affirming. Human Resources or the employee's supervisor or principal should work with each transitioning employee individually to help ensure the employee receives the necessary support at work.



Illinois State Board of Education

Sample District Policy and Administrative Procedures

ENSURING AFFIRMING AND INCLUSIVE SCHOOLS FOR ALL STUDENTS

March 1, 2020

This document is intended to provide non-regulatory guidance on the subject matter listed above. For questions, please contact the person(s) identified in the document.

Dr. Carmen I. Ayala, State Superintendent of Education

Printed by AFL-CIO (AFSCME Local #288 and IFSOE Local #3236) Employees

**SAMPLE DISTRICT POLICY AND ADMINISTRATIVE PROCEDURES:
ENSURING AFFIRMING AND INCLUSIVE SCHOOLS FOR ALL STUDENTS**

Table of Contents

Table of Contents.....	1
Introduction.....	2
Sample District Policy	3
Sample District Procedures.....	5
Definitions.....	5
Discrimination, Harassment and Bullying.....	6
Gender Support Model.....	7
Confidentiality.....	8
Names, Pronouns and Student Records.....	8
Use of Facilities.....	9
Dress Codes.....	9
Sports, Clubs and Events.....	10
Overnight School Trips.....	10
Curriculum and Teaching.....	10
Training.....	11
Appendix: Sample Gender Support Plan.....	12

**SAMPLE DISTRICT POLICY AND ADMINISTRATIVE PROCEDURES:
ENSURING AFFIRMING AND INCLUSIVE SCHOOLS FOR ALL STUDENTS**

Introduction

On June 30, 2019, Governor JB Pritzker issued Executive Order 2019-11, entitled Strengthening Our Commitment to Affirming and Inclusive Schools. The Executive Order established the Affirming and Inclusive Schools Task Force (“Task Force”) in the Office of the Governor to identify strategies and best practices for ensuring welcoming, safe, supportive, and inclusive school environments for transgender, nonbinary, and gender nonconforming students and deliver a report to the Office of the Governor.

On January 10, 2020, the Task Force delivered a report to the Governor detailing the legal protections for students in Illinois, recommended procedures, and best practices for K-12 schools to support transgender, nonbinary and gender nonconforming students. This document incorporates many of the recommendations from that report in an effort to provide support to students and technical assistance to school districts.

Questions relating to the rights of LGBTQ+ youth in schools or this document may be posed to Jeff Aranowski, Executive Director for Safe and Healthy Climate, at jaranows@isbe.net or (217) 782-5270.

Please note the following about this document:

1. The student protections, recommendations and obligations of school districts noted throughout this document should be widely accessible to students, parents and families. A district should make its policies and procedures publicly available on its website and include appropriate references in the student handbook. Appropriate support systems will have no impact on student outcomes if information is not readily and easily available.
2. Underlined text in the Sample Policy section of this document is suggested language to be added to current district policies (where district policies currently include stated language on Equal Educational Options, Sex Equity and Harassment of Students, and Bullying, Intimidation, and Harassment).
3. This document is intended to be paired with the Non-Regulatory Guidance for Ensuring Affirming and Inclusive Schools for All Students.

**SAMPLE DISTRICT POLICY AND ADMINISTRATIVE PROCEDURES:
ENSURING AFFIRMING AND INCLUSIVE SCHOOLS FOR ALL STUDENTS**

SAMPLE DISTRICT POLICY

Equal Educational Opportunities

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender or gender identity, whether or not traditionally associated with the person's sex assigned at birth; gender expression, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. Further, the district will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under School Board policy ____, Community Use of School Facilities. Any student may file a discrimination grievance by using Board policy ____, Uniform Grievance Procedure.

Sex Equity

No student shall, based on sex, sexual orientation, gender identity, or gender expression be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities. Students shall be treated and supported in a manner consistent with their gender identity. This shall include but not be limited to, use of facilities, including restrooms and locker rooms, that correspond to the student's gender identity.

Any student may file a sex equity complaint by using Board policy ____, Uniform Grievance Procedure. A student may appeal the Board's resolution of the complaint to the Regional Superintendent (pursuant to 105 ILCS 5/3-10) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8).

Administrative Implementation

The Superintendent shall adopt appropriate procedures to effectuate this policy, including but not limited to the policy that the District shall treat and support all students in a manner consistent with their gender identity. These procedures shall be provided to all of the District's staff and made available on the District's website.

Harassment of Students Prohibited

Bullying, Intimidation, and Harassment Prohibited

No person, including a District employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; sex; sexual orientation; gender or gender identity, whether or not traditionally associated with the person's sex assigned at birth; gender expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

SAMPLE DISTRICT POLICY AND ADMINISTRATIVE PROCEDURES:
ENSURING AFFIRMING AND INCLUSIVE SCHOOLS FOR ALL STUDENTS

An employee who has witnessed or has knowledge of a student being harassed, has an affirmative duty to report the matter to the Administration for appropriate action.

DRAFT

**SAMPLE DISTRICT POLICY AND ADMINISTRATIVE PROCEDURES:
ENSURING AFFIRMING AND INCLUSIVE SCHOOLS FOR ALL STUDENTS**

DISTRICT PROCEDURES

This Administrative Procedure sets forth the District's protocol for schools to provide a safe, affirming, and healthy school environment for transgender, nonbinary, and gender nonconforming students.

Definitions

Affirming. Acknowledging and supporting the identity of an individual.

Affirmed Gender/Affirmed Name. The name and gender with which a person identifies.

Ally. A person who is not LGBTQ+ but affirms and shows support for LGBTQ+ people and promotes equality.

Cisgender/Cis. Term used to describe people whose gender identity corresponds solely with their sex assigned at birth.

Gender Diversity. The wide range of gender identities, gender roles, and/or gender expressions that exist.

Gender Expression. An individual's characteristics and behaviors such as appearance, dress, grooming, mannerisms, voice or speech patterns, activities, and social interactions that are perceived as masculine, feminine, both, or neither.

Gender Identity. A person's internal, deeply held sense or psychological knowledge of their own gender that can include being female, male, another gender, nonbinary, gender nonconforming, or no gender, and is unrelated to the person's sex assigned at birth. Gender identity is an innate part of a person's identity, and the responsibility for determining an individual's gender identity rests with the individual. Unlike gender expression, gender identity is not visible to others.

Gender Nonconforming or Gender Expansive. Gender expression or identity that falls outside of traditional, societal, or stereotyped expectations based on the sex assigned at birth. Gender expansive individuals may identify as male, female, some combination of both, or neither.

Gender Pronouns. The set of words used to refer to someone without using their name. Common examples include, but are not limited to, "she/her/hers," "he/him/his," "they/them/theirs," and "ze/zir/zirs."

Gender Support Coordinators. District staff authorized to coordinate supports for individual transgender, nonbinary, and gender nonconforming students.

Gender Support Plan. A document that may be used to create a shared understanding about the way in which a student's gender identity will be accounted for and supported at school.

GSA. A GSA is a student-run organization that unites LGBTQ+ and allied youth to build community and organize around issues impacting them in their schools and communities. GSA is an abbreviation of either a Gender-Sexuality Alliance or Gay-Straight Alliance.

Intersex. A general term used for the many ways in which a person can be born with chromosomes, reproductive anatomy, and/or genitalia that do not fit the typical binary expectations of female or male.

SAMPLE DISTRICT POLICY AND ADMINISTRATIVE PROCEDURES:
ENSURING AFFIRMING AND INCLUSIVE SCHOOLS FOR ALL STUDENTS

LGBTQ+. A commonly used acronym referring to the Lesbian, Gay, Bisexual, Transgender, and Queer community. The plus acknowledges that there are additional identities within the community. Other iterations include LGBTQQIA (adding Questioning, Intersex, Asexual/Aromantic).

Misgendering. When a person intentionally or accidentally uses the incorrect name or pronouns to refer to a person. Intentional and/or persistent misgendering is a form of bullying and harassment.

Nonbinary. A term used to describe people whose gender identity is not exclusively male or female, including those who identify as a gender other than male or female, as more than one gender, or as no gender.

Outing. The act of disclosing information about another person's gender identity or sexual orientation without that person's knowledge and/or consent. Outing by school officials can violate that student's privacy rights and put a student at risk of harm.

Questioning. Being unsure of or exploring one's gender identity and/or sexual orientation.

Sex Assigned at Birth. A label a person is given at birth, often based on a medical professional's interpretation of the newborn's physical characteristics. Common examples may be "male" or "female." This binary assignment does not reflect the natural diversity of bodies or experiences. This is typically the sex reflected on one's original birth certificate.

Sexual Orientation. The term for someone's romantic, emotional, physical, and/or sexual attraction to the same or different gender(s). Sexual orientation is distinct from gender identity. Common terms used to describe sexual orientation include, but are not limited to, heterosexual, lesbian, gay, bisexual, and pansexual.

Transgender/Trans. Individuals with a gender identity different than their sex assigned at birth. Transgender can be used as an umbrella term that encompasses diversity of gender identities and expressions. Being transgender is not dependent on appearance, body parts, or medical procedures.

Transition. The process whereby people may change their gender expression, bodies, and/or identity documents to match their gender identity. Transition can be social (changing gender expression, using facilities, using a different name/pronouns), medical (hormones and/or surgeries), and/or legal (changing name/gender marker on identity documents), and is different for every individual. It is common for gender transition to be an ongoing process and is unique to each person.

Discrimination, Harassment and Bullying

It is the goal of this district to create a learning environment in all schools where students can thrive and are protected from bullying, discrimination, and harassment.

Federal and state law prohibit bullying on the basis of actual or perceived sexual orientation, gender identity, or gender expression, and/or association with a person or group with one of the aforementioned actual or perceived characteristics.

No student shall be denied equal access to education on the basis of their gender identity or gender expression. Students may not be excluded from participation in, be denied the benefits of, or be

SAMPLE DISTRICT POLICY AND ADMINISTRATIVE PROCEDURES:
ENSURING AFFIRMING AND INCLUSIVE SCHOOLS FOR ALL STUDENTS

subjected to harassment or other forms of discrimination on the basis of gender identity or gender expression in any program or activity. In addition, students shall be treated and supported in a manner consistent with their gender identity.

Allegations involving violations of this procedure shall be reported to _____ at _____ (phone number) or _____ (email) in a manner consistent with all applicable board policies.

Gender Support Model

District staff shall designate Gender Support Coordinators in each of the district's school building(s) to coordinate support for transgender, nonbinary, and gender nonconforming students. If possible, Gender Support Coordinators should be social workers or counselors. Any student, regardless of how they identify, may request to meet with a Gender Support Coordinator to receive support from the school. In addition to the training provided to all staff, Gender Support Coordinators shall receive supplemental training on an annual basis.

If requested, the Gender Support Coordinator shall convene a meeting within ten (10) business days of a request by a student and/or their parent(s)/guardian(s). The meeting shall occur sooner in the case of exigent circumstances. Generally, both the parent(s)/guardian(s) and the student will be included in discussions with the Gender Support Coordinator. In the event that a student expresses concerns about disclosure to a parent(s)/guardian(s), the Gender Support Coordinator shall work closely with the student to assess the potential risk of harm.

At the meeting, the Gender Support Coordinator shall discuss the option of developing or revising a Gender Support Plan, which can serve as a guiding document that a student can request to support their academic, social, and emotional success. The Plan would identify the supports that will be provided and address the expressed wishes of the student and/or parent(s)/guardian(s), regarding the following:

- use of restrooms and other gender-segregated facilities;
- use of the student's affirmed name and pronouns;
- disclosure of the student's gender identity;
- confidentiality of gender transition in student records and information systems;
- staff training; and
- other supports, as necessary.

The Gender Support Plan, if there is one, will be included in the student's temporary file. The Plan shall only be accessible to district staff if it is necessary to support the student's social, emotional, and academic success, or as otherwise required by law. The Gender Support Coordinator shall review the Plan with the student on an annual basis, or sooner if necessary.

Gender Support Coordinators and Gender Support Plans can be used to support and facilitate a student's transition at school. The district does not require a student to meet with a Gender Support Coordinator or have a Gender Support Plan. A Gender Support Plan is optional and should only be completed with the agreement and participation of the student.

Under no circumstances may Gender Support Coordinators or Gender Support Plans be used to hinder or delay a student's transition at school.

**SAMPLE DISTRICT POLICY AND ADMINISTRATIVE PROCEDURES:
ENSURING AFFIRMING AND INCLUSIVE SCHOOLS FOR ALL STUDENTS**

A sample Gender Support Plan is attached as an appendix to this document. It is reprinted with permission from Gender Spectrum.

Confidentiality

All students have a right to privacy. This includes the right to keep their transgender, nonbinary, or gender nonconforming identity private at school. Information about a student's transgender, nonbinary, and gender nonconforming identity, birth name, or sex assigned at birth constitutes confidential medical and student record information. District staff shall not disclose this information without the student's consent or unless legally required to do so. Disclosing this information violates state and federal privacy laws.

- Communication with parents: Before contacting the parent(s)/guardian(s) of a student who is transgender, nonbinary, or gender nonconforming, district staff will ask the student what name and pronouns they would like district staff to use in communications with their parent(s)/guardian(s), including on all documents sent to their parent(s)/guardian(s).
- Communication with district staff and students: Transgender, nonbinary, and gender nonconforming students have the right to openly discuss and express their gender identity at school and at school activities and to decide when, with whom, and how to share private information. The fact that a student chooses to use their affirmed name or pronouns, to transition at school, or to disclose their transgender, nonbinary, or gender nonconforming identity to district staff or other students does not authorize district staff to disclose a student's personal information, including with parents or guardians. District staff should only discuss a student's transgender, nonbinary, or gender nonconforming identity with another employee if it is necessary to support the student's social, emotional, and academic success.
- Legal requirements: In the rare instance that a district is legally required to disclose a student's transgender, nonbinary, or gender nonconforming identity, the district should provide the student an opportunity to make that disclosure themselves, where practicable. This shall include providing the student with any support services the student will need to make the disclosure in a safe and supportive environment.

Names, Pronouns and Student Records

District staff shall use the student's affirmed name and pronouns, which are the name and pronouns that correspond to a student's gender identity. A student is not required to obtain a legal name or gender marker change and/or submit medical or psychological documentation as a prerequisite to being addressed by the student's affirmed name and pronouns. Consent from parent(s)/guardian(s) is not required to address a student by the student's affirmed name and pronouns.

- With parent(s)/guardian(s) consent, or for students who are 18 years old or older, students may change their name and/or gender marker in the district's electronic database so that it corresponds to their gender identity. Students are not required to obtain a legal name or gender marker change and/or submit medical or psychological documentation to affect these changes.
- Students under 18 years old should be aware that their parent(s)/guardian(s) have the right to review their student's official school records. Therefore, if parent(s)/guardian(s) request access to see their student's official school records, they will have access to any changes made to a student's affirmed name and pronouns.

If a student has previously been known by a different name and/or pronouns, the Gender Support Coordinator will discuss with the student how they want district staff to be notified of the student's

SAMPLE DISTRICT POLICY AND ADMINISTRATIVE PROCEDURES:
ENSURING AFFIRMING AND INCLUSIVE SCHOOLS FOR ALL STUDENTS

affirmed name and pronouns. To ensure consistency among district staff, every effort will be made to immediately notify all district staff with whom the student may interact (if agreed to by the student), including updating information provided to substitute staff. District staff will also be notified of what name and pronouns the student wants district staff to use in communications with their parent(s)/guardian(s), including on all documents sent to their parent(s)/guardian(s).

The intentional refusal and/or persistent failure by district staff or students to respect a student's gender identity (i.e., intentionally referring to a student by a name and/or pronouns that do not correspond to the student's gender identity or repeatedly continuing to do so after being asked not to) is a violation of these procedures.

If the district changes the student's name and/or gender marker pursuant to a request, the Superintendent or designee shall be the only person in the district to have access to the student's birth certificate, which is required by the Illinois Missing Children Records Act.

Use of Facilities

Transgender, nonbinary, and gender nonconforming students shall be allowed use of restrooms, locker rooms, changing facilities and all other facilities that correspond with their gender identity in the same manner that cisgender students are allowed use. Schools may maintain separate restrooms, locker rooms, or changing facilities for male and female students, provided they allow all students equal use of facilities that are consistent with their gender identity. Transgender, nonbinary, and gender nonconforming students should determine which facilities are consistent with their gender identity and enable them to feel affirmed, safe, and supported.

Schools shall make the requested restrooms, locker rooms, and changing facilities available immediately upon consultation with the student. Under no circumstances shall a student be required to use an all-gender or secure-access restroom, a nurse's restroom, a privacy partition or curtain, and/or an all-gender locker room because they are transgender, nonbinary, or gender nonconforming.

Regardless of gender identity, any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with reasonable alternative arrangements when requested by the student. This may include the use of a privacy partition or curtain, provision to use a nearby all-gender or secure-access restroom, and/or a nurse's restroom. Any alternative arrangement shall be provided in a way that protects the student's privacy and is consistent with the student's Gender Support Plan, if one exists.

Schools shall designate any existing facilities that are designed to be used by only one person at a time as accessible to all students, regardless of gender.

Dress Codes

All students shall be permitted to wear gender-affirming clothing to school and shall not be restricted in their clothing or appearance on the basis of gender. Transgender, nonbinary, and gender nonconforming students have the right to dress in a manner consistent with their gender identity or expression. This shall apply on regular school days as well as any special events, including graduation ceremonies and dances. District staff shall not enforce the dress code more strictly against transgender, nonbinary, and gender nonconforming students than other students.

SAMPLE DISTRICT POLICY AND ADMINISTRATIVE PROCEDURES:
ENSURING AFFIRMING AND INCLUSIVE SCHOOLS FOR ALL STUDENTS

Sports, Clubs, and Events

Transgender, nonbinary, and gender nonconforming students shall be provided the same opportunities to participate in extracurricular activities as all other students. Participation in competitive Illinois High School Association (IHSA) and Illinois Elementary School Association (IESA) athletic activities and contact sports will be resolved in accordance with these Association rules, which are available on their respective websites.

Overnight School Trips

In no case shall a transgender, nonbinary, or gender nonconforming student be denied the right to participate in an overnight school trip because the student is transgender, nonbinary, or gender nonconforming. Students shall be permitted to participate in overnight trips in accordance with their gender identity, with other students who share their gender identity, or in a manner that makes them feel safe, affirmed, and included. The specific accommodations should be assessed on a case-by-case basis and in a manner consistent with the student's Gender Support Plan, if one exists. The Gender Support Coordinator will work with the student to determine the accommodations that will be provided, including hotel and room-sharing arrangements, based on the particular circumstances of the trip.

The Gender Support Coordinator will ensure that the student knows the accommodations for overnight school trips prior to their departure for the trip. Overnight accommodations shall be arranged and provided in a manner that respects the student's desired level of confidentiality. Schools shall not notify chaperones or parents of other students about the housing arrangements for a transgender, nonbinary, or gender nonconforming student.

Curriculum and Teaching

All district staff shall use a gender-affirming approach in both their curriculum and teaching. This approach includes affirming students' gender identities, being flexible during gender transition processes, and being conscious of not using gendered-language.

As a general matter, district staff are discouraged from separating students by gender and should evaluate all practices that divide students on the basis of gender. Staff should avoid gender segregation when possible (e.g., lining up by "boys and girls," physical education, sexual health education). If gender segregation does occur, transgender, nonbinary, and gender nonconforming students shall be allowed to participate in accordance with their gender identity, or in a manner that makes them feel safe, affirmed, and included.

District staff shall create and implement inclusive lessons so that all students see themselves reflected in the curriculum. District staff are encouraged to develop age-appropriate lessons for students about gender diversity and acceptance whether or not they are aware of transgender, nonbinary, or gender nonconforming students in their classes. However, an individual student's gender transition or personal gender history should never be the subject of a class lesson unless specifically requested by the student.

Health and sex education shall be inclusive of diverse gender identities, gender expressions, and sexual orientations. School libraries shall include accurate and up-to-date information on gender identity and diversity, as well as gender-affirming children's books, young adult fiction, fiction, non-fiction, and multimedia.

SAMPLE DISTRICT POLICY AND ADMINISTRATIVE PROCEDURES:
ENSURING AFFIRMING AND INCLUSIVE SCHOOLS FOR ALL STUDENTS

Training

The district shall conduct regular training for all staff members, including Gender Support Coordinators, on their responsibilities under applicable laws and this procedure.

At the beginning of the school year following the adoption of this procedure, all district staff shall be comprehensively trained on this procedure and on gender-affirming approaches to education. District staff shall have subsequent in-depth, in-person annual training on supporting transgender, nonbinary, and gender nonconforming students. The Gender Support Coordinator(s) shall receive additional training and support.

Within ninety (90) days of their start date, all new employees who are hired by the district shall be trained on this procedure and on gender-affirming approaches to education. All substitute teachers and other temporary staff shall also be trained on this procedure at the beginning of their first contract following the adoption of this procedure.

The district shall maintain evidence that all required staff members have taken the training, including sign-in sheets. The content of all such trainings shall be medically accurate, evidence-based, and reflect current best practices.

The content of such professional development shall include, but not be limited to:

1. Terms, concepts, and current developmental understandings of gender identity, gender expression, and gender diversity in children and adolescents;
2. Developmentally appropriate strategies for communication with students and parents or guardians about issues related to gender identity and gender expression that protect student privacy;
3. Developmentally appropriate strategies for preventing and intervening in bullying and harassment incidents, including cyberbullying;
4. Classroom-management practices, curriculum, and resources that educators can integrate into their classrooms to help foster a more gender-inclusive environment for all students; and
5. Federal, state, district and school policies regarding bullying, harassment, discrimination, and suicide prevention and responsibilities of staff

Appendix

Sample Gender Support Plan

Reprinted with Permission from Gender Spectrum

DRAFT

– Confidential –
Gender Support Plan

The purpose of this document is to create shared understandings about the ways in which the student's authentic gender will be accounted for and supported at school. School staff, caregivers and the student should work together to complete this document. Ideally, each will spend time completing the various sections to the best of their ability and then come together to review sections and confirm shared agreements about using the plan. Please note that there is a separate document to plan for a student's formal gender transition at school.

School/District _____ Today's Date _____
 Student's Preferred Name _____ Legal Name _____
 Student's Gender _____ Assigned Sex at Birth _____ Student Grade Level _____
 Date of Birth _____ Sibling(s)/Grade(s) _____ / _____ / _____
 Parent(s)/Guardian(s)/Caregiver(s) /relation to student
 _____ / _____ / _____
 _____ / _____ / _____
 Meeting participants: _____

PARENT/GUARDIAN INVOLVEMENT

Are guardian(s) of this student aware and supportive of their child's gender status? ____Yes ____No

If not, what considerations must be accounted for in implementing this plan? _____

CONFIDENTIALITY, PRIVACY AND DISCLOSURE

How public or private will information about this student's gender be (check all that apply)?

____ District staff will be aware (Superintendent, Student Support Services, District Psychologist, etc.)

Specify the adult staff members:

____ Site level leadership/administration will know (Principal, head of school, counselor, etc.)

Specify the adult staff members:

____ Teachers and/or other school staff will know

Specify the adult staff members:

____ Student will not be openly "out," but some students are aware of the student's gender

Specify the students:

____ Student is open with others (adults and peers) about gender

____ Other – describe: _____

If the student has asserted a degree of privacy, what are expectations of the institution if that privacy is compromised? How will a teacher/staff member respond to questions about the student's gender from:

Other students? _____

Staff members? _____

Parents/community? _____

STUDENT SAFETY

Who will be the student's "go to adult" on campus? _____

If this person is not available, what should student do? _____

What, if any, will be the process for periodically checking in with the student and/or family? _____

What are expectations in the event the student is feeling unsafe and how will student signal need for help:

During class _____

On the yard _____

In the halls _____

Other _____

Other Safety concerns/Questions: _____

NAMES, PRONOUNS AND STUDENT RECORDS

Name/gender marker entered into the Student Information System _____

Name to be used when referring to the student _____ Pronouns _____

Can the student's preferred name and gender marker be reflected in the SIS? _____ If so, how? _____

If not, what adjustments can be made to protect this student's privacy? _____

Who will be the point person for ensuring these adjustments are made and communicated as needed? _____

How will instances be handled in which the incorrect name or pronoun are used? _____

How will the student's privacy be accounted for and maintained in the following situations or contexts:

During registration _____

Completing enrollment _____

With substitute teachers _____

Standardized tests _____

School photos _____

IEPs/Other Services _____

Student cumulative file _____

After-school programs _____

Lunch lines _____

Taking attendance _____

Teacher grade book(s) _____

Official school-home communication _____

Unofficial school-home communication (PTA/other) _____

Outside district personnel or providers _____

Summons to office _____

Yearbook _____

Student ID/library cards _____

Posted lists _____

Distribution of texts or other school supplies _____

Assignment of IT accounts _____

PA announcements _____

If the student's guardians are not aware and supportive of the child's gender status, how will school-home communications be handled?

What are some other ways the school needs to anticipate information about this student's preferred name and gender marker potentially being compromised? How will these be handled?

USE OF FACILITIES

Student will use the following restroom(s) on campus _____

Student will change clothes in the following place(s) _____

If student has questions/concerns about facilities, who will be the contact person? _____

What are the expectations regarding the use of facilities for any class trips? _____

What are the expectations regarding rooming for any overnight trips? _____

Are there any questions or concerns about the student's access to facilities? _____

EXTRA CURRICULAR ACTIVITIES

Does the student participate in an after-school program? _____

What steps will be necessary for supporting the student there? _____

In what extra-curricular programs or activities will the student be participating (sports, theater, clubs, etc)?

What steps will be necessary for supporting the student there? _____

Questions/Notes: _____

OTHER CONSIDERATIONS

Are there any specific social dynamics with other students, families or staff members that need to be discussed or accounted for? _____

Does the student have any sibling(s) at school? _____ Factors to be considered regarding sibling's needs?

Does the school have a dress code? _____ How will this be handled? _____

Are there lessons, units, content or other activities coming up this year to consider (growth and development, social justice units, name projects, dance instruction, Pride events, school dances etc.)? _____

What training(s) will the school engage in to build capacity for working with gender-expansive students?

Are there any other questions, concerns or issues to discuss? _____

SUPPORT PLAN REVIEW AND REVISION

How will this plan be monitored over time? _____

What will be the process should the student, family, or school wish to revisit any aspects of the plan (or seek additions to the plan)? _____




What are specific follow-ups or action items emerging from this meeting and who is responsible for them?

Action Item	Who?	When?

Date/Time of next meeting or check-in _____ Location _____

ILLINOIS STATE BOARD OF EDUCATION MEETING
February 18, 2020

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Dr. Ernesto Matias, Education Officer 
Irma Snopek, Policy and Communications Officer 

Agenda Topic: Part 75 (Agricultural Education Program)

Expected Outcome: Board will be informed of upcoming rulemaking

Materials: Appendix A: Part 75 (Agricultural Education Program) Proposed Rules

Staff Contact(s): Jason Helfer, Deputy Officer, Instructional Education
Marci Johnson, Director, CTE and Innovation
Erica Thieman, Principal Consultant, CTE and Innovation
Amanda Elliott, Executive Director, Legislative Affairs
Azita Kakvand, Agency Rules Coordinator, Legislative Affairs

Purpose of Agenda Item

This item is to inform the Board of upcoming rulemaking.

Background Information/History

This Part is being modified to align with the enactment of Public Act 101-0554, effective Aug. 23, 2019. PA 101-0554 requires the State Board of Education, in consultation with the Illinois Board of Higher Education, to develop an Agricultural Education Pre-Service Teacher Internship Program, which would begin at the secondary education level and be designed for pre-service teaching students. The internship program aims to increase the content knowledge of future agriculture teachers in a field that requires a broad breath of knowledge. The internship experience would allow pre-service teachers to engage in real-world, practical application of concepts and theory through pre-service university coursework. The funds allocated for the program would be provided to an individual or entity awarded the grant through a competitive Request for Proposals process to be the grant program coordinator.

ISBE presented an earlier version of the proposed rules to the Illinois Committee for Agricultural Education at its January 17, 2020, meeting for feedback. The Committee's suggestions and input are incorporated in these proposed rules and will be reflected in the Request for Proposals process. Per the statutory requirement, these rules were shared with the Illinois Board of Higher Education and ISBE is currently awaiting their response.

Current Status: Awaiting initial review.

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

Policy Implications: Please see "Background Information/History" above.

Budget Implications: None.

Legislative Action: Bill sponsors will be notified of pending rulemaking.

Communications: Upon approval, rule changes will be communicated with stakeholders and published in the *Illinois Register* and on the ISBE website.

Pros and Cons of Various Actions

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

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

Next Steps

Agency staff will ask the Board to approve publication of the proposed rules in the *Illinois Register* to elicit public comment at a future board meeting.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER 1: STATE BOARD OF EDUCATION

SUBCHAPTER b: PERSONNEL

PART 75 AGRICULTURAL EDUCATION PROGRAM

SUBPART A: INCENTIVE GRANTS FOR AGRICULTURAL SCIENCE TEACHER
EDUCATION

Section

- 75.10 Purpose and Applicability
- 75.20 Eligible Applicants
- 75.30 Application Procedure
- 75.40 Program Specifications; Allowable Expenditures
- 75.50 Criteria for the Review of Proposals; Allocation of Funds

SUBPART B: INCENTIVE GRANTS FOR SECONDARY AGRICULTURAL EDUCATION

Section

- 75.200 Purpose and Applicability
- 75.210 Eligible Applicants
- 75.220 Program Goals and Minimum Standards
- 75.230 Quality Indicators
- 75.240 Determination of Individual Grant Allocations
- 75.250 Application Procedure
- 75.260 Terms of the Grant

SUBPART C: INCENTIVE GRANTS FOR AGRICULTURAL
TEACHER PREPARATION PROGRAMS

Section

- 75.300 Purpose and Eligible Applicants
- 75.310 Program Goals and Minimum Standards
- 75.320 Quality Indicators
- 75.330 Determination of Individual Grant Allocations
- 75.340 Application Procedure
- 75.350 Terms of the Grant

SUBPART D: FACILITATING THE COORDINATION OF AGRICULTURAL EDUCATION

Section

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

75.400	Purpose and Objectives
75.410	Eligible Applicants
75.420	Application Procedure for Initial Proposals
75.430	Criteria for the Review of Initial Proposals; Allocation of Funds
75.435	Application Content and Approval for Continuation Programs
75.440	Terms of the Grant

SUBPART E: AGRICULTURAL EDUCATION TEACHER
THREE CIRCLE GRANT PROGRAM (FFA and SAE)

Section	
75.500	Definitions
75.510	Purpose and Objectives
75.520	Eligible Applicants
75.530	Application Procedure
75.540	Allocation of Funds
75.550	System for Reporting Hours
75.560	Terms of the Grant

SUBPART F: AGRICULTURAL EDUCATION
PRE-SERVICE TEACHER INTERNSHIP PROGRAM

<u>Section</u>	
<u>75.600</u>	<u>Definitions</u>
<u>75.610</u>	<u>Purpose and Applicability</u>
<u>75.620</u>	<u>Eligible Applicants</u>
<u>75.630</u>	<u>Implementation Grants—Procedures and Content of Proposals</u>
<u>75.640</u>	<u>Criteria for Review and Approval of Implementation Proposals</u>
<u>75.650</u>	<u>Application Content and Approval Criteria for Continuation Programs</u>
<u>75.660</u>	<u>Terms of the Grant</u>

AUTHORITY: Implementing Sections 2-3.80, 2-3.80a and 2-30b of the School Code and authorized by Section 2-3.6 of the School Code [105 ILCS 5/2-3.80, 2-3.80a, 2-30b and 2-3.6].

SOURCE: Adopted at 32 Ill. Reg. 19170, effective November 26, 2008; amended at 35 Ill. Reg. 16839, effective September 29, 2011; amended at 36 Ill. Reg. 18903, effective December 17, 2012; amended at 37 Ill. Reg. 15932, effective September 27, 2013; amended at 41 Ill. Reg. 14099, effective November 3, 2017; amended at 44 Ill. Reg. _____, effective _____.

Section 75.600 Definitions

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

“Illinois agricultural company” means any company in this State that has an interest in the agricultural industry, as determined by the pre-service teaching student’s public university.

“Pre-service teaching student” means a student who (i) is a declared agricultural education major accepted into an approved agricultural teacher education program at a public university in this State, (ii) has completed at least 30 credit hours, and (iii) has maintained, at a minimum, a 2.5 cumulative grade point average on a 4.0 scale or its equivalent.

“School Code” or “Code” means 105 ILCS 5.

(Source: Added at 44 Ill. Reg. _____, effective _____)

Section 75.610 Purpose and Applicability

The goal of the Agricultural Education Pre-Service Teacher Internship Program is to address the shortages experienced by middle school and secondary agricultural education programs in this State by contributing to a highly qualified and effective agricultural education candidate pool that is sufficient in size to meet the workforce need.

- a) This Subpart establishes the procedures and criteria for the approval of proposals submitted to the State Board of Education by eligible applicants for grants to establish programs to assist pre-service teaching students in acquiring paid experience in the agricultural industry. The Agricultural Education Pre-Service Teacher Internship Program must:
- 1) offer, at a minimum, an 8-week experience or 300 hours of experience to prepare the pre-service teaching student for in-classroom experiences, including, but not limited to, experiences aligned to the pathways found within the Association of Career and Technical Education cluster for Agriculture, Food, and Natural Resources;
 - 2) include both in-classroom lectures and hands-on, applied learning;
 - 3) be articulated with coursework at each of the agricultural teacher preparation institutions offering teacher licensure in agricultural in this State; and
 - 4) make a commitment to equity to pre-service teaching students across all agriculture teacher preparation institutions in this State.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- b) The provisions of this Subpart do not apply to a school district or postsecondary institution that receives funding for agricultural education programs under Section 1D-1 of the School Code or to any entity that receives a grant from that school district for agricultural education programs funded under Section 1D-1 of the Code.

(Source: Added at 44 Ill. Reg. _____, effective _____)

Section 75.620 Eligible Applicants

- a) An eligible applicant for the Agricultural Education Pre-Service Teacher Internship Program Grant shall be a partnership consisting of:
- 1) one or more educational entities serving elementary and secondary schools, including, but not limited to, school districts, private schools, or Regional Offices of Education or one or more community-based organizations that provide agricultural education programs or related services, such as technical assistance or professional development, to agricultural education programs and practitioners; and
 - 2) one or more postsecondary institutions that offer postsecondary credit-bearing internship programs.
- b) The partnership established under subsection (a) must designate one entity to serve as the administrative agent for the grant.
- c) Preference for funding must be provided to eligible applicants whose programs:
- 1) recruit pre-service teachers in agricultural education from all institutions of higher education offering accredited programs with teacher licensure in agricultural education;
 - 2) are articulated to offer course credit for the internship experience at both the:
 - A) undergraduate level at each institution of higher education offering accredited programs with teacher licensure in agricultural education; and

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) graduate level at each institution of higher education offering accredited programs with teacher licensure in agricultural education at the post-baccalaureate level; and
- 3) target Illinois agricultural companies, as defined in Section 75.600, who will provide the pre-service teacher intern with both breadth and depth of high-quality experiences in one or more agricultural industries. Priority will be given to programs that additionally focus efforts in recruiting Illinois agricultural companies that:
 - A) are not currently or have not been engaged in formal internship programs with postsecondary institutions in the previous fiscal year;
 - B) are located in Illinois communities that have hired at least one provisionally licensed agricultural education teacher within the previous three years; or
 - C) are located in Illinois communities that have experienced annual teacher turnover for at least the two previous consecutive years.

(Source: Adopted at 44 Ill. Reg. _____, effective _____)

Section 75.630 Implementation Grants – Procedures and Content of Proposals

Implementation grants shall be offered in years when the level of available funding is such that one or more new partnerships may be funded or, for partnerships already funded, a new group of individuals may be supported in addition to the group of candidates already enrolled.

- a) When sufficient funding is available, the State Superintendent of Education shall issue a Request for Proposals (RFP) specifying the information that an applicant must include in its implementation proposal, informing an applicant of any bidders' conferences, and requiring that proposals be submitted no later than the date specified in the RFP. The RFP must provide at least 45 calendar days in which to submit proposals.
- b) Each proposal submitted in response to an RFP must include all of the following components:

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) Descriptive information about each entity involved in the partnership, including the roles and responsibilities of each partner.
 - A) The postsecondary institution must indicate specific information about the institution's success in facilitating internship programming that is credit-bearing for postsecondary students, particularly in areas serving each of the career pathways aligned to the Association of Career and Technical Education cluster for Agriculture, Food, and Natural Resources.
 - B) The community-based organization or nonpublic educational entity must include its mission statement, organizational structure, and goals or policies regarding internships, adult learning, or agricultural education programs and services, including the applicant's existing competencies to provide agricultural internship programs, if applicable, and a list of any education-related accreditations that have been achieved.
- 2) The goals and objectives of the partnership in ensuring a program that is successful and sustainable.
- 3) A description of the need for the program, which must include all of the following:
 - A) Information about the deficiencies and needs of current pre-service agricultural education teachers with respect to experiences, skills, and knowledge of each of the career pathways aligned to the Association of Career and Technical Education cluster for Agriculture, Food, and Natural Resources.
 - B) Information about the agricultural industry careers that are identified as in-demand or upcoming for Illinois.
- 4) A description of the program to be implemented, which must include all of the following information:
 - A) The partnership's plans for recruiting and providing support to individuals enrolled in the program, including working with internship employers to ensure that the individuals are able to fully participate in the program.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) Strategies that will be employed to ensure that individuals enrolled in the program are adequately prepared to successfully progress through the program. These strategies must include, but are not limited to, assistance to ensure each intern understands and is able to conform with the employment conditions and expectations set forth by the employer and facilitate any reasonable accommodations needed to ensure intern success.
- C) Coursework and experiences needed to complete the program, which must include the length of the program and sample schedules.
- D) Identification of potential sites where agricultural internships will occur.
- E) Expectations for candidates' performance levels needed to continue their participation in the program.
- F) Considerations for the methods of program-related payments to be made, including to employers and interns, taxes, and insurance.
- 5) A plan for evaluating the impact of the proposed program and activities, which shall correspond to the applicable specifications set forth in the RFP.
- 6) Budget information that corresponds to the categories of allowable expenditures identified in the RFP, completed on the forms provided and detailing each line item of expenditure. The budget information shall cover the entire period of time during which the proposed group of candidates is expected to participate in the internship program.
 - A) Applicants must demonstrate that grant funds will supplement and not supplant amounts typically devoted by the institution of higher education to, and other resources available for, assisting teacher candidates.
 - B) If necessary due to the budget exceeding grant funds available, applicants must describe the steps that will be taken, if any, to

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

secure additional financial support for the partnership and its program over a period of time.

- 7) Any certifications and assurances as the State Superintendent of Education may require.

(Source: Added at 44 Ill. Reg. _____, effective _____)

Section 75.640 Criteria for Review and Approval of Implementation Proposals

- a) Proposals for implementation grants must be evaluated in accordance with the following criteria.

- 1) Quality of Proposed Program

- A) The proposal demonstrates that:

- i) coursework and experiences required for internship completion will be scheduled and located so that it is accessible to all candidates;
- ii) supportive services that have been identified as necessary, including assistance for housing and child care, will be offered to enable all candidates to complete the internship program;
- iii) a cohort model will be established with whole-group orientation, individual or small team work-based learning, and debriefing experiences; and
- iv) employer education and support will be provided in administering an internship and providing for interns.

- B) The proposal establishes a timetable and strategies for the administration and implementation of the program to include, but not be limited to, all of the following:

- i) Recruitment of interns.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- ii) Recruitment of employers to offer internships.
- iii) Coordination of articulation agreements with four-year institutions offering course credit for the internship.
- iv) Internship induction programming.
- v) Capstone presentations and program conclusion.
- C) The proposal establishes a timetable or performance level for candidates as a condition for their continued receipt of assistance during the internship program.
- D) The proposal includes plans for assisting interns in tapping sources of financial aid beyond those made available under this Subpart and by the members of the partnership.
- E) The plan of work for the program includes effective strategies for overcoming known barriers faced by the interns.
- F) The evaluation plan is designed to yield information that can be used both in judging the program's qualitative and quantitative impact and in identifying changes or new approaches that will improve the program's outcomes.

2) Program Need

- A) Identification of deficiencies and needs of current pre-service agricultural education teachers with respect to experiences, skills, and knowledge of each of the career pathways aligned to the Association of Career and Technical Education cluster for Agriculture, Food, and Natural Resources.
- B) Identification of the agricultural industry careers that are identified as in-demand or upcoming for Illinois.
- C) Criteria and indicators for identifying individuals to be enrolled in the program are clearly established and likely to target those individuals who have the greatest need for development of competency in one or more areas of the agricultural industry.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- D) The recruitment strategies that are proposed are likely to be effective in enrolling the individuals in the program, particularly individuals who reflect the diversity of the students participating in accredited programs for agricultural education teacher licensure at postsecondary institutions in Illinois.

3) Experience and Qualifications

- A) The proposal demonstrates that the postsecondary institution has the capacity, including faculty and other resources, to serve the group of individuals to be enrolled in its agricultural education internship program.
- B) The proposed roles and responsibilities of each entity that is a member of the partnership are appropriate, given the entity's qualifications, experience with adult learning and agricultural education initiatives and services, and the resources that each will devote to the program.
- C) The proposal demonstrates that the community organization or educational entity is familiar with the needs of postsecondary internship programs, specifically the needs of agricultural internship programs, and has the capacity to recruit individuals for the program and support those individuals as they progress through the program.

4) Cost Effectiveness

- A) The program is cost effective, as evidenced by the cost of proposed services in relation to the individuals to be enrolled and the services to be provided.
- B) The proposal describes commitments on the part of all the partnership's members that will enable the partnership to obtain additional funding for the program if budgetary requirements exceed grant funded amounts.

- b) Priority consideration may be given to proposals with specific areas of emphasis, as identified by the State Superintendent of Education, in a particular RFP.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- c) The State Superintendent of Education shall determine the amount of individual grant awards. The final award amounts shall be based upon the following:
- 1) the total amount of funds available for the Agricultural Education Pre-Service Teacher Internship Program; and
 - 2) the resources requested in the top-ranked proposals, as identified under subsections (a) and (b).

(Source: Added at 44 Ill. Reg._____, effective _____)

Section 75.650 Application Content and Approval Criteria for Continuation Programs

- a) A partnership that has received implementation funding for a given fiscal year is subject to the requirements of this Section with respect to continued funding for subsequent years.
- 1) The partnership must submit an application for continued funding for subsequent cohorts, using a format specified by the State Superintendent of Education.
 - 2) Each application must contain a mid-year report on the current status of the program that includes, but is not limited to, the following:
 - A) documentation of the activities and support provided to date;
 - B) a description of tentative enrollment for the upcoming internship program;
 - C) progress on credit articulation agreements;
 - D) progress on gaining employer commitments to participate in the program;
 - E) follow-up data collected on previous cohort participants; and
 - F) progress on completion of needs assessment for subsequent years.

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION



NOTICE OF PROPOSED AMENDMENTS

- 3) Each application must provide an updated narrative description of the objectives, activities, timelines, and evaluation procedures for the renewal year, relating the proposed plan of work to the results that have been achieved to date.
 - 4) Each application must include updated budget information for the renewal year, including a detailed budget breakdown, that describes any needed variances from the budget proposed in the initial year of funding.
 - 5) Each application must include any certifications or assurances as the State Superintendent of Education may require.
- b) The State Superintendent of Education shall, contingent upon appropriation of funds for this initiative, provide continuation funding to a partnership that demonstrates all of the following:
- 1) Success in providing the supports necessary for satisfactory program completion by interns in the program.
 - 2) That a majority of the candidates in the cohorts have completed coursework or other requirements for educator licensure during at least one semester of the following year or have progressed toward educator licensure or are subsequently employed as an agricultural educator.

(Source: Added at 44 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
February 18, 2020

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Dr. Ernesto Matias, Education Officer 

Agenda Topic: Approval of Cut Score Recommendations for Redesigned Licensure Test: Elementary Education (1-6)

Expected Outcome: The recommended cut scores will be reviewed today, and action will be taken at the March meeting

Materials: Appendix A, B, and C

Staff Contact(s): Jason Helfer, Ph.D., Deputy Officer, Instructional Education
Dr. Jennifer Kirmes, Executive Director, Teaching and Learning
Emily Fox, Director, Educator Effectiveness

Purpose of Agenda Item

The Center for Teaching and Learning requests that Board members review cut score recommendations for the redesigned Elementary Education (1-6) exam.

Background Information/History

Teacher candidates in Illinois must successfully complete an exam in their respective content area prior to receiving a teaching license, among other requirements (e.g., student teaching, successful completion of an approved program). The Illinois State Board of Education (ISBE) contracts with Evaluation Systems Group of Pearson to develop and deliver the various content exams required for licensure. The Elementary Education (1-6) test went into effect in June 2016. The current exam consists of four subtests (Language and Literacy, Math, Science/Social Science, and Fine Arts/Physical Education/Health) offered in a non-compensatory format, which means that a minimum score on each subtest must be met in order to obtain an overall “passing” score on the exam. There has been growing concern since the inception of the test in 2016 regarding the low pass rates of this non-compensatory design of the Elementary Education test. (See Pass Rates by Race/Ethnicity 2017-18, 2018-19 beginning on page 3 of this memo.) Data was reviewed, and a meeting of stakeholders was convened in May 2019 to discuss licensure tests and make recommendations on the administration of exams as well as the transition from older content exams to revised content exams. ISBE and the Illinois Licensure Testing System held a standard-setting conference on January 16, 2020, to set a cut score for a compensatory redesign of the test. These new scores allow the aggregate score of all subareas to determine the overall passing score. (See Appendix A for the test development process.)

The standard-setting conference resulted in cut score recommendations for the test. The panel, which was recruited with diversity in terms of ethnicity, gender, and school setting (e.g., urban, rural, small, large) in mind, was composed of practicing Illinois educators who hold an elementary education endorsement and educator preparation faculty who are preparing future Illinois teachers in the field of elementary education. (See Appendix B for the composition of the panel.)

Rounds 1, 2, and 3 Standard Setting: Multiple Choice, Item-by-Item Ratings, Confirmatory Ratings
Evaluation Systems Group of Pearson provided training in the passing score recommendation process. Panelists were first instructed on the expectations of the Just Acceptably Qualified Candidate (JAQC). A modified Angoff standard-setting model was used for establishing the recommended raw passing scores for each subtest. This standard-setting model conforms to accepted professional practice and is used by the State Board of Education in establishing passing scores for all licensure tests. The method relies on

raters estimating the difficulty of each item for a hypothetical group of minimally competent or (just acceptably qualified) examinees. Raters were asked to estimate the percent of just acceptably qualified examinees that would get each item correct.

Panel members performed a simulated test-taking activity that included reviewing the test framework and then taking the test. Following the test-taking activity, panel members participated in training and discussions to assist them in conceptualizing a hypothetical group of JAQCs for their fields. The discussion included a focus on test objectives and the level of knowledge and skills required for an entry-level teacher to positively contribute to student learning. The facilitators also encouraged a discussion about the test objectives and how the JAQCs would perform on each of the test items.

Following the JAQC discussions, panelists began item-rating activities. This work occurred through three rounds. Each round resulted in a more refined judgment on scorable items. Committee members were provided training in Rounds 1 and 2 on how to make judgments for each scorable multiple-choice question regarding the expected performance level JAQC entry-level candidates in Illinois. Once the Round 1 ratings were complete, Evaluation Systems analyzed the data and provided panelists with summaries of their Round 1 results for each test. After discussing the rating summaries, committee members had an opportunity to revise their Round 1 item-level judgments during Round 2.

The Round 2 individual item ratings were calculated into test-based passing scores for the test in Round 3. Panel members were then asked to provide Round 3 multiple-choice passing score judgments for the test. Panel-recommended passing scores based on the results of the Round 3 test-based judgments were calculated for the test. Standard Error of Measurement (SEM) adjustments are also provided above and below the panel-recommended cut score for each test.

Appendix C provides information on SEM adjustments for the test. The cut scores recommended by the panel are provided along with cut scores at 1 and 2 SEM adjustments above and below the panel recommendations. Please note that the final approved cut scores will be converted to the 100-300 scale, with a 240-scaled score representing the approved raw cut score for each subtest.

The panel-recommended cut scores will be shared with the State Educator Preparation and Licensure Board at its Feb. 7 meeting, and it will vote on whether or not to adopt them. These cut scores are listed in Appendix C.

- **Current Status:** The current Elementary Education test is non-compensatory, which means each of the four subtests has a separate passing score, and all four subtests must be passed in order to receive an overall passing score on the Elementary Education assessment.
- **Relevant Data:** The table beginning on the next page includes pass rate data for the **current** Elementary Education (1-6) non-compensatory subtests, disaggregated by race/ethnicity, for the past two years. Overall pass rates, which were cited as a concern by numerous stakeholders, are highlighted in yellow.

Illinois Licensure Testing System (ILTS) Elementary Education (Grades 1-6) Subtests 1-4 (197-200)
Pass Rates by Race/Ethnicity 2017-18, 2018-19

Field Name	Race/Ethnicity	N 2017-18	Pass Rate 2017-18 Best Attempt	N 2018- 19	Pass Rate 2018-19 Best Attempt
Elementary Education (Grades 1-6) Subtest 1: Language Literacy (197)					
	All	1321	84%	1697	84%
	White	978	87%	1243	86%
	Hispanic	181	76%	234	76%
	Black/African American	51	65%	79	77%
	Asian/ Pacific Islander	55	82%	76	86%
	American Indian or Alaskan Native	2	Low N	3	Low N
	Multiracial	31	90%	34	100%
	Omitted	23	NA	28	NA
Elementary Education (Grades 1-6) Subtest 2: Mathematics (198)					
	All	1305	90%	1640	87%
	White	963	91%	1206	89%
	Hispanic	178	83%	219	78%
	Black/African American	53	72%	76	72%
	Asian/ Pacific Islander	54	91%	73	93%
	American Indian or Alaskan Native	2	Low N	3	Low N
	Multiracial	31	100%	33	94%
	Omitted	24	NA	30	NA

Field Name	Race/Ethnicity	N 2017- 18	Pass Rate 2017-18 Best Attempt	N 2018- 19	Pass Rate 2018-19 Best Attempt
Elementary Education (Grades 1-6) Subtest 3: Science and Social Science (199)					
	All	1270	94%	1601	95%

	White	937	96%	1184	96%
	Hispanic	171	90%	209	91%
	Black/African American	48	85%	74	88%
	Asian/ Pacific Islander	56	91%	71	96%
	American Indian or Alaskan Native	2	Low N	3	Low N
	Multiracial	32	100%	32	100%
	Omitted	24	NA	28	NA
Elementary Education (Grades 1-6) Subtest 4: Fine Arts, Physical Dev. And Health (200)					
	All	1247	99%	1563	99%
	White	922	99%	1159	100%
	Hispanic	170	95%	204	97%
	Black/African American	45	96%	68	93%
	Asian/ Pacific Islander	54	96%	70	99%
	American Indian or Alaskan Native	2	Low N	3	Low N
	Multiracial	31	100%	33	100%
	Omitted	23	NA	26	NA

Overall Percent Passing All 4 Subtests					
		N 2017-18	Pass Rate 2017-18 Best Attempts	N 2018 - 19	Pass Rate 2018-19 Best Attempts
Elementary Education (Grades 1-6) Subtests 1-4		1339	78%	1840	79%

Financial Background

Not applicable.

Business Enterprise Program

Not applicable.

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

Policy Implications: Approving the cut scores will ensure that candidates are able to complete a compensatory exam, which will thereby allow individuals to perform better on some sections than the others and still obtain an overall passing score.

Budget Implications: This is a no-cost contract. ILTS content tests cost between \$99 and \$162 per test. Pearson's revenue from test administration and support totaled \$2.3 million (21,397 tests) in 2018. Of these

tests, 4,023 were Elementary Education tests (all four subtests equal one test), which accounted for revenue of \$413,939.

Legislative Action: Not applicable.

Communication: Communication to the field will include information regarding the redevelopment of the exam and date as to when the test becomes operational.

Pros and Cons of Various Actions

Pros: Approving the cut score will allow educators who take the exam to be able to use stronger performance on one subtest to compensate for lower performance on another subtest and still earn an overall passing score on the test.

Cons: Failure to approve the cut scores will result in a lower number of elementary educators who are able to obtain licensure in Illinois.

Board Member(s) Who Will Abstain: None

Recommendations:

N/A

Appendix A

Illinois Licensure Testing System Test Development Process

Program Planning and Advisory Committees

Evaluation Systems staff meets with ISBE representatives to discuss and formulate plans for the development and administration components of Illinois Licensure Testing System (ILTS) redevelopment. A management planning document is developed by Evaluation Systems and serves as the basis for the discussions for each test development cycle. A Content Advisory Committee (CAC) is established for each field to review test materials primarily from the standpoint of content accuracy and appropriateness. A Bias Review Committee (BRC) is established to review test materials for issues of potential bias and diversity.

Develop Test Frameworks

The content of each test is documented in the test frameworks. The test frameworks define the content eligible for testing. Appropriate state and/or national standards, as indicated by ISBE, form the basis of each test framework. Each framework is divided into sub-areas (content domains). Each sub-area contains objectives aligned to the standards, and each objective is further defined by a set of descriptive statements that further delineate the content within each objective.

Framework Review

Illinois teachers and teacher educators are recruited to serve on the BRC and CAC. These committees meet with Pearson facilitators/trainers to review the test frameworks and revise them according to ILTS CAC and BRC review criteria.

Job Analysis Study

A three-part job analysis study is conducted after a content validation survey is compiled. First, a list of educator tasks is developed and subsequently reviewed by Illinois educators and college faculty. Second, a sample of Illinois educators participates in a task survey rating the importance of and time spent on each task. Third, members of the CAC participate in a "linking study" to establish a formal link between the educator tasks and the objectives in the test framework.

Content Validation Survey

A content validation survey of the objectives within the test framework is conducted after the test framework review. This is an important step in the validation of those objectives. A sample of Illinois educators and college faculty are asked to rate the importance of each objective to the job of an entry level educator in Illinois. The test frameworks are finalized based upon the results of the content validation survey and scheduled to be posted to the ILTS website.

Item Development

A set of draft test items is developed to assess the content defined by the validated test objectives. Content specialists, item development specialists, content and bias reviewers, and psychometricians are involved in developing test items for the ILTS to align the validated test objectives within each test framework.

Item Review Conference

The Illinois BRC and CAC meet to review the test items and revise them according to ILTS review criteria.

Field Testing

Reviewed and validated test items are field-tested by a number of Illinois educator preparation candidates to collect item performance data to determine if the items have acceptable statistical and qualitative characteristics and can be included on operational test forms.

Marker Response Selection (constructed response fields only)

A panel of CAC members reviews and selects marker responses from the field tests. The panel selects a set of responses that represents each score point description for each type of constructed-response assignment. This set of responses is used as "marker" responses in scorer training and calibration activities.

Standard Setting/Passing Score Review

The last step in the test development process calls for members of the CAC to be trained to provide standard-setting judgments that will result in a passing score recommendation for each field. These recommendations are used by the Illinois State Board of Education to set the passing score for each test.

Appendix B
Faculty/Public School Educator Composition of Content Committees

Test Field	Faculty	Public School Teacher	Race/Ethnicity	Gender F/M	Region	Total
Elementary Education (grades 1-6)	3	12	Black/ African American=3 White=8 Not Reported=4	F=14 M=1	W. Central=4 Southeast=2 Chicago=4 Southwest=1 Not Provided=4	15

Appendix C
Panel-Recommended Cut Scores (PRC)
with Standard Error of Measurement (SEM) Adjustments

Field	-2 SEM	-1 SEM	PRC	+1 SEM	+2 SEM
(305) Elementary Education (Grades 1- 6)	62	67	73/120	78	83

ILLINOIS STATE BOARD OF EDUCATION MEETING

February 18, 2020

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education
Dr. Ernesto Matias, Education Officer



Agenda Topic: Approval of Truants' Alternative and Optional Education Program Grant
Notice of Funding Opportunities/Request for Proposals

Expected Outcome: Informational Item

Materials: None

Staff Contact(s): Krish Mohip, Deputy Officer, Operational Education
Jennifer Saba, Executive Director, Regional Services
Cristina Dimmitt-Salinas, Director, ROE/ISC Department
Brian Houser, Principal Consultant, ROE/ISC Department

Purpose of Agenda Item

The purpose of this agenda item is to provide information to the Board with respect to Truants' Alternative and Optional Education Program (TAOEP) grants. The ROE/ISC Department will request at the Board's March 2020 meeting that it authorize the State Superintendent to approve the release of a Notice of Funding Opportunities (NOFO)/Request for Proposals (RFP) and the award of TAOEP grants during fiscal year 2021. Grants will be made to one or more eligible entities for the funds for a three-year award period not to exceed \$11.5 million per year, for a total of \$34.5 million. Public school districts, Regional Offices of Education, Intermediate Service Centers, community college districts, charter schools, area vocational centers, and public university laboratory schools approved by the Illinois State Board of Education are eligible to apply.

Background Information/History

Section 2-3.66 of the School Code [105 ILCS 5/2-3.66] authorizes ISBE to provide grants for the establishment of Truants' Alternative and Optional Education Programs. These programs, which serve as part-time or full-time options to regular school attendance, offer modified instructional programs or other services designed to prevent students from dropping out of school. Programs funded under this grant can only serve students identified as one of the following:

- A. A truant, defined in Section 26-2a of the School Code as a child subject to compulsory school attendance¹ and who is absent without valid cause from such attendance for a school day or portion thereof;
- B. A chronic or habitual truant, defined in Section 26-2a of the School Code as a child subject to compulsory school attendance and who is absent without valid cause from such attendance for 5 percent or more of the previous 180 regular attendance days;
- C. A dropout, defined in Section 26-2a of the School Code as any child enrolled in grades 9 through 12 whose name has been removed from the district enrollment roster for any reason other than the student's death, extended illness, graduation, or completion of a program of studies and who has not transferred to another public or private school; and
- D. A potential dropout, which is any student subject to compulsory attendance as defined in Article 26 of the School Code [105 ILCS 5/Art. 26] and whose school absences or pattern of school attendance impedes the student's learning or contributes to the

¹ Section 26-1 of the School Code [105 ILCS 5/26-1] defines children subject to compulsory attendance as the following: Compulsory school age; exemptions. Whoever has custody or control of any child (i) between the ages of 7 and 17 years (unless the child has already graduated from high school) for school years before the 2014-15 school year or (ii) between the ages of 6 (on or before September 1) and 17 years (unless the child has already graduated from high school) beginning with the 2014-15 school year shall cause such child to attend some public school in the district wherein the child resides the entire time it is in session during the regular school term, except as provided in Section 10-19.1, and during a required summer school program established under Section 10-22.33B.

student's failure to meet the state and/or district learning standards. Attendance problems may include chronic truancy, truancy, selective absences, excessive absences, or a pattern of absences or tardiness.

- **Current Status:** The ROE/ISC Department has reviewed and is prepared to begin the RFP process. Grant awards are subject to sufficient FY 2021 appropriation by the General Assembly.
- **Relevant Data:** ISBE's allocation for grants in FY 2020 was \$11.5 million. TAOEP cohorts, which currently consist of public school districts, Regional Offices of Education, community colleges, and charter schools, are assigned by fiscal year of the NOFO/RFP. There are currently 20 active grants in Cohort FY 2019, 28 active grants in Cohort FY 2020, and one active TAOEP Professional Development grant. The TAOEP Professional Development grant provides statewide support to all TAOEP grantees with online curriculum resources and staff professional development opportunities. The Cohort FY 2021 RFP awards will be for one year with two one-year continuation renewals contingent upon a sufficient appropriation and satisfactory performance in each preceding grant year.
- **Pros and Cons:** Approving the FY 2021 release of the TAOEP RFP will allow funds to be awarded to more entities across the state to serve students with attendance problems and/or dropouts up to and including those who are 21 years of age. These additional programs will provide truancy prevention and intervention services to students and their parents and/or serve as part-time or full-time options to regular school attendance. Academic, non-academic, and career-related services will be provided to students to achieve positive outcomes, such as grade promotion and credit recovery. There are no cons.

Financial Background

The FY 2021 TAOEP RFP process will be competitive, and awards will be for one year starting July 1, 2020, with two one-year continuation renewals contingent upon a sufficient appropriation and satisfactory performance in each preceding grant year.

TAOEP is a line item in the state budget that has been \$11.5 million annually since FY 2009.

The FY 2021 request is for \$11.5 million for the Cohort FY 2021 RFP, Continuation Cohorts FY 2019 and FY 2020, and the TAOEP Professional Development grant. Available funding for the Cohort FY 2021 RFP is approximately \$3.4 million.

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

	CURRENT GRANT STATE FUNDING	REQUESTED STATE FUNDING	TOTAL GRANT PER FISCAL YEAR
FY17	\$11,500,000	--	\$11,500,000
FY18	\$11,500,000	--	\$11,500,000
FY19	\$11,500,000	--	\$11,500,000
FY20	\$11,500,000	--	\$11,500,000
FY21	--	\$11,500,000	\$11,500,000
TOTAL	\$46,000,000	\$11,500,000	\$57,500,000

Business Enterprise Program

Not applicable.

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

Policy Implications: Funding for TAOEP provides part-time or full-time options to regular school attendance and offers modified instructional programs or other services designed to prevent students from dropping out of school.

Budget Implications: Funding is subject to appropriation by the General Assembly.

Legislative Action: None.

Communication: Notice for the RFP will be made via www.isbe.net. The award will be listed on the Grant Accountability and Transparency Act website for the State of Illinois.

Pros and Cons of Various Actions

Pros: Board approval of funds for TAOEP and sufficient appropriation will allow for grant recipients to offer modified or instructional programs or other services designed to prevent students from dropping out of school.

Cons: None.

Board Member(s) Who Will Abstain: None.



Recommendations:

This agenda item is for information purposes only. It is anticipated that at the March 2020 Board meeting the State Superintendent will recommend that the State Board authorize the State Superintendent to release the TAOEP NOFO/RFP and award funds to successful applicants. The initial term of the grant will begin July 1, 2020, and extend through June 30, 2021. There will be two one-year renewals contingent upon a sufficient appropriation and satisfactory performance in each preceding grant year. The estimated total cost, including cohort renewals, will not exceed \$11.5 million in FY 2021.

The State Board of Education will also be asked to authorize the State Superintendent to execute grant agreements within defined parameters to any entity eligible to receive more than \$1 million for a single award or over the life of the grant.

ILLINOIS STATE BOARD OF EDUCATION MEETING
February 18, 2020

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Dr. Ernesto Matias, Education Officer 

Agenda Topic: Approval of the Perkins V State Plan

Expected Outcome: This is an informational item

Materials: Perkins V State Plan

Staff Contact(s): Jason Helfer, Ph.D., Deputy Officer, Instructional Education
Dr. Jennifer Kirmes, Executive Director, Teaching and Learning
Marci Johnson, Director, CTE and Innovation

Purpose of Agenda Item

The purpose of this agenda item is to provide information to the Board with respect to the Illinois State Plan for the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). The CTE and Innovation Department will request in March that the Board authorize the State Superintendent to submit the Illinois Perkins V State Plan to the U.S. Department of Education no later than April 15, 2020.

Background Information/History

The Perkins legislation was reauthorized on July 31, 2018, for the first time since 2006. It was renamed the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). The purpose of this Act is to more fully develop the academic knowledge and technical and employability skills of secondary education students and postsecondary education students in grades 5-12 who elect to enroll in CTE programs and programs of study.

Perkins V requires that states write new plans outlining how they will implement career and technical education (CTE) in accordance with the new law. The Illinois State Plan was drafted in collaboration with the Illinois Community College Board (ICCB); it incorporated feedback from many diverse stakeholder groups, including employers, students, parents, teachers, school counselors, and industry professionals. ISBE and ICCB staff conducted listening tours, feedback surveys, webinars, convenings, and conference and meeting presentations to inform the contents of the plan.

A new vision and mission were developed for CTE in Illinois as part of the process of writing the plan:

Vision - Illinois will empower and support all of our students to achieve their life and career goals through an aligned, equitable, and high-quality career pathway system.

Mission - Illinois' career and technical education system will promote success for students and their community by fostering career pathways that:

- Align to current and projected future industry and community needs,
- Support students to navigate and complete a personalized pathway based on their interests and goals,
- Combine rigorous classroom and career-connected learning opportunities to build students' essential and technical and employability skills,
- Provide targeted supports to students who have a broad range of backgrounds and skills,
- Incorporate entry and exit points for students to progressively advance through higher levels of education training and employment success,
- Provide equitable access for ALL students to career and technical education. This is at the forefront in all aspects of the Illinois State Plan.

Highlights of the plan include a new definition of size and scope, a continuous program quality improvement cycle to drive CTE program development, a comprehensive local needs assessment process to support data-informed CTE planning at the local level, support for innovative approaches in CTE via the use of reserve funds, and the expansion of educator preparation pathways. The full updated draft of the Perkins V Illinois State Plan is included as an attachment to this memo.

Relevant Data:

- In fiscal year 2019:
 - 773 of 823 Illinois high schools offered approved CTE programs.
 - 48 percent of all Illinois students enrolled in public secondary schools (grades 9-12) participated in CTE.
 - The total enrollment in CTE was 295,270 high school students.
 - 95.56 percent of the students who completed CTE programs graduated from high school, and 93.56 percent of CTE special population students graduated from high school. Illinois had an 88 percent graduation rate for all students during the same period (6-year graduation rates).

Financial Background

Illinois will allocate funds for career and technical education in the following ways in accordance with Section 111 of the Act:

- A minimum of 85 percent (\$32,313,273), less any funds reserved up to 15 percent (\$5,702,342), will be distributed to local eligible grantees at the secondary and postsecondary levels in accordance with the prescribed formula.
- Not more than 10 percent (\$4,472,425) will be used for state leadership activities, including 2 percent (\$894,485) to serve students in state institutions.
- Not less than \$60,000 and not more than \$150,000 will be used for services pertaining to Nontraditional Training and Employment.
- A total of \$50,000 will be used to recruit students in special populations.
- Not more than 5 percent of the funds will be used for state administration of the plan. These state administrative funds will provide leadership activities and support for secondary and postsecondary education.

Business Enterprise Program

N/A

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

Policy Implications: N/A

Budget Implications: N/A

Legislative Action: The rules for state CTE will need to be rewritten to align with the federal Act after this plan is approved.

Communication: There will need to be continued communication to the field on how enactment of the plan will change and improve CTE for school districts and CTE consortia.

Pros and Cons of Various Actions

Pros: Approval and submission of the plan will enable Illinois to continue to receive federal funding for CTE. Implementation of the plan will strengthen CTE for students across in Illinois.

Cons: If this plan is not approved, Illinois will not receive federal funding to support CTE.

Board Member(s) Who Will Abstain: Dr. David Lett

Recommendations:

This agenda item is for informational purposes only. It is anticipated that the State Board of Education will authorize the State Superintendent to submit the Strengthen Career and Technical Education for the 21st Century (Perkins V) Illinois State Plan to the U.S. Department of Education by April 15, 2020.



CAREER & TECHNICAL EDUCATION

Career-Connected Learning
for All Students

ILLINOIS STATE PLAN FOR THE STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21st CENTURY ACT (PERKINS V)

JULY 1, 2020-JUNE 30, 2024



**Illinois
State Board of
Education**



The following document is a draft of the Illinois State Plan for Strengthening Career and Technical Education for the 21st Century Act (Perkins V) shared for public comment and review.

Illinois' Perkins V State Plan (SFY 2020-24) Table of Contents

I. Introduction	4
II. Plan Development and Consultation	7
a. Stakeholder Engagement	7
b. Opportunities for Public Comment.....	16
c. Notice of Objections	17
III. State's Vision and Goals for Education and Workforce Development	18
IV. Program Administration and Implementation of CTE Programs	21
a. Program Administration	Error! Bookmark not defined.
b. CTE Program Implementation	22
c. CTE Program Approval.....	24
i. Size, Scope, and Quality	24
ii. Program of Study Approval Processes.....	28
d. Local Administration and Planning Requirements	32
i. Comprehensive Local Needs Assessment	32
ii. Local Application.....	34
iii. Dual Credit Enhancement	38
iv. Work-based Learning.....	40
V. Preparing Teachers and Faculty	42
VI. Meeting the Needs of Special Populations.....	47
a. Overarching Strategies to Meet the Needs of Special Populations Students	48
b. Specific Program Strategies to Support the Needs of Students from Special Populations ...	51
c. Ensuring Equal Access	57
VII. Alignment with the Workforce System.....	60
a. Summary of State-Supported Workforce Development Activities	60
b. Coordination and Alignment with Workforce Development.....	64
c. Collaboration with the State Workforce Board	66
VIII. System Communication and Collaboration	68
a. Communicating with the Public	68
b. Stakeholder Engagement in the Planning, Development, and Implementation of CTE Programs.....	70
c. Supporting Local Stakeholder Engagement in the Planning, Development, Implementation, and Evaluation of CTE Programs.....	71

IX. Funding.....	78
a. Funding for Secondary Schools	78
b. Funding for Postsecondary Institutions.....	80
c. Fiscal Maintenance of Effort	82
d. State Leadership and Reserve Funding	82
i. Required State Leadership Activities	82
ii. Other State Leadership Activities.....	84
iii. Reserve Funding.....	86
X. Accountability for Results	87
a. Secondary State-Determined Levels of Performance.....	87
i. Program Quality Indicator Determination.....	87
b. Postsecondary State-Determined Levels of Performance	92
c. Considerations for State-Determined Levels of Performance.....	94
d. Continuous Quality Improvement.....	96
i. Improving Outcomes for CTE Concentrators	100

I. Introduction

Illinois' Perkins V State Plan (State Plan)

This document details Illinois' State Plan for the administration of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) for State Fiscal Years (SFY) 2021-24 (July 1, 2020- June 30, 2024). Congress passed Perkins V in 2018. This Act, which became Public Law 115-224, reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and became effective July 1, 2019. Perkins V is the most important piece of federal legislation affecting career and technical education (CTE) in Illinois. The purpose of the law is to more fully develop the academic knowledge and technical and employability skills of secondary and postsecondary education students who elect to enroll in CTE programs and programs of study. This plan meets all requirements set forth by the U.S. Department of Education Office of Career, Technical, and Adult Education in the Guide for Submission of the State Plans (OMB 1830-0029) and has been organized in a way that will clearly guide Perkins V implementation in Illinois. A crosswalk of the State Plan Guide Narrative elements and Illinois' responses within this State Plan is provided in Appendix A.

The State Plan will guide the strategic partnership and alignment between the Illinois State Board of Education (ISBE) and the Illinois Community College Board (ICCB) as they administer the federal Perkins program. The State Plan describes the processes and policies that will be carried out by ISBE, ICCB, the Local Education Agencies (LEAs), community colleges, and other state and local partners responsible for local administration of Perkins funds. Activities within the State Plan are aligned to the state's CTE vision and mission and with other statewide education and workforce development goals and plans, which aim to create an educated and skilled workforce.

Illinois is submitting the Perkins V State Plan and the Workforce Innovation Opportunity Act (WIOA) Unified Plan separately. ISBE, ICCB, and WIOA agencies, such as the Department of Commerce and Economic Opportunity (DCEO), have collaborated in the development of each plan. Activities and services, which are coordinated and aligned, are described in both plans.

Vision

Illinois will empower and support all students to achieve their life and career goals through an aligned, equitable, and high-quality career pathway system.

Mission

Illinois' career and technical education system will promote success for students in their communities by fostering pathways that:

1. Align to current and projected future industry and community needs;
2. Support students to navigate and complete a personalized pathway based on their interests and goals;

3. Combine rigorous classroom and career-connected learning opportunities to build students' essential and technical employability skills¹;
4. Provide targeted supports to students who have a broad range of backgrounds and skills; and
5. Incorporate entry and exit points to progressively advance through higher levels of education, training, and employment success.

Illinois will support the achievement of this vision and mission through the implementation of activities aligned to six goals grounded upon one foundational tenet.

Foundational Tenet

Increase educational equity for members of special populations², as defined by Perkins V, and others who have been or are marginalized by education and workforce systems.

Goals

1. Increase the percentage of students who obtain a postsecondary certificate, degree, or industry-recognized credentials.
2. Strengthen CTE offerings by improving access, program quality, and transition points between education and workforce systems and programs.
3. Increase participation in CTE dual credit coursework.
4. Increase responsiveness to local, regional, and state workforce needs based on labor market information and employer input.
5. Recruit and retain a robust and sustainable pipeline of CTE educators.
6. Expand access to quality work-based learning for all students.

Illinois aims to place equity at the forefront of decisions made regarding CTE programming, acknowledging that opportunity and achievement gaps exist for members of special populations. Perkins V affords Illinois the opportunity for an increased focus on meeting the needs of members of special populations by improving systems to identify and understand equity gaps, aligning resource systems, and providing professional learning to support the implementation of CTE programs that are accessible and effective for all students.

Perkins V emphasizes local flexibility, collaborative engagement and planning, innovation, equity, accountability, and alignment with other education and workforce programs. This State Plan builds upon the progress made during SFY 2020, under the direction of the Illinois Transition Plan, and

¹ Essential employability skills are those general skills that are required to be successful in all sectors of the labor market and are separate from the technical skills attained in career pathways or academic skills, such as math and reading. ICCB's Essential Employability Skills Framework and the Essential Employability Competencies under the Postsecondary and Workforce Readiness Act define these skills and competencies.

² Special Populations — Students with disabilities; students from economically disadvantaged families, including low-income youth and adults; students preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English Learners; homeless students described in 725 of the McKinney-Vento Homeless Assistance Act; youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty.

aligns with other statewide goals and initiatives, which include, but are not limited to, the following:

- Adult Education and Literacy Strategic Plan;
- Dual Credit Quality Act;
- Every Student Succeeds Act (ESSA) Plan;
- Executive Order 3 signed by Governor JB Pritzker in 2019 emphasizing the imperative of workforce development for emerging growth industries in the state provided in Appendix B;
- Expansion of work-based learning, including Illinois' recent National Governors Association Grant and the work of the Workforce Innovation Board's Apprenticeship Committee;
- Illinois' Postsecondary education attainment goal of 60 percent of adults earning a certificate or degree by 2025;
- P-20 Higher Education Equity Targets;
- Postsecondary and Workforce Readiness Act;
- WIOA Unified State Plan; and
- Workforce Education Strategic Plan.

This Perkins V State Plan for Illinois was developed through a collaborative statewide effort and will be administered by both ISBE and ICCB.

The primary CTE delivery system in Illinois is a partnership between secondary schools and public community colleges, which collaborate with other partners, such as four-year colleges and universities, to broaden career pathways for students. The Illinois State Board of Education oversees secondary CTE (grades 5-12) by providing state-level leadership and technical assistance. This work is further operationalized using regional Education for Employment (EFE) systems. Each EFE system is a consortia of school districts responsible for providing planning, support, and delivery of resources to 852 local school districts and 24 Area Career Centers. Additional information in Appendix C. There are 56 EFE systems in Illinois, including three systems organized by state agencies that serve secondary students as part of their responsibilities: the Illinois Department of Juvenile Justice; the Illinois Department of Human Services (IDHS) Office of Mental Health Services; and the IDHS Division of Rehabilitation Services.

Postsecondary CTE is coordinated at the state level by ICCB and at the local level by each community college district. ICCB approves and monitors CTE programs and programs of study offered at Illinois community colleges and provides state-level leadership, coordination, and technical assistance to the community college system. The Illinois community college system, which is composed of 48 colleges in 39 locally controlled community college districts, is the third-largest community college system in the country. In addition, ICCB provides funding to the Illinois Department of Corrections to offer postsecondary CTE coursework in partnership with community colleges at Illinois correctional centers.

II. Plan Development and Consultation

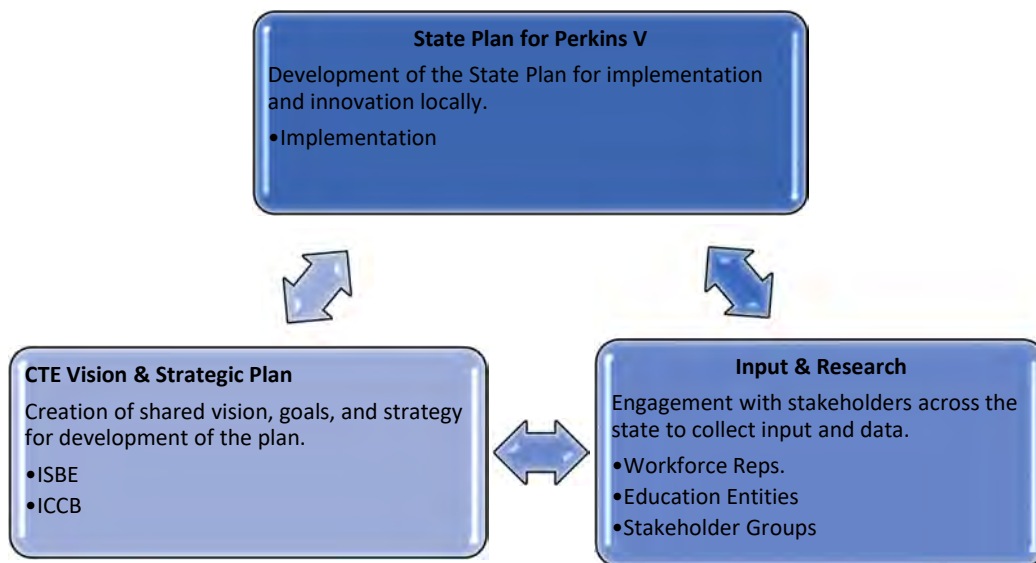
This section details the timeline and phases for developing Illinois' State Plan, including a description of stakeholders, engagement activities, opportunities for public comment, and notices of objections to the plan.

a. Stakeholder Engagement

How was the State Plan developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V? (State Plan Guide II.A.1.)

Perkins V requires secondary and postsecondary schools, business and industry, and other stakeholders to work together to strengthen CTE programming for students. ISBE and ICCB intentionally engaged all required stakeholders in the process of developing the State Plan through a variety of methods. ISBE and ICCB developed and implemented a comprehensive and multi-phase stakeholder engagement approach beginning in September 2018 and commencing in April 2020 to engage as many stakeholders as possible. ISBE and ICCB created an iterative process allowing for regular feedback loops that would improve each draft of the State Plan, so that the final plan would reflect extensive stakeholder input and help to set statewide goals and priorities. This section details the timeline and phases of Illinois' State Plan development, including the means through which stakeholders were engaged.

Figure 1: Stakeholder Engagement Strategy



State Plan Development Timeline

Table 1 outlines each phase and stakeholder engagement activities that occurred throughout the State Plan development process. The first phase would initially focus on teaching stakeholders about the requirements and opportunities within the law as well as gaining feedback on the barriers and successes of the existing CTE system. Stakeholders were consulted as each draft of the State Plan was developed. Table 1 provides an overview; stakeholder engagement activities are thoroughly described beginning on page 10.

Table 1: Illinois Perkins V State Plan Development Timeline		
Timeline	Phase of Plan Development	Stakeholder Engagement Activities
Fall 2018	Information Sharing	<ul style="list-style-type: none"> • Interagency Perkins Core Team Meeting(s) • 4 Regional Road Shows (information sharing) • Public Webinars (ReThink CTE³, Perkins V) • Individual presentations at conferences, meetings, and associations
Spring 2019	Stakeholder Engagement to Inform Initial Plan Development	<ul style="list-style-type: none"> • Interagency Perkins Core Team Meeting(s) • Public Webinars • Perkins V State Plan Work Group • Individual presentations at conferences, meetings, and associations
Summer 2019	Plan Writing	<ul style="list-style-type: none"> • Interagency Perkins Core Team Meeting(s) • P-20 Council and Subcommittee on Perkins V • Illinois Workforce Innovation Board • Individual presentations at conferences, meetings, and associations
Fall 2019	Feedback on the First Draft of State Plan	<ul style="list-style-type: none"> • Interagency Perkins Core Team Meeting(s) • ISBE⁴ and ICCB⁵ staff consultation with Boards • 5 Regional Road Shows (public comment) • Employer and Student Focus Groups • P-20 Council and Subcommittee on Perkins V • Illinois Workforce Innovation Board • Individual presentations at conferences, meetings, and associations

³ For additional information on ReThink CTE Webinar, please access <https://www.isbe.net/Documents/Perkins-Overview-Webinar-9-27-18.pdf>.

⁴For additional information on ISBE Board meeting, please access <https://www.isbe.net/Lists/ISBECalendar/DisplayForm.aspx?ID=4561>.

⁵ For additional information on ICCB Board meeting, please access <https://www.iccb.org/iccb/board-information/board-meetings/board-meeting-september-20-2019/>.

		<ul style="list-style-type: none"> • General Assembly Legislative Briefing • 1st Public Comment Period for the State Plan and Performance Targets
Winter 2020	Feedback on the Second Draft of State Plan	<ul style="list-style-type: none"> • Interagency Perkins Core Team Meeting(s) • Public Webinar • ISBE and ICCB staff consultation with Boards • Consultation with Governor's Office • General Assembly Legislative Briefing • P-20 Council and Subcommittee on Perkins V • Illinois Workforce Innovation Board • Individual presentations at conferences, meetings and associations • 2nd Public Comment Period for the State Plan and Performance Targets
Spring 2020	Final Consultation with Governor Pritzker and Submission (<i>Plan due April 15, 2020</i>)	<ul style="list-style-type: none"> • Interagency Perkins Core Team Meeting(s) • ISBE and ICCB staff consultation with Boards • Consultation with Governor Pritzker and the Governor's staff • P-20 Council and Subcommittee on Perkins V • Individual presentations at conferences, meetings, and associations

Stakeholder Engagement Activities

ISBE and ICCB conducted comprehensive stakeholder engagement throughout the planning and development of the State Plan. Each stakeholder engagement activity is listed in the State Plan Development Timeline (Table 1) and is described below.

1. *Interagency Perkins V Core Team*

ISBE and ICCB created a Perkins V Core Team to provide leadership and advisement throughout the development of the Transition Plan and the Multi-Year State Plan. The Core Team met on a regular basis to identify stakeholder engagement strategies, statewide priorities, and areas for workforce and education coordination and alignment. Additionally, the Perkins V Core Team formed subcommittees for Data and Communications. The Data Subcommittee analyzed performance trends for both secondary and postsecondary CTE, aligned indicators as appropriate, and identified performance target recommendations for the accountability system. The Communications Subcommittee worked to determine the rebranding of CTE in Illinois to include a joint logo and defined the most appropriate communication methods and strategies for engaging with partners and the public.

The Core Team included representatives from:

- Illinois State Board of Education
 - CTE and Innovation Department
 - Curriculum and Instruction Department
 - Special Education Department
 - Data Department
 - Legislative Affairs Department
 - Communications Department
- Illinois Community College Board
 - Career and Technical Education Department
 - Adult Education Department
 - Institutional Effectiveness Department
 - Legislative and External Affairs Department
- The Governor's Office
- Illinois Workforce Innovation Board
- Department of Commerce and Economic Opportunity (WIOA Title I)

2. *Information Sharing Regional Road Show Sessions*

ISBE and ICCB hosted multiple, in-person opportunities across the state to share information about Perkins V and elicit feedback to inform the State Plan. The first set of Regional Road Show sessions were held in December 2018 during the *Information Sharing Phase* of State Plan development, while the second set of Regional Road Show sessions were held throughout the fall of 2019 during the first round of public comment.

ISBE and ICCB conducted Regional Road Show sessions at four locations across the state in December 2018, with one statewide open webinar. The purpose of the first round of Regional Road Shows was to share information with local communities, required state and local partners, parents, students, and community organizations on CTE and the new opportunities made available through reauthorization of the Perkins Act. In addition, the Regional Road Show format provided an opportunity to share expectations and opportunities for stakeholder engagement and local planning and to collect feedback from participants to inform statewide planning. Surveys were disseminated to participants during the sessions to help identify any barriers within the current CTE system, highlight successes and effective practices, and collect feedback on state leadership funding⁶ priorities. This feedback informed the initial drafting of the Full State Plan. The December 2018 Regional Road Shows engaged more than 300 participants. Details of the meetings are detailed in Table 2 below. A summary of the Fall 2018 Regional Road Show Sessions can be found in Appendix D.

⁶ State leadership funding is authorized in Section 112 of the Perkins Act, whereas states are allowed to expend up to 10 percent of their state allotment on activities listed in Section 124 of the Act.

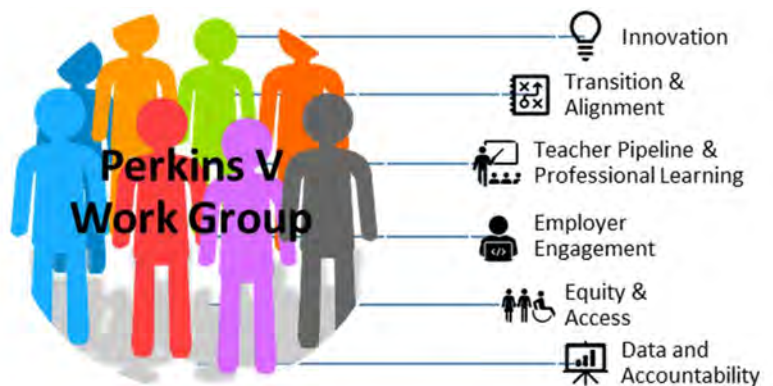
Table 2: Illinois Perkins Regional Road Shows- Information Sharing		
Date	Location	Participants
December 4, 2018	Palos Hills: Moraine Valley Community College	75
December 6, 2018	Springfield: Crowne Plaza Hotel	46
December 10, 2018	Mount Vernon: Mount Vernon High School	36
December 12, 2018	Elgin: Elgin High School	25
December 18, 2018	Statewide: Public Webinar	125

3. *Perkins V State Plan Work Group*

The Perkins V State Plan Work Group was formed to consult with external stakeholders in the development of the State Perkins V Plan. This group included CTE educators; administrators and school leaders; advocacy organizations, including those representing special populations; the military; state agencies; business and industry; and other workforce systems. This work group was designed to ensure diverse external stakeholder voices were considered in establishing statewide goals, objectives, and strategies that would guide the entirety of the State Plan development. Participants in this work group were invited to an in-person meeting on February 21, 2019. More than 100 participants representing all required partners as identified in Section 122(c)(2) of the Act were invited. A full list of state plan work group attendees and affiliations can be found in Appendix E. Participants were assigned among six committees based on their area of expertise and interest. The committees are listed in Figure 2.

Each committee of the Perkins V Work Group met three times (virtually) following the in-person meeting to identify recommendations to be considered for inclusion in the State Plan. The work group's recommendations informed the strategies and activities for each draft of the State Plan. See Appendix F for a full list of the Work Group committee recommendations.

Figure 2: Perkins V State Plan Work Group Committees



4. *Regional Road Shows Held for the First Draft of the State Plan*

ISBE and ICCB engaged more than 200 participants in fall 2019 at five Regional Road Show sessions held during the first public comment period to collect feedback on the first draft of the State Plan, which was released October 7, 2019. Table 3 on the next page details the dates, locations, and topics discussed during each session. Attendees ranged across stakeholder groups. More details, including the presentation that was provided and a summary of the feedback that was collected, can be found in Appendix G.

Table 3: Illinois Perkins State Plan First Draft Regional Road Show Sessions			
Date	Location	Participants	Topics and Feedback
October 7, 2019	Buffalo Grove: Buffalo Grove High School	30	<ul style="list-style-type: none"> • Teacher licensure issues • Vision and goals • Reserve funding • Comprehensive Local Needs Assessment
October 10, 2019	Romeoville: Wilco Area Career Center	65	<ul style="list-style-type: none"> • Needs of rural programs • Size, scope, and quality • Engaging 4-year higher education institutions • Teacher licensure issues
October 23, 2019	Decatur: Richland Community College	54	<ul style="list-style-type: none"> • System alignment • Dual credit • Teacher pipeline
October 24, 2019	Centralia: Kaskaskia College	54	<ul style="list-style-type: none"> • Recruitment of Teachers • Advisory councils
November 20, 2019	Chicago: Malcolm X College	12	<ul style="list-style-type: none"> • Support for community colleges • Comprehensive Local Needs Assessment

5. Focus Groups

Following the *Stakeholder Engagement to Inform Initial Plan Development Phase*, it was noted that employer and student participation and engagement had been limited. Thus, the Joyce Foundation, on behalf of ISBE and ICCB, facilitated focus groups in fall 2019 with employers as well as students (e.g., high school, community college, and adult education) across the state. Five 90-minute focus group meetings were facilitated with students and employers, separately. Employer attendance at the focus groups was limited, so the Joyce Foundation additionally conducted individual phone interviews with more than 70 employers. A summary of the focus groups is detailed in Table 4. The final report that details the methodology, findings, and recommendations to ISBE and ICCB stemming from the focus groups can be found in Appendix H.

Table 4: Student and Employer Focus Groups		
Date	Location	Key Recommendations
September 19, 2019	Belleville: St. Clair Regional Office of Education	<p><u>Student Focus Groups:</u></p> <ul style="list-style-type: none"> • Reimagine CTE course structure to maximize student exposure to a breadth of career pathways and provide more ability to change directions • Deepen work-based learning

September 27, 2019	Peoria: Woodruff High School	opportunities
October 1, 2019	Rockford: Rock Valley College	<ul style="list-style-type: none"> • Expand the commitment and capacity of employers to offer internships • Provide advisers to help navigate decisions • Reduce CTE stigma among students, families, and educators by (1) increasing visibility of student success, (2) raising awareness that many CTE programs provide family-sustaining wages, and (3) reinforcing the message that many CTE credentials are stackable and can lead to a bachelor's degree and beyond
October 7, 2019	Buffalo Grove: Buffalo Grove High School	<ul style="list-style-type: none"> • Ensure student entry into CTE is intentional
October 8, 2019	Galesburg: Carl Sandburg College	<p><u>Employer Focus Groups:</u></p> <ul style="list-style-type: none"> • Forge relationships between employers and education institutions • Raise the profile of skilled trades and technical careers • Expand work-based learning opportunities • Prioritize the development of students' "soft" skills • Capitalize on employers' desire to contribute
October 31- November 8, 2019	Phone Interviews (<i>employers only</i>)	

6. *Legislative Briefings for the General Assembly*

ISBE and ICCB also engaged directly with members of the Illinois General Assembly. The Illinois General Assembly passed House Resolution 371 in May of 2019 in response to stakeholder engagement efforts. The resolution identified recommendations from the General Assembly to ISBE, ICCB, and the Illinois Workforce Innovation Board (IWIB) as the Perkins V State Plan and WIOA Unified State Plan were being developed. As required by HR 371, ISBE, ICCB, DCEO and IWIB representatives submitted a report regarding the recommendations to the General Assembly and the P-20 Council on November 27, 2019, as required by the resolution. The HR 371 found in Appendix I. Additionally, ISBE and ICCB staff participated in a Perkins V legislative briefing to General Assembly members and their staff on October 30, 2019. A second legislative briefing will be held February 6, 2020.

7. *Individual Engagement with Stakeholders through Presentations and Meetings*

ISBE and ICCB staff sought input from key stakeholders through various external meetings and conferences, as well as requested presentations on Perkins reauthorization, Illinois' Perkins V planning efforts, and Illinois' proposed vision and goals for CTE. Presentations and meeting information were tailored to each audience. Various stakeholders and meetings are summarized.

- **Community Colleges** –ICCB regularly engaged community college leaders, administrators, and faculty represented across academic, CTE, and adult education throughout each phase of the State Plan development process. This engagement included, but is not limited to, presentations at conferences and meetings, such as Chief Academic Officer meetings and the Forum for Excellence, as well as webinars, site visits, and resource dissemination.
- **Secondary CTE System Leaders** –ISBE CTE staff conducted regional training sessions with secondary school administrators, school support staff, CTE educators, and EFE directors around the state. These provided an opportunity for these key stakeholders to provide additional feedback to inform Perkins V planning.
- **Illinois Workforce Innovation Board** – ISBE and ICCB, as members of the IWIB, kept IWIB members abreast of plan development at quarterly meetings. IWIB members were invited to attend Regional Road Show events and focus groups.
- **P-20 Council and Perkins V Subcommittee** - The Illinois P-20 Council is an important Illinois stakeholder group that provided input and feedback on the plan. The council is a statewide coordinating council established in 2009 by Illinois Public Act 98-463 to study and make recommendations concerning education at all levels. The objective of the Illinois P-20 Council is to develop a statewide agenda that will move the state toward the common goals of improving academic achievement, increasing college access and success, improving use of existing data and measurements, developing improved accountability, fostering innovative approaches to education, promoting lifelong learning, easing the transition to college, and reducing remediation. The College and Career Readiness Committee's subcommittee on Perkins V, which includes a broad range of stakeholders, underwent an extensive review and feedback process throughout draft development to ensure the plan is aligned to existing frameworks and policies.
- **Student Advisory Committees** – In addition to the student focus groups, ISBE and ICCB engaged secondary and postsecondary students respectively through each of the agencies' student advisory committees. Additionally, leaders from all Career and Technical Student Organizations (CTSOs) were asked to provide feedback on their experiences in CTE and within the CTSOs.
- **Local Workforce Innovation Boards** – Meetings were held with individual local workforce boards and their members as well as the Illinois Workforce Partnership, a leadership collaborative of local workforce board staff.
- **Interagency Work Groups**, such as those responsible for drafting the WIOA Unified State Plan, were engaged through individual meetings to discuss alignment of goals, programs, and services.

8. *Public Webinars and Virtual Feedback Loops*

ISBE and ICCB offered a variety of public webinars and disseminated information virtually through listservs and websites to expand access to more stakeholders so they could learn about the plan and provide feedback. Both agencies developed websites dedicated to Perkins V to support stakeholder engagement via electronic means and promote Illinois' development of the State Plan. The website addresses are:

- ISBE Perkins V Website - www.isbe.net/perkins
- ICCB Perkins V Website - www.iccb.org/cte/

Table 5 provides an overview of public webinars held during the State Plan development process.

Table 5: Illinois Perkins Open Webinar Details		
Date	Title	Attendance
September 27, 2018	Perkins Reauthorization Overview	79
December 18, 2018	Inform Five-Year Plan on Career-Connected Learning	200
March 12, 2019	Perkins V & Special Populations – What is on the Horizon?	52
March 27, 2019	Perkins V Deep Dive	105
April 12, 2019	What is a Program of Study?	41
April 18, 2019	Nontraditional Occupations – What is New for Perkins V?	37
October 29, 2019	Perkins Listening Tour	45
February 3, 2020	Perkins V Draft 2 Overview	40

Summary of Engagement with Required Stakeholders

ISBE and ICCB worked to provide the opportunity for all required stakeholders to be involved throughout the development of the Perkins V State Plan. Required stakeholders as described in Section 122(c)(1) of the Perkins Act are listed in Table 6, including how each stakeholder group was engaged. Required stakeholders will continue to be consulted regularly during the implementation of the State Plan (SFY 2021-24).

Table 6: Illinois Perkins V State Plan Stakeholder Engagement				
Required Stakeholders	Stakeholder Engagement Activities			
	<i>Regional Road Shows</i>	<i>State Plan Work Group</i>	<i>Individual Meetings</i>	<i>Focus Groups</i>
Secondary CTE Leaders, Administrators and Teachers	X	X	X	
Postsecondary CTE Leaders, Administrators, and Faculty	X	X	X	
2-Year Minority Serving Institutions	X	X	X	
Adult Education Providers	X	X	X	
Charter Schools	X	X	X	
Specialized Instructional Support Personnel	X	X	X	
Career and Academic Guidance Counselors	X	X	X	
Paraprofessionals	Invite & NR*	Invite & NR*	X	
Parents	X	X	X	
Students	X		X	X
Community Organizations	X	X	X	
State and Local Workforce Development Boards	X	X	X	X
Members and Representatives of Special Populations	X	X	X	Undisclosed

Business and Industry, including Small Businesses	X	X	X	X
Labor Organizations	X	X	X	
Agencies Representing Out-of-School Youth	X	X	X	
Agencies Representing Homeless Children and Youth	X	X		
State Coordinator for Education of Homeless Children and Youths designated under McKinney-Vento Homeless Assistance Act	Invite & NR*	X	X	
Individuals with Disabilities	Undisclosed	X	Undisclosed	Undisclosed

*“Invite & NR” indicates that an invitation was sent; however, no representative was present.

b. Opportunities for Public Comment

Describe opportunities for the public to comment in person and in writing on the State Plan. (Section 122(d)(14) of Perkins V)(State Plan Guide II.A.3.)

First Draft of the State Plan

ISBE and ICCB provided both in-person and virtual opportunities for public comment on the first draft of the State Plan. The first round of public comment occurred between October 7-November 7, 2019. ISBE and ICCB convened a second series of Regional Road Shows in fall 2019 to invite in-person feedback on the first draft of the State Plan. The Regional Road Shows held during the first public comment period are detailed in Table 3 on page 13.

ISBE and ICCB posted a draft version of the State Plan on their respective Perkins websites on October 7, 2019. Also included on each site was a link to the plan feedback survey. Invitations to provide public comment were disseminated through various listservs. The State Plan was also translated and available in the top five non-English languages spoken in Illinois.⁷ ISBE and ICCB received feedback from 131 participants via email and 56 participants via survey. The survey included multiple choice options and open-ended responses. Survey responses and formal feedback from the P-20 Council and Governor’s Office on the first draft of the State Plan are provided in Appendix J.

Second Draft of the State Plan

Opportunities to provide public comment on the second draft of the State Plan were provided from January 24-February 14, 2020, following presentations and discussions at both ISBE and ICCB January Board meetings. The State Plan draft was posted on ISBE and ICCB’s websites. ISBE and ICCB held a third series of Regional Road Shows in January 2020 to invite in-person feedback on the second draft of the State Plan are detailed on Table 8. The Regional Road Shows held during the first public comment period are detailed in Table 3 on page 13. A public webinar was held on February 3, 2020.

⁷ As of December 2019, the top five non-English languages spoken in Illinois were Arabic, Polish, Spanish, Tagalog, and Urdu.

Table 8: Regional Road Shows for Draft #2		
Date	Location	Participants
January 28, 2020	Champaign, IL	11
January 29, 2020	East St. Louis, IL	4 plus 32 students
January 29, 2020	Mt. Vernon, IL	10
January 30, 2020	Midlothian, IL	18
February 3, 2020	Webinar	40

c. Notice of Objections

Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State Plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State Plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the U.S. Secretary of Education. (State Plan Guide II.A.2.)

ISBE, the eligible agency representing secondary education, and ICCB, the eligible agency representing the community college system and adult education, co-led the efforts to develop and coordinate Illinois' Perkins State Plan to meet the state's education and workforce needs.

Any objections and corresponding responses will be included in Appendix K and will be filed with the final State Plan submitted to the U. S. Secretary of Education.

III. State's Vision and Goals for Education and Workforce Development

Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V) (State Plan Guide II.B.1.b)

The vision, mission, and set of goals detailed in this section will guide ISBE and ICCB in the administration of the State Plan. The vision, mission, and goals were developed as a part of the comprehensive stakeholder engagement and are aligned or are coordinated with other statewide goals and priorities.

Vision

Illinois will empower and support all students to achieve their life and career goals through an aligned, equitable, and high-quality career pathway system.

Mission

Illinois' career and technical education system will promote success for students and their communities by fostering career pathways that:

1. Align to current and projected future industry and community needs;
2. Support students to navigate and complete a personalized pathway based on their interests and goals;
3. Combine rigorous classroom and career-connected learning opportunities to build students' essential and technical employability skills;
4. Provide targeted supports to students of a broad range of backgrounds and skills; and,
5. Incorporate entry and exit points to progressively advance through higher levels of education, training, and employment success.

Illinois' Perkins State Plan Goals for SFY 2020-24

Equity as a Foundational Tenet: Increase educational equity for members of special populations, as defined by Perkins V, and others who have been or are marginalized by education and workforce systems.

- Illinois aims to place equity at the forefront of decisions made regarding CTE programming, acknowledging that an opportunity gap exists for members of special populations. Findings from equity-guided, continuous quality improvement processes and evaluations, such as Pathway to Results, will drive fiscal and programmatic decision-making.
- An increased focus on meeting the needs for members of special populations through educator professional learning is critical to level the playing field for all students.

Goal 1: Increase the percentage of individuals who obtain a postsecondary certificate, degree, or industry-recognized credentials.

- Illinois seeks to increase the integration of strategic and high-value credentials for high-wage⁸, high-skill, and in-demand⁹ occupations throughout our secondary and postsecondary CTE pathways. This will help advance equitable postsecondary attainment and work to meet the needs of employers by narrowing the skills gap.
- This goal aligns with the statewide objective for 60 percent of adults obtaining a postsecondary certificate, degree, or industry-recognized credential by 2025 set by the P-20 Council.¹⁰

Goal 2: Strengthen CTE offerings by improving access, program quality, and transition points between education and workforce systems and programs.

- In alignment with ICCB goals, ISBE and ICCB aim to increase alignment and smooth transitions between secondary and postsecondary systems.
- Illinois aims to expand career pathway opportunities with multiple entry and exit points, allowing for accelerated progression and seamless transitions to and through programming. This will include alignment to policy frameworks, such as College and Career Pathway Endorsements, and the expansion of innovative strategies, such as competency-based education.
- Illinois will expand integrated education and training programs to increase access to postsecondary education for low-skilled adult learners, accelerating their progression to high-skill, high-wage, in-demand employment.

Goal 3: Increase participation in CTE dual credit coursework.

- Illinois will expand credit transfer opportunities through CTE dual credit courses strategically embedded into a comprehensive secondary to postsecondary college and career pathways system.
- ISBE and ICCB are jointly committed to expanding participation in quality dual credit coursework to reduce college costs, speed time to completion, facilitate the transition between high school and college, and offer opportunities for improving degree attainment for underserved populations (students of color, students from low-income families, and

⁸ The occupation is high skill, meaning that it requires skill attainment beyond high school, that meets one of the following criteria :a) a postsecondary degree; or b) some college, no degree or a higher level of educational attainment; or c) occupations that require a high school diploma or equivalent plus long-term on-the-job training, an apprenticeship, or internship/residency.

2.The occupation is high wage, meaning that it meets at least one of the following wage criteria:

a) when at least half of the wage measures are at or above the regional average for all occupations using the MIT Living Wage Calculator, both for entry-level employment and over the course of a career; or b) while the occupation does not pay a family-supporting wage, it is a springboard occupation, meaning that it is a prerequisite position for advancing to an occupation with more responsibility that pays a family-sustaining wage.

⁹ The occupation is in-demand, meaning that it meets at least one of the following demand criteria: a) an industry sector that has a substantial current or potential impact on the State, regional, or local economy, as appropriate (including through jobs that lead to economic self-sufficiency and opportunities for advancement), and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors; or b)an occupation that currently has or is projected to have a number of positions in an industry sector (including positions that lead to economic self-sufficiency and opportunities for advancement) so as to have a significant impact on the State, regional, or local economy, as appropriate. c) DETERMINATION.—The determination of whether an industry sector or occupation is in-demand under this paragraph shall be made by the State workforce board or local workforce board, as appropriate, using State and regional business and labor market projections, including the use of labor market information. (As defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102.).

¹⁰ Currently, 51.2% of Illinois adults hold a postsecondary degree or credential, and attainment rates are lower across several special populations, as defined by Perkins V.

students with disabilities).

Goal 4: Increase responsiveness to local, regional, and state workforce needs based on labor market information and employer input.

- ISBE and ICCB will prioritize strategies and CTE programming that have a central focus on current and future in-demand sectors that are high-wage and high-skill.
- Embedded within the college and career pathways system will be comprehensive college and career advising and a full continuum of work-based learning to empower students with labor market information and skill development to inform education and career decisions.

Goal 5: Recruit and retain a sustainable pipeline of CTE educators.

- Illinois aims to recruit and retain highly qualified teachers for every CTE classroom and pathway by coordinating recruitment activities and providing evidence-based professional learning opportunities for faculty and staff of CTE programs.
- Essential to this goal is increased coordination among and between state agencies and stakeholders, such as ISBE, ICCB, IBHE, teacher preparation programs, CTE teachers' associations, and IWIB.
- ISBE and ICCB will support strategies to recruit and retain educators who are underrepresented among CTE educators.
- ISBE and ICCB will provide professional learning opportunities on culturally responsive teaching in order to support our students who are culturally diverse.

Goal 6: Expand access to quality work-based learning for all students.

- Recipients will integrate work-based learning opportunities into programs of study to develop enhanced employability skills, integrate industry-recognized credentials, and improve employment and earning potential of participants.
- ISBE will support EFEs and local districts to increased work-based learning access through reduction of barriers related to teacher credentialing previously required to offer work-based learning at the secondary level.
- ISBE has added CTE course offerings to its course catalogue that focus on work-based learning for all state-approved pathways have been expanded for offering during SFY 2021.
- ISBE will support local districts in implementation of work-based learning by providing curriculum resources for CTE teachers and supporting strategies for employer engagement with CTE programs.
- ICCB will support community colleges in expanding paid work-based learning opportunities for students, including pre- and registered apprenticeships.

IV. Program Administration and Implementation of CTE Programs

This section describes the administration of funding, program of study implementation, secondary and postsecondary program approval processes, and leadership funding.

a. Program Administration

Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace. (State Plan Guide II.C.2.a.)

Illinois will allocate funds for career and technical education in the following ways in accordance with Section 111 of the Act:

- A minimum of 85 percent (\$32,313,273), less any funds reserved up to 15 percent (\$5,702,342), will be distributed to local eligible grantees at the secondary and postsecondary levels in accordance with the prescribed formula;
- Not more than 10 percent (\$4,472,425) to be used for state leadership activities, including 2 percent (894,485) to serve students in state institutions;
- Not less than \$60,000 and not more than \$150,000 for services preparing Nontraditional Training and Employment, and
- A total of \$50,000 to recruit students in special populations.
- Not more than 5 percent of the funds will be used for state administration of the plan. These state administrative funds will provide leadership activities and support for secondary and postsecondary education.

The distribution will be split in SFY 2021 between secondary and postsecondary institutions, with 60 percent being allocated to ISBE for distribution and 40 percent to ICCB for distribution. Historically, the distribution between secondary and postsecondary institutions has been maintained at a 60/40 split. During SFY 2020, ISBE and ICCB leadership explored the adequacy of this distribution in meeting the needs of secondary and postsecondary education while also considering state priorities. ISBE and ICCB will have the opportunity to revisit the allocation of Perkins resources each year of the State Plan, as necessary. Stakeholders were engaged in this process and asked to provide feedback on the split, with most responses supporting maintenance of the 60/40 split. There is an increasing number of requests from secondary and postsecondary recipients alike for more funding.

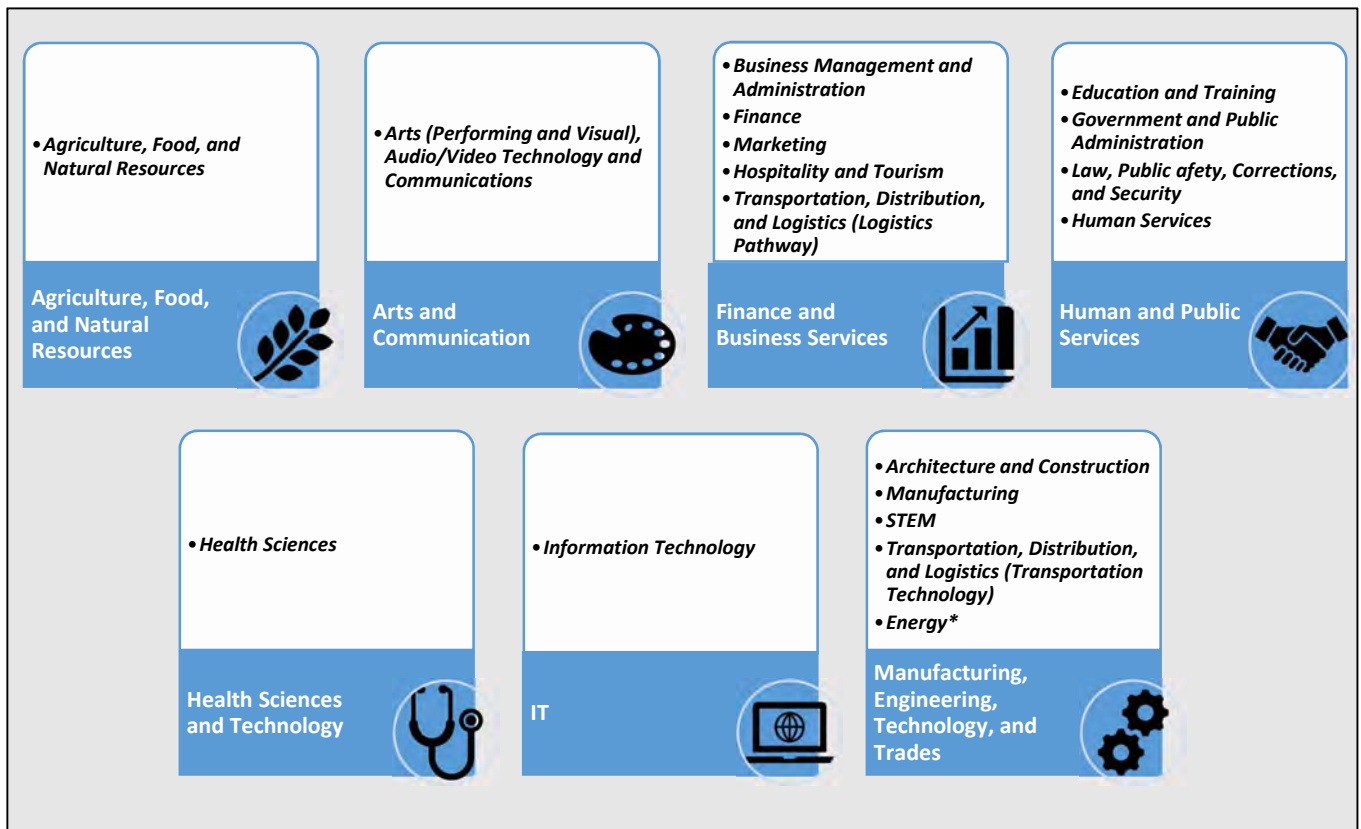
b. CTE Program Implementation

What career and technical education programs or programs of study will be supported, developed, or improved at the state level and made available for adoption by eligible recipients? (Section 122(d)(4)(A) of Perkins V) (State Plan Guide II.B.2.a.)

Career Clusters and Career Pathway Endorsements Supported in Illinois

Illinois secondary and postsecondary education will continue to organize and support programs of study that are developed from the 16 career clusters as outlined by Advance CTE and from the seven College and Career Pathway Endorsement areas under the Postsecondary and Workforce Readiness (PWR) Act. Labor market information for Illinois supports the need for programs across all 16 career clusters. In addition to these 16 career clusters, Illinois has included energy as a state-specific sector. The Figure 3 below outlines the intersection between the clusters and the endorsement areas in white and blue, respectively.

Figure 3. Illinois Career Cluster and Career Pathway Endorsement Pathway Intersection



Illinois is a large state with many diverse economic interests that vary by region and locale. This diversity means local entities require the ability to customize programs of study to meet their unique education and employment needs. ISBE and ICCB support these efforts as described below.

Secondary CTE Programs

ISBE supported 81 unique instructional programs offered during SFY 2019 by 773 of the 823 Illinois public high schools and 24 Area Career Centers, which each serve multiple local districts. ISBE is evaluating all currently approved programs of study during SFY 2020 to ensure their continued relevance and alignment with state and local workforce needs. Programs of study may be retired or added in response to the analysis of local workforce needs. Secondary instructional programs that are currently undergoing evaluation are identified in Appendix L. Additionally, ISBE is working to support innovation in CTE through the development of model programs of study that are cross-cluster. An example of a cross-cluster program of study planned for development at the secondary level is Veterinary Technician Assistant. This model program of study will include coursework from both Health Sciences and Technology and Agriculture, Food, and Natural Resources.

Postsecondary CTE Programs

Collectively, the Illinois Community College System has more than 4,265 active, approved CTE programs spanning across all career clusters. These programs are approved by ICCB. Each community college is required to publish all program offerings on an annual basis. Community colleges will work with secondary partners and other stakeholders beginning in SFY 2020 to further develop programs of study that meet the requirements of Perkins V and Illinois' definition of size, scope, and quality.

Program of Study Models Development

ISBE and ICCB will partner to support approved programs of study and work to improve them in accordance with the goals and priorities of this plan. Additionally, the state will develop four program of study models during SFY 2020 in the following career clusters: Health Sciences, Information Technology, Manufacturing, and Education. These models will serve as examples for local programs to adopt or customize as they develop their own programs of study for approval in SFY 2021.

The specific program of study models within the career clusters listed above will be determined and developed during SFY 2020 through the following process:

1. Use the WIOA Unified State Plan and other available labor market information to identify Leading and Emerging Sectors and occupations that are high-skill, high-wage, and in-demand.
2. Identify “promising” credentials at both the community college and four-year level that lead to occupations that are high-skill, high-wage, and in-demand.
3. Map the stackable credentials that progress to the promising credentials, identifying a stackable credential that can be attained in high school where possible.
4. Identify the “strategic” community college courses that are foundational across the maximum number of stackable/promising credentials, using dual credit, dual enrollment,

or Advanced Placement equivalence to support high school student access to credit for these courses.

5. Map a curricular sequence that incorporates strategic credit transfer opportunities (e.g., dual credit, early college credit).
 - a. At the secondary level, includes a six-year secondary sequence and describes the aligned College and Career Pathway Endorsement; or
 - b. At the postsecondary level, leads to a College and Career Pathway Endorsement.
6. Define technical competencies within strategic courses that supplement and align to the Technical Competencies for College and Career Pathway Endorsements developed under the Postsecondary and Workforce Readiness Act.

Thirteen additional model programs of study will be developed using this same process and made available during the implementation of the State Plan from SFY 2021-24.

ISBE, ICCB, and other partners will work together to align and strengthen programs of study to ensure program offerings include industry-recognized credentials and entry and exit points. ISBE and ICCB will also provide written and active guidance for local recipients on strategies to engage all required partners and stakeholders and to foster a collaborative approach to the development and implementation of programs of study. This collaborative approach will include and emphasize aligned academic and CTE courses, alignment to the local labor market, and a focus on transitions from secondary to postsecondary education.

c. CTE Program Approval

This section details Illinois' definitions for size, scope, and quality, and outlines ISBE and ICCB's CTE program of study approval processes.

i. Size, Scope, and Quality

Describe the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V. (State Plan Guide II.B.2.h).

ISBE and ICCB jointly defined size, scope, and quality. The definition for size, scope, and quality and its elements will apply to all eligible recipients -- secondary and postsecondary -- unless specifically noted. These definitions are incorporated into both ISBE and ICCB CTE program of study approval processes, which are detailed in this section. *These definitions are in draft form until public comment has commenced and the State Plan has been approved by the U.S. Department of Education.*

Size

- Local recipients must implement and offer at least one state-approved CTE program of

study in one of the nationally recognized 16 career clusters.

- All programs of study are aligned to state, regional, or local in-demand sectors using labor market information.
- Postsecondary recipients must follow local board policies on class size.
- Secondary recipients: Class and program enrollment minimums and maximums should be justified by the program of study local advisory committee as appropriate to meet industry labor market and economy needs as presented in the Comprehensive Local Needs Assessment (CLNA). Ideally, secondary recipients would meet the recommended minimum number of CTE programs of study indicated in the table below. This is not a requirement; however, enrollment irregularities should be addressed in the CLNA and a component of the continuous improvement plan for the LEA.

Table 7: Size of Secondary Program Recommendations

Size of LEA District (No. of students)	Recommended Minimum Number of CTE Programs of Study
501 – 2,000	Two Programs
2,001-3,000	Three Programs
3,001 – 4,000	Four Programs
4,001 and above	Five Programs

Scope

As defined in Perkins V, a program of study is a “coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- a. Incorporates challenging state academic standards;
- b. Addresses both academic and technical knowledge and skills, including employability skills;
- c. Is aligned with the needs of industries in the economy of the state, region, tribal community, or local area;
- d. Progresses in specificity;
- e. Has multiple entry and exit points that incorporate credentialing; and
- f. Culminates in the attainment of a recognized postsecondary credential.”

A program of study provides students with a strong experience in and comprehensive understanding of all aspects of an industry. The scope of a program must be specified through curricular development, evaluation, and revision. Program scope must be defined in consultation with all stakeholders, including business and industry.

Quality

Programs of study must meet the following quality criteria. Most criterion should be met at the time of initial application; all criterion must be met no later than the start of Year 3 of the local plan, including specific strategies to address the unmet criterion in Years 1 and 2. ISBE or ICCB ultimately determines the extent to which programs meet the quality and may require accelerated timelines or provide extensions for additional time based on local efforts.

1. **Development and Engagement:**¹¹ All programs of study must be developed through close K-12 and postsecondary collaboration, respond to the analysis and findings of the CLNA, and be informed by external stakeholders, including, but not limited to, business and industry, local workforce boards, adult education providers, and community-based organizations. An advisory committee must meet at least annually to review and support programs of study (and/or to consider multiple programs of study within a cluster or related cluster grouping). The advisory committee must review labor market information; provide input on current industry practices; identify high-skill, high-wage, and in-demand occupations and related competencies within the region; consider long-term industry trends and future of work; and participate in the continuous improvement process described in Criterion 9.
2. **Employer-Informed Competencies and Skills:** The program of study must align instruction and experiences to a progression of employer-informed technical and essential employability competencies that lead to readiness for employment or further education for high-skill, high-wage, and in-demand occupations identified during the engagement process.
3. **Academic Instruction and Supports:** The program of study must include challenging academic instruction and student supports and interventions to facilitate successful student progressions into and through required coursework and avoid remediation to the extent possible. The programs of study instruction must be by a qualified teacher as defined by ISBE or a community college in compliance with ICCB Administrative Rules and accrediting bodies. Dual credit instructors must meet requirements as described in the Dual Credit Quality Act and be in accordance with ICCB administrative rules.
4. **Recruitment and Access:** Districts and colleges must develop a student recruitment and retention plan through the CLNA beginning in SFY 2021 to address equity gaps that are evident as early as middle school, including gaps in program of study access, participation, persistence, and completion. Programs of study must ensure access is equitable and all students are able to receive support to persist and succeed in CTE courses and opportunities.
5. **Instructional Sequence:** Programs of study must provide a non-duplicative, fully articulated sequence of courses from K-12 through postsecondary (including four-year transitions, where appropriate). There must be multiple entry and exit points and stackable credentials must be incorporated.

Middle School and Secondary: The middle school and secondary program of study course sequence must, at minimum:

- Provide guidance and instruction on the concept of career clusters and support for student selection of a cluster of interest prior to a cluster-specific orientation course that includes career exploration;
- Include an orientation course providing a broad understanding of the specific cluster or cluster grouping that applies to the program of study in which the student is enrolled;

¹¹ Currently, all postsecondary programs of study are required to have an advisory committee that meets, at minimum, annually. ICCB continues to stress collaboration with secondary partners for these advisory committees.

- Include an advanced course developing competencies and skills needed for entry-level employment or further postsecondary education;
- Incorporate credit transfer opportunities (e.g., dual credit, articulation agreement) and/or training for an industry-recognized credential; and
- Include instruction and evaluation in safety as appropriate within the curriculum.

Postsecondary. The postsecondary programs of study course sequence must, at minimum:

- Encompass alignment of content between secondary and postsecondary coursework and curricula and maximize opportunities for dual credit or articulated credit in applicable academic and technical areas;
 - Include stackable credentials;
 - Specify how the program is structured or articulated to provide educational opportunities for students beyond community college;
 - Describe how work-based learning is incorporated into the curricula;
 - Describe how employability skills are incorporated into the content of the program; and
 - Ensure access and smooth transitions through programming for all students.
6. **Work-Based Learning:** Programs of study must include a secondary to postsecondary continuum of work-based learning and related authentic learning experiences that includes, at minimum, each of the following:
 - Team-based challenges and/or CTSOs; and
 - One or more of the following: internships, service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, apprenticeships, student-led enterprise, remote work for a client/employer, school-based enterprise, cooperative work agreement, or research apprenticeship¹².
 7. **Instructors:** Instructors within programs of study are qualified, collaborate with industry professionals, and engaged in applicable professional learning.
 8. **Facilities and Equipment:** Programs of study are offered in appropriate and accessible facilities that use industry standard technology and equipment.
 9. **Continuous Improvement:** The district and college use a continuous improvement process that evaluates and improves the program of study in collaboration with those stakeholders and the local or joint advisory committee.

¹²For additional information on the Career Pathways Dictionary, please access <https://www.isbe.net/Documents/IL-Career-Pathways-Dictionary.PDF>.

ii. Program of Study Approval Processes

Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 1327 will—

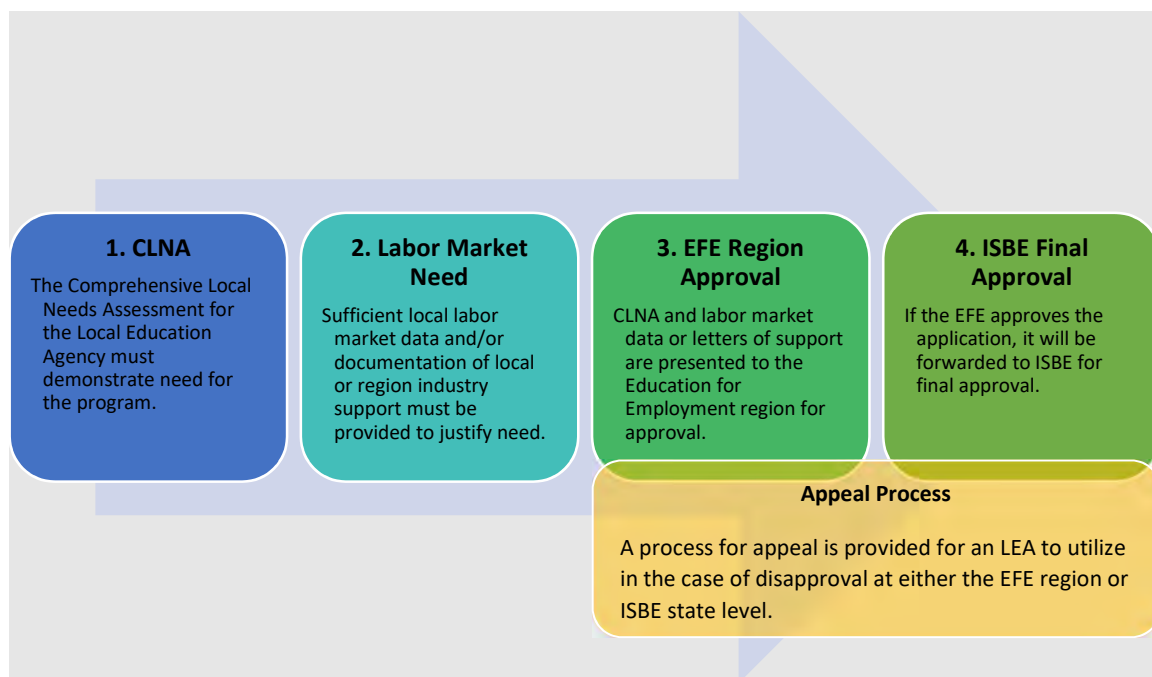
- *promote continuous improvement in academic achievement and technical skill attainment; and*
- *expand access to career and technical education for special populations. (State Plan Guide II.B.2.b.i. and ii.)*

Secondary Program of Study Approval Process

The process for development of local programs of study at the secondary level will be initiated by the appropriate CTE advisory committee. These committees can be organized on the local level or at a regional level with multiple LEAs collaborating to bring together a group to advise specific programs of study or career pathways. Representatives on the advisory committees should include, at a minimum, employers, industry labor unions, postsecondary institutions, members of special populations, parents, educators, school administrators, and students. The CTE advisory committees (local or regional) will promote and support program of study development and implementation. Collaboration among secondary education, postsecondary institutions, and industry representatives in the development of programs of study will be required, while joint advisory committees will be encouraged. All ISBE-approved programs of study, new and existing, will complete the Program Quality Review (PQR) process within two years of receiving Perkins funding, then every four years after initial approval.

The approval process and provision for appeals for locally developed programs of study or career pathways at the secondary level is summarized in Figure 4:

Figure 4: ISBE Approval Process for Locally Developed Programs of Study



ISBE recognizes that local programs of study are at various states of implementation, and that schools require differentiation to progress on the continuum of high-quality CTE programming. To support schools in this work, ISBE created a *Local CTE Dashboard*¹³ for LEAs to utilize throughout the application process. One component of this dashboard is the program review process, which includes the PQR rubric.¹⁴ The PQR guides LEAs through a series of performance descriptors, allowing the locals to indicate where they fall on the performance level continuum. The PQR serves as a tool for reflection at the local level and as a data collection point for ISBE. Listed below are the ISBE-identified PQR components. The full rubric can be found in Appendix M.

- Access and Equity, with a specific focus on special populations
- Data and Program Improvement
- Recruitment, Retention, and Training of Effective CTE Staff
- Appropriate Facilities, Equipment, Technology, and Materials
- Stakeholder Engagement
- Rigorous Academic and Relevant Technical Curriculum
 - Standards Aligned and Integrated Curriculum
 - Sequencing and Articulation
- Continuum of Career Development
 - Work-Based Learning

¹³ [LINK TO CTE DASHBOARD WEBSITE](#)

¹⁴ The PQR rubric was adapted from the research-based Association for Career and Technical Education Quality CTE Program of Study Framework and aligns, where appropriate, with ICCB's program review requirements.

- Student Career Development (employability skills)
- Career and Technical Student Organizations
- Multiple Entry and Exit Points

The Access and Equity component of the PQR includes discrete items that explicitly speak to expanding access for special populations students. Grantees must evaluate programming in the following ways:

- Curriculum, instruction, materials, assessments, and career guidance are free from bias, inclusive, non-discriminatory, and offered in a way that ensures all students are able to access the opportunity and achieve success in the program of study, including necessary accommodations per Individualized Education Program (IEP) or Section 504 plan (references Section 504 of the Rehabilitation Act of 1972), as appropriate.
- The program of study is promoted to all potential participants and their parents/guardians (as appropriate) in a manner that is free from bias, inclusive, and non-discriminatory.
- Facilities, equipment, technology, and materials in the delivery of the program are provided in a way that ensures all students can achieve success in the program of study, including by meeting Title IX of the Civil Rights Act of 1964 and Title II of the Americans with Disabilities Act of 2010.
- Appropriate actions are taken to eliminate barriers to extended learning opportunities for all students, including special populations.

Districts will be able to access technical assistance to improve their CTE programs throughout the CLNA and local application processes during SFY 2020-22. See ISBE's Program Approval Process in Appendix N and ICCB's Program Approval Process in Appendix O for full program approval policies and processes.

ISBE has implemented a more rigorous approval and maintenance process for programs of study during SFY 2020. Previously, once an initially approved program hired a teacher and offered at least two courses within a pathway, it was considered valid. The PQR process will help to ensure CTE programs being offered at the secondary level continues to meet minimum standards of size, scope, and quality following initial approval.

All ISBE-approved programs of study, new and existing, will complete the Program Quality Review process within two years of receiving Perkins funding, then every four years after initial approval. In addition to the requirements outlined in Section 3(41) of Perkins V, CTE programs of study in Illinois must meet, at a minimum, the following four additional criteria that will be evaluated at the time of completion of the program of study approval process:

1. **Labor Market Need:** A CTE program must be responsive to community employment needs that are informed by labor market information and are designed to meet current, intermediate, or long-term labor market projections. Labor market information is available from the Illinois Department of Employment Security, Bureau Labor of Statistics, or other labor market analytic sources. A grantee must conduct a review of

the local labor market as part of completing the CLNA, and that must be considered when determining what programs are to be offered.

2. **Cost-Effectiveness:** The grantee must possess the fiscal resources to support the CTE program of study in a cost-effective manner. Additionally, grantees must document the financial feasibility of the proposed program of study.
3. **Quality:** All CTE programs of study must be comprehensive. They must align with postsecondary attainment requirements and with rigorous academic and industry standards, and they must prepare learners for opportunities in high-skill, high-wage, and in-demand fields. Perkins grantees must demonstrate the development of quality curricula that aligns with federal, state, and local requirements; is responsive to local workforce needs; and will prepare graduates with the appropriate level of skill to meet their educational and employment goals. Other quality components include qualified instructors, academic alignment to the core content standards, secondary-postsecondary alignment, employer engagement, and employability skills.
4. **Equitable Access:** CTE programs of study must include specific plans for expanding equal access and equitable program outcomes across demographic subgroups and special populations. This includes, but is not limited to, comprehensive support services to assist students in overcoming barriers to participating or remaining in CTE programs.

Postsecondary Program of Study Approval Process

All programs of study requested for ICCB approval must meet all six¹⁵ required Perkins V components of a program of study, as well as the additional criteria of need, cost, and quality. The postsecondary Program of Study Approval form was revised in SFY 2020 to align with the elements of a high-quality CTE program outlined in Advance CTE's Policy Benchmarking Tool. Additionally, it includes the size, scope, and quality definitions noted in this plan. Postsecondary recipients must document how their programs of study meet the minimum standards as set forth in the Act by completing the approval form. Several criteria must be met before submitting a program of study to ICCB for approval:

- The program of study developed and submitted for approval must be from a previously approved CTE program offered by the college and meet the following criteria:
 - Labor Market Need -- Verify that the program is feasible from a labor market standpoint and demonstrate convincing evidence of labor market need.
 - Quality Curriculum - All CTE programs must be comprehensive and aligned with rigorous standards, and they must prepare learners for opportunities in high-skill and in-demand fields. Demonstrate the college has developed quality curricula that aligns with federal, state, and local requirements; is responsive to local workforce needs; and will prepare graduates with the appropriate level of skill to meet their educational and employment goals.
 - Cost-effective -- Verify the college has the fiscal resources in place or budgeted to support the program in a cost-effective manner. Document the financial feasibility

¹⁵A.) Incorporates challenging state academic standards, B.) addresses both academic and technical knowledge and skills including employability skills, C.) aligned with the needs of industry, D.) progresses in specificity, E.) has multiple entry and exit points that incorporate credentialing, and F.) culminates in the attainment of a recognized postsecondary credential.

- of the proposed program.
- Other criteria as documented in the program approval process.
- The program must meet or be working toward fulfilling the federal and state requirements of a program of study to be supported, in whole or part, by federal Perkins funding.

Community colleges may submit programs of study for approval with their local application or throughout the grant cycle; however, colleges will be required to identify a program of study that will be developed, evaluated, or improved each fiscal year.

d. Local Administration and Planning Requirements

This section describes the process and requirements for the Comprehensive Local Needs Assessment and the Local Application.

i. Comprehensive Local Needs Assessment

- *Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act including how each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V). (State Plan Guide II.C.1.c)*
- *Provide a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. (State Plan Guide II.B.2.g.)*

Comprehensive Local Needs Assessment Process

The EFE regions work with local school districts at the secondary level to conduct the CLNA. CLNAs are conducted by community colleges at the postsecondary level.

The EFE regions and community colleges are equal partners regarding completion of the CLNA for their region or local area. Each recipient in a consortium model must produce a CLNA and a local application.

The EFE System Director and Postsecondary Perkins Administrator are responsible for collaborating and coordinating efforts to engage internal and external stakeholders and complete the CLNA as well as the local application.

Secondary Local Needs Assessment Template - Appendix P

Secondary Comprehensive Needs Assessment Template and Guidelines - Appendix P

Postsecondary Comprehensive Needs Assessment Template and Guidelines - Appendix Q

Meeting Local Education and Economic Needs as Determined by the CLNA

The Comprehensive Local Needs Assessment will require eligible recipients to analyze local economic and education needs, including a thorough labor market analysis of in-demand sectors

and occupations, in addition to other criteria as described in Section 134 of Perkins V. This analysis will inform program offerings to be supported by Perkins funding. Secondary and postsecondary grantees will complete their CLNAs by spring 2020 to inform their local applications covering SFY 2021-24. Secondary and postsecondary recipients will be required to complete the CLNA process every two years after the local application has been revised as necessary and submitted.

Providing Technical Assistance to Eligible Recipients throughout the CLNA Development and Implementation

ISBE and ICCB collaborated to create guidance for local recipients as they begin and complete their CLNA. The CLNA Guidance Document provides eligible recipients with information about the importance of the CLNA and local collaboration; a step-by-step process for planning and preparing the CLNA; and a side-by-side comparison of the secondary and postsecondary CLNA templates and how each aligns with the federal requirements. This guidance document provides eligible recipients with a strong foundation for collaboration and implementation efforts. The CLNA Guidance document is included in Appendix R.

ISBE provided EFE directors with in-person technical assistance related to the CLNA in 2019. ISBE consultants have continued to provide support both in the field and remotely for issues and questions brought forth as they begin engaging in the process of completing the CLNA and facilitating the completion of the Secondary LNA completion by the districts. ISBE consultants offered five in-person support sessions in late 2019 and one online webinar that was recorded and posted to ISBE's website to help local CTE administrators and EFE directors complete the Secondary LNA.

ICCB provided community colleges with targeted technical assistance, specifically focusing on the following objectives: understanding and analyzing disaggregated data and labor market information; conducting an equity gap analysis; and developing and implementing strategies to address those disparities in performance. Under the direction of ICCB, the Office for Community College Research and Leadership (OCCRL) provided targeted technical assistance to a select number of community colleges. The culminating events for this assistance were two Equity Academies, in which the OCCRL further assisted colleges in closing equity gaps by utilizing the program review process. ICCB provided similar assistance to a small cohort of colleges that were not selected to receive OCCRL's intensive assistance. Additionally, OCCRL produced and presented two webinars instructing colleges how to utilize the CLNA process to identify racial, equity and opportunity gaps. ICCB will conduct an official evaluation of the CLNA process prior to recipients revisiting it in two years.

ii. Local Application

Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act – including how:

- *each eligible recipient will promote academic achievement;*
- *each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; (State Plan Guide II.C.1.a &b.)*

Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V) (State Plan Guide II.B.2.b.iii.)

Provide a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(h) of Perkins V. (State Plan Guide

Local Application Requirements

ISBE oversees the administration of the local secondary funds and developed a local application and process for the secondary regional consortium. ICCB oversees the administration of the local postsecondary funds and has developed a local application and process for the community colleges. ISBE and ICCB require that local applications are informed by the CLNA, which will be completed in advance of the local applications.

The local application will be submitted in spring of 2020, and revisions may be submitted annually after the first program year. Revisions may be submitted resulting after the CLNA conducted in SFY 2022 is analyzed or other continuous quality improvement processes undertaken in other years. If local allocations significantly change from year to year, rationale for changes to programs and activities -- supported by data -- must be provided.

Secondary Local Application- Appendix S

Postsecondary Local Application- Appendix T

The local application must include the following:

1. **Comprehensive Local Needs Assessment:** A fully completed CLNA found in Appendix P), including assurances that all required partners were appropriately engaged, will be submitted every two years prior to submitting a local application for SFY 2021 and SFY 2023.
2. **Program Plan:** The narrative or work plan should include a description of the activities and programs provided by the eligible recipient and should meet the requirements under Section 134 of the Perkins Act. The program plan should be informed by the results of the CLNA.
3. **Annual Budget:** Grantees will submit a budget on an annual basis identifying each fiscal year's proposed expenditures and rationale for expenditures. Allocations for secondary and

postsecondary recipients are determined through a formula.

4. **State-Determined Levels of Performance:** Eligible recipients not meeting the state-determined levels of performance in any of SFY 2022, 2023, and 2024 will complete and submit a Performance Improvement Plan. Budget allocations should adequately support performance improvement activities.

Promoting Academic Achievement through the Local Application

Each eligible recipient will complete and submit a Comprehensive Local Needs Assessment and a local application requiring the eligible recipient to demonstrate how it will promote academic achievement. Local recipients will be required to review and report program-level data, including disaggregated data, on an annual basis to appropriately analyze these activities. Local recipients will be required to submit a Performance Improvement Plan for all fiscal years in which their performance does not meet the state-adjusted performance targets, in addition to their local application for SFY 2021-24 and the CLNA completed prior to SFY 2021 and SFY 2023. The local application will require recipients to demonstrate and provide evidence of how approved programs of study and career pathways will expand access for special populations specifically in the following areas:

- Accessibility to programs, services, and activities;
- Preparation for employment;
- Training and assistance in overcoming barriers that may limit opportunities for success; and
- Anti-discrimination efforts.

ISBE will specifically require information regarding integration of core academic standards and skills in programs of study and professional learning opportunities for CTE teachers related to individualized instructional approaches. In addition, should a student group not meet identified performance targets, recipients will submit a Performance Improvement Plan on their strategies for addressing any deficient performance measures.

Specifically, ICCB will require community colleges to describe their efforts regarding academic and support services, advisement, student retention, and persistence, among other activities that promote academic achievement. ICCB will continue to assess community colleges' progress in increasing academic and technical skill attainment through several different processes, including, but not limited to, grant monitoring and technical assistance procedures. Program Review Manual are found in Appendix U; ICCB's Statewide Program Review Process; and other continuous improvement processes, such as Pathways to Results. Grant monitoring procedures are grant-specific and are not utilized to review CTE programs holistically. Conversely, the Statewide Program Review Process is institution-wide and requires community colleges to cyclically review each community college program, including CTE programs, in several different areas.

Additionally, ICCB will continue to assess the extent to which CTE programs and programs of study will expand access for special populations students. Ensuring equitable access requires enhanced use of data, particularly disaggregated data, to understand where disparities exist in CTE programming and subsequently enacting evidence-based strategies and activities to address the identified disparities. These activities will occur on an annual basis, if not more frequently. This is not a new practice for community colleges, but Perkins V requires disaggregated data to be reported to the U.S. Department of Education, as well as be available for public viewing.

Promoting Skill Attainment through the Local Application

The Comprehensive Local Needs Assessment and the local application will require the eligible recipient to use data to describe how they will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential. ISBE requires applicants in secondary programs to describe how they will provide students with opportunities that lead to a recognized postsecondary credential, including work-based learning, dual credit, and integration of industry-recognized credentials. ICCB will require community colleges to describe their efforts regarding work-based learning, curriculum, contextualization, student retention, and persistence, among other activities that promote skill attainment leading to a recognized postsecondary credential. Attainment of recognized postsecondary credential is measured through 1P1, which is the postsecondary state-determined level of performance.

Integration of Employability Skills

Recipients will be required to describe within their local application how they plan to integrate employability skills into the core coursework of each CTE program of study. The process for ensuring the inclusion of employability skills leverages *The Illinois Essential Employability Skills Framework and Self-Assessment* (Appendix V) that was developed with input from secondary and postsecondary educators and leaders, adult education leadership and providers, business partners, and workforce representatives. It was informed by the Office of Career, Technical, and Adult Education's Employability Framework. This framework, bolstered by self-assessment tools and accompanying professional learning, supports local CTE programs as they design and integrate employability skills into curriculum and activities. The self-assessment section allows instructors to map the relationship between classroom activities and employability skills to facilitate more intentional integration that will lead to increased retention. The tool also includes a separate administrator self-assessment that focuses on examining programmatic elements to ensure that employability skills are integrated at all levels and that all students can strengthen these skills. The four components of the framework¹⁶ are detailed within the figure below.

Figure 5: Employability Framework

¹⁶ For additional information on Illinois Essential Employability Skills Framework and Self-Assessment, please access <https://icsps.illinoisstate.edu/wp-content/uploads/2017/07/Essential-Handout-2.pdf>.



This graphic illustrates the interconnected nature of employability skills by providing an overview of the elements of the Essential Employability Skills Framework and actions or behaviors that demonstrate competency in those elements.

Additionally, the Top 10 Cross-Sector Essential Employability Competencies¹⁷ were created by the P-20 Council through a process involving extensive employer and educator input and integrated within the College and Career Pathway Endorsement (CCPE) under the PWR Act. The CCPE was developed in July 2018. The Recommended Technical and Essential Skill Competencies For College and Career Pathway Endorsements can be found in Appendix W. A crosswalk of the two frameworks for employability skills offered in Illinois is provided in the figure on the next page.

¹⁷For additional information on Recommended Technical and Essential Employability Competencies, please access <http://pwract.org/wp-content/uploads/2019/07/Recommended-Technical-and-Essential-Employability-Competencies.-April-2019.pdf>.

Figure 6: Employability Skills Framework and PWR Employability Competencies Crosswalk

ILLINOIS ESSENTIAL EMPLOYABILITY SKILLS FRAMEWORK	PWR ACT CCPE ESSENTIAL EMPLOYABILITY COMPETENCIES
Personal Ethic: Integrity, Respect, Perseverance, Positive Attitude	Decision Making, Critical Thinking, Adaptability and Flexibility, Reliability and Accountability
Work Ethic: Dependability, Professionalism	Initiative and Self-Drive, Planning and Organizing
Teamwork: Critical Thinking, Effective and Cooperative Work	Teamwork and Conflict Resolution Problem Solving, Cultural Competence
Communication: Active Listening, Clear Communication	Communication: Written, Verbal, and Digital

ISBE and ICCB are exploring ways to use both the Illinois Essential Employability Skills Framework and the PWR Act CCPE Essential Employability Competencies to ensure programs of study are responsive to the industry-identified employability skills needed by completers of CTE programs for implementation in SFY 2021. Integration of these frameworks will give CTE program administrators implementation and assessment resources in addition to guidelines for a self-assessment process to promote continuous program improvement in implementation of employability skills.

iii. Dual Credit Enhancement

Describe how the eligible agency will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V) (State Plan Guide II.B.2.d)

ISBE and ICCB are placing significant focus on increasing meaningful and intentional CTE dual credit opportunities. ISBE will support collaboration among secondary CTE programs and postsecondary institutions by requiring that an advisory committee at the secondary level review programs of study, with a goal of increasing dual credit offerings beginning in SFY 2020. ICCB will use state leadership funds in SFY 2021-24 to issue competitive and/or need-based formula grants that support the growth and alignment of dual credit opportunities that address inequities in access to such critical programming.

Dual credit instruction allows academically prepared high school students to simultaneously earn credits that count toward a high school diploma and a college degree. There is a growing emphasis among policymakers regarding the value of dual credit enrollment for all students and especially

those who are traditionally underserved in higher education. The Dual Credit Quality Act legislates dual credit in Illinois. The amended Dual Credit Quality Act, which went into effect January 1, 2019, provides for the creation of formal partnership agreements between public secondary schools and community colleges. Partnership agreements outline the specific details of dual credit course delivery between systems, including responsibilities of the high school and community college, required faculty qualifications, instructional standards, and costs.

The community college system is the largest dual credit provider in Illinois. There were more than 117,000 secondary students enrolled in community college dual credit across all 48 community colleges during academic year 2017-18. Specifically, 44,622 dual credit course enrollments took place in 4,350 CTE dual credit courses. The most popular CTE courses were welding, certified nursing assistant, and construction trades.

ICCB and ISBE plan to support and expand dual credit utilizing the following strategies to build upon the system's success:

- ***Enhance High-Quality Credentialing Opportunities:*** The continued expansion of stackable credentials and the integration of industry-recognized credentials within CTE programs are paramount to effective, high-quality CTE programming. Tying relevant dual credit opportunities directly to high-skill, high-wage, in-demand occupations allow students to meet their career goals with the maximum level of preparation and the maximum amount of credentials to validate that preparation, whether they intend to transition directly to the workforce or continue their education at the community college or a four-year institution.
- ***Improve Access to Higher Education through Dual Credit:*** Inequitable participation among racial minorities and many special populations, as defined by Perkins V, exists in dual credit programming. Specifically, Hispanic and African American students are underrepresented in dual credit participation.¹⁸ Additionally, while nearly 50 percent of students are identified as low income, only a third of the students participating in dual credit are low income. ISBE and ICCB will utilize disaggregated data beginning in SFY 2020 to identify and provide targeted technical assistance, more effective resource allocation, and enhanced continuous quality improvement efforts to address equity gaps. This also requires better communication to underrepresented students and their families regarding dual credit options, including the courses offered, the impact on a student's career trajectory, and the related career opportunities that align with each program. The goal is to increase awareness, access, and participation in dual credit opportunities, specifically for students underrepresented in dual credit and higher education programming.
- ***Examine and Scale the Impact of Dual Credit on Student Success:*** Equity is a foundational tenet of Perkins, so considering dual credit through the lens of equity is essential. It is paramount to understand the factors that contribute to access to and student

¹⁸ See Illinois Community College System Dual Credit Report FY 2018 https://www.iccb.org/iccb/wp-content/pdfs/reports/2018_Dual_Credit_Report.pdf and Illinois School Report Card www.illinoisreportcard.com.

success in dual credit courses. Focusing on both access and student success through a disaggregated lens in in-demand career fields allows for curricular adjustments, student supports, and overall programmatic enhancements to be implemented. ISBE and ICCB connect de-identified dual credit student data via Illinois Longitudinal Data System¹⁹ efforts. They will continue to expand this effort to measure the impact of dual credit via student success outcomes, such as persistence, retention, and graduation rates.

- **Implementation of the State's Model Partnership Agreement:** Both ISBE and ICCB will provide technical assistance and support for implementation of the state's Model Partnership Agreement for dual credit, which prioritizes career-focused courses included within a College and Career Pathway Endorsement instructional sequence.

ICCB will provide competitive grant opportunities during the implementation of the State Plan through Perkins Leadership funding to support the development, enhanced delivery, and articulation of local dual credit programs and to expand student access to higher education while maintaining high academic standards. To align with the state's Model Partnership Agreement, these grants will tie to the implementation of a career-focused instructional sequence within a College and Career Pathway Endorsement system.

iv. Work-based Learning

This section describes how ISBE and ICCB will support quality work-based learning opportunities throughout the CTE system.

Describe the eligible agencies' program strategies for special populations, including a description of how students who are members of special populations will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (State Plan Guide II.3.A.v.)

Illinois supports the expansion of innovative work-based learning opportunities to increase availability to all students, including, but not be limited to, internships, service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, and apprenticeships. ISBE and ICCB will support local recipients through competitive grant opportunities in expanding work-based learning opportunities across the continuum that are aligned to local implementation of Postsecondary and Career Expectation frameworks and College and Career Pathway Endorsement systems under the Postsecondary and Workforce Readiness Act. Figure 7 illustrates a work-based learning continuum. Definitions for each type of work-based learning activities are described in the Career Pathways Dictionary²⁰.

¹⁹ For additional information on Illinois workNet, please access <https://www.illinoisworknet.com/ILDS/Pages/default.aspx>.

²⁰ For additional information on the Career Pathways Dictionary, please access https://www.iccb.org/cte/wp-content/docs/CP_Dictionary_111318_FINAL.pdf.

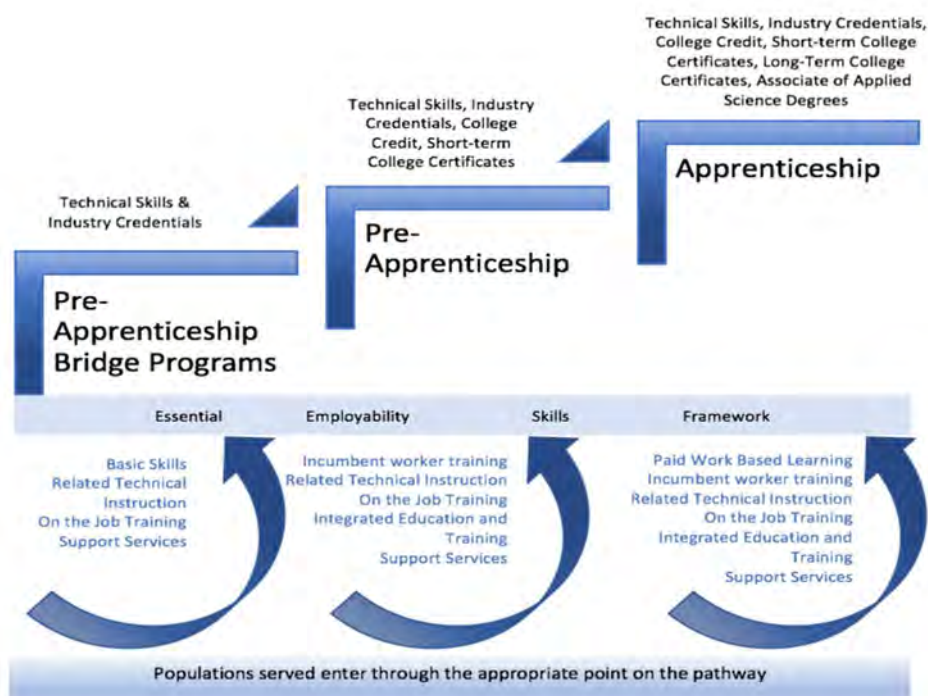
Figure 7: Work-based Learning Continuum



Secondary Efforts: ISBE will be working with partners to develop curricular resources for grades 7-12 that address the work-based learning continuum from career awareness to career development experiences. These resources will be made available for all CTE educators on ISBE’s website for CTE and Innovation.

Postsecondary Efforts: Unpaid work-based learning opportunities often serve as a barrier to low-income students or students with dependents. ICCB will continue to support efforts for paid work-based learning, such as pre-apprenticeships and registered apprenticeships, during the implementation of the State Plan to increase equity in work-based learning opportunities. Additionally, ICCB will utilize Perkins Leadership funds to supplement activities within Illinois’ Customized Apprenticeship Programming in Information Technology grant whereas the following populations are being targeted for participation and support: low-skilled adults, veterans, and individuals with disabilities. These groups are underrepresented in apprenticeship programming. The following model, where integrated education and training and apprenticeship programming are becoming integrated, will be scaled across the system.

Figure 8: Customized Apprenticeship Programming Model for Adults



V. Preparing Teachers and Faculty

Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V) (State Plan Guide II.B.4.a.)

Recruitment and Preparation

Recruiting, retaining, and supporting strong educators and faculty is critical to the success of high-quality CTE programs. Illinois developed specific strategies to address teacher recruitment and preparation as required in Perkins V.

- **Secondary CTE Educator Data System:** ISBE has identified the necessity of developing a process for using data to define CTE educator pipeline issues and project future need for recruitment and retention efforts. Partnerships with other ISBE departments that work with data and teacher licensure will be utilized during SFY 2020 to develop a process for annually compiling data on teachers holding CTE teacher licensure. Additionally, teacher preparation

programs will provide data related to preservice teachers. EFE system directors will be utilized to collect data related to program closures or programs not currently being offered due to an inability to find a qualified teacher. ISBE is additionally exploring ways to identify CTE teachers who are within five years of retirement as an additional datapoint for having a robust picture of the CTE teacher pipeline.

- **Educator Preparation Pathways in High Schools:** CTE in Illinois plays a critical role in addressing the statewide teacher shortage through the recruitment and early preparation of high school students for careers in education. The CTE Education Career Pathway State Grant, a competitive grant that will be released in spring 2020, will provide funding directly to LEAs to support planning and implementation of a CTE Education Career Pathway or program of study directly connecting students to teacher preparation programs in any content areas delivered through institutions of higher education in Illinois. Funded programs will provide students opportunities to earn dual credit and the State Seal of Biliteracy (as appropriate); participate in work-based learning opportunities and internships; experience coursework along a program of study continuum leading to matriculation into a higher education teacher preparation program; or receive an industry certification, such as paraprofessional license and/or high school career endorsement or micro-credential. Districts may apply for a regional collaboration with a consortium of districts and universities and/or community colleges to strengthen opportunities. The expansion of the educator preparation pathway programs will enable the recruitment and preparation of more educators for a variety of positions in education, including teaching CTE courses, in the long term.
- **Licensure Rule Revisions:** Illinois is enacting recommendations from *Teach Illinois*²¹, developed with generous support from the Joyce Foundation, to address a teacher shortage in the short term. The *Teach Illinois* project was established to investigate and report on the contributing issues and sustainable solutions to the educator shortage. The Teach Illinois collaboration of key participants resulted in seven recommendations²² that have implications for teacher preparation, collaboration, future initiatives, and teacher leader development. The second recommendation, which suggests exploration of unique pathways to licensure, is of greatest relevance to CTE. ISBE is responding to this recommendation by convening a group of stakeholders in early 2020 to review and update current CTE licensure rules to reduce barriers to entry for qualified teacher candidates as well as consider avenues for short-term approvals in career and technical education to allow districts facing shortages greater flexibility in utilizing qualified teachers.
- **Bridge Program:** One innovative approach Illinois is considering is the development of a bridge program to increase the number of licensed CTE teachers by recruiting and preparing educators holding a teaching license in another content area to teach CTE. Current program options being considered include two summer externships in industry and co-teaching and

²¹ For additional information on the *Teach Illinois* report, please access <https://www.isbe.net/Documents/Teach-Illinois-Memo.pdf>

²²For additional information on *Teach Illinois* recommendations, please access <https://www.isbe.net/Documents/Teach-Illinois-Approved-Recommendations.pdf>

mentoring opportunities with an experienced, licensed CTE teacher. Feasibility will be evaluated during SFY 2020.

- **Collaboration with Partners:** Additional recruitment and retention efforts focus specifically on teachers of color. Illinois was invited to participate in the Diverse and Learner Ready Teacher initiative, spearheaded by the Council of Chief State School Officers. It commenced in spring of 2018 and is devoted to diversifying the teacher workforce and ensuring all educators engage in culturally responsive teaching. Illinois is in the process of finalizing the development of culturally responsive teaching standards to inform the development of culturally responsive competencies for pre-service and in-service educators. The standards/competencies will be incorporated beginning in 2020 into professional learning for in-service educators and into preparation programs for aspiring teachers, as well as used to drive the creation of recruitment and retention plans for teacher candidates within institutions of higher education and for teachers within Illinois public schools. CTE teachers will be included in this work.

Ongoing Support and Professional Learning for CTE Educators

Perkins V implementation in Illinois will emphasize professional learning as a crucial element to program quality and specific supports for students exiting the private sector and entering teaching. Examples of the professional learning available to CTE teachers are outlined below.

- **Induction Programming for K-12 Teachers:** ISBE is partnering with state CTE teachers' professional organizations to streamline and integrate CTE teacher induction programming statewide. One of the primary goals of this process is to differentiate sessions for novice educators who are entering with a traditional teacher preparation background and for those who are alternatively licensed, transitioning from careers in industry. This induction program, typically held early September, includes a kickoff event with professional learning carousels and trainings based on needs identified by new teachers and the teacher preparation institutions. An in-field mentoring program is being developed for pilot in early spring of 2020, with plans for coordination through the regional and state CTE consortiums. A pre-conference session offering additional induction programming is planned for the Career Connections Conference in spring of 2020 that will be hosted in three locations throughout the state.
- **Induction Programming for Postsecondary Educators:** ICCB responded to the need for professional learning for novice educators and requests from community colleges by contracting with Illinois State University to develop curriculum and professional learning modules designed for business and industry representatives entering teaching, specifically CTE faculty. These modules will not be required but will supplement any on-campus training and professional learning. Modules will be created and piloted in SFY 2020 and released online in SFY 2021.
- **Postsecondary CTE Administrator Learning Communities:** The Perkins Administrator Cohort is composed of postsecondary CTE subrecipients of the Perkins grant. It is designed

to update and inform such administrators and to build awareness and understanding of the processes, compliance, and best practices for implementing the Perkins grant. The cohort structure utilizes a networking model to disseminate information, share resources, and provide details on opportunities for professional learning. ICCB facilitates monthly learning community virtual meetings to provide a platform where Perkins administrators can share effective practices within their institutions and programs and troubleshoot concerns/issues in relation to local Perkins grant implementation and CTE programs.

- **Learning Opportunities for All CTE Educators:** ISBE and ICCB will continue to collaborate to provide meaningful and relevant professional learning for all CTE educators statewide. These opportunities will be delivered at statewide conferences, such as the Career Connections Conference (annually held in the spring) and the Forum for Excellence (annually held in the fall), while others will be ongoing opportunities presented by ISBE and ICCB. Sessions related to the topics listed below are already in progress.
 - Facilitation of effective work-based learning
 - Supporting postsecondary planning
 - Integration of core academic and CTE standards
 - Teacher leadership in CTE
 - Differentiated instruction in the CTE classroom
 - Trainings for administrators who work with CTE to further develop data collection and analytical skills
 - CTE Counseling Academy to support statewide implementation of best practices in career counseling and advising

It is a priority of ISBE and ICCB to serve every student. Therefore, professional learning for all educators, local CTE directors, EFE system directors, and ISBE staff that focuses on recruitment, retention, and working with learners from special populations will be developed and delivered beginning in SFY 2020. ISBE and ICCB will also embed its focus on meeting the needs of special population into systems and structures that support CTE work. Specific plans related to these efforts are outlined below.

- ISBE will provide professional learning during SFY 2020 and beyond for EFE system directors and CTE faculty and staff focused on strategies for improving instruction for students who are members of special populations. Strategies include, but are not limited to, Universal Design for Learning (UDL), differentiated instruction, and culturally responsive teaching.
- ISBE staff will continue efforts begun in SFY 2020 to work with grantees to communicate the statewide priority for professional learning to improve instruction for special populations. Eligible applicants will be required beginning in SFY 2021 to submit plans for educator development to improve instruction to meet the needs of special populations as part of the

local application. The plans must include indicators for how recipients provide access to professional learning on special populations, report on barriers to CTE implementation, as well as show how teachers will learn and practice research-based strategies for meeting the diverse needs of members of special populations. ISBE staff who review CTE funding applications will also receive training to ensure that proposals are evaluated correctly with regard to data collection, interpretation, and application, in particular the inclusion of professional learning to help teachers meet the needs of special populations.

- ICCB requires colleges to conduct activities that focus on recruiting and retaining CTE faculty and staff, including those from underrepresented groups. ICCB also requires colleges to conduct activities that will provide professional learning opportunities to faculty, counselors, and administrators on the following topic areas: utilizing the UDL framework, integrating academics and CTE, providing the appropriate accommodations for special populations students, and teaching skills that include promising practices to close gaps in student participation and performance.

ISBE and ICCB will continue to emphasize the priority to meet the needs of members of special populations in all existing professional learning opportunities, such as the CTE Counseling Academy, Administrator Academies²³, and Career Connections Conference. Every professional learning opportunity offered to CTE educators will include explicit strategies for supporting and expanding opportunities and improving instruction for students who are members of special populations.

²³ The Administrators' Academy is a program in which local school district administrators participate to meet legislated requirements for continuous professional development <https://www.isbe.net/Pages/Administrator-Academies.aspx> .

VI. Meeting the Needs of Special Populations

Describe the eligible agencies' program strategies for special populations, including a description of how students who are members of special populations—

- *will be provided with equal access to activities assisted under this Act;*
- *will not be discriminated against on the basis of status as a member of a special population;*
- *will be provided with programs designed to enable students who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;*
- *will be provided with appropriate accommodations. (State Plan Guide II.B.3.a.i-iv.)*

Illinois recognizes the importance of equity, diversity, and inclusion throughout all aspects of a student's educational experience. Illinois also acknowledges that historically marginalized students, including students from special populations²⁴ as defined in Perkins V. (For the list and definitions of the special populations see Appendix X.), have not had equitable access to, or participation in, educational programming, including CTE. CTE courses and programs shall be offered equitably, with an absence of discrimination, to ensure access with appropriate accommodations for students through collaborative efforts and supports. The following guiding principles, developed by the Equity and Access Committee of the Perkins V Stakeholder Work Group, serve as the foundation for reducing inequities in CTE:

1. Illinois CTE will provide equitable access for all students beginning in fifth grade and continuing throughout their schooling with career exploration, career preparation, and academic and social support.
2. Illinois CTE will provide targeted support services, informed by evidenced-based practice, for special populations in collaboration with secondary and postsecondary districts and community-based organizations.
3. Illinois CTE will provide evidenced-based professional learning and resources to support programs in collecting and using data to critique and improve activities and services for those who are members of special populations, which will benefit all students.
4. Secondary and postsecondary CTE will collaborate with community-based organizations, business partners, and families to build a partnership that supports our students, create

²⁴ Special Populations include students with disabilities; students from economically disadvantaged families, including low-income youth and adults; students preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English Learners; homeless students described in 725 of the McKinney-Vento Homeless Assistance Act; youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty.

programs that ensure equitable access and supports, create opportunities for work-based learning, and ensure access to high quality programming.

ISBE and ICCB will employ a variety of strategies to promote access and success for special populations students. There are many overarching strategies, such as professional learning and continuous improvement processes, that inform program strategies that may positively affect all members of special populations. These are detailed below. ISBE and ICCB have outlined specific strategies for each special population group that the agencies will support and promote to address equity gaps.

a. Overarching Strategies to Meet the Needs of Special Populations Students

This section details the overarching strategies, which include local funding opportunities, professional learning, and continuous quality improvement, that will be utilized by ISBE and ICCB to meet the needs of special populations students.

Utilizing State Leadership Funds to Support Special Populations

Both ISBE and ICCB are required to utilize state leadership funds to provide preparation for nontraditional fields and expose members of special populations to high-skill, high-wage, and in-demand occupations. These activities are described in [Section D](#).

Local Funding Opportunities

1. ISBE and ICCB are committed to educational equity and will take advantage of the flexibility afforded to states to utilize State Leadership and Reserve funds to support special populations in districts where disaggregated data does not reflect improved outcomes for students in special populations. Funding opportunities may be formula-driven or competitive-based to support local recipients in carrying out evidenced-based strategies to address inequities in CTE programs and activities. Funding may support effective teachers, faculty, specialized instructional support personnel, and paraprofessionals through personalized professional learning communities, micro-credentials, cohorts, and virtual learning opportunities directly related to special populations. Other specific, evidenced-based strategies that will be supported by ISBE and ICCB throughout the implementation of the State Plan are detailed beginning on page 61.
2. Special Population Leadership Academies for EFE directors, district and building-level administrators, and community college administrators so they can learn to drive change at the local level through the development of an equity action plan. Funding will be provided to research and enact evidenced-based strategies to address performance gaps, with a follow-up workshop wherein participants will share innovative practices and results.
3. Support for programs and activities, including facilities and equipment that increase access, student engagement, and success in science, technology, engineering, and mathematics

fields, particularly for students who are members of groups underrepresented in such subject fields and members of special populations.

4. The expansion of competency-based education opportunities to meet the needs of members of special populations.
5. Opportunities for students to access and participate in Career and Technical Student Organizations.
6. Expansion of open educational resources, particularly those that are culturally responsive to the students being served.
7. Equity-driven, continuous quality improvement processes to evaluate programs, services, and activities to identify disparity gaps and inform actionable change.

Professional Learning to Support Special Populations Students

ISBE and ICCB will support professional learning opportunities for both secondary and postsecondary education systems during SFY 2020-24. Professional learning will be targeted to administrators, instructors, paraprofessionals, academic and career advisers and counselors, and student leadership groups. Professional learning will be offered through conferences, in-person workshops, webinars, and virtual meetings. Additionally, resources that are created to support professional learning will be widely distributed via the implementation of the State Plan. Specific professional learning will be offered on:

- a. Legislative changes related to special populations;
- b. Data analysis, data literacy, disaggregation, and action planning;
- c. Equity-driven change through continuous improvement processes, such as the CLNA and ICCB and ISBE program reviews;
- d. Universal Design for Learning, as well as differentiated instruction;
- e. Multi-tiered systems of support, including response to intervention and Positive Behavioral Interventions and Support (secondary only);²⁵
- f. Evidenced-based strategies to support special population students, including highlighting local effective practices;
- g. The recruitment and retention of instructors who are underrepresented in the teaching profession;

²⁵ For additional information on PBIS, please access www.pbis.org.

- h. Gender equity, micro aggressions,²⁶ and stereotype threat;²⁷ and
- i. Culturally responsive pedagogy and practices²⁸.

Accountability

Continuous Quality Improvement

ISBE and ICCB are committed to the use of a data-driven approach to create programs of support for students. Perkins V requires states, school districts, and community colleges to continually progress toward improving access and performance for all CTE students, including racial and ethnic subgroups, as well as special populations. Ensuring equity and access for students in Perkins V begins with continuous quality improvement, such as conducting the Comprehensive Local Needs assessment prior to completing the local application. The CLNA requires a collaborative effort between secondary institutions, postsecondary institutions, and various other partners, including representation of students from the special populations. The CLNA process, through the use of disaggregated data, is instrumental to uncover equity gaps and, based upon data, to identify conditions that may be hindering access and success of students participating in CTE programs. Other equity-driven processes include program review processes required by ISBE and ICCB as well as the latter's Pathways to Results process. Particularly, these continuous quality improvement processes identify disparities between special populations²⁹ and in the areas of enrollment, persistence, performance, and success. See Section D for more information on continuous quality improvement.

All educational opportunities in Illinois must be nondiscriminatory. Any institution receiving federal funds must:

- Designate a person(s) to coordinate compliance efforts for Title IX, Section 504, and the American Disabilities Act
- Adopt and publish grievance procedures, which are made available to students, parents, employees, and the general public, to address complaints of discrimination and harassment.

²⁶ Micro aggressions are everyday verbal, nonverbal, and environmental slights, snubs, or insults -- whether intentional or unintentional -- that communicate hostile, derogatory, or negative messages to students based solely upon their marginalized group membership. Micro aggressions repeat or affirm stereotypes about a minority group, and they tend to minimize the existence of discrimination or bias, intentional or not.

²⁷ Stereotype threat is defined as a "socially premised psychological threat that arises when one is in a situation or doing something for which a negative stereotype about one's group applies." (Steele and Aronson, 1995) According to stereotype threat, members of a marginalized group acknowledge that a negative stereotype exists in reference to their group, and they demonstrate apprehension about confirming the negative stereotype by engaging in particular activities. (<https://diversity.nih.gov/sociocultural-factors/stereotype-threat>)

²⁸ For additional information on Framework for Culturally Responsive Teaching, please access <http://www.ascd.org/publications/educational-leadership/sept95/vol53/num01/A-Framework-for-Culturally-Responsive-Teaching.aspx>.

²⁹ Disaggregated by race, gender, students who are economically disadvantaged, youth who are in or have aged out of the foster care system, students with disabilities, English Learners, migrant students, homeless students, students with a parent in the active military, single parents (including single pregnant women), out-of-work individuals, and students pursuing nontraditional careers.

Such procedures must include a specified timeline for prompt attention and resolution.

- Provide an annual notice of nondiscrimination and a continuous notice of nondiscrimination, including information for filing complaints, for its CTE programs.

The *Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs (Guidelines)* require that institutions receiving federal funds must provide programs of study and related activities without discrimination on the basis of race, color, national origin, sex, age, or disability. ISBE and ICCB contribute to this effort by conducting civil rights compliance reviews of select subrecipients, as determined by targeting plans approved by the U.S. Department of Education Office of Civil Rights. The purpose of the on-site review is to determine the entity's compliance with the *Guidelines* and applicable federal laws and regulations related to Title VI, Title IX, Section 504, and Title II. These visits result in recipients being issued a letter of findings; they are required to address/correct findings through a plan of correction.

ISBE will provide increased technical assistance and training to LEAs related to the *Guidelines*, including the annual notice of nondiscrimination, the continuous notice of nondiscrimination, and grievance procedures, starting in SFY 2021. ISBE will increase technical assistance and training related to the civil rights review process, and all LEAs are asked to complete a civil rights self-assessment³⁰. Completion of the self-assessment provides an opportunity for LEAs to plan modification of policies and procedures to eliminate discriminatory practices. Robust technical assistance on the *Guidelines* and the Office of Civil Rights process will continue for community colleges as this is longstanding practice of ICCB.

b. Specific Program Strategies to Support the Needs of Students from Special Populations

This section details the specific strategies that will be supported by ISBE and ICCB to assist secondary schools and community colleges in providing equitable access and participation for each identified special population. ISBE and ICCB acknowledge that students face varying and often multiple barriers to participation in CTE programming. Thus, these evidence-based strategies are unique to each special population group. ISBE and ICCB requires recipients of Perkins funds to provide information within their local applications regarding activities that support students from special populations.

Students with Disabilities

1. *Providing appropriate accommodations*: ISBE and ICCB will continue to provide significant guidance, technical assistance, and professional learning to local recipients on providing appropriate accommodations for students with disabilities, in accordance with IEPs and 504 plans, so they may equitably access and participate in CTE programming.

³⁰ For additional information on the Civil Rights self-assessment <https://ilequity.com/forms-resource>

- a. LEAs and community colleges may refer to “Supporting Students with Disabilities: Recruitment Super Strategies” for guidance and direction.³¹ The super strategies documents will be updated by the start of SFY 2021. These include services related to curriculum modification, equipment modification, classroom modification, supportive personnel (including paraprofessionals and specialized instructional support personnel), and instructional aids and devices.
 - b. ISBE in collaboration with ICCB will create a CTE Best Practices Toolkit by the fall of 2021 that will provide creative strategies to meet the needs of diverse learners, including instructional best practice for technical skill attainment, academic integration, other differentiated instruction strategies with a focus on career skills, employability skills, and literacy.
 - c. Explore and expand professional learning opportunities related to best practices to close equity gaps, including the implementation of Universal Design for Learning; multi-tier systems of support, including response to intervention; and differentiated instruction.
2. *Transition Planning: Facilitating transitions to and through postsecondary education and employment* – Students with disabilities transition to higher education and enter employment at much lower rates than students without disabilities. Supporting these transition points are crucial to student success. ISBE and ICCB will coordinate with the Illinois Department of Human Services Division of Vocational Rehabilitation and DCEO to improve local connections between high schools, community colleges, and appropriate local providers that support students with disabilities in finding and maintaining meaningful employment. In addition, ISBE and ICCB will provide support to local recipients to utilize effective strategies identified in the *U.S. Department of Education’s Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities*³², such as career exploration, advising, dual credit, work-based learning opportunities, and transition services.

Low-Income Youth and Adults

1. *Providing broader flexibility for local recipients to support low-income students in overcoming financial barriers:* ISBE allowed for more flexibility with state and federal funding starting in SFY 2020 to reduce barriers for special populations. This funding can be used to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs. ICCB has traditionally

³¹ For additional information on Support Students with Disabilities Recruitment Super Strategies, please access <https://icsps.illinoisstate.edu/wp-content/uploads/2016/10/Disabilities-recruit-and-retention-1.pdf>.

³² For additional information on Guide to Postsecondary Education and Employment for Students and Youth with Disabilities, please access <https://www2.ed.gov/about/offices/list/ose/transition/products/postsecondary-transition-guide-2017.pdf>.

allowed flexibility in providing limited direct student support; however, previous U.S. Department of Education guidance had limited direct student support. This guidance has been suspended under Perkins V. Additional flexibility will be afforded to the colleges moving forward to assist low-income students in participating and persisting in their CTE program of study. Examples of what local funding can support include:

- Textbook loan libraries,
- Transportation,
- Child care,
- Supplies (e.g., uniforms, required tools and supplies, etc.), and
- Accommodations.

2. *Expansion of paid work-based learning opportunities:* Work-based learning opportunities, such as internships, are meaningful learning experiences for students that create direct connections to potential careers. Unfortunately, many work-based learning opportunities are unpaid, creating additional barriers and disincentives for low-income students to participate. Participation in apprenticeships, which require a paid component and culminate in an employment opportunity, is increasing in Illinois. ISBE and ICCB will increase support for the development and growth of high-quality youth and registered apprenticeships³³ available to students in high school and college, particularly prioritizing support for low-income students or students who are traditionally underserved in these type of opportunities. This support is provided by ICCB through Perkins Leadership funding.

Students Preparing for Nontraditional Fields

Advancing gender equity: Illinois is dedicated to advancing educational equity for students entering nontraditional fields. Retaining students in nontraditional fields is particularly important for advancing gender equity; gendered career selection has been proven to exacerbate the existing pay equity gap, particularly for women. Illinois will continue to seek advisement and consultation from the Gender Equity Advisory Committee to guide and support the work related to students pursuing nontraditional fields. LEAs and community colleges may refer to *Supporting Students in Nontraditional Careers: Recruitment Super Strategies*³⁴ and *Informing and Supporting Students Interested in Nontraditional Fields*³⁵ for guidance and direction. These documents will be updated by the start of SFY 2021. Funding will support professional learning and targeted technical

³³ An apprenticeship registered with the U.S. Department of Labor (DOL) meeting the standards defined by DOL, which includes the five required components: 1) Business Involvement, 2) Structured On-the-Job Training, 3) Related Instruction, 4) Rewards for Skill Gains, and 5) Industry Credentials. For additional information on work-based learning definition, please access <https://www.isbe.net/Documents/IL-Career-PathwaysDictionary.PDF>.

³⁴ For additional information on Supporting Students in Nontraditional Careers: Recruitment Super Strategies, please access <https://icsps.illinoisstate.edu/wp-content/uploads/2016/10/NON-TRAD-Recruitment-and-Retention-1.pdf>.

³⁵ For additional information on Informing and Supporting Students Interested in Nontraditional Fields, please access <https://icsps.illinoisstate.edu/wp-content/uploads/2018/11/NTO-Super-Strategies-ISBE.pdf>.

assistance for local recipients specifically in the areas of gender equity, micro aggressions³⁶, stereotype threat³⁷, and effective practices for recruiting and retaining students preparing for nontraditional careers.

Single Parents, Including Pregnant Women and Parenting Teens

Access to affordable and flexible supports, including child care: Many single parents, including pregnant women and parenting teens, face significant barriers to participating in CTE programming. ISBE and ICCB will continue throughout the implementation of the State Plan to support professional learning to local recipients on how to assist these students in overcoming barriers to participation. Specifically, ICCB will continue to provide guidance to community colleges on serving single parents and pregnant women, including providing upfront information about assistance related to child care services, transportation, high school equivalency certification (if needed), and financial resources that would allow greater access to CTE programs. Colleges should also connect with community networks to provide families with additional assistance. Single parents who also experience financial barriers can access supports noted above for low-income youth and adults. Flexible scheduling options are encouraged to better serve single parents who are balancing familial and other responsibilities.

Out-of-Workforce Individuals

1. *Career pathway opportunities:* ICCB will support the development of stackable credentials and short-term certificates throughout the implementation of the State Plan to accelerate the education and training necessary to gain meaningful employment. Specifically, ICCB will support the development of seamless transitions and articulation between non-credit and credit CTE programs. Additionally, ICCB will support funding opportunities that promote competency-based education and prior learning assessments that accelerate progression through career pathways.
2. *Integrated education and training:* Out-of-workforce individuals without a high school diploma or its equivalency work to complete their high school equivalency and are co-enrolled in credit CTE courses/certificates through an integrated instructional model that is supplemented by support courses (supplemental instruction) and comprehensive student supportive services and augmented by team teaching that includes CTE faculty and basic skills instructors. The model provides career pathway/employment opportunities for students while enabling their transition into additional postsecondary certificate/degree programs. ICCB will

³⁶Micro aggressions are everyday verbal, nonverbal, and environmental slights, snubs, or insults -- whether intentional or unintentional -- that communicate hostile, derogatory, or negative messages to students based solely upon their marginalized group membership. Micro aggressions repeat or affirm stereotypes about a minority group, and they tend to minimize the existence of discrimination or bias, intentional or not.

³⁷ Stereotype threat is defined as a “socially premised psychological threat that arises when one is in a situation or doing something for which a negative stereotype about one's group applies.” (Steele and Aronson, 1995) According to stereotype threat, members of a marginalized group acknowledge that a negative stereotype exists in reference to their group, and they demonstrate apprehension about confirming the negative stereotype by engaging in particular activities. For additional information on stereotype, please access <https://diversity.nih.gov/sociocultural-factors/stereotype-threat>.

support the development, implementation, and evaluation of integrated education and training programs throughout the implementation of the State Plan.

English Learners

1. *Appropriate accommodations:* English Learners must be provided appropriate accommodations and not be barred access or participation in CTE programming or activities due to the lack of development of their English language skills. Guidance and technical assistance are provided in the current *Supporting Students with Limited English Proficiency: Recruitment Super Strategies*.³⁸ These documents will be updated by the start of SFY 2021. ISBE will explore opportunities between now and April of 2022 to increase career and technical education opportunities with the Illinois Migrant Education Program (MEP). The goal of MEP is to reduce the impact of educational disruptions and other challenges faced by migratory children and youth by providing supplemental educational and supportive services to migratory children.
2. *Innovative program models that accelerate learning:* ICCB supports innovative programming to address the needs of English Learners. Some colleges deliver curriculum in the students' native language, as well as bilingual curriculum, to accelerate the time it takes for English Learners to complete English as a Second Language (ESL) and CTE coursework.

Students Experiencing Homelessness

1. *McKinney-Vento:* In accordance with the McKinney-Vento Act, ISBE identified procedures to ensure that homeless children and youth are afforded the same educational opportunities to be successful learners as all other children and youth, including opportunities to participate fully in CTE programming.³⁹
 - a. Barriers (e.g., lack of immunization and health records, birth certificates, school records and other documents, residency documents required for non-homeless students, guardianship issues) must be removed and homeless children and youth must be immediately enrolled in a public school. LEAs may refer to the *Education for Homeless Children and Youths Program Non-Regulatory Guidance*⁴⁰ for further information
 - b. ISBE prepared and created guidance documents for LEAs related to the McKinney-Vento Act⁴¹.
 - c. LEAs are allowed increased flexibility in budgeting to meet the needs of homeless children and youth. For example, funds can now be used for fees associated with CTE coursework and items such as class materials, uniform fees, lab fees, transportation, and

³⁸ For additional information on Supporting Students with Limited English Proficiency, please access <https://icsps.illinoisstate.edu/wp-content/uploads/2016/10/LEP-Recruit-and-retention-1.pdf>.

³⁹ For additional information on the McKinney-Vento Homeless Act, please access <https://nche.ed.gov/wp-content/uploads/2018/11/labor-ed-collab.pdf>.

⁴⁰ For additional information on McKinney-Vento Homeless Non-Regulatory Guidance, please access <https://www2.ed.gov/policy/elsec/leg/essa/160240ehcyguidance072716.pdf>.

⁴¹ For additional information on the homeless, please access <https://www.isbe.net/pages/homeless.aspx>.

mandated charges for entry into programs (e.g., background checks, physicals, etc.).

- d. LEAs shall provide assistance to unaccompanied homeless youth and teens interested in postsecondary opportunities so they can complete the Free Application for Federal Student Aid.
 - e. School districts should work closely with their designated homeless education liaison or contact ISBE's Wellness Department or CTE and Innovation for technical assistance and guidance, as needed.
2. *Addressing food and home insecurity among community college students:* ICCB will utilize evidence-based research to provide technical assistance to community colleges regarding students who experience homelessness. Specifically, ICCB will assist community colleges in collaborating with local resources, such as the Supplemental Nutrition Assistance Program (SNAP) Employment and Training Program through the Department of Human Services⁴², to expand access of federal food assistance benefits to college students participating in CTE programs.

Youth Who Are In or Have Aged Out of the Foster Care System

Youth who are in or have aged out of the foster care system are a new subpopulation to the special populations identified by Perkins V. Illinois has the third-highest rate of foster youth aging out of the system.⁴³ Foster youth are less likely to matriculate into postsecondary education than their peers, reducing meaningful career opportunities in the future. Eighty-six percent of foster youth indicate that they want to attend college, but only 3 percent complete a college degree. Instead, many are unemployed, experience homelessness, or are incarcerated.

1. ISBE and ICCB will employ strategies through this State Plan to increase career pathway opportunities for youth in care or those who are transitioning out of care. ISBE and ICCB will align with services provided under Perkins V by May 2021 to seek advisement and partnerships with agencies, councils, boards, and other affiliates to develop further guidance. Specifically, ICCB contracted with the Office of Community College Research and Leadership in SFY 2019 to conduct an environmental scan to understand the extent to which foster youth (or former foster youth) participate in postsecondary education, including CTE programming in Illinois. OCCRL will reference the environmental scan to conduct an exploratory study in SFY 2021 on support services and student experiences of former foster youth in community college programs of study. These data will inform statewide planning efforts, strategies, and resource investment and will be shared with the postsecondary CTE community in SFY 2022.
2. ISBE and ICCB will provide technical assistance and guidance documents related to diagnostic

⁴² Government Accountability Office. (2018). Food insecurity: Better information could help eligible college students access federal food assistance benefits. For additional information on SNAP please access <http://www.dhs.state.il.us/page.aspx?item=92909>

⁴³ For additional data and information on Foster Progress (n.d.), please access <http://www.foster-progress.org/>.

measures by May 2021 to recognize at-risk youth; targeted interventions; schoolwide interventions; and other career-related services to supports, including professional learning opportunities related to trauma-informed care.

3. ISBE and ICCB will connect districts with individualized, wraparound supports for youth, targeting services for students based on individual needs. Both ISBE and ICCB are allowing increased flexibility with funding to meet the needs of members of special populations.

Youth with a Parent Who is a Member of the Armed Forces and is on Active Duty

1. This is a new special population, so ISBE will collaborate with related partners to determine the resources and possible wraparound supports for youth with a parent who is a member of the armed forces and is on active duty.
 - a. Considerations for resource development shall be related to academic, social, emotional, and behavior supports to meet the needs of students participating career and technical education.
 - b. Provide guidance to LEAs and EFEs on supports for these students as they move from school to school.

c. Ensuring Equal Access

How will the eligible agency ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations? (State Plan Guide II.B.2.c. iv.)

Local recipients will be required in the local application and the program of study approval process to address how equal access for special populations students will be ensured in their CTE programs of study and activities that will be assisted under Perkins V. The activities described in their local application will be driven by the results of the Comprehensive Local Needs Assessment and the use of disaggregated data to determine disparities and gaps in performance and to make concrete plans for addressing those gaps. It is critical that recipients utilize the data gleaned from the CLNA to determine where, if any, gaps exist in providing academic and support services. Utilizing the program review process and targeted programmatic monitoring practices will allow ISBE and ICCB to ensure that eligible recipients are doing their due diligence in providing equal and equitable access to all students, specifically students who are members of special populations.

Secondary

LEAs will be required to utilize data disaggregated by special population subgroups to complete a CLNA and local application. Local grantees will provide a plan for addressing all achievement and opportunity gaps. These strategic plans will then guide the appropriate uses of federal and state CTE funds for the LEAs. Information gathered through this process will allow state and federal CTE funds to be used to directly support local efforts that address achievement gaps. Additionally,

ISBE maintains a website⁴⁴ that provides tools and resources for school districts to assist in complying with the federal civil rights laws, promoting equitable learning environments, and understanding accessibility. In addition, ISBE presents this information at relevant conferences and meetings to ensure compliance with civil rights laws is understood as an opportunity to articulate our commitment to ensuring access and opportunity for all.

Postsecondary

Community colleges in Illinois are open access institutions, meaning that all students are eligible to receive academic and support services. In tandem to submitting a local application for SFY 2021-24 and completing the CLNA prior to SFY 2021 and SFY 2023, local recipients will also be required to submit a Performance Improvement Plan (PIP) for all fiscal years in which their performance does not meet the state-adjusted performance targets. PIPs must identify disparities based on disaggregated data and utilize that data to develop and implement specific, evidence-based strategies or activities to address the identified disparities. Failure to create meaningful, targeted activities may result in disapproval of the recipients' local application or related programmatic monitoring compliance findings. Programmatic grant monitoring is grant-specific, not institution-wide. Community college grant activities and outcomes are monitored on a consistent basis. If an activity is found to have been incomplete or unallowable, the community college would receive a compliance finding for that specific item. ICCB maintains a website⁴⁵ as an online tool designed to provide information, direct links to legislation, and helpful resources related to civil rights. In addition, ICCB provides statewide professional learning and technical assistance to the colleges on the importance and relevance of civil rights laws and anti-discrimination efforts. These opportunities present in several ways, including stand-alone workshops wherein colleges receive a simulated on-site civil rights review and as breakout sessions at larger conferences like the Forum for Excellence.

Supporting Equal Access

Opportunities for professional learning will be identified and provided to the local recipients based on a statewide analysis of performance of special populations conducted by ISBE and ICCB as informed by the gaps and common trends identified in the Comprehensive Local Needs Assessments. This will reduce barriers and expand access for special populations.

Guidance documents will be developed to provide professional learning and technical assistance so local programs can respond to these gaps. An example of this type of resource is the Special Population Recruitment and Support Strategies Briefs⁴⁶ which will be updated during SFY 2020 with current research and new special populations as defined by Perkins V.

ICCB will provide guidance documents and webinars throughout the duration of the implementation of the State Plan to assist local recipients in strengthening multiple entry and exit points for learners who

⁴⁴ For additional information on ISBE Civil Rights website, please access www.ilequity.com.

⁴⁵ For additional information on ICCB Civil Rights website, please access www.ilcivildrightsreview.com.

⁴⁶ For additional information on Special Population Recruitment and Support Strategies Briefs, please access <https://icsps.illinoisstate.edu/2016/10/special-population-recruitment-and-retention-support-strategies-documents/>.

experience barriers to obtaining high school diplomas in traditional education systems, students with disabilities, and members of other special populations to and through postsecondary education and employment.

VII. Alignment with the Workforce System

a. Summary of State-Supported Workforce Development Activities

Summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State as identified by the State workforce development board. (Section 122(d)(1) of Perkins V) (State Plan Guide II.B.1.a.)

Illinois supports a variety of workforce development activities, including education and training. The degree to which the state's career and technical education programs and programs of study are aligned with and address the education and skill needs of employers are explicitly identified within each set of activities.

Activities under the Workforce Innovation and Opportunity (WIOA) Act

The vision for implementation of workforce development activities under WIOA is to promote business-driven talent solutions that integrate education, workforce, and economic development resources across systems to provide businesses, students, and communities the opportunity to prosper and contribute to growing the state's economy. WIOA is administered by four agencies: the Illinois Department of Commerce and Economic Opportunity, the Illinois Community College Board, the Illinois Department of Employment Security, and the Illinois Department of Human Services Division of Vocational Rehabilitation Services. Each administers a Title of WIOA. These activities, under the direction of the Governor and IWIB, are coordinated through several WIOA-specific committees and work groups dedicated to the successful implementation of WIOA and the spirit of collaboration. Postsecondary Perkins was included in the 2014 passage of WIOA as one of the required partners and is represented in all One-Stop Centers⁴⁷ across the state.

- 1. WIOA Title I – Workforce, administered by the Illinois Department of Commerce and Economic Opportunity:** The Illinois Department of Commerce and Economic Opportunity is the state agency that leads economic and workforce development efforts for Illinois. DCEO works with businesses, local governments, and community organizations to advance economic development and improve the state's competitiveness in the global economy. Supporting innovative workforce programs that connect employers and a highly skilled workforce is central to Illinois' commitment to ensure that businesses thrive in Illinois. In this role, DCEO acts as the administrative agency for the workforce development services that include statewide activities, rapid response services, and the training component of the Trade Adjustment Assistance Act Program⁴⁸. The reauthorization of Perkins presents an opportunity to more fully integrate CTE services within the workforce system. The opportunity to leverage WIOA statewide activity funds and Title 1 Part B becomes more likely as education and workforce partnership increase. Leveraging funds will create opportunities to coordinate career pathways that include

⁴⁷ For additional information on One Stop Centers, please access

<https://www.careeronestop.org/LocalHelp/EmploymentAndTraining/find-WIOA-training-programs.aspx>.

⁴⁸ For additional information on Trade Adjustment Assistance Act Program, please access <https://www.doleta.gov/tradeact/>.

work-based learning and apprenticeship programs. Approaches that connect secondary and postsecondary CTE with students receiving workforce services ensure learners can access the programs and support they need to more fully prepare for their careers. Moving forward, other points of coordination can occur through the Youth Career Pathways Program⁴⁹ or projects that place a priority on serving special populations/students with barriers to employment. These strategies can embed CTE in projects that address state priorities that combine workforce, education, and economic development services to break down barriers to training and work. Successful projects will inform a framework for the development of sustainable career pathways throughout the state.

2. **WIOA Title II - Adult Education and Literacy, administered by the Illinois Community College Board:** Economic changes and demographic shifts toward a more diverse workforce are dramatically increasing the need for adult education, literacy, and ESL programs. The scope and variety of need for adult education and literacy skills ranges from English language learning to employability skills for both students and employers. This expanding need requires a strategy involving a variety of providers. Community colleges, public schools, community-based organizations, and others each are uniquely suited to provide the education and services needed by this diverse group of adult learners. This increased emphasis on adult education students transitioning into postsecondary education and gainful employment offers a unique opportunity for postsecondary CTE programming to meet those goals. Illinois is a leader in its implementation of Integrated Education and Training⁵⁰ through its Integrated Career and Academic Preparation System (ICAPS)⁵¹. ICAPS aims to provide an integrated pathway in CTE for college credit and program certificate opportunities for adult education and literacy students who lack basic academic skills. ICAPS programs allow students to complete their high school equivalency and be concurrently in credit CTE courses or certificates through an integrated instructional model. This model is supplemented by comprehensive student supportive services, including academic support courses delivered through a team-teaching model that includes CTE faculty and basic skills instructors. The model provides career pathway/employment opportunities for students while enabling their transition into additional postsecondary certificate or degree programs.
3. **WIOA Title III - Wagner-Peyser Program, administered by the Illinois Department of Employment Security (IDES):** The intent of the Wagner-Peyser Program is to sustain economic growth by meeting the needs of job seekers, increasing awareness of resource providers, and expanding employment opportunities. IDES collaborates with local workforce partners, community-based organizations, faith-based organizations, local/state representatives, educational institutions, and other organizations to assist job seekers in finding employment and helping employers find qualified workers. IDES provides labor market information to inform LEAs, EFEs, and community colleges on program offerings. However, moving forward, ICCB and IDES will collaborate to support local partnerships with the community colleges through their veterans coordinators and local IDES veterans

⁴⁹ For additional information on the Youth Career Pathway Program, please access <https://www.illinoisworknet.com/youthcareerpathwaysnofo>.

⁵⁰ Integrated Education and Training is defined as “a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.” (Final WIOA regulations at 34 CFR §463.35)

⁵¹ For additional information on ICAPS, please access <https://www.icapsillinois.com/>.

employment specialists to connect veterans with education, training, and employment opportunities.

4. **WIOA Title IV - Vocational Rehabilitation, administered by the Department of Human Services:** The main focus of the Illinois Department of Human Services Division of Rehabilitation Services is to assist students with significant disabilities in obtaining and retaining competitive employment. Vocational rehabilitation services are designed to prepare an individual for employment through an individualized planning process. ISBE and ICCB coordinates with the Department of Vocational Rehabilitation to support secondary and postsecondary collaboration with local providers that provide support for students with disabilities in finding and maintaining meaningful employment. In addition, ISBE and ICCB utilize many strategies identified in the U.S. Department of Education's Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities⁵², which is focused on providing support to local recipients. This increases opportunities for students with disabilities to participate in career exploration, dual credit, and work-based learning opportunities.

Activities under the Workforce Education Strategic Plan (WESP)⁵³, directed by the Illinois Community College Board

WESP ensures education and economic competitiveness for the system at the local and state levels in meeting all other strategic directions of the plan, which center on public-private partnerships, alignment to the labor market, and addressing employability skills. With ICCB leading this effort, postsecondary CTE is essential in meeting all strategic directions of the plan. Secondary CTE is also an integral component in achieving the goals described in the WESP. Strategies identified in the WESP that align with priorities and strategies within this Perkins V State Plan include elementary-level CTE, which offers career exploration activities as early as fifth grade. These can help achieve the goals identified in the WESP's *Strategic Direction 1: Increase Early Career-Related Education and Exposure*.

Activities under the Postsecondary and Workforce Readiness (PWR) Act

ISBE and ICCB will align Perkins V implementation with the PWR Act, as appropriate. The PWR Act takes a student-centered and competency-based approach to support four strategies to help high school students prepare for postsecondary and workforce opportunities:

1. **Offering a Postsecondary and Career Expectations framework.** The Postsecondary and Career Expectations (PaCE) framework outlines what students should know and actions they should take from middle school through 12th grade to select the right postsecondary option, prepare for careers, and access financial aid opportunities. The framework is organized around three key areas: career exploration and development; postsecondary education exploration, preparation, and selection; and financial aid and literacy. The PaCE Framework can be found in Appendix Y.
2. **Piloting competency-based high school graduation requirements.** Competency-based

⁵² For additional information on the Transition Guide, please access [Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities](#).

⁵³ For additional information on WESP, please access <https://www.iccb.org/iccb/wp-content/pdfs/workforce/WESP.pdf>.

programs assess and advance students based on their demonstrated mastery of skills and knowledge, removing the constraints of “seat time” and allowing for student-centered learning. This approach can make education more relevant both to students and employers by situating learning in the context of real work. Students can attain career-related competencies beyond those needed for high school graduation. ISBE currently has 47 school districts participating in a competency-based education pilot.

3. **Implementing and scaling transitional math and English instruction in the senior year to reduce remediation needs once in college.** Employers have commented that employees are coming to them with limited math skills. Transitional math and English instruction provide high school students a means to address college readiness in mathematics and English before high school graduation. This instruction enables students to earn guaranteed placement into college-level math and English classes at all Illinois community colleges and accepting universities. Transitional math and English instruction also prepare students for entry into a career by strengthening core academic skills that employers say are necessary for new employees to have.
4. **College and Career Pathways Endorsements on high school diplomas.** The PWR Act includes a voluntary process for school districts to award College and Career Pathway Endorsements on diplomas of high school graduates. Students earn endorsements by completing an individualized learning plan, a career-focused instructional sequence, and professional learning opportunities. Endorsements signify that a student is ready to pursue postsecondary education or enter a career related to the pathway endorsement industry area. Endorsements incentivize career exploration and development; include technical and employability competencies; and are available in eight sector areas, including a multidisciplinary option⁵⁴.

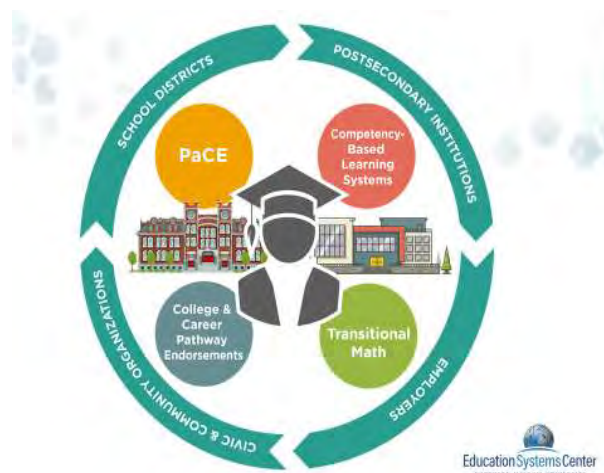


Figure 9: PWR Strategies

⁵⁴For additional information on the PWR Act, please access <https://www.isbe.net/Documents/EDS-PWRARReport.pdf>

b. Coordination and Alignment with Workforce Development

Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals (Section 122(d)(3) of Perkins V). (State Plan Guide II.B.1.c.)

In addition to the coordination efforts described in *Section B (a) - Coordination of State-Supported Workforce Development Activities of the WIOA Unified State Plan*, ISBE and ICCB will continue to collaborate with WIOA partners (DCEO, IDES, and the Illinois Department of Human Services) and other education and workforce agencies during SFY 2021 to advance the statewide vision for Illinois CTE and progress toward achieving the goals outlined above for creating an educated and skilled workforce. The following strategies will be implemented through the administration of both state plans during SFY 2021 through 2024:

- 1. Adopting Common Definitions and Frameworks:** The adoption of common definitions and common language is critical to effectively communicate and provide sustainable support structures for career pathway systems. In the spirit of collaboration, the education and workforce agencies in Illinois approved career pathway-related definitions and guidance⁵⁵ to ensure common language is used with all programs and recipients. These common definitions, particularly for the work-based learning continuum, will be used to inform implementation and data collection activities outside of this plan. Most core partners and agencies adopted the Illinois Employability Skills Framework, but there still is an opportunity to increase the integration of the framework and other resources, such as the College and Career Pathway competencies (as defined under the PWR Act). The College and Career Pathway Endorsement framework under the PWR Act provides a research- and best practice-based framework for college and career pathway systems that will be integrated into local program of study design under the Perkins State Plan for Illinois.
- 2. Coordination of Key Stakeholder Groups to Accelerate and Expand Career Pathways:** Perkins V promotes the expansion of career pathways, formally adopting the definition as defined in WIOA. Beyond supporting the seamless transition between secondary and postsecondary through programs of study, ISBE and ICCB will support strategies to accelerate and expand career pathways. Programs will feature multiple entry and exit points to allow individuals to access and successfully transition out of a program.
 - a. Support the strengthening of integrated education and training programs that are collaborations among postsecondary CTE and adult education to allow adults who do not have a high school diploma or its equivalent to accelerate into and through

⁵⁵For additional information on Career Pathways Dictionary, please access Illinois Career Pathways Dictionary: <https://www.isbe.net/Documents/IL-Career-Pathways-Dictionary.PDF>.

postsecondary education.

- b. The integration of credentials that are stackable where appropriate at the secondary and postsecondary levels⁵⁶. Stackable credentials are defined by the Department of Labor as “part of a sequence of credentials that can be accumulated over time to build up an individual’s qualifications and help them to move along a career pathway or up a career ladder to different and potentially higher-paying job”⁵⁷.
- c. Other examples include programs leading to a baccalaureate degree and scaling of competency-based education and prior learning assessment for veterans returning to education.

3. Coordinated Professional Learning: Illinois utilizes several mechanisms to facilitate collaboration among education and workforce partners at the local level. Coordinated professional learning is utilized to share a common message, allow for cross-training, and provide networking opportunities. The following professional learning events are supported by collaborations between state agencies.

- a. Forum for Excellence is Illinois’ premier CTE and adult education professional learning event, which is designed to highlight educational initiatives and effective practices impacting career pathway development, implementation, and expansion.
- b. WIOA Summit is an annual statewide event that is designed for leadership of the WIOA and other workforce partners with the intent of fostering collaboration and service integration.
- c. WIOA Regional Workshops and Webinars are held in coordination with the WIOA Summit to expand learning and continue fostering collaboration.
- d. Transitions Academy is an ongoing professional learning series designed to assist colleges and partnerships that are working to develop, implement, and evaluate bridge and integrated education and training programs.

4. Incentivizing Local Alignment: ISBE, ICCB, and WIOA core partners collaborated during SFY 2020 to provide resources and professional learning to foster collaboration in these local communities. This professional learning and technical assistance will continue throughout the administration of this State Plan. SFY 2021 marks a unique opportunity for collaborative planning in regions and local communities around the state. Secondary CTE, community colleges, and local workforce innovation areas will begin implementation of their four-year local plans under WIOA and Perkins V. The Comprehensive Local Needs Assessment serves as the lever to facilitate this collaboration. The CLNA will incorporate local, regional, and state labor market information and disaggregated program data to drive the development, implementation, and revision of program of study offerings. The CLNA process will also strengthen alignment and engagement between local education and workforce entities. This process will provide an opportunity to build stronger relationships with industry and business

⁵⁶ For additional information on stackable credentials, please access <https://cte.ed.gov/initiatives/community-college-stackable-credentials>.

⁵⁷ For additional information on Department of Labor Stackable Credentials, please access <https://wdr.doleta.gov/directives/attach/TEGL15-10.pdf>.

partners; to further develop and expand career pathways; and to provide greater opportunities for all students, including special populations, through work-based learning and other employer informed program opportunities.

5. Coordinated Efforts to Address Inequities. Addressing inequities in our education and workforce systems is a top priority in Illinois, as demonstrated by Governor Pritzker’s [Executive Order 3](#)⁵⁸. The P-20 Council is in the process of setting higher education equity goals, WIOA partners are considering workforce equity goals, and ISBE is crafting an equity statement as part of its strategic planning process scheduled to conclude in 2020. Partnerships among local recipients (secondary and postsecondary), education and workforce entities under WIOA, and community-based organizations will be central to achieving equity goals and expanding access to and supporting persistence in CTE programming for special populations through smooth transitions and coordination of services. ISBE and ICCB will focus, particularly during the administration of the State Plan, on the recruitment and retention of special populations students, as well as students of color, by various means, including improved professional learning, career and academic advising, and other supports outlined in the Preparing Teachers and Faculty and Meeting the Needs of Special Populations sections of this plan.

c. Collaboration with the State Workforce Board

- *Describe how the eligible agency will--coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate. (State Plan Guide II.B.2.c.v.)*
- *Describe how the eligible agency will--use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate. (State Plan Guide II.B.2.c.iii.)*

Coordination with the State Board to Support Local Career Pathway Development

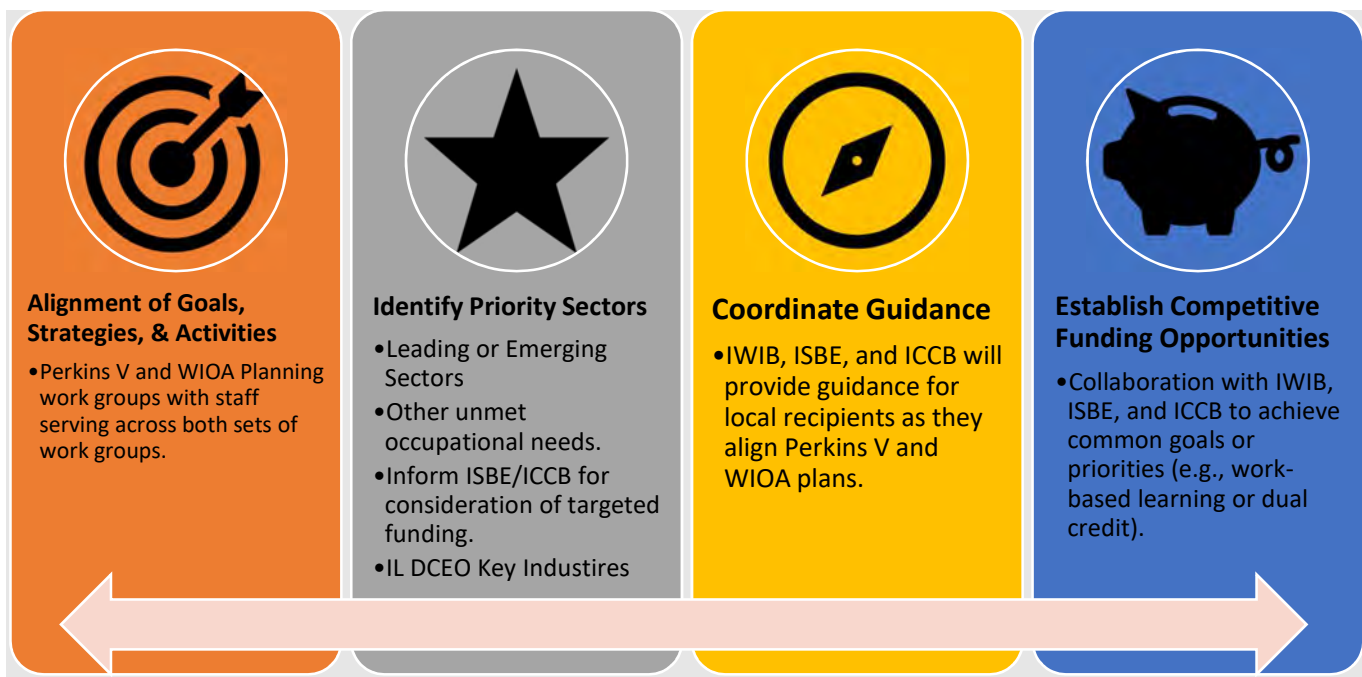
Career pathways for Illinois are outlined at a website⁵⁹ maintained by the Illinois Department of Commerce and Economic Opportunity. The Illinois workNet Portal and Program is a collaboration with multiple partners from state, local, and private sectors, including ISBE, ICCB, and the Governor’s Illinois Workforce Innovation Board. Representatives from ISBE and ICCB are active members of the IWIB. The inclusion of staff from ISBE and ICCB allows for strategic alignment

⁵⁸ Governor Pritzker’s Executive Order 3 effective in January of 2019, titled “Strengthening the State’s Commitment to Workforce Development and Job Creation,” outlines priorities and tasks to be completed to create jobs and enhance workforce development in Illinois. Please access https://www2.illinois.gov/Pages/government/execorders/2019_3.aspx.

⁵⁹ For additional information on Illinois workNet, please access <http://www.illinoisworknet.com/>.

with business-driven IWIB initiatives. Coordination and collaborative activities among ICCB, ISBE, and IWIB are illustrated in the following figure.

Figure 10: Workforce Coordination



The coordination of local development of career pathways is designed to be an iterative annual process in which the entities involved are continuously working to ensure the programs of study and career pathways are responsive to current and future workforce and industry needs.

Utilizing Labor Market Information to Identify Workforce Needs

An initial assessment of the extent to which local programming is addressing workforce needs will occur through the local applications and programs of study submitted for approval at both the secondary and postsecondary levels. ISBE and ICCB will utilize labor market information collected and provided by the Illinois Department of Employment Security to understand statewide and regional workforce projections and trends. ISBE and ICCB will also be able to utilize the State WIOA Unified Plan, alongside the regional and local WIOA plans, to ensure local CTE programs are aligned to labor market needs, as appropriate. Lastly, ISBE and ICCB will continue to collaborate with the Illinois Workforce Innovation Board to identify other emerging in-demand sectors or occupations. ISBE and ICCB are actively engaged on the board and its committees.

Secondary: ISBE's program of study approval process requires eligible recipients at the secondary level to provide documentation of engagement with a local or joint advisory committee that has

reviewed labor market data and alignment of the CTE programs of study with local or regional industry needs and in-demand sectors.

Postsecondary: Postsecondary CTE is a required partner of the Workforce Innovation and Opportunity Act; therefore, local postsecondary CTE recipients will be actively engaged in regional and local WIOA planning processes⁶⁰. ICCB serves on the state-level team that reviews regional and local WIOA plans. Information gleaned from these plans will inform ICCB's review of the community colleges' Perkins plans. Several other review processes are in place to ensure labor market alignment is maintained, including ICCB's Program Review process.

VIII. System Communication and Collaboration

This section describes how ISBE and ICCB will communicate and collaborate with stakeholders across the state as well as encourage and facilitate collaboration among local partners.

a. Communicating with the Public

Describe how the eligible agency will make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand. (State Plan Guide II. B.2.c.i.)

Illinois State Board of Education

ISBE shares relevant information through listservs to EFE directors and school counselors. Additionally, ISBE communicates with a broader audience through *ISBE's Weekly Message* and frequently updated social media accounts on Facebook and Twitter to more directly communicate with students and parents. ISBE will develop and maintain a listserv of CTE teachers and administrators to provide updates on information, such as innovative practices and parent community strategies, beginning in SFY 2021.

ISBE redesigned its CTE webpages in SFY 2020 to align to the 16 federal career clusters (with the inclusion of the soon-to-be-developed energy cluster) and the endorsements in the PWR Act⁶¹.

⁶⁰ For additional information on Program Year 2020 WIOA Regional and Local Planning, please access <https://www.illinoisworknet.com/WIOA/RegPlanning>.

⁶¹ For additional information on Illinois CTE webpage, please access <https://www.isbe.net/Pages/Career-Technical-Education.aspx>.

The webpages provide details on approved programs of study and career pathways available to secondary students in Illinois and will be vetted for language and accessibility. The new school counselor webpage, along with the Student Voices page, focuses on career-connected learning across all grade levels and provides resources for career exploration, dual or concurrent enrollment programs, and work-based learning. Links to career exploration activities, a parents' guide to secondary/postsecondary concerns, a sample Postsecondary and Career Expectations framework, and current career trend data are included for students and parents.

Students, parents, and representatives from secondary and postsecondary institutions can also access ISBE's statewide career guide as a hard copy or in [digital format](#).⁶² Both formats will be translated into other languages and accessible through assistive technology to allow expanded access by special populations in SFY 2021. The career guide is organized around the nationally recognized career clusters. Information for each cluster is provided related to programs of study, entry and exit points connecting secondary to postsecondary opportunities, current labor market data, and statewide business and industry partners.

Illinois Community College Board

In addition to listservs, ICCB disseminates information to higher education leaders and CTE practitioners through a monthly newsletter, which is distributed via the agency website and social media accounts. The newsletter highlights exemplary CTE programs, shares effective practices, and distributes important guidance. ICCB also continues to share information about career pathways, work-based learning, and career exploration through webinars, learning communities, and professional learning opportunities. ICCB's Directory of Programs [website](#)⁶³ provides the public with information on available programs of study at Illinois community colleges. Students can search by college or by program of study. Students are provided information on the available programs of study that colleges offer, the degree or certificate type, and the required number of hours for completion. A ZIP code locator is offered to assist students in finding their local community college. Contact information for the colleges is also provided. Currently, ICCB provides technical assistance and training on web accessibility to community colleges to ensure program information is accessible to all community members. ICCB will continue to work collaboratively with other partners and the community colleges to ensure web and material accessibility is a priority.

⁶² For additional information on the Illinois Career Guide, please access <https://www.ilcareerguide.com/>.

⁶³ For additional information on the ICCB Directory of Programs, please access <http://iccbdsrv.iccb.org/dop/home.cfm>.

b. Stakeholder Engagement in the Planning, Development, and Implementation of CTE Programs

How will the eligible agency involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs? (Section 122(d)(12) of Perkins V) (State Plan Guide II. B.2.e.)

Comprehensive stakeholder engagement has occurred throughout the development of this State Plan; it is equally important that stakeholders be engaged throughout its implementation, specifically as it relates to the implementation of CTE programs. ISBE and ICCB will engage stakeholders, including parents, academic and CTE teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations, in state- and local-level efforts in the planning, development, implementation, and evaluation of secondary and postsecondary CTE programs.

1. Engaging Stakeholders through Program of Study Model Development: ICCB and ISBE will bring together stakeholders across the state, including CTE instructors, administrators, career guidance and academic counselors, and business and industry representatives, to develop model programs of study for local adoption, particularly in high-skill, high-wage, in-demand occupations. Four programs of study are being developed in SFY 2020 and additional program of study models will be developed in coordination with these stakeholders in SFY 2021-24.

2. Secondary CTE Advisory Committee: ISBE is developing a statewide Secondary CTE Advisory Committee that will meet at least annually with additional meetings as needed. The first meeting will be in SFY 2020. The committee will include representation of a broad range of stakeholders to include, but not be limited to, postsecondary education institutions, employers, CTE educators and administrators, trade organizations, local workforce entities, and guidance counselors. Additional representatives will be student and parent participants, including, but not limited to, members of the Student Advisory Council, student leaders from Career and Technical Student Organizations, students nominated to be Illinois CTE Presidential Scholars, and students and parents of special populations. The Secondary CTE Advisory Committee will provide feedback in the planning, development, implementation, and evaluation and ongoing improvement of career and technical education programs in Illinois.

3. Engagement through the 5Essentials Survey: Survey results from ISBE's 5Essentials Survey⁶⁴ will inform continuous improvement by identifying strengths, weaknesses, and implications of programming with the inclusion of CTE-specific items to be integrated for SFY

⁶⁴ For additional information on the Illinois 5Essential Survey, please access <https://www.isbe.net/Pages/5Essentials-Survey.aspx>.

2021. This survey is administered in grades K-12, and additional questions will be added to allow for the collection of data related to CTE in grades 5-12. The survey, based on more than 20 years of research by the University of Chicago Consortium on School Research, focuses on five domains -- effective leaders, collaborative teachers, involved families, supportive environments, and ambitious instruction.

4. ICCB Program Review Advisory Committee: ICCB created the Program Review Advisory Committee in 2019, which is made up of college administrators, faculty, and a student. The Program Review Advisory Committee is charged with 1) improving the efficiency and effectiveness of the program review process by identifying challenges, redundancies, and omissions and providing recommendations for refining the process; 2) identifying, developing, and/or refining professional learning, technical support processes, and supplemental materials that reinforce and improve outcomes associated with program review; and 3) creating opportunities for institutions across the state to share experiences, procedures, and resources, as well as to provide feedback about the program review process. One specific recommendation of this committee that will be implemented moving forward is to institute a faculty peer-review system of program evaluation across the community college system. This system will be piloted in SFY 2021. Employers, community members, students, and other stakeholders are engaged in the program review process at their respective institutions. Resources, such as the *Creating a Space for Student Voice in Advancing Program Review*,⁶⁵ will be developed in SFY 2021 to assist local recipients in engaging key stakeholders in the evaluation of CTE programs.

c. Supporting Local Stakeholder Engagement in the Planning, Development, Implementation, and Evaluation of CTE Programs

- *How will the eligible agency facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points?*
- *Describe how the eligible agency will--support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities. (State Plan Guide II. B.2.c.ii & vi.)*

Facilitating Collaboration Among Secondary Schools and Community Colleges

ISBE and ICCB facilitate collaboration among eligible recipients throughout the development, evaluation, and coordination of CTE programs and programs of study and career pathways.

⁶⁵ For additional information on Creating a Space for Student Voice, please access <https://occr1.illinois.edu/docs/librariesprovider4/program-review/student-voice-brief.pdf>.

Specifically, ISBE and ICCB will utilize the local planning process to facilitate collaboration among secondary and postsecondary grantees. The local planning process includes the completion of the CLNA and the local application. ISBE and ICCB have designed respective CLNAs and local applications so that collaboration is conducive for our secondary and postsecondary grantees. Additionally, other stakeholders, including adult education providers, local workforce boards, and community-based organizations, are required to participate in local planning efforts. The following strategies will promote collaboration among eligible recipients in the development and coordination of CTE programs and programs of study and career pathways that include multiple entry and exit points:

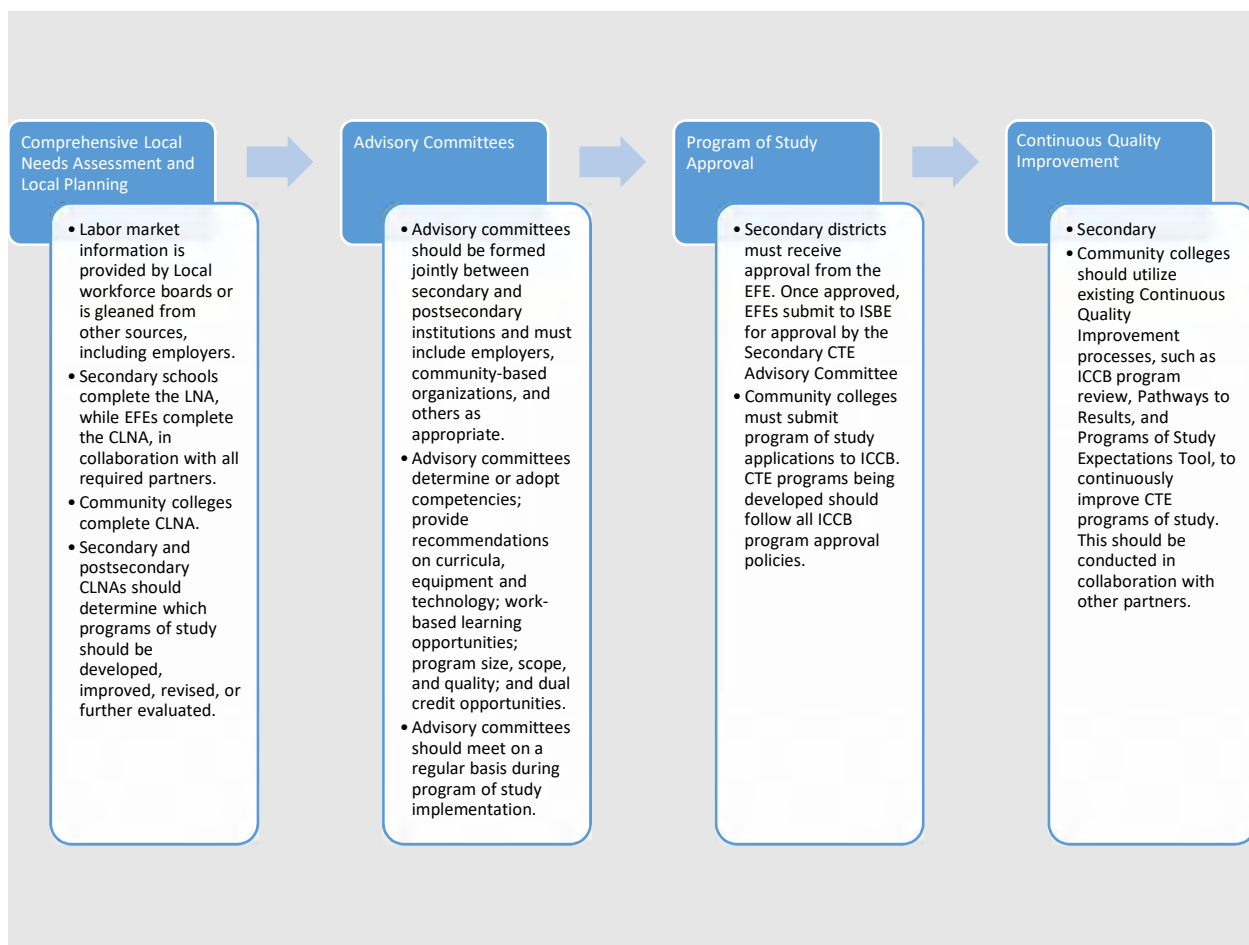
- ISBE and ICCB will provide technical assistance and resources during implementation of the State Plan to promote the use of joint advisory committees inclusive of all required partners to reduce duplication and increase local collaboration. Joint advisory committees will provide a structured way to engage key stakeholders regularly regarding the quality and impact of local CTE programs. Partnerships among local recipients (secondary and postsecondary), education and workforce entities under WIOA, and community-based organizations will be essential to the development, implementation, and evaluation of programs of study. These partnerships can allow for smooth transitions and coordination of services to increase student success by expanding access to and supporting persistence in CTE programming for special populations. Secondary and postsecondary recipients will be required to obtain signatures from all partners consulted as a part of the completion of the CLNA and local applications to ensure that there is coordination among stakeholders. ISBE and ICCB will facilitate these collaborative efforts by providing support and guidance on the development and implementation of local and joint CTE advisory committees. These efforts include updates to the existing Advisory Committee Guidebook maintained by ICCB to include focused guidance for administration of advisory committees at the secondary level during SFY 2020. ISBE and ICCB will also begin providing technical assistance for secondary recipients during SFY 2020 as they are developing their CTE advisory committees.
- ISBE and ICCB collaborated in SFY 2020 with the core partners of WIOA to align local planning guidance. Local workforce areas, under WIOA, will also be developing four-year local plans for the period of July 1, 2020 - June 30, 2024. Specifically, labor market information will be provided by local workforce boards to inform local WIOA and Perkins plans, while the results of the CLNA from secondary and postsecondary grantees will be provided to local workforce boards to inform local WIOA plans. These collaborations will inform program of study and career pathway development and alignment. ISBE, ICCB, and WIOA agencies will work together during the implementation of the State Plan and the Unified WIOA Plan to provide guidance and technical assistance to local grantees as they implement their local plans.
- ISBE and ICCB will create a variety of resources, such as communication and facilitation guides and planning templates, during the implementation of the State Plan to encourage and foster local engagement among these stakeholders in the evaluation of CTE programming. Additional resources, such as the CTE Networking Directory (an online directory of secondary and postsecondary CTE administrators, local workforce board staff, adult education administrators, and organizations that support groups, such as veterans and students with disabilities) was created in SFY 2020 to provide a direct connection among

these groups. This directory was created in response to requests from secondary and postsecondary grantees who are not aware of some of these organizations, and it will be helpful to new secondary and postsecondary CTE administrators. In addition, the Advance CTE Stakeholder Engagement tool is being used in Illinois to implement professional learning regarding the engagement of stakeholders.

Supporting Collaboration Between Secondary Schools, Community Colleges, and Employers

The initial means through which ISBE and ICCB will support collaboration among secondary schools, postsecondary institutions, and employers occur through the program of study approval process and completion of the CLNA and local application, which began in January 2020. The driving force behind the facilitation of these collaborations is to ensure students participating in CTE programming will be provided with program offerings that have seamless transitions and multiple entry and exit points, and that will prepare them with a deep understanding of and meaningful work-based experiences in the industry they are preparing to enter. Figure 11 highlights the steps in which secondary schools, postsecondary institutions, employers, and other partners will collaborate in the development of a CTE program of study.

Figure 11: Education and Employer Program Approval Collaboration



ISBE and ICCB have identified several additional strategies to support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers.

1. ***Braiding of Funding to Support Local Collaboration:*** Postsecondary Perkins funding and Adult Education and Family Literacy funding (WIOA Title II) will continue to support the local collaboration of postsecondary CTE and adult education providers to develop, implement, and scale Integrated Education and Training programs. Additionally, ISBE and ICCB are exploring another competitive grant opportunity with the Department of Commerce and Economic Opportunity (administrator for WIOA Title I). The goal of this competitive grant is to support the partnerships of secondary and postsecondary CTE with local workforce boards, inclusive of business and industry, to develop and implement career exploration; work-based learning opportunities; dual credit opportunities that are aligned to in-demand, high-skill, high-wage occupations; and mentorship. This grant opportunity would allow local partnerships to choose from a menu of options to fit the needs of their local

communities. Where applicable, the program will expect alignment of activities to the Postsecondary and Workforce Readiness Act. Feasibility of this grant program will be discussed during SFY 2020, with the intent to implement in SFY 2021.

2. ***Regional Networking and Planning Events:*** ISBE, ICCB, and DCEO will host and facilitate regional networking events across the state beginning in 2020. The events will be structured opportunities for secondary schools, postsecondary institutions, and employers to share region-specific needs and opportunities and to initiate collaborative efforts to provide students with greater exposure to aspects of industry through contextualized learning through work-based learning and other hands-on activities. These events will capstone the submission of local WIOA and Perkins applications and will support and expand local partnerships, while facilitating coordination of programming through the implementation of the four-year local plans.
3. ***Technical Assistance through Development of Local Resources:*** ISBE and ICCB will continue to develop resources to support meaningful, local collaboration for advisory committees. The resources will be related to program of study implementation so that students can be provided with experience in, and understanding of, all aspects of an industry.
 - ***Advisory Committee Guidebook:*** ISBE and ICCB set forth the expectation in SFY 2020 that a local or regional advisory committee, which includes local employers and other relevant stakeholders (including community-based organizations and students), provide input on all CTE programs of study. This guidebook was developed by ICCB to provide guidance for postsecondary CTE programs as they work to improve their advisory committees. Future plans for SFY 2021 involve ensuring that an advisory committee guidebook includes guidance for secondary grantees.
 - ***Career Development Experience Toolkit⁶⁶:*** This toolkit helps to facilitate collaboration between secondary school and industry by highlighting best practices for facilitating career development experiences. It includes examples of how organizations are accomplishing this and spark innovation for other communities on how these examples might be modified to fit into their own unique context. Employers, school districts, and community colleges will receive training on the toolkit during the implementation of the State Plan. ***Programs of Study Expectations Tool:*** The Illinois Programs of Study Expectations Tool⁶⁷ is designed to be an interactive instrument to help educational partners ensure they are meeting both the federal program of study requirements and the high standards set in

⁶⁶For additional information on the Career Development Experience Toolkit, please access <https://edsystemsniu.org/career-development-experience-toolkit/>.

⁶⁷ For additional information on the Illinois Programs of Study Expectations Tool, please access <https://www.iccb.org/cte/programs-of-study/illinois-programs-of-study-expectations-tool/>.

Illinois. It is intended to guide a partnership team, or an internal self-review team, through the various expectations and quality indicators.

4. Professional Learning and Facilitated Networking Opportunities

- *Career Connections Conference:* ISBE, in collaboration with ICCB, sponsors an annual practitioner-focused statewide conference in the spring with the goal of engaging teachers and paraprofessionals in sharing effective, evidence-based practices to improve CTE classroom instruction. Conference activities provide high-quality professional learning opportunities that are appropriate for secondary and postsecondary CTE educators, administrators, and counselors. Additionally, the conference includes strands for grade 5-8 teachers in the form of career-connected exploration.
- *Forum for Excellence:* The Forum for Excellence is Illinois' premier CTE and adult education professional learning event. It is sponsored by ICCB in collaboration with partners. The forum is designed to highlight educational initiatives and effective practices impacting career pathway implementation and expansion. Additionally, the conference strives to build the foundation of partnership, showcasing local, regional, and national models that impact and improve opportunities for all students to access high-quality CTE programs. The conference supports administrators of CTE, including, but not limited to, postsecondary Perkins administrators, CTE faculty, adult education administrators/coordinators, deans, chief academic officers, ABE/ASE/ESL instructors, and workforce partners. Resources from the FY 2019 Forum for Excellence can be accessed here⁶⁸.
- *Illinois Transitions Academy:* The Transitions Academy is designed to assist program teams working towards developing Bridge and Integrated Education and Training (IET) programs. The Transitions Academy provides technical assistance, online and in-person professional learning, and product development to support programs as they work to develop, scale, and improve their ICAPS/IET programs. The Illinois Transitions Academy occurs once in the fall and once in the spring and is supported by ICCB and hosted through partnerships with professional development centers, such as the Southern Illinois Professional Development Center and the Illinois Center for Specialized Professional Support.
- *Professional Development Network:* The CTE Professional Development Network serves as a platform for regional collaboration amongst, community college CTE administrators, coordinators, and faculty, and Perkins Administrators. The intent is to ensure that community college CTE programs continue to focus effectively on student outcomes, strengthen the connections between secondary and postsecondary education, and improve program accountability. Professional development through this network is offered throughout the year.

⁶⁸For additional information on FY 2019 Forum for Excellence resources, please access <https://icsps.illinoisstate.edu/2019/09/forum-for-excellence-2019/>.

WIOA Summit: The WIOA Summit is an annual gathering of workforce entities, state agencies, and CTE education partners. It is a partnership among DCEO, ICCB, IDHS, and other partners. It is designed to share the vision of service integration, customer centered design, and employer engagement in Illinois by addressing the components necessary for success that are impacted by policy. CTE funding does not monetarily support this annual convening, but ISBE and ICCB present and attend the meeting and encourage local recipients to attend.

IX. Funding

This section details the funding methodology for secondary and postsecondary local recipients, including any waivers that the State will apply for under the Perkins Act. Additionally, this section describes how the State will expend Leadership and Reserve Funds.

a. Funding for Secondary Schools

- *Among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V) (State Plan Guide II.C.2.b.)*
- *For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V) (State Plan Guide II.C.3)*
- *Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act. (State Plan Guide II.C.1)*
- *Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)(State Plan Guide II.C.5.)*
- *If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a). (State Plan Guide II.C.6.)*

Secondary System Consortia

The Board of Control for each EFE, which consists of the district superintendents in the region, develop an intergovernmental agreement (IGA) between districts and the EFE. The district superintendents follow the IGA guidelines and use data provided by the EFE director and CLNA to decide how the funds are to be distributed in the region to ensure that students will be provided the necessary educational skill development opportunities to be successful in the workplace.

Upcoming Program Year Allocation

Eligible recipient allocations will be determined in accordance with the guidelines prescribed by Perkins V.

Perkins V secondary distribution will be \$22,809,369 for career and technical education programs and regional consortia that serve eligible secondary schools, based on past allocations and maintenance of the current memorandum of understanding (MOU) for SFY 2020. Area career centers do not generate Perkins funds because secondary serving schools are the eligible recipients that pay tuition to area career centers. Juvenile justice/state institutions will receive \$536,691. Each eligible institution's allocation amount will be loaded in the electronic Grant Management System (eGMS). Institutions should submit their application (including their budget) to ISBE for approval.

Funds will be distributed by the Illinois Comptroller's Office directly to grantees following allocation indicated in eGMS. All distributions of funds are subject to completion of all pre-grant requirements, including the CLNA. The secondary portion of the state allocation is distributed to the secondary eligible institutions and consortia of eligible institutions through eGMS based on formula.

Approval for Funding for Secondary Recipients

The secondary CTE delivery system currently consists of 56 regional EFE systems. Each EFE includes a Board of Control, which is made up of the district superintendents who established an IGA among the districts within the EFE system to help govern their system. The function of the EFE system is to help in the delivery of career and technical education by:

- 1) Addressing the principles of quality, access, and efficiency
- 2) Serving adequate population bases
- 3) Utilizing labor market information
- 4) Collaborating with postsecondary institutions
- 5) Collaborating with business and industry
- 6) Collaborating with other public and private agencies

ISBE will be evaluating the EFE system in SFY 2021. ISBE will work with EFE system directors during spring 2020 to define the scope of the evaluation. Changes to the system may be recommended to the Illinois State Board of Education, depending upon the findings of the evaluation.

Each eligible secondary recipient must submit a four-year local application for ISBE to approve funding.

Each eligible recipient receiving funds must complete annually a Programmatic Risk Assessment per the Illinois Grant Accountability and Transparency Act (GATA)⁶⁹ and the federal Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR Part 200). The programmatic risk assessment framework (listed below) and specific program questions assess the applicant's ability to successfully execute the specified program.

- Limited program experience, protocols, and internal controls governing program

⁶⁹ For additional information on GATA please access <http://ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7>

delivery increase an applicant's programmatic risk profile.

- Programmatic risk assessment questions assess the applicant's ability to successfully execute the specified program.
- The programmatic risk profile may require additional conditions (e.g., monthly reporting) within the grant award to develop the entity's capacity to deliver and/or administer the grant program.

Adjusting the Methodology to Reflect Changes in the Secondary System

Each year ISBE examines the data from the Census Bureau and adjusts the allocation to accommodate for the changes in population and poverty. All state charter schools⁷⁰ serve as their own LEA, while other charter schools⁷¹ are served within a school district. ISBE will ensure that the state charter schools serving students in grades 5-12 in career and technical education are included. Should school district boundaries change, a correlated adjustment will be made to regional CTE consortium that will lead to an adjustment of the allocation provided.

Secondary Formula Waiver

Illinois will not submit a waiver to modify the secondary allocation.

b. Funding for Postsecondary Institutions

- *For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State. (State Plan Guide II.C.4)*
- *Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act. (State Plan Guide II.C.1)*
- *If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). (State Plan Guide II.C.7)*

Estimated SFY 2021 Postsecondary Local Funding

The Perkins V postsecondary distribution will be \$15,206,246, with \$357,794 being allocated to the Department of Corrections, based on past allocations and maintenance of the current MOU.

⁷⁰ Illinois State Charter Schools are administered under the Illinois State Charter School Commission and can apply for any funding opportunity a Public School District would be eligible for. For additional information on the Charter School Commission, please access <https://www.isbe.net/Pages/Illinois-State-Charter-School-Commission.aspx>.

⁷¹ Charter schools are administered under a public school district and are considered a part of the district for funding eligibility.

The postsecondary portion of the state allocation is distributed by formula. The allocations to the community college districts are determined by the following formula: Each eligible institution or consortium of eligible institutions shall be allocated an amount that bears the same relationship to the portion of funds made available under Section 112(a)(1) to carry out this section for any state fiscal year as the sum of the number of students who are federal Pell Grant recipients enrolled in a CTE programs by such institution in the preceding state fiscal year bears to the sum of the number of such recipients enrolled in such programs within the state for such year. No community college shall receive an allocation in an amount less than \$50,000.

Approval for Funding for Postsecondary Recipients

All 39 districts in the Illinois community college system are eligible for postsecondary CTE funding since all community colleges offer CTE programs. The community colleges receive grant guidelines from ICCB. Grant funds must be expended in accordance with their governing board policies, the local grant guidelines, and the results of the CLNA. Each eligible postsecondary recipient must submit a four-year local application in order for ICCB to approve funding. See Appendix Z for a map of all community college districts.

Each eligible recipient receiving funds must complete annually a Programmatic Risk Assessment per GATA⁷² and the federal Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR Part 200). The programmatic risk assessment framework (listed below) and specific program questions assess the applicant's ability to successfully execute the specified program.

- Limited program experience, protocols, and internal controls governing program delivery increase an applicant's programmatic risk profile.
- Programmatic risk assessment questions assess the applicant's ability to successfully execute the specified program.
- The programmatic risk profile may require additional conditions (e.g., monthly reporting) within the grant award to develop the entity's capacity to deliver and/or administer the grant program.

Postsecondary Formula Waiver

Illinois will not submit a waiver to modify the postsecondary allocation and did not seek a waiver under the administration of Perkins IV.

⁷² For additional information on GATA, please access <http://ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7>.

c. Fiscal Maintenance of Effort

Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the U.S. Secretary of Education's annual determination on whether the State has maintained its fiscal effort and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V) (State Plan Guide II.2.C.9).

ISBE and ICCB will determine during SFY 2020 if the MOE level will be a continuance of SFY 2019 level or if a new level will be established. The most recently submitted MOE was for SFY 2018, with an aggregate expenditure of \$57,056,651, which is a continuing level. The baseline for the fiscal effort per student was \$924.

d. State Leadership and Reserve Funding

How will the eligible agency use State leadership funds? (made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act) (State Plan Guide II.B.1.d.)

State leadership funds are used to support a variety of initiatives and programs that align with Illinois' vision and statewide goals for CTE. Stakeholder feedback significantly informed the prioritization of leadership funding. Illinois remains flexible in its ability to leverage any of the 25 uses of funds described in Section 124(a). This section details the required State Leadership Activities and statewide priorities that will be funded by leadership and reserve funds, as well as other permissible activities.

i. Required State Leadership Activities

ISBE and ICCB will carry out required activities as described in Sec. 124 of the Perkins Act.

1. Promoting Gender Equity: Illinois is dedicated to advancing educational equity for CTE students. Providing support for students preparing for nontraditional fields is critical to increasing access to high-wage career opportunities for all people and diversifying our workforce. Leadership funding will support professional learning and targeted technical assistance for local recipients specifically in the areas of gender equity, micro aggressions⁷³, stereotype threat⁷⁴, and

⁷³ Micro aggressions are everyday verbal, nonverbal, and environmental slights, snubs, or insults -- whether intentional or unintentional -- that communicate hostile, derogatory, or negative messages to students based solely upon their marginalized group membership. Micro aggressions repeat or affirm stereotypes about a minority group, and they tend to minimize the existence of discrimination or bias, intentional or not. For additional information on micro aggressions, please access <https://diversity.nih.gov/sociocultural-factors/microaggressions>.

⁷⁴ Stereotype threat is defined as a "socially premised psychological threat that arises when one is in a situation or

effective practices for recruiting and retaining students preparing for nontraditional careers. ISBE and ICCB coordinate to provide professional learning and technical assistance regarding support for special populations. These include a Nontraditional Occupations Summit, the Postsecondary Special Populations Academy, and resource development to provide local partners with assistance in recruiting and retaining students pursuing nontraditional occupations.

2. Expanding CTE for Students in State Institutions: Increasing high-quality educational opportunities for students in state institutions is a priority among Illinois' state leaders for the purposes of advancing educational equity, ensuring the ability to fully participate in society, reducing recidivism, and increasing re-entry success.⁷⁵ Illinois will allocate up to the allowed 2 percent of leadership funding to support CTE programming for students in state correctional institutions, including juvenile justice facilities, and educational institutions that serve students with disabilities. Leadership funding will support CTE credit-bearing instruction, curriculum development, professional learning, equipment, and instructional supplies.

3. Developing a Strong CTE Teacher Pipeline: Illinois recognizes the need to recruit and retain high-quality CTE teachers. Specific activities for teacher pipeline development are further described in the Preparing Teaching and Faculty section of this plan, but in short, leadership activities will include collaboration with stakeholders to remove barriers to licensure for qualified individuals, professional learning to support new CTE teachers so that they experience success and remain in the profession, and opportunities for teachers licensed in core academic areas to add endorsements in CTE.

4. Providing Targeted Technical Assistance: ISBE and ICCB will continue to use leadership funds to support local recipients in the administration of their CTE plans. These provisions include comprehensive, evidence-based professional learning and targeted technical assistance (e.g., advisory councils and teachers working with students from special populations, including students preparing for nontraditional occupations). This targeted work will be done collaboratively with the Multilingual and Special Education Departments at ISBE.

5. Conducting Continuous Quality Improvement Activities: Analysis of the state-determined levels of performance at the local, regional, and state level is essential to understanding the level of effectiveness of strategies and uses of funds in achieving identified goals. This analysis will result in support for local areas that are not achieving the levels of performance and assist them in their quality improvement plans. Support may include technical assistance, professional learning, or targeted funding.

doing something for which a negative stereotype about one's group applies.” (Steele and Aronson, 1995) According to stereotype threat, members of a marginalized group acknowledge that a negative stereotype exists in reference to their group, and they demonstrate apprehension about confirming the negative stereotype by engaging in particular activities. For additional information on stereotype threat, please access <https://diversity.nih.gov/sociocultural-factors/stereotype-threat>.

⁷⁵ Castro, E. L., and Zamani-Gallaher, E.M. (2018). Expanding quality higher education for currently and formerly incarcerated people: Committing to equity and protecting against exploitation. Commissioned *ASHE-NITE Report*. For additional information, please access <https://www.indiana.edu/~cece/wordpress/2018/11/21/ashe-nite-paper-series-release-expanding-quality-higher-education-for-currently-and-formerly-incarcerated-people-committing-to-equity-and-protecting-against-exploitation/>.

ii. Other State Leadership Activities

This section details State Leadership activities that will be supported by ISBE and ICCB throughout the implementation of the State Plan. These activities were determined through comprehensive stakeholder engagement and will assist the State in meeting its education and workforce goals.

1.Expansion of Integrated Education and Training (IET)

ICCB is dedicated to expanding CTE opportunities for all students in Illinois, including those without a high school diploma or its equivalent, through the ICAPS/IET models. State leadership funding will be used in SFY 2021-24 to support CTE programming for adults and out-of-school youth, concurrent with their completion of their secondary school education in a school or other educational setting. Competitive grant opportunities will be made available through ICCB for community colleges to develop or scale IET programming.

2.Comprehensive Professional Learning

Illinois supports a comprehensive practitioner-focused approach to professional learning that includes the following:

- *Forum for Excellence:* The premier postsecondary CTE and adult education professional learning event in Illinois is sponsored by ICCB. The forum is designed to highlight educational initiatives and effective practices that impact career pathway implementation and expansion.
- *Illinois Association for Career and Technical Education Annual Conference:* ISBE uses state leadership grant funding to support the efforts of the Illinois Association for Career and Technical Education (IACTE), which is the statewide professional association for CTE teachers. IACTE organizes an annual CTE conference, which is jointly planned by IACTE affiliates⁷⁶ that represent seven organizations for the CTE advisers. Leadership training is provided to the IACTE Board, IACTE affiliates, and at a conference breakout session on a yearly basis. The leadership training focuses on leadership strengths and how to use them within the organization and within the classroom.
- *Transitions Academy:* This academy is designed to assist colleges and community-based organizations that are developing, implementing, scaling, or evaluating bridge and integrated education and training programs.
- *CTE Professional Development Network:* Postsecondary CTE administrators and educators are invited to participate in a variety of webinars on topics that are highlighted by ICCB in partnership with the Illinois Center for Specialized Professional Support and the Office of Community College Research and Leadership. Participants are asked to complete evaluations following engagement to ensure effective educator professional learning. ICCB also leads a monthly CTE learning community that provides a platform for networking through local effective practice and shared implementation strategies. Additionally, ICCB supports

⁷⁶ For additional information on IACTE affiliates, please access <https://www.iacte.org/cpages/affiliates>.

evidence-based research through partnerships to assist community colleges in implementing a continuous improvement model that improve partnerships, programs, and access for students.

- *Counselor Academy:* ISBE and ICCB collaborate on a counselor academy that provides focused professional learning for school counselors and community college advisers. The academy provides opportunities for participants to network and gain additional knowledge and skills related to educational and career opportunities for students. Research conducted by Advance CTE and the American School Counselor Association found that school counselors are often the gatekeepers to career pathways for students⁷⁷, which prompted the development of this academy. ISBE and ICCB set the theme and prioritize topics for presentation based on needs indicated through discussions with the Illinois School Counselor Association, regional CTE consortium director, and ISBE and ICCB staff.

3. Program of Study Development: Perkins V presents a prime opportunity for evaluation and improvement of Illinois' systems, policies, and support for locally developed programs of study. State leadership funds will support the following programs of study activities:

- ISBE and ICCB will create new statewide program of study models, each from different career clusters, to assist secondary and postsecondary recipients in development of their own programs of study. Four program of study models will be developed by June 30, 2020.
- CTE dual credit opportunities and articulation agreements between secondary schools, community colleges, and four-year institutions within programs of study will be expanded to ensure smooth transitions to and through postsecondary education.
- Local or joint program advisory committees among LEAs, community colleges, other institutions of higher education, adult education providers, employers, and other partners will be established.
- Policies and structures that support work-based learning opportunities will be improved.
- College and Career Pathway Endorsement systems, which under the PWR Act must bridge secondary and postsecondary, will be incentivized.

4. Expanding Innovative Delivery Models: Leadership funds will be used to support the creation and evaluation of innovative delivery models. These may include, but are not be limited to, strategies that support competency-based curricula across the CTE system and distance learning (particularly to address rural barriers) and accelerate pathways.

5. Improving Career Guidance and Academic Counseling: Leadership funds will be used to provide professional learning and resources to improve career guidance and academic counseling programs so that they assist students in making informed academic and career decisions. This work has already begun in the FY 2020 transition year and will continue throughout the implementation of State Plan. These activities will be aligned at the secondary level to the

⁷⁷For additional information on school counselors as CTE stakeholders, please access https://www.education.ne.gov/wp-content/uploads/2017/07/Counselors_as_CTE_Stakeholders.pdf.

Postsecondary and Career Expectations framework and College and Career Pathway Endorsements under the Postsecondary and Workforce Readiness Act as well as the College and Career Readiness Indicators under ESSA.

6. Open Educational Resources: Illinois supports removing barriers for students and educators to access high-quality instructional resources. Open educational resources (OER) are any teaching, learning, and research materials in any medium -- digital or otherwise -- that reside in the public domain and offer no-cost access, use, adaptation, and redistribution by others with no or limited restrictions⁷⁸. Existing OER resources can be found in various online repositories, including Illinois' Open Education Resource⁷⁹ repository. The creation or curation of OER resources by educators to support specific CTE programs is an approvable activity through Perkins. ISBE will encourage its grantees to use Perkins funding to support OER efforts at the school level through professional learning to increase awareness and utilization. Both ISBE and ICCB are exploring options of the expansion of open educational resources to address gaps in existing curriculum, improve alignment to learning standards, and promote culturally responsive teaching and effective instruction for special populations.

7. Enhancing Data Accountability Systems: ISBE and ICCB are committed to developing or adopting valid and reliable assessments of competencies and technical skills and to enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes by SFY 2023.

Secondary Efforts: ISBE will utilize Ed360, which is its current educator data visualization dashboard, as the platform for this work. Ed360 enables districts to access their CTE data monitor progress toward meeting state-identified performance levels and to make informed decisions about their programs.

Postsecondary Efforts: ICCB will utilize funding to enhance postsecondary data systems as needed throughout the implementation of the State Plan.

iii. Reserve Funding

ISBE and ICCB are committed to addressing gaps and disparities in CTE access and programming for students. A grant for innovation will be developed by ISBE to address these issues in the secondary system. It will be used address equitable funding and begin closing opportunity gaps and disparities. ICCB will utilize reserve funding to address equity gaps in dual credit and performance (as reflected in the State-Determined Levels of Performance). Reserve funding may also be used to expand innovation in the priority areas listed in State Leadership Activities beginning on page 84.

⁷⁸For additional information on Unesco OER, please access <https://en.unesco.org/themes/building-knowledge-societies/oer>.

⁷⁹ For additional information on Illinois OER, please access www.ilsharedlearning.org.

X. Accountability for Results

a. Secondary State-Determined Levels of Performance

Provide on the form in Section V.B. for each year covered by the State plan beginning in FY 2020, State determined performance level of each of the secondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(I)(I) of Perkins V) (State Plan Guide II.D.2)

Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V which at the minimum shall include an explanation for the State determined levels of performance. (State Plan Guide II.D.3.b.)

i. Program Quality Indicator Determination

Identify and include at least one indicator of career and technical education program quality as described in Section 113(b)(2)(A)(iv)(I) of the Perkins Act.

Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of “other” program quality measure(s) is optional for States.

Provide the eligible agency’s measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use. (State Plan Guide II.D.1)

Illinois will measure the percentage of CTE concentrators graduating from high school who attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement to determine the secondary program quality performance indicator.

Illinois will calculate:

Numerator: The unduplicated number of CTE exiting concentrators who have successfully passed any dual credit course (any subject during their ninth-12th grade years)

Denominator: The total number of exiting concentrators⁸⁰

⁸⁰ Exiting concentrator is defined as any high school student who a) graduates with a diploma, or b) graduated through certificate of completion or fulfillment of IEP requirements, or c) reached maximum age, or d) dropped out, or e) moved out of district and

ISBE chose this secondary program quality performance indicator based on Executive Order 3, feedback from stakeholders, and because this metric is currently tracked in the Illinois' Student Information System (SIS)⁸¹ and through a data-sharing agreement with ICCB. ICCB supports the selection of this program quality indicator. School year 2018-19 is the first year that Illinois secondary schools were able to track postsecondary credentials earned and participation in work-based learning by students in SIS. Currently, state-level baseline data is unavailable. ISBE is requiring Illinois secondary schools starting in 2019-20 to track both postsecondary credentials and work-based participation by students through SIS as part of the ESSA College and Career Readiness Indicator.

Table 12: Secondary Performance Indicators and Performance Levels for FFY20-FFY23

Secondary Indicators	Baseline Level SFY16-18	Performance Levels			
		FFY 2020 SFY2021	FFY 2021 SFY2022	FFY 2022 SFY2023	FFY 2023 SFY2024
1S1: Four-Year Graduation Rate: The percentage of CTE concentrators who graduate high school as measured by the four-year adjusted cohort graduation rate (as defined in Section 8101 of the Elementary and Secondary Education Act of 1965).	95.7	95.7	96.2	96.7	96.2
1S2: Extended Graduation Rate: The percentage of CTE concentrators who graduate high school as measured by the extended-year adjusted graduation rate as defined in such Section 8101(with in six years of entering high school).	97.1	97.1	97.6	98.1	97.6
2S1: Academic Proficiency in Reading: CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in reading/language arts as described in Section 1111(b)(2) of such Act.	36.3	36.3	37.0	37.6	37.0
2S2: Academic Proficiency in Mathematics: CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in mathematics as described in Section 1111(b)(2) of such Act.	27.3	27.3	28.8	30.3	28.8

is unknown if enrolled in another district, or f) have an exit code of expulsion, or g) have an exit code of GED attainment.

⁸¹ The Every Student Succeeds Act increased accountability and reporting requirements regarding student academic achievement. In order to better respond to these and other federal and state reporting requirements, ISBE and the IBM Corp. developed a state-level student information system. The project assigns a unique identification number to a student. All data to and from the state will use that unique identifier. For additional information, please access <https://www.isbe.net/Pages/Student-Information-System.aspx>.

2S3: Academic Proficiency in Science: CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in science as described in Section 1111(b)(2) of such Act.	34.2	34.2	35.9	37.7	35.9
3S1: Post-Program Placement: The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.	44.4	44.4	44.6	44.8	44.6
4S1: Nontraditional Program: The percentage of CTE concentrators in CTE programs and programs of study that lead to fields in which their gender is underrepresented.	40.7	40.7	40.7	40.7	40.7
5S2: Program Quality – Attained Postsecondary Credits: The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.	45.2	45.2	45.2	45.3	45.2
5S3: Program Quality – Work-Based Learning: The percentage of CTE concentrators graduating from high school having participated in work-based learning.	TBD	TBD	TBD	TBD	TBD

Key terminology and laymen interpretation of the secondary CTE core indicator definitions detailed below:

Secondary 1S1: Four-Year Graduation Rate

The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in Section 8101 of the Elementary and Secondary Education Act [ESEA] of 1965).

Numerator: The unduplicated number of exiting CTE concentrators who received a diploma in the reporting year and were reported as a first-year, first-time grade nine student in any year between the report year and the reporting year minus three.

Denominator: The unduplicated number of exiting CTE concentrators who entered grade nine in the reporting year minus three with a qualifying exit code.

Secondary 1S2: Extended (Six-Year) Graduation Rate

The percentage of CTE concentrators who graduate high school, as measured by an extended-year adjusted cohort graduation rate (defined in Section 8101 of the ESEA of 1965).

Numerator: The unduplicated number of exiting CTE concentrators who received a diploma in the reporting year and were reported as a first-year, first-time grade nine student in any year between the report year and the reporting year minus five.

Denominator: The unduplicated number of exiting CTE concentrators who entered grade nine in the reporting year minus five with a qualifying exit code.

Secondary 2S1: Academic Proficiency in Reading/Language Arts

CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in reading/language arts as described in Section 1111(b)(2) of such Act.

Numerator: The unduplicated number of CTE concentrators with a “proficient” score in the reading/language arts section on a statewide high school assessment exam during the reporting year.

Denominator: The unduplicated number of CTE concentrators enrolled during the reporting year with a valid statewide high school assessment exam.

Secondary 2S2: Academic Proficiency in Mathematics

CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in mathematics as described in Section 1111(b)(2) of such Act.

Numerator: The unduplicated number of CTE concentrators with a “proficient” score in the mathematics section on a statewide high school assessment exam during the reporting year.

Denominator: The unduplicated number of CTE concentrators enrolled during the reporting year with a valid statewide high school assessment exam.

Secondary 2S3: Academic Proficiency in Science

CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in science as described in Section 1111(b)(2) of such Act.

Numerator: The unduplicated number of CTE concentrators with a “proficient” score in the science section on a statewide high school assessment exam during the reporting year.

Denominator: The unduplicated number of CTE concentrators enrolled during the reporting year with a valid statewide high school assessment exam.

Secondary 3S1: Postsecondary Placement

The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service, or a service

program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)) or are employed.

Numerator: The unduplicated number of CTE concentrators exiting in the reporting year minus one and are reported as enrolled in a postsecondary institution within six months (two quarters) of July 31 of the reporting year minus one.

Denominator: The unduplicated number of exiting CTE concentrators who exited in the reporting year minus one.

Future Revisions: ISBE has identified a deficiency in the data systems for postsecondary placement as it currently only allows for tracking of exiting students who enter postsecondary education. ISBE is exploring different avenues during SFY2020 for obtaining more comprehensive placement data that includes workforce placement in addition to postsecondary education enrollment. Pilot data projects are being initiated to evaluate the quality of alignment of ISBE's student data systems to other state agency data systems that collect information on employment. Once a process is in place, compilation of three-year baseline data will begin. Multi-year placement data to include one- and five-year placement then will be accessible.

Secondary 4S1: Nontraditional Program Enrollment

The percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields.

Numerator: The unduplicated number of CTE concentrators in a CTE cluster area that is identified as nontraditional to the student's reported gender. (If a student achieves concentrator status in multiple clusters and is considered nontraditional in any of them, that is the student's official designation.)

Denominator: The unduplicated number of CTE concentrators enrolled in all clusters having a nontraditional designation during the reporting year.

Secondary 5S2: Program Quality – Attained Postsecondary Credits

The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.

Numerator: The unduplicated number of exiting CTE concentrators who received a diploma or certificate of completion in the reporting year and who have a passing grade in a course identified as dual credit. (Dual credit courses must have a postsecondary institution's Integrated Postsecondary Education Data System code to be accepted in SIS.)

Denominator: The unduplicated number of CTE concentrators who received a diploma or certificate of completion in the reporting year.

5S3: Program Quality – Work-Based Learning

The percentage of CTE concentrators graduating from high school having participated in work-based learning.

Numerator: TBD

Denominator : TBD

b. Postsecondary State-Determined Levels of Performance

Provide on the form in Section V.B. for each year covered by the State plan beginning in FY 2020, State determined performance level of each of the postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(I)(I) of Perkins V) (State Plan Guide II.D.2.)

Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V which at the minimum shall include an explanation for the State determined levels of performance. (State Plan Guide II.D.3.b.)

Table 9 Postsecondary Performance Indicators and Performance Levels for FFY20-FFY23

Indicators	Baseline Level	Performance Levels			
		FFY 2020 SFY 2021	FFY 2021 SFY 2022	FFY 2022 SFY 2023	FFY 2023 SFY 2024
Postsecondary Indicators					
1P1: Post-Program Placement The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.	68.8	69.0	69.4	69.8	70.4
2P1: Earned Recognized Postsecondary Credential The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within one year of program completion.	69.5	70.1	70.5	70.9	71.3
3P1: Nontraditional Program Concentration The percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields.	9.5	9.6	9.8	9.9	10.1

Definitions of postsecondary CTE core indicators are detailed below:

Postsecondary 1P1: Postsecondary Retention and Placement

The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

Numerator: Number of students in the denominator who in the second quarter after program completion are in a postsecondary education of advance training, military service, or a service program that receives assistance under Title I of the National Community Service Act or are employed.

Denominator: Number of students earning 12 credits in CTE via course level submission to ICCB (AC) OR who completed a CTE degree or certificate but earned fewer than 12 CTE credits in a cohort year.

Postsecondary 2P1: Credential, Certificate, or Diploma

The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within one year of program completion.

Numerator: Number of CTE concentrators from the denominator who have received a degree, certificate, or industry credential approved for a specific CTE program in the prior reporting year or within one year of program completion.

Denominator: Number of students earning 12 credits in CTE via course level submission to ICCB (AC) OR who completed a CTE degree or certificate but earned less than 12 CTE credits in a cohort year.

Postsecondary 3P1: Nontraditional Program Enrollment

The percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields.

Numerator: Number of under-represented CTE concentrators in nontraditional CTE programs during the reporting year.

Denominator: Number of students earning 12 credits in CTE via course level submission to ICCB (AC) OR who completed a CTE degree or certificate but earned less than 12 CTE credits in a cohort year.

c. Considerations for State-Determined Levels of Performance

Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V which at the minimum shall include:

- *a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of State determined levels of;*
- *Provide a written response to the comments provided during the public comment period described in section 113(b)(3)(B) of the Act;*
- *A description of how the state determined levels of performance set by the eligible agency align with the levels, goals, and objectives of other Federal and State laws; and*
- *As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels. (State Plan Guide II.D.3.a &c and II.D.4)*

Public Comment of State-Determined Levels of Performance

The state-determined level of performance, related data, and feedback instructions were released for public comment to stakeholders for no less than a period of 60 days. ICCB released postsecondary state-determined levels of performance in October 2019. ISBE released secondary state-determined levels of performance in December 2019. ISBE and ICCB will carefully review and analyze the responses categorically and by stakeholders before making a final decision on the state-determined levels of performance as described below. The comments and the written response to stakeholders will be included in the final State Plan.

Pursuant to any change of performance levels, the state shall:

- Explore how the levels involved compare with the state levels of performance established for other states with similar demographics, considering factors including the characteristics of actual (as opposed to anticipated) CTE concentrators when the CTE concentrators entered the program and the services or instruction to be provided;
- Ensure that the performance levels are higher than the average actual performance of the two most recently completed program years;
- Consider the extent to which the state-determined levels of performance advance the eligible agency's goals, as set forth by the State Plan; and
- Ensure that revised levels are submitted to the U. S. Secretary of Education for approval and then will be incorporated into the State Plan.

Unanticipated circumstances in the state or changes that may occur related to the improvements in data or measurement approaches may prompt the agency to revise the state-determined levels of performance after required public comment is considered. The agency shall submit such evidence supporting the revision to the U. S. Secretary of Education, and the U. S. Secretary of Education

shall approve any such revision if the revision meets the requirement as described in the law.

Considerations for Secondary State-Determined Levels of Performance

The secondary state-determined levels of performance set by Illinois align with many of ISBE's levels, goals, and objectives, as well as with the other federal and state laws such as the approved College and Career Readiness Indicator in the ESSA State Plan for Illinois, WIOA, State Postsecondary Workforce Readiness Act, 60 x 2025 goal, Dual Credit Quality Act, and Executive Order 3. ISBE's mission is to provide leadership and resources to achieve excellence across all Illinois districts by engaging legislators, school administrators, teachers, students, parents, families, and other stakeholders in formulating and advocating for policies that enhance education, empower districts, and ensure equitable outcomes for all students. ISBE's focus on quality, equity, collaboration, and community maximizes all students' educational attainment, opportunities for success in the workforce, and contributions to their communities; thus, it strengthens the whole state.

Careful consideration was given during the process of determining the selected state-determined levels of performance as to how the targets meet the requirements set forth in the law; how the targets would support the improvement of CTE concentrators, including subgroups and special populations; and how the targets support the education and workforce needs of communities. Most importantly, the selection of the state-determined levels of performance considered the need for equitable access to the students of Illinois.

In addition to the monitoring and reporting progress of core academics (reading/language arts, mathematics, and science), ISBE selected the following as its program quality indicator: *Percentage of CTE concentrators graduating from high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another transfer agreement.*

Annually, this indicator will be collected and reported to the U.S Department of Education (ED). Currently, Illinois has the most complete data for this indicator. Illinois currently does not have baseline data on:

- The *percentage of CTE concentrators graduating from high school having participated in work-based learning, and*
- The *percentage of CTE concentrators having attained a recognized postsecondary credential.*

Data for these indicators will be collected, but not used for the purposes of accountability. The collection will allow Illinois to further explore and expand work-based learning and credential opportunities for secondary students. These indicators assist Illinois in understanding the college and career readiness of various student populations and provide targeted technical assistance and professional learning opportunities to EFEs and school districts.

Illinois secondary CTE performance targets will be expressed in a percentage of CTE

concentrators who met the requirement for each of the defined indicators outlined in Perkins V. A Prior 3-Year Rate (baseline level) calculates the average outcome Illinois observed in the last three years using the Perkins V requirements and sets the Target Rate for the first year of Perkins V (SFY 2021/Federal Fiscal Year [FFY] 2020). This is intended to extend the trend Illinois witnessed in the last three years to the first three years of Perkins V. The forecasts starting at SFY 2024 (FFY 2023) follow this same pattern of applying a three-year average growth rate. ISBE will report disaggregated data by subgroups and special populations, as well as by CTE programs or programs of study, to allow for systematic program improvement.

Considerations for Postsecondary State-Determined Levels of Performance

The state-determined levels of performance for postsecondary indicators are established in accordance with Perkins V, utilizing the definitions provided and statutory requirements. The levels of performance were determined from analysis of prior performance under Perkins IV and baseline data for Perkins V. The baseline data shows continuous improvement and progress for each subsequent year. Postsecondary state-determined levels of performance, specifically 1P1, align with board goals of ICCB and Illinois' goal to see 60 percent of the state's residents with a recognized postsecondary credential by 2025. The federal reauthorization of the Perkins Act contains opportunities to increase students' industry connections, better align education and workforce systems, increase success of underserved students, and expand and support innovative practices.

Attention will be given to the need for revision of the postsecondary performance levels prior to the third year of implementation of the Perkins V State Plan to make sure it meets all the requirements as specified by the law, including public comments. Changes are allowed per the law, with exception of the execution of an improvement plan, which is required due to lack of progress toward meeting performance targets.

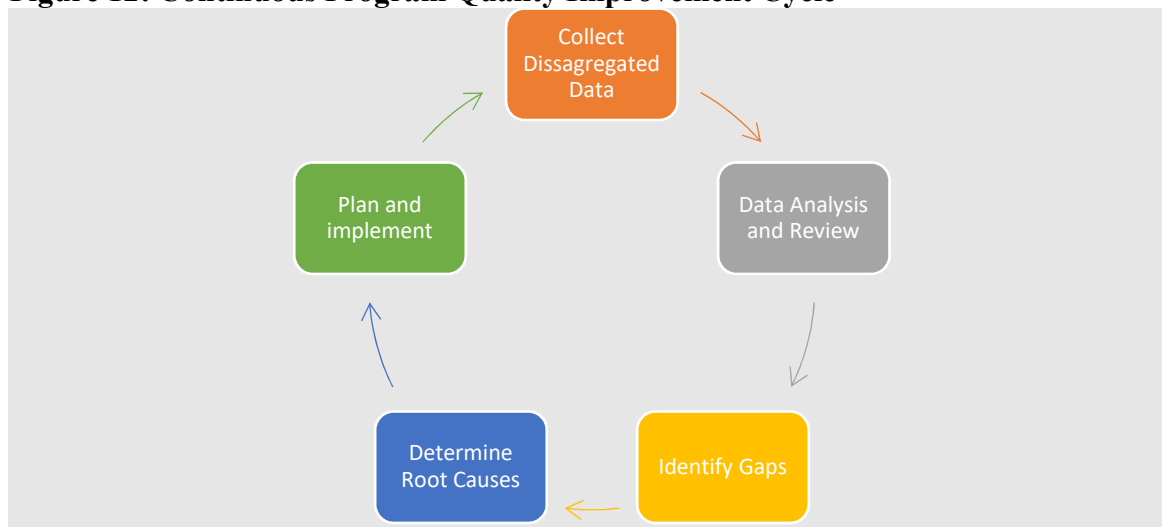
d. Continuous Quality Improvement

Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP),⁸ the eligible agency could indicate that it will analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State Plan prior to the third program year to address this requirement. (State Plan Guide II.D.5.)

State and local recipients' reported data will be disaggregated by program or career cluster and by gender, race, and ethnicity. Each of the special population groups and migrant student groups for every performance measure will be examined to identify disparities or gaps in performance between any subgroup and the performance of all CTE concentrators. Both ISBE and ICCB will require the LEAs and colleges to develop and submit a performance improvement plan if they do not meet state-determined levels of performance. Subsequently, ISBE and ICCB will monitor local recipients and the implementation of performance improvement plans for three years.

The Continuous Program Quality Improvement Cycle adapted from the National Alliance for Partnerships in Equity model for Program Improvement Process for Equity⁸² will be implemented in all of Illinois CTE programming to ensure continuous movement toward statewide commitment to providing high-quality programming for all Illinois students. ICCB will continue to support Pathways to Results⁸³ and other continuous improvement processes. Additionally, improvements and enhancements to ISBE and ICCB CTE data systems and dashboards will allow continual monitoring by ISBE and ICCB, as well as secondary and postsecondary eligible recipients. The enhanced monitoring offers opportunity for early identification of disparities and gaps in performance to ensure meaningful progress in performance. The Continuous Program Quality Improvement Cycle to be implemented at all levels is detailed in the figure on the next page:

Figure 12: Continuous Program Quality Improvement Cycle



1. *Disaggregation of Data:* Cluster or program-level data is collected and disaggregated to identify disparities. Data will be collected and disaggregated for race; gender; economic

⁸² For additional information on NAPE, please access <https://napequity.org/professional-development/institutions/>.

⁸³ For additional information on OCCRL, please access <https://occrll.illinois.edu/ptr/ptr-introduction>.

disadvantage; youth who are in or have aged out of the foster care systems; students with disabilities; English Learners; migrant students; homeless students; students with a parent in the active military; single parents, including single pregnant women; out-of-work individuals; and students pursuing nontraditional careers. This list is not exhaustive as grantees may disaggregate the data by other variables, as appropriate.

2. *Data Analysis and Review:* Analyze and review data for findings among special populations, CTE program subgroup, and career cluster.
3. *Identify Gaps in Equity and Outcomes:* Subgroups showing a gap from comparison groups will be identified to determine if the problem is consistent across all programs, specific to programs, subgroups/special populations, etc.
4. *Determine Potential Root Causes and Conduct Action Research:* Theories for why gaps exist will be developed and action research conducted to contextualize and clarify the root causes to be targeted for intervention.
5. *Plan and Implement:* Select interventions aligned with the identified root causes and implement interventions with fidelity. This step enables practitioners to use their knowledge of gaps in student outcomes to solve problems in practice and identify the primary contributing factors that act as impediments to effectively supporting student outcomes and/or limit improvement to processes and practices. Following implementation, the cycle of continuous improvement would be re-entered.

Secondary Level

ISBE SIS is an integral part of the Illinois Longitudinal Data System (P-20) initiative through the Ed360 Dashboard. District and school administration, school counselors, and educators can view student data in Ed360 to help them make data-informed instructional decisions. The dashboard added CTE participant and concentrator labels throughout 2018 to applicable student profiles; allowed district and school administrators to preview these labels linked to student profiles, CTE aggregate data, and current CTE courses for their district/school; and included ISBE-accepted feedback on these features. The full CTE dashboard was released at the beginning in SFY 2019 to district and school administrators, as well as Regional Office of Education administrators. Preparations continue for Perkins secondary local eligible recipients' access. ISBE anticipates access for EFE systems and potential enhancement using CLNA data in SFY 2021 and 2022.

By the end of SFY 2021, ISBE CTE and Innovation, Information Systems, and Technology Support and Infrastructure Departments plan to develop a real-time performance indicator dashboard through Microsoft PowerBI software, utilizing existing data from ISBE SIS, the Illinois State Course System⁸⁴, data-sharing agreements with other state agencies, the

⁸⁴ The goal of ISBE's Illinois State Course System (ISCS) is to provide a means of collecting timely and accurate CTE data from local secondary schools for reporting courses and enrollments. The ISCS is directly tied to ISBE SIS, which is designed to assign a unique Student Identifier to each student; collect demographic, performance, and program participation data for each student; track secondary students from school to school and district to district within Illinois; and report timely and accurate information and data through standardized reporting capabilities. This system serves as the vehicle to collect student-related information

National Student Clearinghouse, and CLNAs. The dashboard will allow ISBE's CTE and Innovation Department to monitor state-level, EFE-level, school district, and school performance indicator data disaggregated by the subgroups of students in ESEA and the special population categories in Perkins V. The data will also be available by CTE program or career cluster, unless the student population size is too low. ISBE CTE and Innovation staff will monitor data quarterly in conjunction with quarterly EFE GATA reporting. Monitoring by ISBE staff will identify disparities and gaps sooner and allow ISBE CTE and Innovation staff to provide timely technical assistance based on evidence-based research.

By the winter/spring of 2021, ISBE will develop and deliver a formalized process for program improvement. The plan will identify:

- a. The system to alert low-performing LEAs.
- b. The required use of a specified percent of the Perkins allocation to implement programs with the targeted subgroups to close the gap. (ISBE is in consultation to determine this amount.)
- c. Any additional sanctions that may be required if LEAs fails to meet equity benchmarks.

Annually, ISBE will provide EFE systems actual performance levels disaggregated by student subgroups and special populations down to the CTE program or career cluster, unless the student population size is too low. Based on these metrics, EFE systems will prepare an annual report identifying disparities or gaps in performance. If no meaningful progress is achieved by the third program year, the EFE system will develop a plan of support in consultation with ISBE to identify evidence-based professional learning, strategies, and technical assistance activities to eliminate these disparities or gaps.

Each year the grantees will be monitored either through a desk monitoring or an on-site monitoring. The on-site programmatic monitoring will be based on a risk assessment. Each fiscal year, half of the EFE systems will receive on-site monitoring visits.⁸⁵ Target areas will be identified through the review of several reports including, but not limited to, the previous year's annual local report, the current Perkins local application, quarterly GATA risk conditions, and Continuous Improvement Program Quality system. EFEs may also request specific technical assistance, as necessary.

Postsecondary Level

electronically from school districts. The result of successful implementation is the ability to provide the State Education Agency, state, and federal entities, the education community, and the public with timely and accurate data collection and reporting for students, schools, school districts, and the state. Integrations of ISCS with other CTE data dashboards will continually improve CTE data transparency.

⁸⁵ ISBE will revise monitoring procedures for the secondary EFE systems and LEAs to include a closer look at special populations.

ICCB requires each community college to review its most recent performance data obtained through the Perkins Online Data System. Pursuant to the Act, colleges will be required to disaggregate the data for each special population and other subpopulations to identify equity gaps utilizing continuous improvement processes, such as Pathways to Results⁸⁶. Colleges will be required to utilize the data to create a Performance Improvement Plan. The Performance Improvement Plan will be required to target activities that address any performance measures not meeting the state-determined levels of performance, specifically focusing on disparities. A CTE dashboard similar to ISBE's will be available in SFY 2021, so that college staff can easily analyze available data.

ICCB will monitor community college progress annually through on-site monitoring and technical assistance. On-site monitoring is determined through a risk-based cycle (where on-site visits occur no less than every five years), but every community college will receive technical assistance annually. ICCB will provide professional learning and technical assistance to analyze Perkins data, create a Performance Improvement Plan, and develop evidenced-based strategies for correcting disparities between student groups.

i. Improving Outcomes for CTE Concentrators



Describe how the eligible agency will--improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V) (State Plan Guide II.B.2.c.vii.)

ICCB and ISBE will provide professional learning and targeted technical assistance starting in SFY 2020 to assist local recipients in improving outcomes and reducing performance gaps, including for those who are members of special populations. The professional learning and targeted technical assistance strategies are described on page 85. Local recipients will be required to submit a Performance Improvement Plan for all fiscal years in which their performance is not above the state-adjusted performance targets. These plans must identify the disparities based on disaggregated data and describe evidence-based strategies or activities to address the identified disparities including members from special populations. Recipients will be required to show a concerted effort in making strides toward reducing and eliminating any identified disparities and gaps throughout the ensuing fiscal years to maintain eligibility.

⁸⁶ For additional information on OCCRL, please access <https://occrll.illinois.edu/ptr/ptr-introduction>

ILLINOIS STATE BOARD OF EDUCATION MEETING
February 18, 2020

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Dr. Brenda M. Dixon, Research and Evaluation Officer 

Agenda Topic: Approval of Ed360 and Illinois Longitudinal Data Systems Project Team Request for Sealed Proposals

Expected Outcome: Board approval to release an RFSP for the Ed360 and ILDS Project Team and award to the successful offeror(s)

Materials: None

Staff Contact(s): Madan Damodaran, Supervisor, Information Systems

Purpose of Agenda Item

The Information Systems Department requests the Board to authorize the State Superintendent to release a Request for Sealed Proposals (RFSP) and award to the successful offeror(s) to procure the services of one Project Manager, one Business Analyst, one Data Analyst, and two Developers to assist in the development and maintenance of extant and future data systems as they pertain to the Ed360 and Illinois Longitudinal Data System (ILDS) data projects. The total award over a five-year period will not exceed \$6 million. (This RFSP is a replacement for current contractual resources that are expiring.)

Background Information/History

The ILDS projects, which are built on existing investments, have been focused on accelerating Illinois' movement from a compliance model of data management to a service model focused on utilization of data for state and local education system improvements. The State of Illinois has designed, built, and deployed the fundamental components of a statewide longitudinal data system that supports the use of data to improve education and workforce development systems. Illinois' ILDS development has been organized around and supported through comprehensive state legislation, prior Institute of Education Sciences grants, a multi-agency governance structure, and other aligned state and federal investments. The Illinois Data FIRST Project enables ISBE and other ILDS governance partners to continue to administer and enhance the ILDS in a manner that complies with the requirements for statewide longitudinal data systems. Illinois enacted Public Act 96-0107 (the P-20 Longitudinal Education Data System Act) in 2009 to establish the requirements and framework for the development of the state's longitudinal education data system.

The ILDS' development continues both within ISBE and across the other ILDS governance agencies. Illinois has made significant strides in addressing critical gaps in order to support the analysis and improvement of education and workforce policies and programs. ISBE is currently furthering development on the integration of fiscal data to student-outcome data into the ISBE Data Warehouse as a component of the Fiscal Equity component of the Illinois Data FIRST Project. This project is establishing school- and early childhood center-level accounting and reporting systems and enabling public analysis and research on the relationships between site-level resource allocations and improved outcomes.

Another component of the ILDS and the Illinois Data FIRST Project has been to deliver data from the ILDS and ISBE Data Warehouse to educators to improve instruction, while better aligning with local information technology systems and including intuitive instructional feedback. A large number of these goals have been achieved through the introduction of the Ed360 dashboard. Ed360 provides robust dashboard reporting and tools to preK-12 educators to identify learning gaps and improve student outcomes.

The Ed360 and ILDS Project Team will work with programmatic areas from across the agency, assisting on a range of agency projects related to the ILDS, Ed360, and the ISBE Data Warehouse. These resources will provide critical technical support, continued maintenance, and meaningful enhancements to Ed360, ILDS, and Data Warehouse projects to generate knowledge that will guide data-driven decision-making. The Ed360 and ILDS Project Team resources are key components to ISBE's goal of improving data quality, access, and insight that will enhance educational outcomes throughout the state. The Ed360 and ILDS Project Team will replace current contractual resources that will be expiring.

- **Current Status:** New resources are needed to replace expiring resources to perform essential work on the Ed360 and ILDS projects.

- **Relevant Data:**

- As of October 2019, 735 school districts have opted into the data dashboard. More than 3,200 educators are using Ed360 to gain data insights into their schools and classrooms.
- The site-based expenditures outreach, data collection, and reporting outcomes are complete and results were published in the 2019 Report Card.
- Statewide single sign-on using GSuite for Education and Office 365 continues to provide educators with secure access to student-level information using the latest secure sign-in technology

- **Pros and Cons:**

Pro: Replacement resources will allow ISBE to complete the Illinois Data FIRST Project and continue to provide support essential to the continued success of Ed360 and ILDS projects.

Con: Ed360 enhancements will not be possible without continued resources to support development and implementation.

Financial Background

The contract initial term will begin July 1, 2020, and extend through June 30, 2022. There will be three possible one-year renewals contingent upon sufficient appropriation and satisfactory contractor performance in each preceding contract year. The estimated contract total costs, including renewal, will not exceed \$6 million. The awarded contract will be funded by state and federal dollars.

The estimated financial background of this contract is illustrated in the table below (state and federal amounts may change based on annually updated allocations that consider new development work):

	Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY21	\$659,146.34	\$515,853.66	\$1,175,000.00
FY22	\$659,146.34	\$515,853.66	\$1,175,000.00
FY23	\$659,146.34	\$515,853.66	\$1,175,000.00
FY24	\$694,207.32	\$543,292.68	\$1,237,500.00
FY25	\$694,207.32	\$543,292.68	\$1,237,500.00
Total	\$3,365,853.66	\$2,634,146.34	\$6,000,000.00

Business Enterprise Program

There will be a 20 percent Business Enterprise Program (BEP) goal placed on each solicitation. The BEP estimated projections are illustrated in the table below.

	<u>BEP Goal Percentage</u>	<u>BEP Goal Amount</u>
FY21	20%	\$235,000
FY22	20%	\$235,000
FY23	20%	\$235,000
FY24	20%	\$247,500
FY25	20%	\$247,500

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

Policy Implications: None.

Budget Implications: The contract will be funded with state and federal dollars as detailed previously.

Legislative Action: None.

Communication: None.

Pros and Cons of Various Actions

Pros: Approval of this RFSP will provide necessary support to the Information Systems Department to enable successful completion of our Illinois Data FIRST Project outcomes as well as provide important data insights to a range of stakeholders.

Cons: Without these resources, Ed360 and ILDS projects will lack essential support. Maintenance and development on systems connected to these projects will face serious delays. New Ed360 data dashboards will no longer be added for educator and administrator use in data-driven decision-making.

Board Member(s) Who Will Abstain: None.



Recommendations:

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to release an RFSP and award to the successful Offeror/s to procure the services of one Project Manager, one Business Analyst, one Data Analyst, and two Developers to assist in the development and maintenance of extant and future data systems as they pertain to the Ed360 and ILDS data projects. The initial term of the contract that will be awarded to the successful Offeror/s will begin July 1, 2020, and extend through June 30, 2022. There will be three possible one-year renewals contingent upon sufficient appropriation and satisfactory contractor performance in each preceding contract year. The estimated contract total costs, including renewal, will not exceed \$6 million.

ILLINOIS STATE BOARD OF EDUCATION MEETING
February 18, 2020

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Dr. Ernesto Matias, Education Officer 

Agenda Topic: Discussion of Charter School Appeals

Expected Outcome: The Board will be informed of two charter school appeals that it will be voting on at its March 2020 meeting

Materials: None

Staff Contact(s): Krish Mohip, Deputy Officer, Operational Education
Jennifer Saba, Executive Director, Regional Services
David Turovets, Acting Director, Charter Schools

Purpose of Agenda Item

The purpose of this agenda item is to provide the Board with basic information on the charter school appeal process and on the status of two charter school appeals that ISBE received on Jan. 10, 2020. The Board will be asked to vote on these appeals at its March 2020 meeting.

Background Information/History

The Illinois Charter Schools Law [105 ILCS 5/Art. 27A] allows a charter school that has been closed by the local school board through revocation or non-renewal of its charter agreement to appeal that decision to the state. Those appeals were considered by the Illinois State Charter School Commission (the Commission), an independent state agency with statewide chartering jurisdiction and authority, from 2011 through 2019. Public Act 101-0543, effective Aug. 23, 2019, abolishes the Commission effective July 1, 2020. Most of the duties of the Commission do not transfer to ISBE until July 1, 2020, but ISBE is immediately responsible under the new law for hearing appeals of charter school revocation decisions.

The Chicago Board of Education voted on Dec. 11, 2019, to revoke its charter school agreements with and to close two of its charter schools -- Frazier Prep Academy Charter School (Frazier Prep) and Chicago Virtual Charter School (CVCS). Both schools subsequently appealed the closure decisions to ISBE by the appeal deadline of Jan. 10, 2020.

The charter school appeal process is governed by the Illinois Charter Schools Law and Part 650 of the 23 Illinois Administrative Code. ISBE is currently updating its Part 650 rules to address its new responsibilities under PA 101-0543.¹ Until that process is completed, staff will follow the current Part 650 rules for processing charter school appeals to the extent they are not in conflict with the new law.

Under the current Part 650 rules, ISBE has 45 days from the date it receives an appeal to hold a public hearing and an additional 30 days from the public hearing date to vote on the appeal. PA 101-0543 requires ISBE to appoint and utilize a hearing officer for conducting charter school appeals. Staff will bring a recommendation to approve or deny the appeals to the Board at its March 2020 meeting.

By law, if ISBE reverses the decision of a local school board to close a charter school, ISBE then becomes the school's "authorizer." Thereafter, it must enter into a charter school agreement with the school that defines the terms of operation and performance expectations, oversee the school, and determine whether the school should remain open or close at the end of its contract. Charter schools authorized through the

¹ The Board approved filing of the proposed rules in the *Illinois Register* to elicit public comment at its January 2020 meeting.

state appeal process are regarded as Local Education Agencies (LEAs), which has implications for funding, staffing, and their responsibilities to special student populations.

Current Status: ISBE is in the process of entering into a contract with a hearing officer who will conduct hearings on the Frazier Prep and CVCS appeals on Feb. 19 and 20, respectively. ISBE program staff members are reviewing the appeals and compiling questions and areas of concern that will be shared with the hearing officer prior to the hearings.

Relevant Data: CVCS opened in 2006 and currently serves 557 students in grades K through 12 in a blended virtual learning program.² Students complete most of their studies from home or another location; they must attend the school at its physical location, on Chicago's Near West Side, a minimum of one day per week. The Chicago Board of Education based its closure decision on the fact that the school had been on the district's Charter Academic Warning List for two consecutive school years.³ The district also determined that the school failed to implement a plan of remediation. CVCS is currently rated as Lowest Performing on the state accountability system.

Frazier Prep opened in 2013 in Chicago's Lawndale neighborhood. The school currently serves 256 students in grades K through 8. The Chicago Board of Education based its closure decision on the fact that the school had been on the district's Charter Academic Warning List for two consecutive school years. The district also determined that the school failed to implement a plan of remediation.⁴ Frazier Prep is currently rated as Commendable on the state accountability system.⁵

Pros And Cons: ISBE has a statutory obligation to hear and decide appeals of local school board decisions to close charter schools. The Frazier Prep and CVCS school communities need finality on the appeals so that they may make timely enrollment decisions for the 2020-21 school year. There are no cons.

Financial Background

Not applicable.

Business Enterprise Program

Not applicable.

² ISBE staff recommended that the State Board refuse to certify the initial proposal to open CVCS on the basis that the proposal did not satisfy the requirement in Section 27A-5(a) of the School Code that charter schools be "non-home based." The Board ultimately voted 5-4 in August 2006 to certify the proposal, thus allowing the school to open.

³ CVCS met Chicago Public Schools' (CPS) criteria for placement on the Charter Academic Warning List in 2018-19 and 2019-20. The CPS board report notes that the school received a Level 2 rating (the second-lowest rating on the district's 5-level School Quality Rating Policy) in both 2018-19 and 2019-20 for its performance in the prior two school years.

⁴ Frazier Prep met CPS' criteria for placement on the Charter Academic Warning List in 2018-19 and 2019-20. The CPS board report notes that the school received a Level 2 rating in both 2018-19 and 2019-20 for its performance in the prior two school years.

⁵ It is important to note that approximately 75 percent of all Illinois public schools received the Commendable designation in 2019, so there is a wide range of performance within this designation. The 2019 threshold for the Lowest Performing designation was an overall index score of 35.33 (out of 100). Frazier Prep's overall index score was 35.74, just above this threshold, and it had no subgroups below the Lowest Performing threshold. It therefore received a Commendable designation. CPS rates school performance using its own School Quality Rating Policy (SQRP), which uses a different set of metrics with different weightings than the state accountability system. CPS makes charter school closure decisions in accordance with the Chicago Board of Education's Charter School Quality Policy, which it adopted in October 2015, to — among other things — define which charter schools are subject to contract revocation or non-renewal based on their performance and rating under the SQRP.

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

Policy Implications: The Board will have to decide both charter school appeals at its March 2020 meeting.⁶ Its decision with respect to each appeal will result in either that school closing or remaining open under ISBE and operating as its own LEA.

If ISBE overturns either decision by the Chicago Board of Education, it will become the school's authorizer and will thereafter be responsible for defining performance expectations, annual monitoring and interventions, and determining whether that school should be awarded a new charter agreement at the end of its contract term.

If ISBE affirms one or both decisions, up to 813 students will have to find new educational placements in advance of the 2020-21 school year.

Budget Implications: PA 101-0543 authorizes ISBE to collect an administrative fee from any charter school that it oversees. If ISBE overturns the Chicago Board of Education's decision to close CVCS and/or Frazier Prep, it will become the authorizer of these schools and can thereafter charge the schools an administrative fee of up to 3 percent of the revenue provided to the school.

Charter schools approved through the state appeal process receive a per pupil funding amount based on the local school district's Per Capita Tuition Charge amount. ISBE withholds the funds due to the school from the district's state funding and makes payments directly to the school on a quarterly basis. State-authorized charter schools are also entitled to receive Title funds and all federal and state categorical aid funding directly from ISBE in the same manner as local school districts.

Legislative Action: None.

Communication: None.

Pros and Cons of Various Actions

Pros: ISBE will fulfill its statutory obligation to review appeals of local school board decisions to close existing charter schools.

Cons: None.

Board Member(s) Who Will Abstain: None.



Recommendations:

This agenda item is for informational purposes only. ISBE staff will work with a hearing officer to process the Frazier Prep and CVCS charter school appeals and will bring a recommendation to the Board for a final decision at its March 2020 meeting.

⁶ One or both schools could withdraw their appeals prior to the March Board meeting, which would obviate the need for a Board vote on the appeal(s). Staff will update Board members immediately via the Board's weekly updates if that occurs.

ILLINOIS STATE BOARD OF EDUCATION MEETING
February 18, 2020

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Robert Wolfe, Financial Officer 

Agenda Topic: Acceptance of the School Financial Profile Results Based on the FY2019 Financial Reports

Expected Outcome: Informational Item

Materials: None

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

Purpose of Agenda Item

The purpose of this agenda item is to provide information to the Board regarding the calculations of the Financial Profile designations and scores for each school district.

Background Information/History

Financial Profile Background

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

Pursuant to the authority provided by Section 1A-8 of the School Code, the Illinois State Board of Education (ISBE) developed the "School District Financial Profile" to help monitor the finances of school districts and identify which are currently in or are moving toward financial difficulty. This system remains unaltered for 16 years. The Financial Profile includes five measures to calculate a financial risk assessment for each school district. The five indicators are individually scored and weighted to arrive at a Total Profile Score and applicable designation.

The School District Financial Profile was developed with the invaluable assistance of school superintendents, school business administrators, financial advisers, lawyers, and bond brokers throughout the state as well as major interest groups such as The Illinois Association of School Business Officials, the Illinois Association of School Administrators, ED-RED, and the large Unit District Association. Feedback from these organizations has enabled ISBE to make significant enhancements in systematically analyzing/monitoring finances of all Illinois public school districts.

The following provides a detailed explanation of each indicator. It is the Total Profile Score that we believe best determines a district's financial strengths or weaknesses. This document will also lead you through the four applicable designations - Financial Recognition, Financial Review, Financial Early Warning, and Financial Watch.

Financial Profile Indicators:

1. **Fund Balance to Revenue Ratio** – This indicator reflects the overall financial strength of the district. It is the result of dividing the ending fund balances by the revenues for the four operating and negative IMRF/SS funds. Operating Funds are the Educational, Operations and Maintenance, Transportation and Working Cash Funds.
2. **Expenditure to Revenue Ratio** – This indicator identifies how much is expended for each dollar received. It is computed by dividing total expenditures for the Educational, Operations and Maintenance, and Transportation Funds by the revenues for those same funds plus Working Cash. The calculation also considers remaining balances of these funds at the end of the year if a district is scoring low for its Expenditure to Revenue Ratio. This is especially beneficial to districts that

have saved for projects and are now incurring the expenditures for them or who have healthy fund balances even after spending a portion of their savings.

3. **Days Cash on Hand** – This indicator provides a projected estimate of the number of days a district could meet operating expenditures provided no additional revenues were received. It is computed by dividing the total expenditures of the Educational, Operations and Maintenance, and Transportation Funds by 360 days to obtain an average expenditure per day. Then the total cash on hand and investments for the same funds plus Working Cash, are divided by the average expenditures per day. As with the Fund Balance to Revenue Ratio and the Expenditure to Revenue Ratio, the Working Cash Fund has now been incorporated into the calculation.
4. **Percent of Short-Term Borrowing Ability Remaining** – Districts often incur short-term debt due to several factors (e.g., delays in receipt of local revenues, etc.). This indicator is determined by the sum of unpaid Tax Anticipation Warrants divided by 85 percent of the Equalized Assessed Valuation (EAV) multiplied by the sum of the tax rates for the Educational, Operations and Maintenance, and Transportation Funds.
5. **Percent of Long-Term Debt Margin Remaining** – A district often incurs long-term debt for major expenditures such as buildings and equipment. This total is derived by the product of the district's EAV multiplied by its maximum general obligation debt limitation, reduced by any outstanding long-term debt.

Total Profile Score:

Each indicator is scored to obtain a district's overall School District Financial Profile Score. This overall score is computed for the most current year's financial data.

Each indicator is calculated, and the results are slotted into a category of a 4, 3, 2, or 1 with 4 being the highest and best category possible. Each indicator is weighted, and the weighted indicators' scores are summed to obtain a district's overall "Total Profile Score."

Fund Balance to Revenue Ratio (has a weighting of 35%)

- Category 4 Greater or equal to 25% [lowest risk]
- Category 3 Less than 25% but greater or equal to 10%
- Category 2 Less than 10% but greater or equal to 0%
- Category 1 Less than 0% [highest risk]

Expenditures to Revenue Ratio (EXRV) (has a weighting of 35%)

- Category 4 District is spending \$1.00 or less for every dollar it is receiving [lowest risk]
- Category 3 District is spending more than \$1.00 to \$1.10 for every dollar it receives
- Category 2 District is spending more than \$1.10 to \$1.20 for every dollar it receives
- Category 1 District is spending more than \$1.20 for every dollar it receives [highest risk]

If the resulting calculation places a district in Category 1 or 2, and the Fund Balance to Revenue Ratio (FBRR) is a Category 4 then the following calculation is completed:

- $(\text{FBRR} - .1) \text{ divided by } (\text{EXRV} - 1.0)$
- If the result is greater than 2, then the Expenditures Revenue score is assigned a score of 3.0
- If the result is greater than 1 but less than 2, then the Expenditure Revenue score is assigned a score of 2.0.

This calculation adjusts districts that may be deficit spending but have fund balances to sustain the deficit spending.

Days Cash on Hand (has a weighting of 10%)

- Category 4 At least 180 days cash on hand [lowest risk]
- Category 3 Less than 180 days cash on hand to at least 90 days cash on hand
- Category 2 Less than 90 days cash on hand to at least 30 days cash on hand
- Category 1 Less than 30 days cash on hand [highest risk]

Percentage of Short-Term Borrowing and Long-Term Borrowing Remaining (short-term and long-term borrowing each has a weighting of 10%)

Category 4 Greater than or equal to 75% debt margin remaining [lowest risk]

Category 3 Less than 75% but at least 50% debt margin remaining

Category 2 Less than 50% but at least 25% debt margin remaining

Category 1 Less than 25% debt margin remaining [highest risk]

The Total Profile Score is the sum of the five weighted scores. The highest score a district may receive is a 4.00 and the lowest score is 1.00.

Financial Profile Designation:

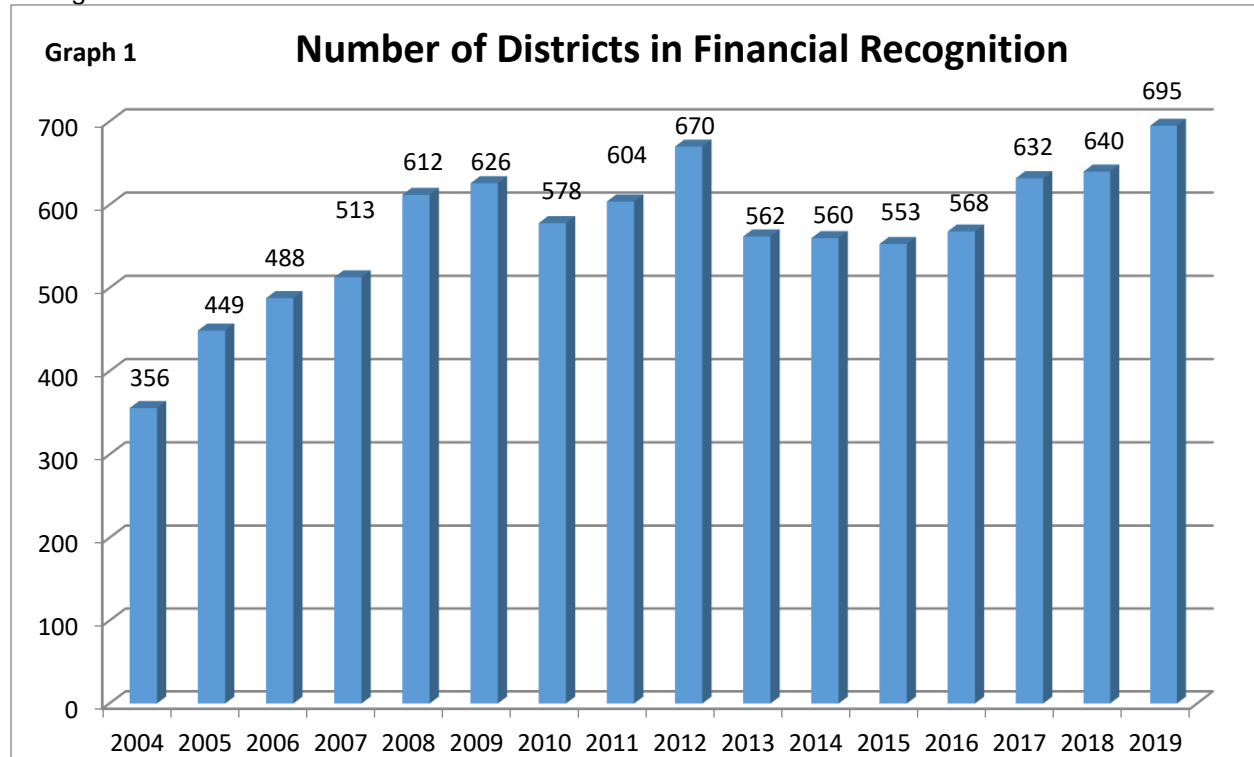
- **Financial Recognition:** If a district receives a score of 3.54 - 4.00, it is in the highest category of financial strength. These districts require little or no review or involvement by ISBE unless requested by the district.
- **Financial Review:** If a district receives a score of 3.08 - 3.53, it is in the next-highest financial health category. Districts in this category will be given a limited review by ISBE, but they will be monitored for potential downward trends. Staff will be assessing the next year's school budget for negative trends.
- **Financial Early Warning:** If a district receives a score of 2.62 - 3.07, it is placed in the next-to-lowest financial health category. ISBE will be monitoring these districts closely and offering proactive technical assistance (e.g., financial projections and cash flow analysis, etc.) These districts will also be reviewed to determine whether they meet the criteria set forth in Article 1A-8 of the School Code to be certified in financial difficulty and possibly qualify for a Financial Oversight Panel.
- **Financial Watch:** If a district receives a score of 1.00 - 2.61, it is in the highest-risk category. As with the Financial Early Warning districts, ISBE will be monitoring these districts very closely and offering them technical assistance including, but not limited to, financial projections, cash flow analysis, budgeting, personnel inventories, and enrollment projections. These districts will also be reviewed to determine whether they meet criteria set forth in Article 1A-8 of the School Code to be certified in financial difficulty and qualify for a Financial Oversight Panel.

Each year, districts are given the opportunity to submit comments to be presented along with their Financial Profile designation and score. The Profile is generated from the district's Annual Financial Report, but there are often extenuating circumstances outside of the school administration's control that have a financial impact on the district. Districts are afforded the opportunity to verbally and publicly convey what has transpired in their district (which may have or will impact their score) in the Comments portion of their Financial Profile. This will allow for the explanation of significant local financial issues such as cash versus accrual accounting implications, timing of revenue receipts, and expenditures incurred for unique circumstances.

History of the Financial Profile

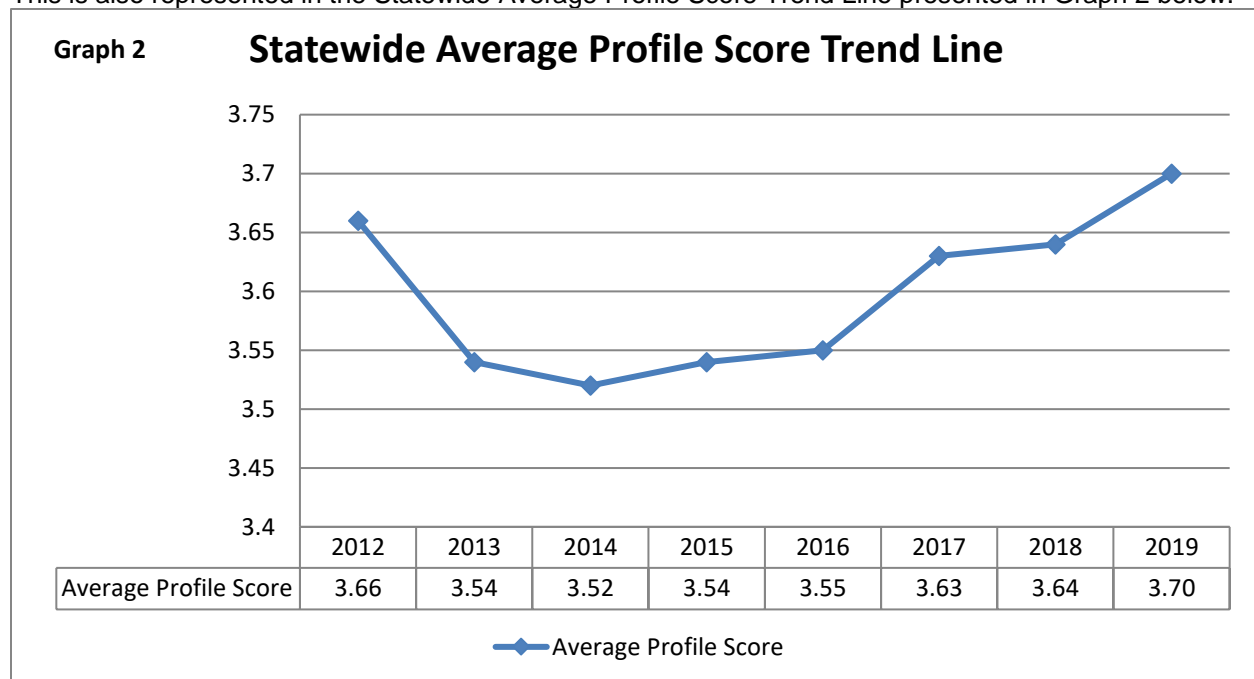
The 2020 Financial Profile presentation at the March 2020 Board meeting will be the 17th year the Financial Profile has been utilized as the beginning point of assessing a school district's financial stability.

Graph 1 provides for the longitudinal view of the number of districts in Financial Recognition for years 2004 through 2019.



Overall there has been a steady increase in the number of districts in Financial Recognition. Years 2013 through 2016 reflect the years of declining economy. However, the improved economy and the implementation of the Evidence-Based Funding (EBF) formula has allowed the number to rebound and the largest number of districts in Financial Recognition was realized last year.

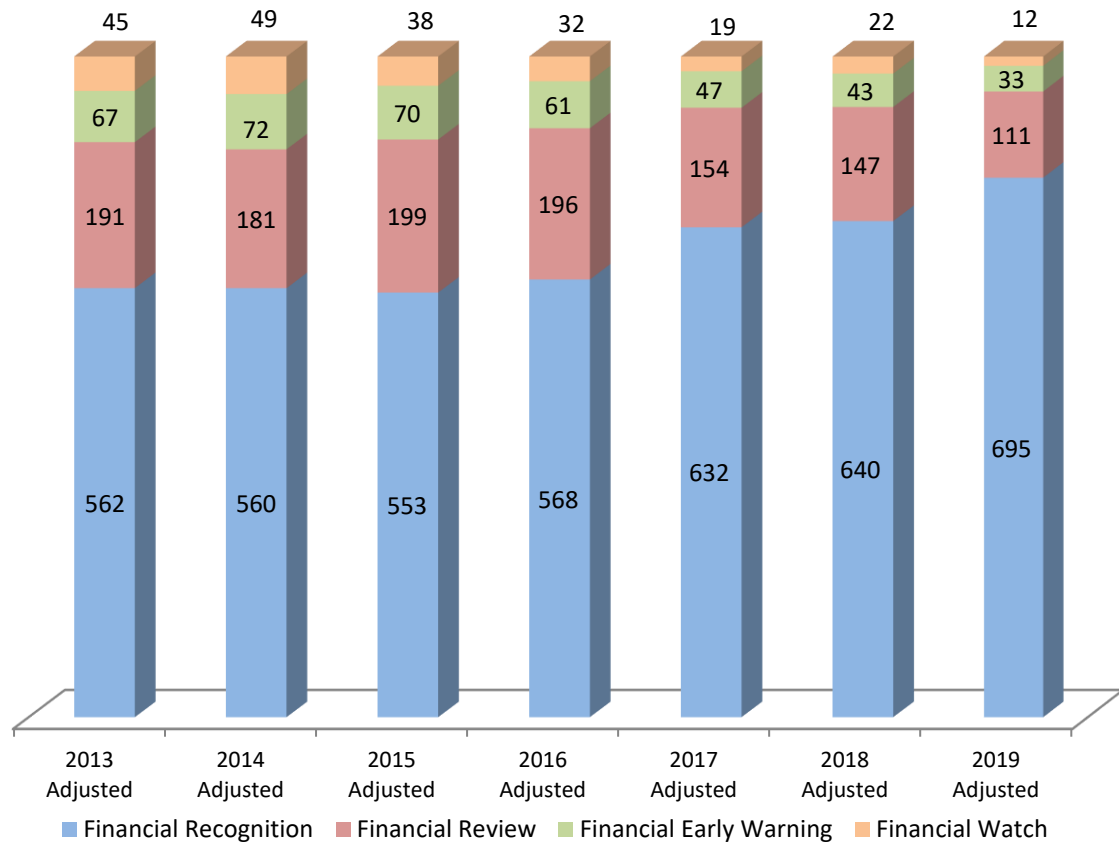
This is also represented in the Statewide Average Profile Score Trend Line presented in Graph 2 below.



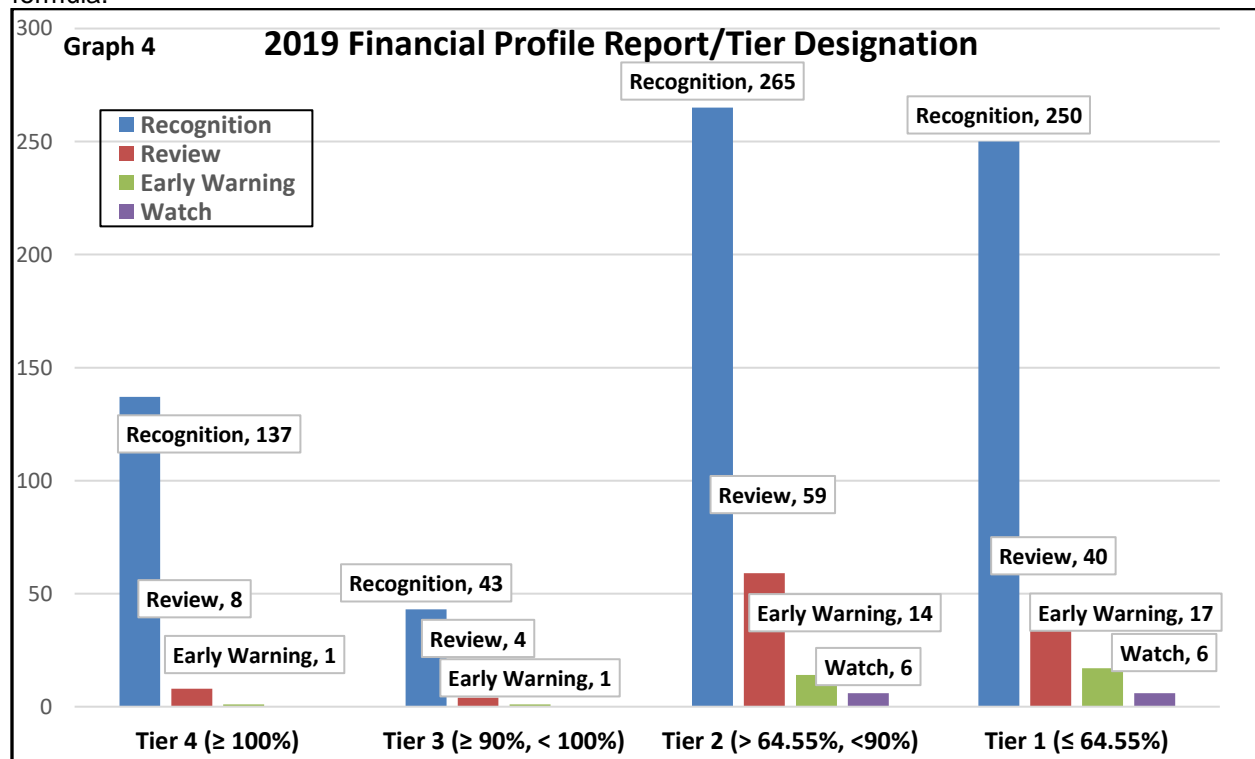
Graph 3 reflects the number of districts in each designation of the Financial Profile from 2013 through 2019.

Graph 3

Results of Financial Profile



The 2019 Financial Profile was the first year the results could be compared to the EBF formula. Graph 4 below reflects the number of districts in each Financial Profile designation within each tier of the EBF formula.



Financial Background

Not applicable

Business Enterprise Program

Not applicable

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

Policy Implications: None currently

Budget Implications: None currently

Legislative Action: None currently

Communication: None currently

Pros and Cons of Various Actions

Pros: None. This is for information only

Cons: None. This is for information only

Board Member(s) Who Will Abstain: Unknown

Recommendations:

No action is necessary. This is for information only.

Next Steps

The 2020 Financial Profile will be calculated from the FY 2019 Annual Financial Reports submitted by each school district. The results will be presented to the Board at its March 2020 meeting.

ILLINOIS STATE BOARD OF EDUCATION MEETING

February 18, 2020

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Robert Wolfe, Financial Officer 

Agenda Topic: Information Item: SBE Fiscal & Administrative Monthly Reports

Materials: Financial Status Report – (Summary & Contract Detail) – FY20
Comparative Statement of Expenditures to Date– FY20
Appropriation and Spending by Program – FY20
Contract & Grant Awards Under \$1 million - FY20
10-yr Headcount History Graph, Monthly Headcount Graph, Staff Detail

Staff Contact(s): Scott Harry, Director, Budget

Purpose of Agenda Item

The purpose of this agenda item is to provide the Board standard reports with key information on fiscal and administrative activities of the Illinois State Board of Education.

Background Information/History

In June 2002, the State Board adopted bylaws outlining a new committee structure under which fiscal, audit, and operations issues will be handled by the Finance and Audit Committee. The Superintendent requested that the agency organize and standardize the financial and headcount data provided to the Board for its future policy work and decision-making.

The monthly or quarterly fiscal and headcount reports were first provided to the Board in August 2002. These reports provide information regarding staffing and funding as well as details of contracts over \$50,000 and grants the agency is processing.

At the request of the Board at the December 2011 meeting, a Contract & Grant Awards Under \$1 Million Report has been added to the SBE fiscal and administrative monthly reports package.

On January 28, 2020, the Finance and Audit Committee approved to streamline the fiscal and administrative monthly reports package to discontinue duplicative reporting.

The following reports will be provided going forward:

1. Budget (annually in January)
2. Financial Status Report – Summary & Contract Detail (monthly)
3. Comparative Statement of Expenditures to Date (monthly)
4. Appropriation and Expenditure (monthly)
5. Contract & Grant Awards Under \$1 Million (monthly)
6. Headcount Reports (monthly)
7. Headcount History Graph, Monthly Headcount Graph, & Staff Detail by Division

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

The fiscal and administrative reports are for informational purposes only. State and federal funding supports critical school functions to uphold efforts toward obtaining the board's goals. This funding provides the most support to the Illinois' communities most in need.

Recommendations:

The fiscal and administrative reports are for informational purposes only and do not require board action.

ILLINOIS STATE BOARD OF EDUCATION
FINANCIAL STATUS REPORT - 07/01/2019 THROUGH 1/31/20
FY2020

	Appropriation <u>Amount</u>	Expended Year to <u>Date</u>	% Spent Year to <u>Date</u>	December <u>Expenditures</u>	<u>Description</u>
Personal Services and Related	41,520.6	21,619.8	52.1%	3,367.7	Salaries & Benefits
Contractual Services	183,143.0	33,005.3	18.0%	6,803.2	Agency Contracts (see below); Non-Employee Travel; Conferences; Registration Fees
Travel	1,781.6	480.1	26.9%	77.4	Staff Travel
Commodities	268.2	64.5	24.0%	24.1	Supplies; Books
Printing	122.8	2.7	2.2%	2.2	Agency Printing
Equipment	553.2	172.1	31.1%	43.4	Computers; Printers; Furniture
Telecommunications	762.2	243.5	31.9%	41.6	Telecommunications Expenses
Auto Operations	25.0	12.8	51.2%	4.1	Operation of Agency Autos
Prompt Payment Act	701.9	0.0	0.0%	0.0	Prompt Payment
Refunds	10.5	2.8	40.0%	0.2	Refunds
Grants	12,347,672.8	5,679,714.0	46.0%	1,072,598.0	Awards and Grants
School Capital Grants	285,319.6	1,017.7	0.4%	22.7	School Construction, Maintenance, and Broadband Grants
TOTAL	12,861,881.4	5,736,335.3	44.6%	1,082,984.6	

ILLINOIS STATE BOARD OF EDUCATION
CONTRACT DETAIL REPORT - 07/01/2019 THROUGH 1/31/20
FY2020

Acct Unit	Vendor	Description	Fund Type	Funded Amount	YTD	MTD	YTD %
ACCOUNTABILITY							
	THE NATL CTR FOR THE IMPROVEMENT		Federal	331,500.00	72,659.73	72,659.73	21.9%
		Will provide research on accountability best practices, evaluate the functionality of Illinois accountability system and provide opportunities for state agency and staff to collaborate with the other state technical experts to refine and improve the States accountability system and assessments.					
ASSESSMENT							
	BREAKTHROUGH TECHNOLOGIES LLC		Federal	67,500.00	67,500.00	-	100.0%
		Breakthrough Technologies will transfer ownership of the AWS account it currently administers on ISBEs behalf for the Illinois Science Assessment to ISBE.					
	BREAKTHROUGH TECHNOLOGIES LLC		GRF	2,964,230.00	1,300,000.00	1,300,000.00	43.9%
		Will provide technology services related to the development, delivery and maintenance of an end-to-end assessment system that utilizes ISBEs existing ISA system.					
	COLLEGE ENTRANCE EXAM BOARD		GRF	9,663,200.99	2,385,250.00	-	24.7%
		Will administer, score and report the assessments of state and federal accountability in grades 9 through 11.					
	NCS PEARSON INC		Federal	4,027,572.24	2,156,360.00	-	53.5%
			GRF	18,347,829.12	-	-	0.0%
		Contractor will provide test administration services for the 3-8 assessment.					
	NEW MERIDIAN CORPORATION		GRF	801,146.00	-	-	0.0%
		Will license testing content for the 2020 Ill Science Assessment to Breakthrough Technologies. Will become effective upon execution through 6/30/20. Max amount payable will not exceed \$801,146.					

Acct Unit	Vendor	Description	Fund Type	Funded Amount	YTD	MTD	YTD %
	NEW MERIDIAN CORPORATION		GRF	6,362,600.00	3,165,283.02	-	49.7%
		Will provide high quality, Illinois standards-aligned assessment content and forms to ISBE that meet all state and federal requirements for the operational summative accountability assessments in reading/language arts and mathematics for grades 3-8.					
	SOUTHERN ILL UNIV-CARBONDALE		Federal	4,032,989.02	-	-	0.0%
			GRF	467,010.98	458,040.00	-	98.1%
		Will form a partnership with SIU to fulfill requirements under ESSA for the Illinois Science Assessment (ISA). Will provide a cadre of Illinois teachers, teacher retirees and graduate students to score ISA contracted response terms.					
	STATE OF KANSAS		Federal	2,558,000.00	1,790,600.00	895,300.00	70.0%
		Provide assessments aligned to the Common Core Essential Elements for students with the most significant cognitive disabilities.					
	UNIV OF WISCONSIN-MADISON		Federal	3,290,526.62	1,316,211.00	-	40.0%
			GRF	3,290,526.62	-	-	0.0%
		Evaluation services designed to assess the progress of children in attaining English proficiency as required by Title I of the No Child Left behind Act of 2001.					
CTE & INNOVATION							
	ILLINOIS STATE UNIV		Federal	259,870.00	37,955.51	-	14.6%
		Will support ISBE with the Method of Administration (MOA), which is a requirement under the Office of Civil Rights for school districts who have Career and Technical Education Programs.					
CURRICULUM & INSTRUCTION							
	CASEY-WESTFIELD CUSD 4C		Other State	117,100.00	117,100.00	-	100.0%
		School Technology Loan Agreement - Casey Westfield CUSD #C-4					
	COMMUNITY UNIT SCHOOL DIST 2		Other State	192,100.00	192,100.00	-	100.0%
		School Technology Loan Agreement - Robinson CUSD #2					

Acct Unit	Vendor	Description	Fund Type	Funded Amount	YTD	MTD	YTD %
		ILLINOIS MATHEMATICS AND SCIENCE	Federal	200,000.00	74,851.30	13,928.10	37.4%
		Will develop resources for teachers to use with students in the classroom aligned to NGSS Science Standards and connected to STEM across the State of Illinois.					
		ILLINOIS STATE UNIV	Federal	1,740,013.75	524,396.85	-	30.1%
			GRF	225,000.00	96,500.60	-	42.9%
		Will convene and facilitate the work of multi-state teams to support common core statewide implementation planning. Provide leadership and coordination of the Partnership for the Assessment Readiness for College and Career (PARCC) Educator Leader Core.					
		MEASUREMENT INCORPORATED	GRF	100,192.00	37,038.00	16,323.00	37.0%
		Will provide an independent evaluation to determine the degree and debt to which dissemination of best practices and effective innovation have occurred at existing charter schools and each awarded site and to determine what differences these activities have made.					
		SALEM SD 111	Other State	172,580.00	172,580.00	-	100.0%
		School Technology Loan Agreement - Salem ESD #111					
DATA STRATEGIES AND ANALYTICS							
		NATIONAL STUDENT CLEARINGHOUSE	GRF	78,207.00	39,103.50	39,103.50	50.0%
		Purchase of National Clearinghouse Data which will report the enrollment and progress of Illinois high school graduates who have matriculated to post secondary institutions within the United States.					
		NORTHERN ILLINOIS UNIVERSITY	Federal	597,270.00	-	-	0.0%
			GRF	1,110,938.00	-	-	0.0%
		Will revamp and update the My IIRC. Will develop a new continuous improvement planning document. New individual Student Data in a new district/admin/teacher dashboard which will be attached to ISBEs data system and update the 21st CCLC benchmarking tool.					

Acct Unit	Vendor	Description	Fund Type	Funded Amount	YTD	MTD	YTD %
EARLY CHILDHOOD							
	AMERICAN INSTITUTE FOR RESEARCH		Federal	184,253.13	132,568.36	-	71.9%
		Will conduct a statewide birth to five early childhood needs assessment of the availability and quality of existing early childhood programs in Illinois.					
	AMERICAN INSTITUTE FOR RESEARCH		Federal	243,799.83	151,333.96	48,763.46	62.1%
		Will develop a statewide, birth to five Strategic Plan as described in the Preschool Development Grant. Birth -5 federal grant award.					
	AMERICAN INSTITUTE FOR RESEARCH		Federal	148,499.15	121,099.10	24,215.50	81.5%
		Will study and develop recommendations on best practice based models of early childhood care and education governance to inform potential future reorganization of Illinois early childhood services and programs.					
	IL DEPT OF CHILDREN		Federal	252,945.62	-	-	0.0%
		Will support two activities ; DCFS Early Childhood Home Visiting Specialist and enhancement to the DCFS Sunshine website.					
	ILLINOIS ACTION FOR CHILDREN		GRF	1,200,000.00	417,678.83	80,225.67	34.8%
		A system of statewide supports for early childhood community systems (ECCS) development: training, technical assistance and coaching to community collaborations.					
	ILLINOIS ACTION FOR CHILDREN		Federal	297,306.00	189,628.00	189,628.00	63.8%
		Will enhance family, friend and neighbor (FFN) provider trainings by providing engaging and targeted supports to FFN early childhood services providers.					
	ILLINOIS NETWORK OF CHILD CARE		Federal	72,500.00	72,500.00	-	100.0%
		Credentialing and related fees and tuition reimbursement for the PDG B-5 Grant.					
	ILLINOIS NETWORK OF CHILD CARE		GRF	500,000.00	500,000.00	-	100.0%
		Will provide individual based scholarship opportunities for practitioners working in the field of Early Care and Education.					

Acct Unit	Vendor	Description	Fund Type	Funded Amount	YTD	MTD	YTD %
	ILLINOIS STATE UNIVERSITY		Federal	51,620.93	28,529.09	-	55.3%
		Will provide services for the ISBE and the Governors Office of Early Childhood Development (OECD) to support the OECD and ISBEs implementation of the States Preschool Expansion Grant, especially in the areas of supporting a Birth to Third Grade Continuum of Learning. ISU will hire a P-3 Director, whose tasks will be to support districts to align preschool - 3rd grade through system building, highly qualified and committed personnel and appropriate and inclusive standards, environments and measures.					
	NATIONAL LOUIS UNIVERSITY		GRF	1,569,844.74	784,922.37	392,461.19	50.0%
		Will conduct program assessments of Preschool for All Children/Preschool Expansion programs using the Early Childhood Environment Rating Scale-Revised.					
	NORTHERN ILLINOIS UNIVERSITY		Federal	139,186.90	130,029.35	24,896.52	93.4%
		Will complete an analysis of the cost of providing high quality early care and education services to all families as well as an analysis of unduplicated count to inform the overall needs of assessment.					
	NORTHERN ILLINOIS UNIVERSITY		Federal	71,500.00	71,500.00	9,519.56	100.0%
		Will conduct a multi-dimensional evaluation of the Preschool Expansion Grant Program.					
	PYRAMID MODEL CONSORTIUM		GRF	122,000.00	-	-	0.0%
		Will provide services for the implementation of the Preschool for All Expansion Grant. Will provide support to early childhood educators and programs to implement the structures needed for high fidelity implementation of the Pyramid Model. Services will be provided set forth in Ex A (Scope of Services). Will become effective upon execution through 6/30/20. Max amount payable will not exceed \$122,000					
	PYRAMID MODEL CONSORTIUM		Federal	274,661.53	274,661.53	32,300.95	100.0%
		Will provide services for the implementation of the Preschool Expansion Grant.					
	REGENTS OF THE UNV OF CALIFORNIA		GRF	500,761.00	250,380.48	-	50.0%
		Will provide KidsTech software access and support and upgrade IL to an IL-K version of California's current DRDP.net, based on the multidimensional analysis of 5 essential domains using IL data, and including 14 measure flat file exports.					

Acct Unit	Vendor	Description	Fund Type	Funded Amount	YTD	MTD	YTD %
	SANGAMON COUNTY ROE		GRF	1,002,161.00	322,521.46	-	32.2%
		Will provide approximately 16 part time KIDS Professional Development Consultants located throughout the state and one KIDS Professional Development Coordinator. Consultants will provide yearly KIDS teacher and administrator trainings to new staff, as well as personalized coaching to kindergarten classes located within their designated areas of service.					
	SCHOOL ASSN FOR SPECIAL EDUC		Federal	66,000.00	-	-	0.0%
		Will provide a summary of recommendations on inclusion of 0-5 year olds with disabilities in community based early childhood programs included in strategic plan use the surveys results of school districts and community based early childhood programs to identify how children with disabilities are supported within the community based early childhood programs, the barriers and what would be helpful to alleviate those barriers.					
	SCHOOL READINESS CONSULTING LLC		Federal	67,429.00	43,844.00	-	65.0%
		Will implement a demonstration project providing racial equity training to Preschool Development Grant-Expansion Grant (PEG) program administrators, adapting existing resources on racial equity in early childhood setting to fit the responsibilities of program administrators.					
	UNIVERSITY OF ILLINOIS		GRF	750,000.00	288,876.28	49,993.52	38.5%
		The U of I has established a secure website to house the Illinois Early Childhood Asset Map (IECAM) project. Will develop all aspects of website and update continually as new data becomes available. Will provide technical support to ISBE and other stakeholders.					
	UNIVERSITY OF ILLINOIS		GRF	350,000.00	103,955.72	19,913.27	29.7%
		Will provide the Early Learning Project Website which is a source of evidenced based, reliable information on early care and education for parents, caregivers, and teachers of young children in Illinois.					
	VANDER WEELE GROUP LLC		GRF	1,391,486.00	-	-	0.0%
		Will conduct Prevention Initiative Program monitoring, by implementing as applicable a version of the Home Visit Rating Scales and a version of the Infant/Toddler Environment Rating Scales.					
	YWCA OF METROPOLITAN CHICAGO		Federal	56,997.00	-	-	0.0%
		Will conduct a completed review of the KTAC recommended practices and policy changes.					

Acct Unit	Vendor	Description	Fund Type	Funded Amount	YTD	MTD	YTD %
EDUCATOR EFFECTIVENESS							
	HENDERSON KNOX MERCER WARREN		Federal	180,000.00	-	-	0.0%
		Will support the work of the Performance Evaluation Advisory Council (PEAC) which helps guide Illinois public school districts on the Performance Evaluation Reform Act.					
	ILLINOIS STATE UNIV		Federal	298,000.00	-	-	0.0%
		Provide services in support of NBPTS.					
	WESTAT INC		Federal	69,000.00	12,172.75	-	17.6%
		Will provide facilitation, content area and expertise and research best practice in the design and development of culturally responsive teaching standards.					
FACILITY MANAGEMENT							
	ALZINA BUILDING II LLC		Federal	516,410.13	282,227.91	120,834.27	54.7%
			GRF	1,106,227.08	602,762.08	259,779.84	54.5%
			Other State	407,639.86	224,545.41	94,473.78	55.1%
		Lease of Springfield office space.					
	SICILIANO, INC		Other State	50,000.00	11,196.17	5,202.17	22.4%
		Carpentry for ISBE Springfield office.					
FEDERAL AND STATE MONITORING							
	VANDER WEELE GROUP LLC		Federal	77,612.92	51,983.12	-	67.0%
		Contract will cover monitoring of federal grants provided to CPS. Including a monitoring plan, work papers documenting testing activities and results subject to review and acceptance by ISBE periodically throughout fieldwork and a final report describing activities the activities performed and findings noted subject to review and acceptance by ISBE.					
FISCAL SUPPORT SERVICES							
	CROWE HORWATH LLP		GRF	119,000.00	85,680.00	-	72.0%
		Assist staff in extracting and compiling data from the Agency's Internal Accounting System.					

Acct Unit	Vendor	Description	Fund Type	Funded Amount	YTD	MTD	YTD %
FUNDING AND DISBURSEMENTS							
	MTW SOLUTIONS LLC		Other State	99,000.00	13,804.09	-	13.9%
		Develop mechanism for extracting data from electronic E-Grants Management System.					
IL- EMPOWER							
	MEASUREMENT INCORPORATED		Federal	171,702.00	83,403.00	40,478.00	48.6%
		Will evaluate ISBEs statewide system of support; IL-EMPOWER. Will collect, analyze and report to ISBE annually on implementation progress, impact on school continuous improvement and effectiveness for improving opportunity and outcomes for students.					
	SANGAMON COUNTY ROE		Federal	946,181.36	446,650.19	76,650.68	47.2%
		Will provide content expertise based on the New Illinois Learning Standards incorporating the Common Core to ISBE staff.					
INFORMATION SYSTEMS							
	ANCHOR DATA SYSTEMS INC		Other State	155,376.00	85,800.00	13,572.00	55.2%
		One program analyst for the maintenance, support and enhancement of the Educator Licensure Information System (ELIS).					
	ANCHOR DATA SYSTEMS INC		Other State	155,376.00	80,730.00	12,558.00	52.0%
		One programmer analyst to assist in further development of the Educator Data Systems (ELIS) and the (EIS).					
	ASHBAUGH & ASSOCIATES INC		Other State	182,268.00	83,539.50	16,927.50	45.8%
		One program analyst for the maintenance, support and enhancement of the Educator Licensure Information System (ELIS).					
	ASHBAUGH & ASSOCIATES INC		Other State	182,268.00	88,206.00	13,908.00	48.4%
		Time and materials contract for a business analyst for the maintenance, support and enhancement of the Educator Licensure Information System (ELIS)					

Acct Unit	Vendor	Description	Fund Type	Funded Amount	YTD	MTD	YTD %
	ASHBAUGH & ASSOCIATES INC		Federal	356,000.00	147,390.50	34,048.50	41.4%
		Will provide 2 software developers on a time and material basis to assist in the continued development and maintenance of the web based Illinois Nutrition System (WINS).					
	ASHBAUGH & ASSOCIATES INC		Federal	170,000.00	94,732.50	15,427.50	55.7%
		Will provide one business analyst (Carl Oberg) to assist in agency projects, focusing on the development and maintenance of Web-based Illinois Nutrition System (WINS).					
	ASHBAUGH & ASSOCIATES INC		Federal	182,500.00	84,132.52	12,775.00	46.1%
		Will provide one software developer(Jennifer Andruskevitch) to assist in the development and maintenance of special education web-based and LAN-based applications.					
	BOWSHER INFORMATION SYSTEMS INC		Other State	171,312.00	84,882.00	6,450.00	49.5%
		One programmer analyst to assist in further development of the Educator Data Systems (ELIS) and (EIS).					
	BOWSHER INFORMATION SYSTEMS INC		Federal	176,000.00	87,648.00	6,952.00	49.8%
		One software developer to assist in the development and maintenance of extant and future data systems as they pertain to Child Nutrition projects.					
	BOWSHER INFORMATION SYSTEMS INC		GRF	164,000.00	78,597.00	6,150.00	47.9%
		One software developer to provide continued development and maintenance of various web-based applications. Kevin Bowsher is assigned as the software developer.					
	BOWSHER INFORMATION SYSTEMS INC		Other State	167,328.00	87,927.00	11,466.00	52.5%
		Program analyst for the maintenance, support and enhancement of the Educator Licensure Information System (ELIS).					
	BOWSHER INFORMATION SYSTEMS INC		Federal	172,000.00	78,690.00	7,310.00	45.8%
		Time and materials for the services of one software developer to provide continued development and maintenance of extant and future data systems as they pertain to Special Education projects.					

Acct Unit	Vendor	Description	Fund Type	Funded Amount	YTD	MTD	YTD %
	BOWSHER INFORMATION SYSTEMS INC		Federal	75,800.00	28,644.00	-	37.8%
			GRF	67,200.00	43,932.00	7,392.00	65.4%
		Will provide a Business Intelligence Developer (Matt Fuiten) to assist in the development and maintenance of extant and future data systems as they pertain the Statewide Longitudinal Data System.					
	BOWSHER INFORMATION SYSTEMS INC		Other State	168,000.00	75,684.00	5,712.00	45.1%
		Will provide an agile coach/scrum master Phil Laurent) to assist on agency projects, focusing on the adoption and maintenance of and Agile/Scrum methodology through the Division.					
	BOWSHER INFORMATION SYSTEMS INC		Federal	330,000.00	153,274.50	17,847.00	46.4%
		Will supply a software developer on a time and materials basis to assist in the development and maintenance of extant and future data systems as they pertain to Special Education related projects. These contractors will work cooperatively with ISBE to provide continual enhancements, ongoing system maintenance and assist with the implementation of the Individualized Education Program (IEP) Special Education Tracking and Reporting (I-Star) development project.					
	DYNAMIC INTERACTIVE BUSINESS		Federal	56,600.00	22,804.00	11,380.00	40.3%
			GRF	54,400.00	23,324.00	-	42.9%
		One developer (HemantSinder) to assist in the development and maintenance of extant and future data systems as they pertain to the Statewide Longitudinal Data System (SLDS) Illinois Data for Fiscal and Instructional Results, Study and Transparency (Illinois Data FIRST) grant projects.					
	EDIFY TECHNOLOGIES INC		Federal	158,000.00	84,372.00	12,956.00	53.4%
		Will provide 1 software developer on a time and material basis to assist in the continued development and maintenance of the web based Illinois Nutrition System (WINS).					
	EDIFY TECHNOLOGIES INC		GRF	164,000.00	82,656.00	12,136.00	50.4%
		Will provide one software developer on a time and material basis to provide continued development and maintenance of the Entity Profile System (EPS).					

Acct Unit	Vendor	Description	Fund Type	Funded Amount	YTD	MTD	YTD %
	EDIFY TECHNOLOGIES INC		GRF	164,000.00	86,592.00	13,038.00	52.8%
		Will provide one software developer on a time and materials basis to assist in the development and maintenance of the ISBE Financial Data Systems.					
	IBM CORP		Federal	264,553.59	123,143.28	-	46.5%
			GRF	1,199,769.56	547,924.86	122,603.28	45.7%
		Will provide a project team to assist in the development and maintenance of extant and future data systems as they pertain to the collection and organization of the ISBE Student Information Systems (SIS).					
	LEAD IT CORPORATION		Federal	130,000.00	71,500.00	12,610.00	55.0%
		Will provide 2 software developers on a time and material basis to assist in the continued development and maintenance of the web based Illinois Nutrition System (WINS).					
	LEARNINGMATE SOLUTIONS INC		Federal	779,205.10	274,769.05	29,180.40	35.3%
			GRF	166,954.93	137,208.64	48,334.23	82.2%
			Other State	242,843.53	90,272.50	-	37.2%
		One project manager, one data architect, one business analyst and two programmer analysts to support the ISBE data warehouse.					
	LEARNINGMATE SOLUTIONS INC		Federal	125,000.00	24,912.50	12,150.00	19.9%
		Will provide one Outreach Coordinator (Rose Whelihan) to assist in the continued development and maintenance of extant and future data systems as they pertain to the ILDS Illinois Data for Fiscal and Instructional results, study and transparency grant projects.					
	LEVI RAY & SHOUP INC		Federal	145,000.00	51,627.50	12,580.00	35.6%
		Will provide one Project Manager (Steve Koester) to assist in the continued development and maintenance of extant and future data systems as they pertain to the ILDS Illinois Data for Fiscal instructional results, study and transparency grant projects.					

Acct Unit	Vendor	Description	Fund Type	Funded Amount	YTD	MTD	YTD %
	MARUCCO STODDARD FERENBACH AND		Federal	289,302.32	99,312.50	14,635.00	34.3%
			GRF	166,395.36	82,720.00	-	49.7%
		Time and materials contract for the services of 3 software developers to provide continued development and maintenance of the Ed360 web application.					
	MARUCCO STODDARD FERENBACH AND		Federal	151,000.00	56,840.00	1,730.00	37.6%
		Will provide one developer (Kevin Scheufele) to assist in the continued development and maintenance of extant and future data systems as the pertain to the ILDS Illinois Data for Financial and Instructional results, study and transparency grant projects.					
	MARUCCO STODDARD FERENBACH AND		Other State	360,000.00	161,595.00	25,515.00	44.9%
		Will provide 2 software developers to provide continued development and maintenance for various SharePoint applications.					
	MARUCCO STODDARD FERENBACH AND		GRF	680,000.00	307,145.00	51,463.75	45.2%
		Will provide on project manager (Ana Johnson) one business analyst (Julie Mossberg-Kingsley) and two developers (Michael Plugmacher and Keagan Galvin) to support the Early Education Childhood applications.					
	MARUCCO STODDARD FERENBACH AND		Federal	160,000.00	74,240.00	11,000.00	46.4%
		Will provide one business analyst (MaryAnn Hedlund) to assist in agency projects, focusing on the development and maintenance of the Special Education Systems.					
	MARUCCO STODDARD FERENBACH AND		Federal	54,000.00	13,500.00	-	25.0%
		Will provide one data analyst (Jaimee Carter) on a time and materials basis to support agency initiatives revolving around the ISBE data warehouse and the Illinois implementation of Every Student Succeeds Act (ESSA), as defined by ISBE.					
	MARUCCO STODDARD FERENBACH AND		Federal	132,700.00	34,232.50	13,110.00	25.8%
		Will provide one Lead Data Analyst(Bob OKeefe) that is needed for coordinating program components related to the Illinois Longitudinal Data System which includes support and enhancements to the ISBE Data Warehouse.					

Acct Unit	Vendor	Description	Fund Type	Funded Amount	YTD	MTD	YTD %
	MARUCCO STODDARD FERENBACH AND		Federal	69,000.00	35,765.00	-	51.8%
			GRF	92,000.00	25,472.50	-	27.7%
		Will provide one project manager (Jeff Wheaton) to support agency initiatives revolving around the ISBE data Funding, Illinois Report Card, reporting of State assessments, Data Quality Dashboard, IL EMPOWER IBAM rubric, ESSA summative designations, and holistic district plans.					
	MARUCCO STODDARD FERENBACH AND		Federal	190,000.00	97,090.00	13,395.00	51.1%
		Will provide one Project Manager (Tom Janssen) to assist in support of Educator Effectiveness related to projects including the Educator Licensure Information System (ELIS) and the development of educator metrics in the ISBE data warehouse.					
	MARUCCO STODDARD FERENBACH AND		GRF	140,000.00	68,390.00	10,990.00	48.9%
		Will provide one software developer on time and materials to provide continued development and maintenance of the Early Childhood Data Systems. Will assist staff with data requests, implement enhancement and change requests and provide necessary support to the ISBE Data Warehouse.					
	MARUCCO STODDARD FERENBACH AND		Federal	182,000.00	80,171.00	11,284.00	44.1%
		Will supply a software developer on a time and materials basis to assist in the development and maintenance of extant and future data systems as they pertain to Special Education related projects.					
	MBB OF SPRINGFIELD INC		Federal	164,000.00	81,754.00	11,398.00	49.9%
		One software developer to help supply materials basis to assist in the development and maintenance of extant and future data systems as they pertain to Special Education related projects.					
	MBB OF SPRINGFIELD INC		Federal	168,000.00	78,078.00	15,876.00	46.5%
		Will provide one software developer (Santosh Pulijala) to assist in the development and maintenance of special education web based and LAN based applications.					
	MBB OF SPRINGFIELD INC		Federal	149,000.00	78,150.50	12,814.00	52.5%
		Will provide one software developer on a time and materials basis to assist in the development and maintenance of extant and future data systems as they pertain to Special Education projects. Will work with ISBE to provide continual enhancements, ongoing system maintenance and assist with the SEDs rewrite project.					

Acct Unit	Vendor	Description	Fund Type	Funded Amount	YTD	MTD	YTD %
	MBB OF SPRINGFIELD INC		Federal	154,000.00	78,078.00	13,860.00	50.7%
		Will provide software developer on a time and material basis to assist in the continued development and maintenance of the web based Illinois Nutrition System (WINS).					
	NORTHERN ILLINOIS UNIVERSITY		Federal	56,884.00	16,047.00	-	28.2%
		Will utilize expanded fiscal data in the ISBE Data Warehouse and Illinois Longitudinal Data Systems for any early childhood return on investment research project.					
	PLICKERS INC		GRF	51,250.00	51,250.00	-	100.0%
		Will provide an ongoing maintenance and enhancements in support of a statewide implementation of education technology enabling K-12 teachers to administer formative assessments in a classroom environment without the use of student devices or student logins.					
	SYNOPSIS INC		Federal	129,000.00	49,998.00	12,974.50	38.8%
		Will provide one business analyst (Roshini Srinivasan) to assist in the continued development and maintenance of extant and future data systems as they pertain to the ILDS Illinois Data for Fiscal and Instructional results, study and transparency grant projects.					
	VETERAN'S CONSULTING INC		Federal	164,000.00	74,292.00	10,291.00	45.3%
		One software developer to assist in the development and maintenance of extant and future data systems as they pertain to Special Ed projects.					
LEGAL							
	LANER MUCHIN DOMBROW BECKER LTD		GRF	150,000.00	61,905.00	-	41.3%
		In anticipation of litigation will serve as legal representative of the State Superintendent of ISBE. All pre-hearing, hearing and post hearing matters with respect to teachers certification.					
MULTILINGUAL							
	NORTHERN ILLINOIS UNIVERSITY		Federal	573,610.00	239,004.19	47,800.83	41.7%
		Will provide support to the state migrant education program local projects in the areas of identification and recruitment, professional development, curriculum, data collection and needs assessment. Also, inter and intra-state coordination, parent involvement, updating the state plan and outreach to out of school youth.					

Acct Unit	Vendor	Description	Fund Type	Funded Amount	YTD	MTD	YTD %
	THE CENTER RESOURCES FOR		GRF	499,997.00	208,332.05	41,666.41	41.7%
		Will design and implement a system of targeted technical assistance primarily for schools and districts focused on school and districts focused on improvement to meet the needs of English Learners.					
	THE CENTER RESOURCES FOR		GRF	1,199,947.00	305,918.02	62,656.53	25.5%
		Will develop and deliver high quality, ongoing professional development to support English learners, biliteracy, and bilingual family engagement.					
	UNIVERSITY OF COLORADO		Federal	100,000.00	-	-	0.0%
		Literacy Squared to provide extensive professional development and technical assistance to districts implementing transitional bilingual and dual language programs.					
NUTRITION							
	CHICAGO CITY OF		Federal	125,000.00	115,350.00	-	92.3%
		Will provide health/food inspections for the Summer Food Service Program (SFSP) and the Child and Adult Food Care Program (CAFCP) At-Risk program in the City of Chicago.					
	CN RESOURCE LLC		Federal	450,000.00	-	-	0.0%
		Conduct a complete NLSP admin review, school breakfast program review and menu certification review for the USDA 3 year NSLP review requirements.					
	DUPAGE COUNTY HEALTH DEPT		Federal	108,250.00	-	-	0.0%
		Will conduct health/food safety inspections for the Summer Food Service Program (SFSP) and the Child and Adult Food Care Program (CACFP). At-Risk programs in the counties of Cook, DuPage, Kane, Kendall, Lake, McHenry and Will.					
	HAMBRICK & ASSOCIATES INC		Federal	500,000.00	-	-	0.0%
		Will provide selection and placement services for Summer Meal ads and announcements in various modes of transportation media.					

Acct Unit	Vendor	Description	Fund Type	Funded Amount	YTD	MTD	YTD %
	LANTER DISTRIBUTING LLC		Federal	2,500,000.00	1,414,205.03	363,142.67	56.6%
		Will provide warehousing and delivery services for USDA foods used in the operation of the National School Lunch Program for School Food Authorities (SFAs) in Illinois.					
	PRECISION BUSINESS SOLUTIONS INC		Federal	95,000.00	10,761.00	-	11.3%
		Will provide individual(s) to conduct Administrative Reviews for appeals on an as needed basis for the Child Nutrition Programs. Federal regulations require that ISBE provide appeal rights whenever fiscal action from reviews, denial of applications and revisions of claims.					
	PREMIER STAFFING SOURCE INC		Federal	85,000.00	56,475.00	-	66.4%
		10 temporary Field Monitors to conduct on-site monitoring visits to ensure ISBE meets the number of reviews required by Federal Regulations. Using Master Contract # CMS805912E.					
	UNIVERSITY OF ILLINOIS		Federal	281,250.00	281,250.00	281,250.00	100.0%
		Mentors used to help with the Specific, Measurable, Achievable, Relevant and Time based (SMART) goals concept to assist schools in implementing the new USDA requirements.					
PROJECT MANAGEMENT							
	MARUCCO STODDARD FERENBACH AND		Other State	1,059,150.00	727,716.00	181,929.00	68.7%
		Will design, develop and implement web-based applications to become a "one-stop shop" for Illinois School Districts and ISBE.					
REGULATORY SERVICES							
	EDUCATIONAL SVC REGION OFF		GRF	1,400,000.00	465,561.00	105,987.00	33.3%
		Statewide support technology system to provide professional development, technical assistance, network design consultation, leadership, technology planning consultation and information exchange.					
	ILLINOIS DEPT OF EMPLOYMENT SEC		GRF	240,000.00	-	-	0.0%
		A project between IBSE and IDES to securely connect Illinois public high school student data and employment data.					

Acct Unit	Vendor	Description	Fund Type	Funded Amount	YTD	MTD	YTD %
	PEORIA COUNTY REGIONAL OFF OF ED		GRF	475,000.00	395,833.35	-	83.3%
		Will administer, plan and implement the Illinois Virtual School. Will include management and delivery of on-line courses for students as well professional development for educators.					
SCHOOL BUSINESS SERVICES							
	ENCORE CONSULTING SERVICES INC		GRF	76,733.00	17,981.50	-	23.4%
		Will provide two temporary Financial Data Analysts who will provide data analysis, data input, data reconciliations, data collections and report completion for School Business Services activities.					
SPECIAL EDUCATION							
	BOONE WINNEBAGO ROE		Federal	125,000.00	14,873.30	9,257.19	11.9%
		Will hire, supervise and evaluate state sponsored IEP facilitators in partnership with ISBE. IEP facilitators will promote positive communication between districts/school personnel and parents during IEP meetings and assist with resolving conflicts that may arise as IEP team works to develop mutually acceptable IEPs.					
	DIAZ-POLLACK, BEATRIZ A		Federal	100,000.00	16,925.00	11,790.00	16.9%
		Impartial Hearing Officers in the local-level - Section 14-8.02 of the School Code.					
	FUHRMANN, KATHLEEN C		Federal	110,000.00	25,970.00	5,310.00	23.6%
		Impartial Hearing Officers in the local-level - Section 14-8.02 of the School Code.					
	MAXWELL WICKETT, JANET K		Federal	90,000.00	28,962.50	5,355.00	32.2%
		Impartial Hearing Officers in the local-level - Section 14-8.02 of the School Code.					
	MEASUREMENT INCORPORATED		Federal	72,836.00	36,418.00	18,209.00	50.0%
		Parent Survey Reproduction, Dissemination, and Data Collection.					
	REGIONAL OFFICE OF EDUCATION 20		Federal	818,474.00	477,444.00	136,412.00	58.3%
		Harrisburg Project - Manage software for special education districts and co-ops.					
	SCHUSTER, ALAN G		Federal	110,000.00	36,837.50	-	33.5%
		Impartial Hearing Officers in the local-level - Section 14-8.02 of the School Code.					

Acct Unit	Vendor	Description	Fund Type	Funded Amount	YTD	MTD	YTD %
	SCHWARTZ, MARY E		Federal	100,000.00	36,095.00	17,617.50	36.1%
		Impartial Hearing Officers in the local-level - Section 14-8.02 of the School Code.					
	SPECIAL EDUCATION SOLUTIONS		Federal	137,950.00	80,470.81	22,991.66	58.3%
		Training and technical assistance for ISBEs Special Education Due Process Hearing Officers.					
	SPECIAL EDUCATION SOLUTIONS		Federal	55,350.00	32,287.50	9,225.00	58.3%
		Will provide Special Education Mediator Training to maintain the mediators special education regulatory knowledge, dispute resolution skill set and critical thinking skills.					
	STRUSZ, MARY JO		Federal	110,000.00	14,630.00	3,982.50	13.3%
		Impartial Hearing Officers in the local-level - Section 14-8.02 of the School Code.					
	TRINKALA, LEAH M		Federal	110,000.00	66,537.50	157.50	60.5%
		Impartial Hearing Officers in the local-level - Section 14-8.02 of the School Code.					
	UNIVERSITY OF ILLINOIS		Federal	143,636.00	59,853.00	11,969.00	41.7%
		Maintain the IEP Tutorial website designed to aid Illinois teachers in making data-supported decisions when writing IEP goals linked to State Standards.					
TECHNOLOGY SUPPORT AND INFRASTRUCTURE							
	CDW LLC		Federal	163,999.98	-	-	0.0%
			GRF	50,000.00	-	-	0.0%
		Will provide EMC equipment, maintenance, support and service as well as maintenance and support services for ISBEs existing EMC equipment.					
	CROWE HORWATH LLP		GRF	117,295.27	20,741.10	-	17.7%
		Will perform comprehensive risk assessment.					
WELLNESS							
	AMERICAN INSTITUTE FOR RESEARCH		Federal	664,625.00	332,312.48	55,385.42	50.0%
		Technical assistance to the 21st Century Community Learning Centers grantees.					

Acct Unit	Vendor	Description	Fund Type	Funded Amount	YTD	MTD	YTD %
	EDUCATION DEVELOPMENT CENTER INC		Federal	371,065.00	278,298.75	92,766.25	75.0%
		Statewide evaluation of the 21st Century Community Learning Center program. MY17413					
	ILLINOIS CRIMINAL JUSTICE		Federal	84,683.11	16,759.21	14,202.52	19.8%
		Will collect and analyze several different types of data to document the implementation of the STOP-SV-IL project. Pre and post-training surveys will be created to document changes in educator and law enforcement officer knowledge and attitudes following training.					
	SOUTHERN ILL UNIV-CARBONDALE		Federal	88,265.00	44,132.50	22,066.25	50.0%
		Will design and execute a rigorous, evidence based local evaluation of the Sexual Risk Avoidance Education (SRAE) project.					
	THE UNIVERSITY OF CHICAGO		GRF	719,081.00	342,581.00	342,581.00	47.6%
		Will provide the support and services to administer a statewide survey of learning conditions as required by Section 2-3.153 of School Code (105 ILCS 5/2-3.153).					
	WEST 40 INTERMEDIATE		GRF	64,986.00	-	-	0.0%
		Will coordinate and execute non-public renewal visits. This includes visiting assigned schools; executing compliance processes, providing technical assistance and working with schools to correct deficiencies.					
	WEST 40 INTERMEDIATE		Federal	243,150.00	-	-	0.0%
		Will work in conjunction with the ISBE to meet the STOP grant deliverables of providing statewide mental health awareness trainings.					

ILLINOIS STATE BOARD OF EDUCATION
Comparative Statement of Expenditures to Date (January 31, 2020)
Fiscal Years 2020 and 2019

	FY20				FY19			
	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD
<u>General Revenue Fund</u>								
Lump Sums	\$ 71,057,100	\$ 22,346,160	\$ 48,710,940	31.45%	\$ 72,576,100	\$ 20,644,542	\$ 51,931,558	28.45%
Awards and Grants	4,046,632,800	2,322,112,691	1,724,520,109	57.38%	3,728,852,000	2,214,800,502	1,514,051,498	59.40%
Total General Revenue Fund	\$ 4,117,689,900	\$ 2,344,458,851	\$ 1,773,231,049	56.94%	\$ 3,801,428,100	\$ 2,235,445,044	\$ 1,565,983,056	58.81%
<u>Education Assistance Fund</u>								
Awards and Grants	\$ 728,849,300	\$ 400,514,250	\$ 328,335,050	54.95%	\$ 728,849,300	\$ 380,639,604	\$ 348,209,696	52.22%
<u>Common School Fund</u>								
Awards and Grants	\$ 3,213,015,600	\$ 1,678,499,003	\$ 1,534,516,597	52.24%	\$ 3,213,015,600	\$ 1,644,060,497	\$ 1,568,955,103	51.17%
<u>Teacher Certification Fee Revolving Fund</u>								
Lump Sums	\$ 6,000,000	\$ 1,739,819	\$ 4,260,181	29.00%	\$ 6,000,000	\$ 1,554,565	\$ 4,445,435	25.91%
<u>Drivers Education Fund</u>								
Awards and Grants	\$ 16,000,000	\$ 7,999,983	\$ 8,000,017	50.00%	\$ 18,750,000	\$ 9,374,981	\$ 9,375,019	50.00%
<u>School Dist. Emergency Financial Asst. Fund</u>								
Awards and Grants	\$ 1,000,000	\$ -	\$ 1,000,000	0.00%	\$ 1,000,000	\$ 15,834	\$ 984,166	1.58%
<u>SBE Special Purpose Trust Fund</u>								
Lump Sums (00)	\$ 8,484,800	\$ 83,029	\$ 8,401,771	0.98%	\$ 8,484,800	\$ 2,878,746	\$ 5,606,054	33.93%
Lump Sums (10)	7,990,000	2,370,931	5,619,069	29.67%	7,015,200	1,528,039	5,487,161	21.78%
Total SBE Special Purpose Trust Fund	\$ 16,474,800	\$ 2,453,960	\$ 14,020,840	14.90%	\$ 15,500,000	\$ 4,406,785	\$ 11,093,215	28.43%
<u>SBE Teacher Certification Institution Fund</u>								
Lump Sums	\$ 2,208,900	\$ 242,181	\$ 1,966,719	10.96%	\$ 2,208,900	\$ 243,822	\$ 1,965,078	11.04%
<u>SBE Federal Department of Agriculture Fund</u>								
Lump Sums	\$ 19,904,700	\$ 5,376,098	\$ 14,528,602	27.01%	19,904,700	5,089,067	14,815,633	21.55%
Awards and Grants	1,062,500,000	354,969,895	707,530,105	33.41%	1,062,500,000	359,518,339	702,981,661	33.84%
Total SBE Federal Department of Agriculture Fund	\$ 1,082,404,700	\$ 360,345,993	\$ 722,058,707	33.29%	\$ 1,082,404,700	\$ 364,607,406	\$ 717,797,294	33.68%

ILLINOIS STATE BOARD OF EDUCATION
Comparative Statement of Expenditures to Date (January 31, 2020)
Fiscal Years 2020 and 2019

	FY20				FY19			
	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD
<u>SBE Federal Agency Services Fund</u>								
Lump Sums	\$ 1,378,800	\$ 98,104	\$ 1,280,696	7.12%	1,378,800	53,960	1,324,840	3.91%
Awards and Grants	17,050,000	3,153,966	13,896,034	18.50%	12,300,000	1,747,316	10,552,684	14.21%
Total SBE Federal Agency Services Fund	\$ 18,428,800	\$ 3,252,070	\$ 15,176,730	17.65%	\$ 13,678,800	\$ 1,801,276	\$ 11,877,524	13.17%
<u>SBE Federal Department of Education Fund</u>								
Lump Sums	\$ 85,869,800	\$ 15,345,792	\$ 70,524,008	17.87%	120,869,800	12,520,986	108,348,814	7.62%
Awards and Grants	2,435,900,000	609,116,592	1,826,783,408	25.01%	2,439,500,000	551,452,530	1,888,047,470	22.61%
Total SBE Federal Department of Education Fund	\$ 2,521,769,800	\$ 624,462,384	\$ 1,897,307,416	24.76%	\$ 2,560,369,800	\$ 563,973,516	\$ 1,996,396,284	22.03%
<u>Charter Schools Revolving Loan Program Fund</u>								
Awards and Grants	\$ 200,000	\$ -	\$ 200,000	0.00%	\$ 200,000	\$ -	\$ 200,000	0.00%
<u>School Infrastructure Fund</u>								
Lump Sums	\$ 600,000	\$ 14,307	\$ 585,693	2.38%	\$ 600,000	\$ 47,907	\$ 552,093	7.98%
District Broadband Expansion	15,928,428	1,017,731	14,910,697	6.39%	16,300,000	21,200	16,278,800	0.13%
School Maintenance Grants	240,000,000	-	240,000,000	0.00%	40,000,000	-	40,000,000	0.00%
Total School Infrastructure Fund	\$ 256,528,428	\$ 1,032,038	\$ 255,496,390	0.40%	\$ 56,900,000	\$ 69,107	\$ 56,830,893	0.12%
<u>School Technology Revolving Loan Program Fund</u>								
Awards and Grants	\$ 7,500,000	\$ 481,780	\$ 7,018,220	6.42%	\$ 7,500,000	\$ 442,300	\$ 7,057,700	5.90%
<u>Temporary Relocation Expenses Revolving Grant Fund</u>								
Awards and Grants	\$ 1,000,000	\$ -	\$ 1,000,000	0.00%	\$ 1,000,000	\$ -	\$ 1,000,000	0.00%
<u>Capital Development Fund</u>								
Overcrowded Schools Construction Grants	\$ 25,000,000	\$ -	\$ 25,000,000	0.00%	\$ 25,000,000	\$ -	\$ 25,000,000	0.00%
<u>School Construction Fund</u>								
School Maintenance Grants	\$ 4,391,137	\$ -	\$ 4,391,137	0.00%	\$ 4,391,137	\$ -	\$ 4,391,137	0.00%

ILLINOIS STATE BOARD OF EDUCATION
Comparative Statement of Expenditures to Date (January 31, 2020)
Fiscal Years 2020 and 2019

	FY20				FY19			
	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD
<u>Personal Property Tax Replacement Fund</u>								
Lump Sums	\$ 100,000	\$ 70,000	\$ 30,000	70.00%	\$ 70,000	\$ 70,000	\$ -	100.00%
Awards and Grants	6,970,000	4,070,158	2,899,842	58.40%	6,970,000	4,672,599	2,297,401	67.04%
Grants for Educational Purposes	11,200,000	6,172,067	5,027,933	55.11%	11,000,000	6,077,520	4,922,480	55.25%
Total Personal Property Tax Replacement Fund	\$ 18,270,000	\$ 10,312,225	\$ 7,957,775	56.44%	\$ 18,040,000	\$ 10,820,119	\$ 7,219,881	59.98%
<u>After School Rescue Fund</u>								
Lump Sums	\$ 200,000	\$ -	\$ 200,000	0.00%	\$ 200,000	\$ -	\$ 200,000	0.00%
<u>Fund for Advancement of Education</u>								
Awards and Grants	\$ 823,700,000	\$ 300,000,000	\$ 523,700,000	36.42%	\$ 641,500,000	\$ 220,000,000	\$ 421,500,000	34.29%
<u>State Charter School Commission Fund</u>								
Lump Sums	\$ 1,250,000	\$ 540,720	\$ 709,280	43.26%	\$ 1,250,000	\$ 501,404	\$ 748,596	40.11%
ISBE TOTALS	\$ 12,861,881,365	\$ 5,736,335,257	\$ 7,125,546,108	44.60%	\$ 12,199,186,337	\$ 5,437,956,260	\$ 6,761,230,077	44.58%

Illinois State Board of Education
FY 2020 Appropriation & Spending by Program 07/01/2019 thru 1/31/2020
(Dollars in Thousands)

Initiatives	Appropriation			YTD Expenditures			
	Total	Grants	Admin	Grants	Admin	Total	% Appr.
STATE							
Distributive Grants	<u>\$8,143,834.6</u>	<u>\$8,142,134.7</u>	<u>\$1,699.9</u>	<u>\$4,369,434.0</u>	<u>\$514.3</u>	<u>\$4,369,948.3</u>	<u>53.7%</u>
Evidence - Based Funding	\$7,211,163.2	\$7,209,463.3	\$1,699.9	\$3,925,230.8	\$514.3	\$3,925,745.1	54.4%
Property Tax Relief Grants	\$3,650.0	\$3,650.0	\$0.0	\$0.0	\$0.0	\$0.0	0.0%
District Consolidation Cost	\$218.0	\$218.0	\$0.0	\$134.7	\$0.0	\$134.7	61.8%
<u>Mandated Categoricals</u>	<u>\$928,803.4</u>	<u>\$928,803.4</u>	<u>\$0.0</u>	<u>\$444,068.5</u>	<u>\$0.0</u>	<u>\$444,068.5</u>	<u>47.8%</u>
Illinois Free Lunch/Breakfast	\$9,000.0	\$9,000.0	\$0.0	\$3,359.1	\$0.0	\$3,359.1	37.3%
Orphanage Tuition 18-3 (Reg Ed)	\$10,100.0	\$10,100.0	\$0.0	\$3,783.2	\$0.0	\$3,783.2	37.5%
Sp-Ed - Orphanage Tuition 14-7.03	\$80,500.0	\$80,500.0	\$0.0	\$22,305.4	\$0.0	\$22,305.4	27.7%
Sp-Ed - Private Tuition	\$152,320.0	\$152,320.0	\$0.0	\$76,160.0	\$0.0	\$76,160.0	50.0%
Sp-Ed - Transportation	\$387,682.6	\$387,682.6	\$0.0	\$193,841.3	\$0.0	\$193,841.3	50.0%
Transportation - Regular/Vocational	\$289,200.8	\$289,200.8	\$0.0	\$144,619.6	\$0.0	\$144,619.6	50.0%
Standards - Assessment & Accountability	<u>\$46,500.0</u>	<u>\$0.0</u>	<u>\$46,500.0</u>	<u>\$0.0</u>	<u>\$8,676.8</u>	<u>\$8,676.8</u>	<u>18.7%</u>
Assessments	\$46,500.0	\$0.0	\$46,500.0	\$0.0	\$8,676.8	\$8,676.8	18.7%
Ensuring Quality Ed Personnel	<u>\$2,500.0</u>	<u>\$2,500.0</u>	<u>\$0.0</u>	<u>\$1,383.3</u>	<u>\$0.0</u>	<u>\$1,383.3</u>	<u>55.3%</u>
National Board Certification	\$1,500.0	\$1,500.0	\$0.0	\$800.0	\$0.0	\$800.0	53.3%
Teach for America	\$1,000.0	\$1,000.0	\$0.0	\$583.3	\$0.0	\$583.3	58.3%
Early Childhood	<u>\$543,738.1</u>	<u>\$533,670.8</u>	<u>\$10,067.3</u>	<u>\$269,524.6</u>	<u>\$3,958.3</u>	<u>\$273,482.9</u>	<u>50.3%</u>
Academic Difficulty	<u>\$17,800.0</u>	<u>\$17,800.0</u>	<u>\$0.0</u>	<u>\$10,151.5</u>	<u>\$0.0</u>	<u>\$10,151.5</u>	<u>57.0%</u>
Alternative Learning/Regional Safe Schools	\$6,300.0	\$6,300.0	\$0.0	\$3,751.8	\$0.0	\$3,751.8	59.6%
Truants' Alternative Optional Education	\$11,500.0	\$11,500.0	\$0.0	\$6,399.7	\$0.0	\$6,399.7	55.6%
Learning Technologies	<u>\$2,443.8</u>	<u>\$0.0</u>	<u>\$2,443.8</u>	<u>\$0.0</u>	<u>\$867.6</u>	<u>\$867.6</u>	<u>35.5%</u>
State & District Tech Support	\$2,443.8	\$0.0	\$2,443.8	\$0.0	\$867.6	\$867.6	35.5%
Career Preparation	<u>\$48,062.1</u>	<u>\$48,062.1</u>	<u>\$0.0</u>	<u>\$29,498.8</u>	<u>\$0.0</u>	<u>\$29,498.8</u>	<u>61.4%</u>
Agricultural Education	\$5,000.0	\$5,000.0	\$0.0	\$2,977.3	\$0.0	\$2,977.3	59.5%
Career and Technical Education	\$43,062.1	\$43,062.1	\$0.0	\$26,521.4	\$0.0	\$26,521.4	61.6%
Administration	<u>\$23,217.2</u>	<u>\$0.0</u>	<u>\$23,217.2</u>	<u>\$0.0</u>	<u>\$13,135.3</u>	<u>\$13,135.3</u>	<u>56.6%</u>

Initiatives	Appropriation			YTD Expenditures			
	Total	Grants	Admin	Grants	Admin	Total	% Appr.
Targeted Initiatives	<u>\$55,159.0</u>	<u>\$53,819.1</u>	<u>\$1,339.9</u>	<u>\$15,793.6</u>	<u>\$534.1</u>	<u>\$16,327.7</u>	<u>29.6%</u>
Advanced Placement Classes	\$500.0	\$500.0	\$0.0	\$159.1	\$0.0	\$159.1	31.8%
After School Matters	\$3,443.8	\$3,443.8	\$0.0	\$1,350.0	\$0.0	\$1,350.0	39.2%
After-School Programs	\$20,000.0	\$20,000.0	\$0.0	\$10.8	\$0.0	\$10.8	0.1%
Art Institute of Chicago	\$30.0	\$30.0	\$0.0	\$0.0	\$0.0	\$0.0	0.0%
Autism	\$100.0	\$100.0	\$0.0	\$60.0	\$0.0	\$60.0	60.0%
Blind & Dyslexic	\$846.0	\$846.0	\$0.0	\$846.0	\$0.0	\$846.0	100.0%
Community Residential Services Authority	\$650.0	\$0.0	\$650.0	\$0.0	\$314.2	\$314.2	48.3%
Educator Misconduct Investigations	\$429.9	\$0.0	\$429.9	\$0.0	\$219.9	\$219.9	51.1%
GATA/ BFR	\$260.0	\$0.0	\$260.0	\$0.0	\$0.0	\$0.0	0.0%
Mental Health Services	\$1,000.0	\$1,000.0	\$0.0	\$0.0	\$0.0	\$0.0	0.0%
Mobile Tolerance Education Center	\$1,000.0	\$1,000.0	\$0.0	\$0.0	\$0.0	\$0.0	0.0%
Southwest Organizing Project - Parent Mentoring	\$3,500.0	\$3,500.0	\$0.0	\$2,625.0	\$0.0	\$2,625.0	75.0%
School Support Services	\$1,002.8	\$1,002.8	\$0.0	\$0.0	\$0.0	\$0.0	0.0%
Materials Center for the Visually Impaired	\$1,421.1	\$1,421.1	\$0.0	\$800.0	\$0.0	\$800.0	56.3%
Philip J. Rock Center & School	\$3,777.8	\$3,777.8	\$0.0	\$1,659.8	\$0.0	\$1,659.8	43.9%
Adv Placement Low Income Test Fee	\$2,000.0	\$2,000.0	\$0.0	\$0.0	\$0.0	\$0.0	0.0%
STEM Programs	\$200.0	\$200.0	\$0.0	\$38.2	\$0.0	\$38.2	19.1%
Tax Equivalent Grants	\$222.6	\$222.6	\$0.0	\$222.6	\$0.0	\$222.6	100.0%
Parent Education Pilot Program	\$175.0	\$175.0	\$0.0	\$102.1	\$0.0	\$102.1	58.3%
Youth Build Illinois	\$2,500.0	\$2,500.0	\$0.0	\$1,250.0	\$0.0	\$1,250.0	50.0%
District Intervention Funding	\$12,100.0	\$12,100.0	\$0.0	\$6,670.0	\$0.0	\$6,670.0	55.1%
OTHER STATE							
Regional Services	<u>\$18,270.0</u>	<u>\$18,270.0</u>	<u>\$0.0</u>	<u>\$10,312.2</u>	<u>\$0.0</u>	<u>\$10,312.2</u>	<u>56.4%</u>
ROE - Bus Driver Training	\$100.0	\$100.0	\$0.0	\$70.0	\$0.0	\$70.0	70.0%
ROE - Salaries	\$11,200.0	\$11,200.0	\$0.0	\$6,172.1	\$0.0	\$6,172.1	55.1%
ROE - School Services	\$6,970.0	\$6,970.0	\$0.0	\$4,070.2	\$0.0	\$4,070.2	58.4%
School Infrastructure Fund	<u>\$256,528.4</u>	<u>\$255,928.4</u>	<u>\$600.0</u>	<u>\$1,017.7</u>	<u>\$14.3</u>	<u>\$1,032.0</u>	<u>0.4%</u>
School Infrastructure	\$256,528.4	\$255,928.4	\$600.0	\$1,017.7	\$14.3	\$1,032.0	0.4%
Driver Education	<u>\$16,000.0</u>	<u>\$16,000.0</u>	<u>\$0.0</u>	<u>\$8,000.0</u>	<u>\$0.0</u>	<u>\$8,000.0</u>	<u>50.0%</u>
Other Funds	<u>\$65,224.8</u>	<u>\$39,348.2</u>	<u>\$25,876.6</u>	<u>\$538.9</u>	<u>\$4,919.6</u>	<u>\$5,458.5</u>	<u>8.4%</u>
After School Rescue Fund	\$200.0	\$200.0	\$0.0	\$0.0	\$0.0	\$0.0	0.0%
Capital Development Fund - School Construction	\$25,000.0	\$25,000.0	\$0.0	\$0.0	\$0.0	\$0.0	0.0%

Initiatives	Appropriation			YTD Expenditures			
	Total	Grants	Admin	Grants	Admin	Total	% Appr.
Charter Schools Revolving Loan Fund	\$200.0	\$200.0	\$0.0	\$0.0	\$0.0	\$0.0	0.0%
Emergency Financial Assistance Fund	\$1,000.0	\$1,000.0	\$0.0	\$0.0	\$0.0	\$0.0	0.0%
ISBE - Special Purpose Trust Fund	\$16,474.8	\$57.1	\$16,417.7	\$57.1	\$2,396.9	\$2,454.0	14.9%
ISBE Teacher Certificate Institute Fund	\$2,208.9	\$0.0	\$2,208.9	\$0.0	\$242.2	\$242.2	11.0%
School Construction Maintenance Fund	\$4,391.1	\$4,391.1	\$0.0	\$0.0	\$0.0	\$0.0	0.0%
School Technology Revolving Loan	\$7,500.0	\$7,500.0	\$0.0	\$481.8	\$0.0	\$481.8	6.4%
State Charter School Commission	\$1,250.0	\$0.0	\$1,250.0	\$0.0	\$540.7	\$540.7	43.3%
Teacher Certification Fee Revolving Fund	\$6,000.0	\$0.0	\$6,000.0	\$0.0	\$1,739.8	\$1,739.8	29.0%
Temporary Relocation Revolving Fund	\$1,000.0	\$1,000.0	\$0.0	\$0.0	\$0.0	\$0.0	0.0%

FEDERAL

Federal Ordinary & Contingent	<u>\$0.0</u>	<u>\$0.0</u>	<u>\$0.0</u>	<u>\$0.0</u>	<u>\$0.0</u>	<u>\$0.0</u>	<u>0.0%</u>
Federal Ordinary & Contingent	\$72,153.3	\$0.0	\$72,153.3	\$0.0	\$15,315.7	\$15,315.7	21.2%
Federal Funds	<u>\$3,550,450.0</u>	<u>\$3,505,459.1</u>	<u>\$44,990.9</u>	<u>\$965,077.1</u>	<u>\$7,667.6</u>	<u>\$972,744.7</u>	<u>27.4%</u>
Advanced Placement Fee Payment	\$3,300.0	\$3,300.0	\$0.0	\$224.8	\$0.0	\$224.8	6.8%
School Health Programs - Adolescent Health	\$500.0	\$0.0	\$500.0	\$0.0	\$0.0	\$0.0	0.0%
Career & Technical Education	\$66,000.0	\$66,000.0	\$0.0	\$13,202.0	\$0.0	\$13,202.0	20.0%
CEEDAR Grant - University of Florida	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	0.0%
Charter Schools	\$23,000.0	\$23,000.0	\$0.0	\$10.0	\$0.0	\$10.0	0.0%
Child Nutrition	\$1,062,500.0	\$1,062,500.0	\$0.0	\$354,969.9	\$0.0	\$354,969.9	33.4%
IDEA - Deaf Blind, Part C	\$800.0	\$800.0	\$0.0	\$149.3	\$0.0	\$149.3	18.7%
IDEA - Improvement Plan	\$5,000.0	\$5,000.0	\$0.0	\$608.1	\$0.0	\$608.1	12.2%
IDEA - Pre-School	\$29,200.0	\$29,200.0	\$0.0	\$7,725.5	\$0.0	\$7,725.5	26.5%
Improving Student Health and Achievement	\$45.0	\$45.0	\$0.0	\$6.4	\$0.0	\$6.4	14.3%
Individuals with Disabilities Educ. Act, Pt. B	\$754,000.0	\$754,000.0	\$0.0	\$234,526.4	\$0.0	\$234,526.4	31.1%
Longitudinal Data System	\$5,200.0	\$0.0	\$5,200.0	\$0.0	\$859.6	\$859.6	16.5%
Math & Science Partnerships	\$2,000.0	\$2,000.0	\$0.0	\$1,179.1	\$0.0	\$1,179.1	59.0%
Preschool Expansion Grant	\$35,000.0	\$34,013.5	\$986.5	\$1,528.8	\$418.9	\$1,947.7	5.6%
PDG Birth to Five	\$3,750.0	\$1,551.9	\$2,198.1	\$765.6	\$823.0	\$1,588.6	42.4%
School Health Programs - Abstinence	\$6,455.0	\$6,348.7	\$106.3	\$1,055.0	\$45.1	\$1,100.1	17.0%
Special Congressional Initiatives	\$5,000.0	\$5,000.0	\$0.0	\$0.0	\$0.0	\$0.0	0.0%
STOP School Violence	\$1,000.0	\$0.0	\$1,000.0	\$0.0	\$16.8	\$16.8	1.7%
Substance Abuse and Mental Health (SAMHA)	\$5,300.0	\$5,300.0	\$0.0	\$442.1	\$0.0	\$442.1	8.3%
Title I - Basic Programs	\$917,260.0	\$917,260.0	\$0.0	\$234,783.8	\$0.0	\$234,783.8	25.6%
Title I - Education of Migratory Children	\$3,500.0	\$3,500.0	\$0.0	\$648.5	\$0.0	\$648.5	18.5%
Title I - Migrant Consortium Incentive	\$40.0	\$40.0	\$0.0	\$8.8	\$0.0	\$8.8	21.9%

Initiatives	Appropriation			YTD Expenditures			
	Total	Grants	Admin	Grants	Admin	Total	% Appr.
Title I - Neglected and Delinquent	\$1,200.0	\$1,200.0	\$0.0	\$330.9	\$0.0	\$330.9	27.6%
Title I - School Improvement	\$168,000.0	\$168,000.0	\$0.0	\$31,793.3	\$0.0	\$31,793.3	18.9%
Title II - Quality Teachers	\$160,000.0	\$160,000.0	\$0.0	\$31,777.5	\$0.0	\$31,777.5	19.9%
Title III - English Language Acquisition	\$50,400.0	\$50,400.0	\$0.0	\$10,086.9	\$0.0	\$10,086.9	20.0%
Title IV - Student Support & Academic Enrich.	\$87,871.2	\$87,871.2	\$0.0	\$21,869.9	\$0.0	\$21,869.9	24.9%
Title IV - 21st Century Schools	\$112,128.8	\$112,128.8	\$0.0	\$16,217.2	\$0.0	\$16,217.2	14.5%
Title V - Rural & Low Income Programs	\$2,000.0	\$2,000.0	\$0.0	\$600.3	\$0.0	\$600.3	30.0%
Title VI - State Assessment	\$35,000.0	\$0.0	\$35,000.0	\$0.0	\$5,504.3	\$5,504.3	15.7%
Title X - McKinney Homeless Assistance	\$5,000.0	\$5,000.0	\$0.0	\$567.1	\$0.0	\$567.1	11.3%
TOTAL - ALL FUNDS:	\$12,861,881.4	\$12,632,992.4	\$228,889.0	\$5,680,731.7	\$55,603.6	\$5,736,335.3	44.6%

Illinois State Board of Education Contract Awards January 1, 2020 - January 31, 2020					
Vendor	Illinois Procurement Bulletin/BidBuy Award Notice Date	Type of Award	Term	Contract Term Amount	Description
New Meridian	1/22/2020	Sole Source	upon execution - June 30, 2020	\$801,146.00	Vendor will license science content for the 2020 Illinois Science Assessment (ISA).
Scholastic, Inc	9/26/2019	RFSP	1/15/20-6/30/20	\$0.00	IL EMPOWER Learning Partner
AVID Center	9/26/2019	RFSP	1/16/20-6/30/20	\$0.00	IL EMPOWER Learning Partner
National Board Resource Center	9/26/2019	RFSP	1/17/20-6/30/20	\$0.00	IL EMPOWER Learning Partner
Northern Illinois University	N/A	IGA	1/29/20-9/30/20	\$ 249,810.00	As a part of the Illinois Data for Fiscal and Instructional Results, Study, and Transparency (Illinois Data First) grant, ISBE seeks to build a cohesive research partnership to encourage data and research-driven decisions-making around high school, college, and workforce related issues in Illinois. This will be done by utilizing available school level financial information within the ISBE data Warehouse, along with community college expenditure data from Illinois Community College Board, to analyze the return on investment in terms of improved student college and career readiness and post-secondary enrollment, persistence, and completion of catch-up and speed up strategies.
Hazelden Publishing	9/26/2019	RFSP	1/13/20-6/30/20	\$ -	IL EMPOWER Learning Partner

ILLINOIS STATE BOARD OF EDUCATION
FUNDING AND DISBURSEMENT SERVICES DIVISION
 100 NORTH FIRST STREET, SPRINGFIELD, IL 62777
Approved Grants Less Than 1 Million
Thru Date:(01/01/2020-01/31/2020)

Program: 2020 - 3220, Career & Technical Ed Improvement (CTEI)

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
09-000-0000-00(PD)	REGIONAL OFFICE OF EDUCATION09	CHAMPAIGN	\$250,000	01/09/2020
			\$250,000	

Program: 2020 - 3235, Agriculture Education

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-069-0010-26(30)	FRANKLIN CUSD 1	FRANKLIN	\$6,341	01/22/2020
03-068-0120-26(30)	LITCHFIELD CUD 12	LITCHFIELD	\$10,568	01/23/2020
03-068-0220-26(30)	NOKOMIS CUSD 22	NOKOMIS	\$5,776	01/22/2020
08-008-3990-26(30)	CHADWICK-MILLEDGEVILLE CUSD 399	CHADWICK	\$7,212	01/17/2020
08-043-2050-26(20)	WARREN CUSD 205	WARREN	\$2,874	01/09/2020
08-043-2110-26(30)	SCALES MOUND CUSD 211	SCALES MOUND	\$12,096	01/22/2020
08-089-2000-26(20)	PEARL CITY CUSD 200	PEARL CITY	\$2,729	01/07/2020
13-041-3180-27(30)	BLUFORD UNIT SCHOOL DSTRCT 318	BLUFORD	\$5,443	01/13/2020
13-058-4010-26(30)	SOUTH CENTRAL CUSD 401	KINMUNDY	\$6,338	01/09/2020
15-016-2990-25(30)	CITY OF CHICAGO SD 299	CHICAGO	\$94,663	01/22/2020
17-064-0050-26(30)	MCLEAN COUNTY UD 5	NORMAL	\$14,528	01/13/2020
19-022-2040-26(21)	INDIAN PRAIRIE 204	AURORA	\$1,314	01/17/2020
20-076-0010-26(30)	POPE COUNTY COMMUNITY UNIT	GOLCONDA	\$8,328	01/24/2020
20-083-0030-26(30)	HARRISBURG CUSD 3	HARRISBURG	\$18,407	01/24/2020
20-083-0040-26(30)	ELDORADO CUSD 4	ELDORADO	\$13,497	01/22/2020
20-097-0010-26(30)	GRAYVILLE CUSD 1	GRAYVILLE	\$5,758	01/07/2020
20-097-0030-26(30)	NORRIS CITY-OMAHA-ENFIELD CU 3	NORRIS CITY	\$6,911	01/24/2020
21-061-0010-26(30)	MASSAC COUNTY UNIT SCHOOL DIST 1	METROPOLIS	\$21,045	01/17/2020
21-100-0020-26(30)	MARION CUSD 2	MARION	\$9,810	01/07/2020
26-029-0020-26(30)	V I T UNIT SCHOOL DIST 2	TABLE GROVE	\$6,011	01/24/2020
30-091-0170-22(30)	COBDEN UNIT SCHOOL DISTRICT 17	COBDEN	\$8,257	01/09/2020
30-091-0660-22(20)	DONGOLA CUSD 66	DONGOLA	\$2,022	01/07/2020
40-031-0030-26(30)	NORTH GREENE USD 3	WHITE HALL	\$6,980	01/23/2020
49-081-2000-26(30)	SCHOOL DISTRICT 200 SHERRARD COM	SHERRARD	\$18,700	01/14/2020
54-092-0760-26(30)	OAKWOOD CUSD 76	OAKWOOD	\$7,830	01/24/2020
			\$303,438	

Program: 2020 - 3270, Career & Technical Ed - Student Organization

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
64-108-5650-51(00)	IL FUTURE BUS LEADERS OF AMERICA	CARLYLE	\$18,308	01/27/2020
			\$18,308	

Program: 2020 - 3705, Early Childhood - Block Grant

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-009-0150-26(00)	BEARDSTOWN CUSD 15	BEARDSTOWN	\$483,022	01/31/2020
01-075-0030-26(00)	PLEASANT HILL CUSD 3	PLEASANT HILL	\$89,540	01/30/2020
03-011-0010-26(00)	MORRISONVILLE CUSD 1	MORRISONVILLE	\$124,827	01/16/2020
05-016-0540-04(01)	SCHAUMBURG CCSD 54	SCHAUMBURG	\$283,582	01/28/2020
05-016-0710-02(00)	NILES ELEM SD 71	NILES	\$143,681	01/15/2020
05-016-188X-01(00)	MOSAIC EARLY CHILDHOOD CTR INC	SKOKIE	\$266,562	01/27/2020
05-016-188X-01(01)	MOSAIC EARLY CHILDHOOD CTR INC	SKOKIE	\$265,135	01/27/2020
05-016-269P-00(00)	CHILDCARE NETWORK OF EVANSTON	EVANSTON	\$402,528	01/17/2020
06-016-0790-02(00)	PENNOYER SD 79	NORRIDGE	\$143,681	01/10/2020

ILLINOIS STATE BOARD OF EDUCATION
FUNDING AND DISBURSEMENT SERVICES DIVISION
100 NORTH FIRST STREET, SPRINGFIELD, IL 62777
Approved Grants Less Than 1 Million
Thru Date:(01/01/2020-01/31/2020)

06-016-0810-02(00)	SCHILLER PARK SD 81	SCHILLER PARK	\$447,863	01/15/2020
06-016-0810-02(01)	SCHILLER PARK SD 81	SCHILLER PARK	\$242,718	01/15/2020
06-016-0970-02(00)	OAK PARK SD 97	OAK PARK	\$266,562	01/10/2020
06-016-2040-61(00)	LAGRANGE AREA DEPT SPEC ED-L	LA GRANGE	\$588,263	01/15/2020
06-016-400P-00(00)	OAK PARK & RIVER FOREST DAY	OAK PARK	\$122,221	01/15/2020
06-016-994P-00(00)	ABC TOON TOWN II EDUC CTR	OAK PARK	\$60,460	01/30/2020
06-016-994P-00(PE)	ABC TOON TOWN II EDUC CTR	OAK PARK	\$185,880	01/30/2020
07-016-1220-02(00)	COUNTY OF COOK SCHOOL DIST 122	OAK LAWN	\$655,633	01/28/2020
07-016-1275-02(00)	CHICAGO RIDGE SD 1275	CHICAGO RIDGE	\$513,131	01/27/2020
07-016-1330-02(00)	COOK COUNTY SCHOOL DISTRICT 133	RIVERDALE	\$254,455	01/16/2020
07-016-1430-02(01)	SCHOOL DISTRICT 143 COOK COUNTY	MIDLOTHIAN	\$266,975	01/15/2020
07-016-1435-02(00)	POSEN-ROBBINS ELEM SD 1435	POSEN	\$621,971	01/16/2020
07-016-1435-02(01)	POSEN-ROBBINS ELEM SD 1435	POSEN	\$131,153	01/22/2020
07-016-1435-02(EF)	POSEN-ROBBINS ELEM SD 1435	POSEN	\$324,324	01/21/2020
07-016-1480-02(00)	BOARD OF EDUC SCHOOL DIST 148	RIVERDALE	\$899,083	01/16/2020
07-016-1480-02(EF)	BOARD OF EDUC SCHOOL DIST 148	RIVERDALE	\$628,062	01/21/2020
07-016-1480-02(PE)	BOARD OF EDUC SCHOOL DIST 148	RIVERDALE	\$374,707	01/16/2020
07-016-1525-02(00)	HAZEL CREST SD 152-5	HAZEL CREST	\$390,162	01/16/2020
07-016-1560-02(PE)	COOK COUNTY SD 156	CALUMET CITY	\$53,869	01/15/2020
07-016-1590-02(00)	ELEM SD 159 - MATTESON	MATTESON	\$463,234	01/16/2020
07-016-1600-02(00)	COUNTRY CLUB HILLS SD 160	COUNTRY CLUB H	\$149,358	01/16/2020
07-016-1620-02(00)	MATTESON SCHOOL DISTRICT 162	RICHTON PARK	\$395,002	01/16/2020
07-016-1620-02(PE)	MATTESON SCHOOL DISTRICT 162	RICHTON PARK	\$434,352	01/15/2020
07-016-1670-02(00)	BROOKWOOD SD 167	GLENWOOD	\$266,562	01/16/2020
07-016-1690-02(00)	FORD HEIGHTS SD 169	FORD HEIGHTS	\$300,346	01/22/2020
07-016-214P-00(00)	SUCCESSFUL BEGINNINGS LEARNING	RIVERDALE	\$66,640	01/22/2020
07-016-286P-00(00)	BRIGHT START CHILD CARE & PRESCH	HOMEWOOD	\$133,281	01/22/2020
07-016-293P-00(00)	SANDBOX LEARNING CENTER	PALOS HILLS	\$124,477	01/15/2020
07-016-424N-00(PE)	MOTHER GOOSE CHILDRENS ACADEMY	COUNTRY CLB H	\$372,462	01/08/2020
07-016-619P-00(00)	UNDER CARREYSCARE CORPORATION	RIVERDALE	\$333,202	01/15/2020
07-016-8020-60(01)	SPEC EDUC COOP S COOK CO SP	CHICAGO HEIGH	\$273,477	01/27/2020
11-023-0010-26(00)	SHILOH CUSD 1	HUME	\$170,084	01/15/2020
11-023-0010-26(01)	SHILOH CUSD 1	HUME	\$261,012	01/30/2020
11-023-0060-26(00)	COMMUNITY UNIT SCHOOL DIST NO 6	CHRISMAN	\$106,360	01/15/2020
11-087-0040-26(00)	SHELBYVILLE CUSD 4	SHELBYVILLE	\$260,257	01/14/2020
11-087-0040-26(01)	SHELBYVILLE CUSD 4	SHELBYVILLE	\$253,051	01/10/2020
12-013-0350-26(00)	FLORA CUSD 35	FLORA	\$399,842	01/03/2020
12-013-0350-26(01)	FLORA CUSD 35	FLORA	\$154,284	01/17/2020
12-017-0010-26(01)	COUNTY OF CRAWFORD CUSD 1	HUTSONVILLE	\$470,488	01/28/2020
12-017-0020-26(00)	COMMUNITY UNIT SCHOOL DIST 2	ROBINSON	\$265,544	01/16/2020
12-051-0100-26(00)	RED HILL CUSD 10	BRIDGEPORT	\$266,562	01/13/2020
12-080-008P-00(00)	RBC EARLY EDUCATION LLC	OLNEY	\$113,825	01/09/2020
13-014-0600-02(00)	GERMANTOWN SD 60	GERMANTOWN	\$51,386	01/03/2020
13-041-0800-02(EF)	MT VERNON CITY SCHOOL 80	MOUNT VERNON	\$216,420	01/29/2020
15-016-022P-00(PE)	CHILDRENS HOME AND AID SOCI	CHICAGO	\$185,880	01/06/2020
15-016-071P-00(00)	CATHOLIC BISHOP OF CHICAGO	CHICAGO	\$336,562	01/02/2020
15-016-191P-00(00)	METROPOLITAN FAMILY SERVICES	CHICAGO	\$718,404	01/17/2020
15-016-191P-00(01)	METROPOLITAN FAMILY SERVICES	CHICAGO	\$864,940	01/23/2020
15-016-191P-00(EF)	METROPOLITAN FAMILY SERVICES	CHICAGO	\$469,318	01/21/2020

ILLINOIS STATE BOARD OF EDUCATION
FUNDING AND DISBURSEMENT SERVICES DIVISION
100 NORTH FIRST STREET, SPRINGFIELD, IL 62777
Approved Grants Less Than 1 Million
Thru Date:(01/01/2020-01/31/2020)

15-016-191P-00(PE)	METROPOLITAN FAMILY SERVICES	CHICAGO	\$947,145	01/17/2020
15-016-271P-00(PE)	YWCA OF METROPOLITAN CHICAGO	CHICAGO	\$372,462	01/27/2020
16-019-4280-26(00)	DEKALB CUSD 428	DE KALB	\$614,285	01/10/2020
17-053-0050-26(00)	WOODLAND CUSD 5	STREATOR	\$115,848	01/24/2020
17-053-4290-04(00)	PONTIAC CCSD 429	PONTIAC	\$271,402	01/07/2020
19-022-004P-00(01)	DUPAGE COUNTY	WHEATON	\$346,740	01/13/2020
19-022-027P-00(01)	RACHELS LEARNING CENTER LTD	AURORA	\$932,480	01/07/2020
19-022-0440-02(00)	LOMBARD SD 44	LOMBARD	\$450,104	01/24/2020
19-022-0450-02(00)	VILLA PARK SD 45	VILLA PARK	\$369,301	01/10/2020
19-022-0680-02(00)	WOODRIDGE SD 68	WOODRIDGE	\$533,448	01/16/2020
19-022-2030-26(01)	COMMUNITY UNIT DISTRICT 203	NAPERVILLE	\$813,986	01/22/2020
20-030-0070-26(00)	GALLATIN CUSD 7	JUNCTION	\$200,559	01/31/2020
20-083-5330-51(00)	SOUTHEASTERN IL COLLEGE 533	HARRISBURG	\$126,200	01/17/2020
20-096-2000-26(00)	NORTH WAYNE CUSD 200	CISNE	\$78,965	01/15/2020
21-044-0320-03(00)	NEW SIMPSON HILL C D 32	TUNNEL HILL	\$117,831	01/22/2020
24-032-2010-04(00)	MINOOKA CCSD 201	MINOOKA	\$858,351	01/09/2020
24-047-0880-26(00)	PLANO CUSD 88	PLANO	\$390,715	01/15/2020
24-047-0880-26(PE)	PLANO CUSD 88	PLANO	\$371,760	01/15/2020
26-034-3470-04(00)	LA HARPE COMMUNITY SCHOOL	LA HARPE	\$89,063	01/14/2020
26-062-1030-26(PE)	WEST PRAIRIE CUSD 103	COLCHESTER	\$537,427	01/06/2020
26-062-1700-26(00)	BUSHNELL PRAIRIE CITY CUSD 170	BUSHNELL	\$142,197	01/15/2020
28-000-0000-00(01)	REGIONAL OFFICE OF EDUCATION28	ATKINSON	\$430,953	01/27/2020
28-037-2250-26(00)	ALWOOD CUSD 225	WOODHULL	\$116,260	01/29/2020
28-037-2260-26(00)	ANNAWAN CUSD 226	ANNAWAN	\$101,689	01/30/2020
28-088-0010-26(00)	BRADFORD CUSD 1	BRADFORD	\$52,715	01/28/2020
30-002-0050-26(00)	EGYPTIAN CUSD 5	TAMMS	\$266,020	01/09/2020
30-039-1650-16(01)	CARBONDALE CHSD 165	CARBONDALE	\$271,017	01/27/2020
30-091-0430-04(00)	COUNTY OF UNION SCH DIST NO 43	JONESBORO	\$71,529	01/17/2020
30-091-0660-22(00)	DONGOLA CUSD 66	DONGOLA	\$91,410	01/15/2020
31-045-3030-26(00)	COMMUNITY UNIT SCHOOL DIST 303	ST CHARLES	\$266,562	01/10/2020
32-046-0020-26(00)	HERSCHER CUSD 2	HERSCHER	\$277,654	01/16/2020
32-046-1110-25(00)	KANKAKEE SD 111	KANKAKEE	\$732,831	01/10/2020
32-046-1110-25(01)	KANKAKEE SD 111	KANKAKEE	\$533,861	01/10/2020
32-046-1110-25(PE)	KANKAKEE SD 111	KANKAKEE	\$557,640	01/10/2020
34-049-031P-00(00)	ONE HOPE UNITED-NORTHERN REGION	LAKE VILLA	\$266,562	01/30/2020
34-049-031P-00(01)	ONE HOPE UNITED-NORTHERN REGION	LAKE VILLA	\$304,864	01/30/2020
34-049-031P-00(EF)	ONE HOPE UNITED-NORTHERN REGION	LAKE VILLA	\$624,816	01/30/2020
34-049-0460-04(00)	COMMUNITY CONSOLIDATED SCHOOL	GRAYSLAKE	\$214,588	01/15/2020
34-049-0760-02(00)	SCHOOL DIST 76	MUNDELEIN	\$204,492	01/27/2020
34-049-1160-26(01)	ROUND LAKE AREA SD 116	ROUND LAKE	\$289,518	01/06/2020
35-050-0440-02(00)	STREATOR ELEMENTARY SD 44	STREATOR	\$666,404	01/03/2020
35-050-1500-02(00)	MARSEILLES ESD 150	MARSEILLES	\$215,521	01/09/2020
35-059-0050-26(00)	HENRY-SENACHWINE CUSD 5	HENRY	\$170,843	01/31/2020
35-078-5350-26(00)	PUTNAM COUNTY CU SCHOOL DIST 535	GRANVILLE	\$266,562	01/09/2020
39-055-0030-26(00)	MT ZION CUSD 3	MT ZION	\$80,275	01/16/2020
39-074-0050-26(00)	BEMENT CUSD 5	BEMENT	\$91,669	01/24/2020
39-074-0250-26(00)	MONTICELLO CU 25	MONTICELLO	\$199,225	01/14/2020
39-074-0570-26(00)	DELAND-WELDON CUSD 57	DE LAND	\$87,240	01/10/2020
40-031-0010-26(01)	CARROLLTON CUSD 1	CARROLLTON	\$217,676	01/28/2020

ILLINOIS STATE BOARD OF EDUCATION
FUNDING AND DISBURSEMENT SERVICES DIVISION
 100 NORTH FIRST STREET, SPRINGFIELD, IL 62777
Approved Grants Less Than 1 Million
Thru Date:(01/01/2020-01/31/2020)

40-031-0010-26(PE)	CARROLLTON CUSD 1	CARROLLTON	\$185,880	01/30/2020
40-031-0100-26(00)	GREENFIELD CUSD 10	GREENFIELD	\$133,281	01/09/2020
40-056-0020-26(00)	NORTHWESTERN CUSD 2	PALMYRA	\$133,281	01/30/2020
40-056-0020-26(01)	NORTHWESTERN CUSD 2	PALMYRA	\$205,827	01/31/2020
40-056-0090-26(00)	SOUTHWESTERN CUSD 9	BRIGHTON	\$173,862	01/14/2020
41-057-054P-00(00)	COUNTON LEARNING CENTERS INC	MARYVILLE	\$133,281	01/21/2020
44-063-0120-26(00)	JOHNSBURG CUSD 12	JOHNSBURG	\$266,982	01/24/2020
44-063-0190-24(01)	ALDEN HEBRON SD 19	HEBRON	\$260,095	01/28/2020
44-063-0360-02(00)	HARRISON SD 36	WONDER LAKE	\$133,281	01/17/2020
44-063-2000-26(01)	COMMUNITY UNIT SCHOOL DIST 200	WOODSTOCK	\$360,115	01/06/2020
44-063-2000-26(PE)	COMMUNITY UNIT SCHOOL DIST 200	WOODSTOCK	\$366,845	01/06/2020
47-098-0010-26(00)	ERIE CUSD 1	ERIE	\$282,999	01/09/2020
48-072-030P-00(01)	PEORIA CITIZENS CFEO INC	PEORIA	\$268,261	01/09/2020
49-081-0400-22(PE)	MOLINE-COLE VALLEY COMMUNITY	MOLINE	\$729,424	01/10/2020
49-081-1000-26(00)	RIVERDALE CUSD 100	PORT BYRON	\$252,236	01/15/2020
50-082-052P-00(00)	DEE DEES LEARNING ACADEMY INC	DUPO	\$124,337	01/06/2020
50-082-088P-00(00)	SMART START LEARNING CENTER INC	BELLEVILLE	\$133,281	01/09/2020
50-082-1050-02(00)	PONTIAC-W HOLLIDAY SD 105	FAIRVIEW HGHT	\$385,321	01/15/2020
50-082-1870-26(00)	CAHOKIA CUSD 187	CAHOKIA	\$215,521	01/28/2020
50-082-1870-26(EF)	CAHOKIA CUSD 187	CAHOKIA	\$705,920	01/29/2020
50-082-1880-22(00)	BROOKLYN UD 188	LOVEJOY	\$101,286	01/09/2020
51-084-0080-26(00)	PLEASANT PLAINS CUSD 8	PLEASANT PLAI	\$120,640	01/31/2020
51-084-0150-26(00)	WILLIAMSVILLE CUSD 15	WILLIAMSVILLE	\$122,981	01/10/2020
53-090-7010-26(00)	DEER CREEK-MACKINAW CUSD 701	MACKINAW	\$133,281	01/03/2020
56-099-070C-04(00)	LARAWAY CCSD 70C	JOLIET	\$213,921	01/24/2020
56-099-1140-02(00)	MANHATTAN SD 114	MANHATTAN	\$286,032	01/14/2020
56-099-157C-04(00)	FRANKFORT CCSD 157C	FRANKFORT	\$102,600	01/10/2020
56-099-209U-26(00)	WILMINGTON CUSD 209U	WILMINGTON	\$133,281	01/10/2020
65-108-5155-51(01)	EL VALOR CORPORATION	CHICAGO	\$633,736	01/23/2020
			\$41,755,115	

Program: 2020 - 3999, Other State Programs

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
06-016-0845-02(AD)	RHODES SD 84-5	RIVER GROVE	\$17,222	01/09/2020
06-016-0980-02(AD)	COUNTY OF COOK SCHOOL DIST 98	BERWYN	\$86,383	01/22/2020
06-016-1030-02(AD)	LYONS SD 103	LYONS	\$68,217	01/16/2020
06-016-2010-17(AD)	COOK COUNTY HSD 201	CICERO	\$240,106	01/16/2020
07-016-1510-02(AD)	COOK COUNTY SCHOOL DIST 151	SOUTH HOLLAN	\$58,309	01/14/2020
07-016-1620-02(AD)	MATTESON SCHOOL DISTRICT 162	RICHTON PARK	\$78,892	01/13/2020
07-016-1630-02(AD)	PARK FOREST SD 163	PARK FOREST	\$55,774	01/16/2020
07-016-1700-02(AD)	CHICAGO HEIGHTS SD 170	CHICAGO HEIGH	\$112,203	01/21/2020
07-016-1720-02(AD)	SANDRIDGE SD 172	LYNWOOD	\$10,562	01/09/2020
09-010-1420-04(AD)	LUDLOW CCSD 142	LUDLOW	\$4,189	01/16/2020
13-058-1330-02(AD)	CENTRAL CITY SD 133	CENTRALIA	\$11,295	01/14/2020
15-016-9040-90(AD)	BETTY SHABAZZ INTERN CHARTER SCH	CHICAGO	\$22,973	01/16/2020
19-022-0040-02(AD)	COUNTY OF DUPAGE SCHOOL DIST 4	ADDISON	\$33,630	01/31/2020
21-100-0010-26(AD)	JOHNSTON CITY CUSD 1	JOHNSTON CITY	\$7,981	01/30/2020
30-002-0050-26(AD)	EGYPTIAN CUSD 5	TAMMS	\$18,876	01/30/2020
30-039-1960-26(AD)	ELVERADO CUSD 196	ELKVILLE	\$8,728	01/30/2020

ILLINOIS STATE BOARD OF EDUCATION
FUNDING AND DISBURSEMENT SERVICES DIVISION
 100 NORTH FIRST STREET, SPRINGFIELD, IL 62777
Approved Grants Less Than 1 Million
Thru Date:(01/01/2020-01/31/2020)

30-073-0050-02(AD)	TAMAROA SCHOOL DISTRICT 5	TAMAROA	\$4,635	01/14/2020
30-077-1010-26(AD)	MERIDIAN CUSD 101	MOUNDS	\$17,555	01/16/2020
30-091-0840-26(AD)	SHAWNEE CUSD 84	WOLF LAKE	\$16,072	01/09/2020
32-046-2590-04(AD)	PEMBROKE CCSD 259	HOPKINS PARK	\$8,013	01/14/2020
32-046-3020-16(AD)	ST ANNE CHSD 302	SAINT ANNE	\$7,630	01/14/2020
34-049-0060-02(AD)	ZION ESD 6	ZION	\$79,402	01/16/2020
34-049-2200-26(AD)	COMMUNITY UNIT SCH DIST 220	BARRINGTON	\$12,187	01/30/2020
41-057-0130-02(AD)	EAST ALTON SD 13	EAST ALTON	\$19,548	01/30/2020
47-098-0130-02(AD)	ROCK FALLS ESD 13	ROCK FALLS	\$17,619	01/13/2020
48-072-0690-02(AD)	PLEASANT HILL SD 69	PEORIA	\$9,256	01/13/2020
50-082-1180-02(AD)	BELLEVILLE SD 118	BELLEVILLE	\$67,643	01/16/2020
50-082-1880-22(AD)	BROOKLYN UD 188	LOVEJOY	\$12,025	01/14/2020
56-099-0840-02(AD)	ROCKDALE SCHOOL DISTRICT 84	ROCKDALE	\$8,873	01/09/2020
			\$1,115,798	

Program: 2020 - 4107, Title V- Rural Education Initiative

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
13-058-4010-26(00)	SOUTH CENTRAL CUSD 401	KINMUNDY	\$11,962	01/24/2020
28-006-0990-04(00)	SPRING VALLEY CCSD 99	SPRING VALLEY	\$12,722	01/09/2020
35-050-0440-02(00)	STREATOR ELEMENTARY SD 44	STREATOR	\$32,004	01/09/2020
54-092-0070-26(00)	ROSSVILLE-ALVIN CSD 7	ROSSVILLE	\$5,370	01/13/2020
			\$62,058	

Program: 2020 - 4300, Title I - Low Income

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-001-0040-26(00)	MENDON CUSD 4	MENDON	\$82,464	01/07/2020
01-009-0150-26(00)	BEARDSTOWN CUSD 15	BEARDSTOWN	\$386,990	01/06/2020
01-009-0640-26(00)	VIRGINIA CUSD 64	VIRGINIA	\$66,545	01/31/2020
01-069-0110-26(00)	MEREDOSIA-CHAMBERSBURG CUSD 11	MEREDOSIA	\$83,949	01/13/2020
01-075-0120-26(00)	WESTERN COMMUNITY UNIT SD 12	BARRY	\$213,027	01/02/2020
03-003-0010-26(00)	MULBERRY GROVE CUSD 1	MULBERRY GRO	\$131,574	01/10/2020
03-025-0200-26(00)	BEECHER CITY CUSD 20	BEECHER CITY	\$145,764	01/14/2020
03-026-2030-26(00)	VANDALIA CUSD 203	VANDALIA	\$618,928	01/13/2020
03-068-0220-26(00)	NOKOMIS CUSD 22	NOKOMIS	\$356,164	01/13/2020
04-004-2000-26(00)	NORTH BOONE CUD 200	POPLAR GROVE	\$302,014	01/10/2020
04-101-1400-04(00)	ROCKTON SD 140	ROCKTON	\$190,779	01/10/2020
04-101-2070-16(00)	HONONEGAH CHSD 207	ROCKTON	\$150,270	01/27/2020
04-101-3210-26(00)	PECATONICA CUSD 321	PECATONICA	\$98,236	01/27/2020
04-101-3220-26(00)	DURAND CUSD 322	DURAND	\$70,205	01/06/2020
05-016-0300-02(00)	NORTHBROOK-GLENVIEW SD 30	NORTHBROOK	\$91,454	01/27/2020
05-016-0310-02(00)	WEST NORTHFIELD SD 31	NORTHBROOK	\$191,964	01/24/2020
05-016-0390-02(00)	WILMETTE SD 39	WILMETTE	\$96,591	01/17/2020
05-016-0570-02(00)	MT PROSPECT PUBLIC SCH DIST 57	MOUNT PROSPE	\$191,545	01/22/2020
05-016-0700-02(00)	MORTON GROVE SD 70	MORTON GROVE	\$103,712	01/16/2020
05-016-0735-02(00)	SKOKIE SD 73-5	SKOKIE	\$246,637	01/24/2020
05-016-2020-17(00)	EVANSTON TWP H S DIST 202	EVANSTON	\$348,034	01/30/2020
06-016-0790-02(00)	PENNOYER SD 79	NORRIDGE	\$69,915	01/24/2020
06-016-0800-02(00)	BOARD OF EDUCATION DISTRICT 80	NORRIDGE	\$192,448	01/22/2020
06-016-0840-02(00)	FRANKLIN PARK SD 84	FRANKLIN PARK	\$244,836	01/06/2020
06-016-0925-02(00)	WESTCHESTER SD 92-5	WESTCHESTER	\$169,781	01/30/2020

ILLINOIS STATE BOARD OF EDUCATION
FUNDING AND DISBURSEMENT SERVICES DIVISION
100 NORTH FIRST STREET, SPRINGFIELD, IL 62777
Approved Grants Less Than 1 Million
Thru Date:(01/01/2020-01/31/2020)

06-016-0970-02(00)	OAK PARK SD 97	OAK PARK	\$487,108	01/03/2020
06-016-1030-02(00)	LYONS SD 103	LYONS	\$830,967	01/03/2020
06-016-1050-02(00)	LA GRANGE SD 105	LAGRANGE	\$235,199	01/14/2020
06-016-2000-13(00)	OAK PARK & RIVER FOREST D 200	OAK PARK	\$227,854	01/06/2020
06-016-2080-17(00)	SCHOOL DIST 208-COOK COUNTY	RIVERSIDE	\$163,134	01/30/2020
06-016-2120-16(00)	LEYDEN COMMUNITY HIGH SCHOOL 212	FRANKLIN PARK	\$818,238	01/31/2020
06-016-4010-26(00)	ELMWOOD PARK SD 401	ELMWOOD PARK	\$904,092	01/09/2020
07-016-1180-04(00)	PALOS CCSD 118	PALOS PARK	\$258,677	01/09/2020
07-016-1220-02(00)	COUNTY OF COOK SCHOOL DIST 122	OAK LAWN	\$967,724	01/10/2020
07-016-1230-02(00)	OAK LAWN-HOMETOWN S D 123	OAK LAWN	\$817,345	01/28/2020
07-016-1280-02(00)	PALOS HEIGHTS SD 128	PALOS HEIGHTS	\$131,704	01/07/2020
07-016-1320-02(00)	CALUMET PUBLIC SD 132	CALUMET PARK	\$669,021	01/31/2020
07-016-1400-02(00)	KIRBY SD 140	TINLEY PARK	\$577,136	01/28/2020
07-016-1430-02(00)	SCHOOL DISTRICT 143 COOK COUNTY	MIDLOTHIAN	\$575,860	01/29/2020
07-016-1530-02(00)	HOMEWOOD SD 153	HOMEWOOD	\$240,567	01/14/2020
07-016-1540-02(00)	THORNTON SD 154	THORNTON	\$80,110	01/07/2020
07-016-1545-02(00)	COOK COUNTY SCH 154 1-2 DIST	BURNHAM	\$122,762	01/21/2020
07-016-1550-02(00)	CALUMET CITY SD 155	CALUMET CITY	\$731,032	01/09/2020
07-016-1610-02(00)	FLOSSMOOR SD 161	CHICAGO HEIGH	\$440,354	01/31/2020
07-016-1630-02(00)	PARK FOREST SD 163	PARK FOREST	\$984,975	01/14/2020
07-016-1680-04(00)	COOK COUNTY SCHOOL DIST 168	SAUK VILLAGE	\$937,659	01/27/2020
07-016-2170-16(00)	ARGO CHSD 217	SUMMIT	\$688,286	01/08/2020
08-043-2060-26(00)	STOCKTON CUSD 206	STOCKTON	\$107,343	01/16/2020
08-089-2010-26(00)	DAKOTA CUSD 201	DAKOTA	\$115,592	01/16/2020
08-089-2020-26(00)	LENA WINSLOW CUSD 202	LENA	\$164,804	01/13/2020
08-089-2030-26(00)	ORANGEVILLE SCHOOL DISTRICT 203	ORANGEVILLE	\$55,306	01/10/2020
09-010-0070-26(00)	COMMUNITY UNIT SCH DIST 7	TOLONO	\$242,731	01/07/2020
09-010-0080-26(00)	HERITAGE CUSD 8	HOMER	\$118,672	01/14/2020
11-015-0010-26(00)	CHARLESTON CUSD 1	CHARLESTON	\$953,322	01/31/2020
11-021-3010-26(00)	TUSCOLA CUSD 301	TUSCOLA	\$140,053	01/08/2020
11-021-3020-26(00)	VILLA GROVE CUSD 302	VILLA GROVE	\$97,464	01/10/2020
11-087-003A-26(00)	COWDEN-HERRICK CUSD 3A	COWDEN	\$152,040	01/31/2020
12-017-0010-26(00)	COUNTY OF CRAWFORD CUSD 1	HUTSONVILLE	\$103,659	01/23/2020
12-017-0030-26(00)	CRAWFORD COUNTY COMMUNITY UNIT	PALESTINE	\$226,333	01/30/2020
12-017-0040-26(00)	OBLONG CUSD 4	OBLONG	\$184,683	01/07/2020
13-014-0120-04(00)	BREESE ELEMENTARY DIST 12	BREESE	\$80,300	01/29/2020
13-014-0460-02(00)	WILLOW GROVE SD 46	CENTRALIA	\$117,828	01/06/2020
13-014-0600-02(00)	GERMANTOWN SD 60	GERMANTOWN	\$11,137	01/03/2020
13-041-0020-04(00)	JEFFERSON COUNTY OF	DIX	\$79,871	01/14/2020
13-041-0060-04(00)	GRAND PRAIRIE CCSD 6	CENTRALIA	\$63,194	01/14/2020
13-041-0790-02(00)	SUMMERSVILLE SD 79	MOUNT VERNON	\$74,199	01/08/2020
13-041-0820-02(00)	COUNTY OF JEFFERSON SD 82	MOUNT VERNON	\$126,413	01/03/2020
13-041-0990-04(00)	FARRINGTON CCSD 99	BLUFORD	\$15,819	01/06/2020
13-058-1110-02(00)	SALEM SD 111	SALEM	\$450,029	01/06/2020
13-058-4010-26(00)	SOUTH CENTRAL CUSD 401	KINMUNDY	\$329,821	01/28/2020
13-058-5010-26(00)	SANDOVAL CUSD 501	SANDOVAL	\$211,537	01/08/2020
13-095-0100-26(00)	WEST WASHINGTON CCUSD 10	OKAWVILLE	\$76,524	01/13/2020
15-016-9020-90(00)	AMANDLA CHARTER SCHOOL	CHICAGO	\$208,638	01/27/2020
15-016-9040-90(00)	BETTY SHABAZZ INTERN CHARTER SCH	CHICAGO	\$392,982	01/13/2020

ILLINOIS STATE BOARD OF EDUCATION
FUNDING AND DISBURSEMENT SERVICES DIVISION
100 NORTH FIRST STREET, SPRINGFIELD, IL 62777
Approved Grants Less Than 1 Million
Thru Date:(01/01/2020-01/31/2020)

17-053-006J-26(00)	TRI- POINT CUSD 6-J	KEMPTON	\$103,069	01/29/2020
17-053-0900-17(00)	PONTIAC TWP HSD 90	PONTIAC	\$178,699	01/14/2020
17-053-2320-02(00)	DWIGHT COMMON SD 232	DWIGHT	\$125,812	01/30/2020
17-054-0270-02(00)	LINCOLN ESD 27	LINCOLN	\$472,190	01/28/2020
17-054-0920-04(00)	WEST LINCOLN-BROADWELL ESD 92	LINCOLN	\$38,205	01/27/2020
17-064-0020-26(00)	LEROY CUSD 2	LE ROY	\$103,561	01/21/2020
17-064-0070-26(00)	LEXINGTON CUSD 7	LEXINGTON	\$49,931	01/03/2020
19-022-0070-02(00)	WOOD DALE SD 7	WOOD DALE	\$214,148	01/17/2020
19-022-0160-02(00)	QUEEN BEE SD 16	GLENDALE HTS	\$352,801	01/23/2020
19-022-0340-02(00)	WINFIELD SD34		\$37,207	01/21/2020
19-022-0410-02(00)	BOARD OF EDUCATION DISTRICT 41	GLEN ELLYN	\$392,438	01/24/2020
19-022-0440-02(00)	LOMBARD SD 44	LOMBARD	\$401,965	01/31/2020
19-022-0530-02(00)	BUTLER SD 53	OAK BROOK	\$30,981	01/02/2020
19-022-0580-02(00)	DOWNERS GROVE GSD 58	DOWNERS GRO	\$368,145	01/31/2020
19-022-0620-02(00)	GOWER SD 62	WILLOWBROOK	\$88,930	01/31/2020
19-022-0660-02(00)	CENTER CASS SD 66	DOWNERS GVE	\$43,665	01/21/2020
19-022-0860-17(00)	HINSDALE DIST 86	HINSDALE	\$395,531	01/13/2020
19-022-0870-17(00)	GLENBARD TOWNSHIP HIGH SCHOOL	GLEN ELLYN	\$951,477	01/29/2020
19-022-0880-16(00)	DUPAGE HSD 88	ADDISON	\$702,706	01/27/2020
19-022-0890-04(00)	COMMUNITY CONS SCH DIST 89	GLEN ELLYN	\$208,341	01/31/2020
19-022-0930-04(00)	COMMUNITY CONS SCHOOL DIST 93	BLOOMINGDALE	\$427,025	01/30/2020
19-022-0940-16(00)	COMMUNITY HIGH SCHOOL DIST 94	WEST CHICAGO	\$647,741	01/22/2020
19-022-0990-16(00)	COMMUNITY HIGH SCHOOL DIST 99	DOWNERS GRO	\$396,280	01/17/2020
19-022-1080-16(00)	LAKE PARK CHSD 108	ROSELLE	\$310,420	01/02/2020
19-022-1800-04(00)	COMM CONS SCH DIST 180	BURR RIDGE	\$455,299	01/31/2020
20-030-0070-26(00)	GALLATIN CUSD 7	JUNCTION	\$342,901	01/07/2020
20-096-0140-04(00)	COUNTY OF WAYNE	GEFF	\$46,959	01/23/2020
20-096-1000-26(00)	WAYNE CITY CUSD 100	WAYNE CITY	\$222,871	01/17/2020
20-096-2250-16(00)	FAIRFIELD CHSD 225	FAIRFIELD	\$114,170	01/16/2020
20-097-0010-26(00)	GRAYVILLE CUSD 1	GRAYVILLE	\$106,324	01/15/2020
20-097-0050-26(00)	CARMI-WHITE COUNTY CUSD 5	CARMI	\$454,880	01/03/2020
21-028-0470-04(00)	BENTON CCSD 47	BENTON	\$498,961	01/22/2020
21-028-0910-04(00)	AKIN CCSD 91	AKIN	\$44,832	01/29/2020
21-028-1030-13(00)	BENTON CHSD 103	BENTON	\$244,981	01/21/2020
21-044-0550-02(00)	VIENNA PUBLIC SCHOOL DIST 55	VIENNA	\$109,859	01/21/2020
21-044-0640-02(00)	CYPRESS SD 64	CYPRESS	\$37,509	01/09/2020
21-044-1330-17(00)	VIENNA HSD 133	VIENNA	\$143,901	01/28/2020
21-100-0050-26(00)	CARTERVILLE CUSD 5	CARTERVILLE	\$736,129	01/13/2020
24-032-002C-02(00)	MAZON-VERONA-KINSMAN ESD 2C	MAZON	\$37,712	01/28/2020
24-032-072C-04(00)	GARDNER CCSD 72C	GARDNER	\$55,006	01/22/2020
24-032-0750-02(00)	BRACEVILLE SD 75	BRACEVILLE	\$63,029	01/30/2020
24-032-1010-16(00)	MORRIS CHSD 101	MORRIS	\$112,366	01/02/2020
26-034-3270-04(00)	DALLAS ELEMENTARY SCHOOL	DALLAS CITY	\$115,881	01/15/2020
28-006-1150-02(00)	PRINCETON ELEM SD 115	PRINCETON	\$407,543	01/16/2020
30-039-1760-26(00)	TRICO CUSD 176	CAMPBELL HILL	\$320,764	01/30/2020
30-073-0050-02(00)	TAMAROA SCHOOL DISTRICT 5	TAMAROA	\$34,865	01/08/2020
30-073-0500-02(00)	PINCKNEYVILLE SD 50	PINCKNEYVILLE	\$283,989	01/23/2020
30-091-0840-26(00)	SHAWNEE CUSD 84	WOLF LAKE	\$235,312	01/13/2020
31-045-3030-26(00)	COMMUNITY UNIT SCHOOL DIST 303	ST CHARLES	\$798,165	01/06/2020

ILLINOIS STATE BOARD OF EDUCATION
FUNDING AND DISBURSEMENT SERVICES DIVISION
100 NORTH FIRST STREET, SPRINGFIELD, IL 62777
Approved Grants Less Than 1 Million
Thru Date:(01/01/2020-01/31/2020)

31-045-3040-26(00)	GENEVA CUSD 304	GENEVA	\$555,691	01/27/2020
32-038-0030-26(00)	COMMUNITY U S D 3	DONOVAN	\$90,997	01/30/2020
32-038-1240-26(00)	MILFORD AREA PUBLIC SCHOOL	MILFORD	\$260,526	01/28/2020
32-046-0020-26(00)	HERSCHER CUSD 2	HERSCHER	\$203,126	01/17/2020
32-046-0060-26(00)	GRANT PARK CUSD 6	GRANT PARK	\$67,273	01/17/2020
32-046-0530-02(00)	BOURBONNAIS ESD 53	BOURBONNAIS	\$648,236	01/28/2020
32-046-2560-04(00)	ST ANNE CCSD 256	ST ANNE	\$95,284	01/03/2020
32-046-2580-04(00)	COUNTY OF KANKAKEE SCH DIST 258	BOURBONNAIS	\$52,432	01/24/2020
33-048-2760-26(00)	ABINGDON-AVON CUSD 276	ABINGDON	\$470,718	01/06/2020
34-049-0760-02(00)	SCHOOL DIST 76	MUNDELEIN	\$288,312	01/06/2020
34-049-1140-02(00)	FOX LAKE GSD 114	SPRING GROVE	\$150,473	01/14/2020
34-049-1200-13(00)	CONSOLIDATED HS DIST 120	MUNDELEIN	\$258,223	01/06/2020
34-049-1260-17(00)	ZION-BENTON THSD 126	ZION	\$610,452	01/24/2020
35-050-0175-04(00)	DIMMICK CCSD #175	LASALLE	\$21,868	01/15/2020
35-050-1240-02(00)	PERU PUBLIC SCHOOLS	PERU	\$268,893	01/27/2020
35-050-1250-02(00)	OGLESBY ESD 125	OGLESBY	\$138,013	01/23/2020
35-050-1410-02(00)	OTTAWA ESD 141	OTTAWA	\$795,942	01/30/2020
35-050-1500-02(00)	MARSEILLES ESD 150	MARSEILLES	\$237,825	01/10/2020
35-050-1950-04(00)	WALLACE CCSD 195	OTTAWA	\$39,214	01/23/2020
35-078-5350-26(00)	PUTNAM COUNTY CU SCHOOL DIST 535	GRANVILLE	\$150,945	01/14/2020
40-031-0030-26(00)	NORTH GREENE USD 3	WHITE HALL	\$447,856	01/08/2020
40-056-0060-26(00)	STAUNTON CUSD 6	STAUNTON	\$284,235	01/07/2020
40-056-0090-26(00)	SOUTHWESTERN CUSD 9	BRIGHTON	\$214,149	01/30/2020
44-063-0030-03(00)	FOX RIVER GROVE CSD 3	FOX RIVER GROV	\$60,239	01/03/2020
44-063-0120-26(00)	JOHNSBURG CUSD 12	JOHNSBURG	\$148,816	01/06/2020
44-063-0180-04(00)	RILEY CCSD 18	MARENGO	\$62,810	01/28/2020
44-063-0470-04(00)	CRYSTAL LAKE CCSD 47	CRYSTAL LAKE	\$768,230	01/14/2020
44-063-1540-16(00)	MARENGO CHSD 154	MARENGO	\$74,441	01/14/2020
44-063-1550-16(00)	COMMUNITY HIGH SCHOOL DIST 155	CRYSTAL LAKE	\$397,762	01/14/2020
44-063-1560-16(00)	MCHENRY CHSD 156	MC HENRY	\$334,173	01/02/2020
44-063-1650-03(00)	MARENGO-UNION ECSD 165	MARENGO	\$151,392	01/23/2020
45-079-1320-26(00)	RED BUD CUSD 132	RED BUD	\$177,477	01/10/2020
45-079-1400-26(00)	SPARTA CUSD 140	SPARTA	\$589,123	01/06/2020
47-071-2220-26(00)	POLO CUSD 222	POLO	\$175,168	01/07/2020
47-098-0010-26(00)	ERIE CUSD 1	ERIE	\$84,579	01/08/2020
47-098-1450-04(00)	MONTMORENCY CCSD 145	ROCK FALLS	\$109,385	01/31/2020
48-072-0620-02(00)	PLEASANT VALLEY SD 62	PEORIA	\$357,114	01/31/2020
48-072-3100-16(00)	LIMESTONE CHSD 310	PEORIA	\$234,580	01/09/2020
48-072-3210-26(00)	ILLINOIS VALLEY CENTRAL UNIT 321	CHILLICOTHE	\$297,743	01/22/2020
48-072-3220-26(00)	ELMWOOD CUSD 322	ELMWOOD	\$66,528	01/21/2020
48-072-3250-26(00)	PEORIA HEIGHTS CUSD 325	PEORIA HEIGHT	\$246,997	01/28/2020
48-072-3260-26(00)	PRINCEVILLE CUSD 326	PRINCEVILLE	\$79,617	01/09/2020
50-082-0850-02(00)	SHILOH VILLAGE SD 85	SHILOH	\$94,826	01/27/2020
50-082-1050-02(00)	PONTIAC-W HOLLIDAY SD 105	FAIRVIEW HGHT	\$180,846	01/29/2020
50-082-1130-02(00)	WOLF BRANCH SD 113	SWANSEA	\$95,856	01/17/2020
50-082-1880-22(00)	BROOKLYN UD 188	LOVEJOY	\$281,365	01/21/2020
50-082-1960-26(00)	DUPO CUSD 196	DUPO	\$362,191	01/02/2020
50-082-2030-17(00)	OFALLON TWP HSD 203	OFALLON	\$244,247	01/30/2020
51-084-0080-26(00)	PLEASANT PLAINS CUSD 8	PLEASANT PLAI	\$148,352	01/30/2020

ILLINOIS STATE BOARD OF EDUCATION
FUNDING AND DISBURSEMENT SERVICES DIVISION
 100 NORTH FIRST STREET, SPRINGFIELD, IL 62777
Approved Grants Less Than 1 Million
Thru Date:(01/01/2020-01/31/2020)

51-084-0110-26(00)	PAWNEE COMM UNIT SCHOOL DIST	PAWNEE	\$163,462	01/30/2020
51-084-0140-26(00)	RIVERTON CUSD 14	RIVERTON	\$429,274	01/21/2020
51-084-0150-26(00)	WILLIAMSVILLE CUSD 15	WILLIAMSVILLE	\$113,151	01/30/2020
51-084-0160-26(00)	COMMUNITY UNIT DISTRICT NO 16	NEW BERLIN	\$132,670	01/22/2020
53-060-1910-26(00)	MIDWEST CENTRAL CUD 191	MANITO	\$222,830	01/07/2020
53-090-0500-02(00)	DISTRICT 50 SCHOOLS	WASHINGTON	\$212,143	01/31/2020
53-090-7090-26(00)	MORTON CUSD 709	MORTON	\$142,089	01/03/2020
53-102-0060-26(00)	FIELDCREST COMMUNITY UNIT	MINONK	\$187,110	01/07/2020
53-102-0110-26(00)	EL PASO-GRIDLEY CUSD 11	EL PASO	\$170,342	01/06/2020
53-102-0600-26(00)	ROANOKE BENSON CUSD 60	ROANOKE	\$60,874	01/15/2020
54-092-0010-26(00)	BISMARCK-HENNING COMMUNITY	BISMARCK	\$127,751	01/06/2020
54-092-0070-26(00)	ROSSVILLE-ALVIN CSD 7	ROSSVILLE	\$125,260	01/08/2020
54-092-0760-26(00)	OAKWOOD CUSD 76	OAKWOOD	\$410,326	01/15/2020
56-099-033C-04(00)	HOMER CCSD 33	LOCKPORT	\$248,293	01/14/2020
56-099-0890-02(00)	FAIRMONT SD 89	LOCKPORT	\$158,256	01/28/2020
56-099-2100-16(00)	LINCOLN WAY CHSD 210	NEW LENOX	\$188,408	01/03/2020
			\$49,966,179	

Program: 2020 - 4305, Title I - Low Income - Neglected Priv.

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
05-016-0650-04(00)	EVANSTON C C SCHOOL DIST 65	EVANSTON	\$51,646	01/24/2020
15-016-2990-25(00)	CITY OF CHICAGO SD 299	CHICAGO	\$657,185	01/09/2020
			\$708,831	

Program: 2020 - 4331, Title I - School Improvement & Accountability

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-069-0110-26(20)	MEREDOSIA-CHAMBERSBURG CUSD 11	MEREDOSIA	\$30,000	01/03/2020
01-086-0020-26(20)	SCOTT-MORGAN CUSD 2	BLUFFS	\$15,000	01/09/2020
03-011-0010-26(20)	MORRISONVILLE CUSD 1	MORRISONVILLE	\$100,000	01/13/2020
04-004-2000-26(20)	NORTH BOONE CUD 200	POPLAR GROVE	\$15,000	01/24/2020
06-016-0870-02(20)	BERKELEY SD 87	BERKELEY	\$150,000	01/09/2020
06-016-0880-02(20)	BELLWOOD SD 88	BELLWOOD	\$60,000	01/03/2020
06-016-0890-02(20)	COOK CO BD OF ED 89	MELROSE PARK	\$45,000	01/16/2020
06-016-0970-02(20)	OAK PARK SD 97	OAK PARK	\$90,994	01/09/2020
06-016-1050-02(20)	LA GRANGE SD 105	LAGRANGE	\$30,000	01/09/2020
06-016-2090-17(20)	PROVISO TWP HSD 209	FOREST PARK	\$418,739	01/30/2020
07-016-1270-02(20)	WORTH SD 127	WORTH	\$15,000	01/13/2020
07-016-1435-02(20)	POSEN-ROBBINS ELEM SD 1435	POSEN	\$190,000	01/24/2020
07-016-1580-02(20)	LANSING SD 158	LANSING	\$30,000	01/23/2020
07-016-1600-02(20)	COUNTRY CLUB HILLS SD 160	COUNTRY CLUB H	\$75,000	01/30/2020
07-016-1670-02(20)	BROOKWOOD SD 167	GLENWOOD	\$130,000	01/23/2020
07-016-1680-04(20)	COOK COUNTY SCHOOL DIST 168	SAUK VILLAGE	\$120,000	01/30/2020
07-016-1690-02(20)	FORD HEIGHTS SD 169	FORD HEIGHTS	\$30,000	01/24/2020
07-016-1720-02(20)	SANDRIDGE SD 172	LYNWOOD	\$15,000	01/06/2020
09-010-0070-26(20)	COMMUNITY UNIT SCH DIST 7	TOLONO	\$15,000	01/24/2020
09-010-1160-22(20)	URBANA SD 116	URBANA	\$308,179	01/22/2020
12-017-0010-26(20)	COUNTY OF CRAWFORD CUSD 1	HUTSONVILLE	\$30,000	01/16/2020
13-014-0460-02(20)	WILLOW GROVE SD 46	CENTRALIA	\$15,000	01/09/2020
15-016-2990-25(31)	CITY OF CHICAGO SD 299	CHICAGO	\$285,000	01/31/2020
17-054-0270-02(20)	LINCOLN ESD 27	LINCOLN	\$30,000	01/13/2020

ILLINOIS STATE BOARD OF EDUCATION
FUNDING AND DISBURSEMENT SERVICES DIVISION
 100 NORTH FIRST STREET, SPRINGFIELD, IL 62777
Approved Grants Less Than 1 Million
Thru Date:(01/01/2020-01/31/2020)

19-022-0150-02(20)	MARQUARDT SD 15	GLENDALE HTS	\$40,943	01/03/2020
19-022-0200-02(20)	KEENEYVILLE SD 20	HANOVER PARK	\$61,242	01/14/2020
19-022-1800-04(20)	COMM CONS SCH DIST 180	BURR RIDGE	\$15,000	01/09/2020
20-097-0050-26(20)	CARMI-WHITE COUNTY CUSD 5	CARMI	\$15,000	01/16/2020
21-028-0470-04(20)	BENTON CCSD 47	BENTON	\$30,000	01/22/2020
21-100-0040-26(20)	HERRIN CUSD 4	HERRIN	\$70,112	01/09/2020
26-062-1850-26(20)	MACOMB CUSD 185	MACOMB	\$61,440	01/30/2020
30-039-1860-26(20)	COUNTY OF JACKSON	MURPHYSBORO	\$60,000	01/14/2020
33-048-2760-26(20)	ABINGDON-AVON CUSD 276	ABINGDON	\$45,000	01/24/2020
34-049-0340-04(20)	ANTIOCH CCSD 34	ANTIOCH	\$15,000	01/09/2020
35-050-1220-02(20)	LASALLE ESD 122	LA SALLE	\$48,262	01/30/2020
41-057-0010-26(20)	ROXANA CUSD 1	ROXANA	\$30,000	01/14/2020
41-057-0110-26(20)	ALTON CUSD 11	ALTON	\$90,987	01/14/2020
45-079-0010-22(20)	COULTERVILLE USD 1	COULTERVILLE	\$15,000	01/06/2020
47-052-2710-26(20)	COMM UNIT SCHOOL DISTRICT 271	PAW PAW	\$15,000	01/09/2020
48-072-3250-26(20)	PEORIA HEIGHTS CUSD 325	PEORIA HEIGHT	\$15,000	01/16/2020
50-082-1180-02(20)	BELLEVILLE SD 118	BELLEVILLE	\$15,000	01/24/2020
50-082-1750-02(20)	HARMONY EMGE SD 175	BELLEVILLE	\$15,000	01/16/2020
50-082-1960-26(20)	DUPO CUSD 196	DUPO	\$15,000	01/09/2020
51-084-003A-26(20)	ROCHESTER CUSD 3A	ROCHESTER	\$30,000	01/03/2020
			\$2,945,898	

Program: 2020 - 4400, Title IVA Student Support & Academic Enrich

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-009-0150-26(00)	BEARDSTOWN CUSD 15	BEARDSTOWN	\$45,619	01/06/2020
01-069-0110-26(00)	MEREDOSIA-CHAMBERSBURG CUSD 11	MEREDOSIA	\$11,650	01/13/2020
01-075-0120-26(00)	WESTERN COMMUNITY UNIT SD 12	BARRY	\$20,177	01/02/2020
03-026-2030-26(00)	VANDALIA CUSD 203	VANDALIA	\$32,362	01/13/2020
03-068-0220-26(00)	NOKOMIS CUSD 22	NOKOMIS	\$27,525	01/13/2020
04-004-2000-26(00)	NORTH BOONE CUD 200	POPLAR GROVE	\$31,724	01/10/2020
04-101-1400-04(00)	ROCKTON SD 140	ROCKTON	\$18,273	01/10/2020
04-101-3210-26(00)	PECATONICA CUSD 321	PECATONICA	\$10,000	01/27/2020
05-016-0250-02(00)	ARLINGTON HEIGHTS SD 25	ARLINGTON HTS	\$18,196	01/31/2020
05-016-0310-02(00)	WEST NORTHFIELD SD 31	NORTHBROOK	\$12,420	01/24/2020
05-016-0590-04(00)	COMMUNITY CONSOLIDATED SD 59	ELK GROVE VLG	\$95,741	01/14/2020
05-016-0640-04(00)	SCHOOL DIST 64 CONSOLIDATED	PARK RIDGE	\$15,587	01/21/2020
05-016-0700-02(00)	MORTON GROVE SD 70	MORTON GROVE	\$13,970	01/16/2020
05-016-0735-02(00)	SKOKIE SD 73-5	SKOKIE	\$19,698	01/24/2020
05-016-2070-17(00)	MAINE TWP HSD 207	PARK RIDGE	\$78,977	01/13/2020
06-016-0800-02(00)	BOARD OF EDUCATION DISTRICT 80	NORRIDGE	\$7,348	01/22/2020
06-016-0840-02(00)	FRANKLIN PARK SD 84	FRANKLIN PARK	\$20,929	01/06/2020
06-016-0880-02(00)	BELLWOOD SD 88	BELLWOOD	\$83,680	01/24/2020
06-016-0925-02(00)	WESTCHESTER SD 92-5	WESTCHESTER	\$16,291	01/30/2020
06-016-0970-02(00)	OAK PARK SD 97	OAK PARK	\$29,125	01/03/2020
06-016-0980-02(00)	COUNTY OF COOK SCHOOL DIST 98	BERWYN	\$131,013	01/31/2020
06-016-0990-02(00)	COUNTY OF COOK SD 99	CICERO	\$446,816	01/21/2020
06-016-1000-02(00)	BOARD OF EDUCATION SD 100	BERWYN	\$79,145	01/24/2020
06-016-1050-02(00)	LA GRANGE SD 105	LAGRANGE	\$17,795	01/14/2020
06-016-2080-17(00)	SCHOOL DIST 208-COOK COUNTY	RIVERSIDE	\$11,558	01/30/2020

ILLINOIS STATE BOARD OF EDUCATION
FUNDING AND DISBURSEMENT SERVICES DIVISION
100 NORTH FIRST STREET, SPRINGFIELD, IL 62777
Approved Grants Less Than 1 Million
Thru Date:(01/01/2020-01/31/2020)

07-016-1090-02(00)	INDIAN SPRINGS SD 109	JUSTICE	\$99,867	01/17/2020
07-016-1180-04(00)	PALOS CCSD 118	PALOS PARK	\$28,942	01/09/2020
07-016-1320-02(00)	CALUMET PUBLIC SD 132	CALUMET PARK	\$50,618	01/31/2020
07-016-1400-02(00)	KIRBY SD 140	TINLEY PARK	\$45,901	01/28/2020
07-016-1530-02(00)	HOMEWOOD SD 153	HOMEWOOD	\$23,787	01/14/2020
07-016-1620-02(00)	MATTESON SCHOOL DISTRICT 162	RICHTON PARK	\$39,513	01/09/2020
07-016-1630-02(00)	PARK FOREST SD 163	PARK FOREST	\$80,289	01/14/2020
07-016-1680-04(00)	COOK COUNTY SCHOOL DIST 168	SAUK VILLAGE	\$106,044	01/27/2020
07-016-1700-02(00)	CHICAGO HEIGHTS SD 170	CHICAGO HEIGH	\$332,733	01/23/2020
07-016-2170-16(00)	ARGO CHSD 217	SUMMIT	\$49,542	01/08/2020
08-089-2010-26(00)	DAKOTA CUSD 201	DAKOTA	\$10,000	01/16/2020
08-089-2020-26(00)	LENA WINSLOW CUSD 202	LENA	\$17,909	01/13/2020
09-010-0070-26(00)	COMMUNITY UNIT SCH DIST 7	TOLONO	\$6,595	01/07/2020
11-015-0010-26(00)	CHARLESTON CUSD 1	CHARLESTON	\$76,837	01/31/2020
11-015-0020-26(00)	MATTOON CUSD 2	MATTOON	\$132,593	01/23/2020
11-021-3020-26(00)	VILLA GROVE CUSD 302	VILLA GROVE	\$10,138	01/10/2020
12-017-0040-26(00)	OBLONG CUSD 4	OBLONG	\$22,072	01/07/2020
13-014-0600-02(00)	GERMANTOWN SD 60	GERMANTOWN	\$10,023	01/03/2020
13-058-4010-26(00)	SOUTH CENTRAL CUSD 401	KINMUNDY	\$21,605	01/28/2020
13-058-5010-26(00)	SANDOVAL CUSD 501	SANDOVAL	\$14,615	01/08/2020
15-016-9040-90(00)	BETTY SHABAZZ INTERN CHARTER SCH	CHICAGO	\$28,140	01/13/2020
16-019-4280-26(00)	DEKALB CUSD 428	DE KALB	\$157,369	01/13/2020
17-053-0900-17(00)	PONTIAC TWP HSD 90	PONTIAC	\$11,995	01/14/2020
17-054-0270-02(00)	LINCOLN ESD 27	LINCOLN	\$42,434	01/28/2020
19-022-0150-02(00)	MARQUARDT SD 15	GLENDALE HTS	\$121,507	01/02/2020
19-022-0160-02(00)	QUEEN BEE SD 16	GLENDALE HTS	\$37,121	01/23/2020
19-022-0330-02(00)	WEST CHICAGO SD 33	WEST CHICAGO	\$110,686	01/14/2020
19-022-0340-02(00)	WINFIELD SD34		\$13,781	01/21/2020
19-022-0530-02(00)	BUTLER SD 53	OAK BROOK	\$13,084	01/02/2020
19-022-0660-02(00)	CENTER CASS SD 66	DOWNERS GVE	\$12,890	01/21/2020
19-022-0870-17(00)	GLENBARD TOWNSHIP HIGH SCHOOL	GLEN ELLYN	\$36,580	01/29/2020
19-022-0880-16(00)	DUPAGE HSD 88	ADDISON	\$9,643	01/27/2020
19-022-0890-04(00)	COMMUNITY CONS SCH DIST 89	GLEN ELLYN	\$6,955	01/31/2020
19-022-0930-04(00)	COMMUNITY CONS SCHOOL DIST 93	BLOOMINGDALE	\$35,895	01/30/2020
19-022-0990-16(00)	COMMUNITY HIGH SCHOOL DIST 99	DOWNERS GRO	\$34,808	01/17/2020
19-022-1080-16(00)	LAKE PARK CHSD 108	ROSELLE	\$22,389	01/02/2020
20-030-0070-26(00)	GALLATIN CUSD 7	JUNCTION	\$25,819	01/07/2020
20-096-2250-16(00)	FAIRFIELD CHSD 225	FAIRFIELD	\$10,000	01/16/2020
21-028-0470-04(00)	BENTON CCSD 47	BENTON	\$9,009	01/22/2020
21-028-1030-13(00)	BENTON CHSD 103	BENTON	\$17,694	01/21/2020
24-032-002C-02(00)	MAZON-VERONA-KINSMAN ESD 2C	MAZON	\$15,399	01/28/2020
24-032-0750-02(00)	BRACEVILLE SD 75	BRACEVILLE	\$20,000	01/30/2020
28-006-1150-02(00)	PRINCETON ELEM SD 115	PRINCETON	\$31,293	01/16/2020
30-039-1760-26(00)	TRICO CUSD 176	CAMPBELL HILL	\$24,774	01/30/2020
30-073-0050-02(00)	TAMAROA SCHOOL DISTRICT 5	TAMAROA	\$12,114	01/08/2020
30-091-0840-26(00)	SHAWNEE CUSD 84	WOLF LAKE	\$20,154	01/13/2020
31-045-3000-26(00)	COMMUNITY UNIT SCHOOL DIST 300	CARPENTERSVIL	\$319,503	01/31/2020
31-045-3030-26(00)	COMMUNITY UNIT SCHOOL DIST 303	ST CHARLES	\$46,029	01/06/2020
31-045-3040-26(00)	GENEVA CUSD 304	GENEVA	\$32,883	01/27/2020

ILLINOIS STATE BOARD OF EDUCATION
FUNDING AND DISBURSEMENT SERVICES DIVISION
 100 NORTH FIRST STREET, SPRINGFIELD, IL 62777
Approved Grants Less Than 1 Million
Thru Date:(01/01/2020-01/31/2020)

32-038-0030-26(00)	COMMUNITY U S D 3	DONOVAN	\$10,577	01/30/2020
32-046-0530-02(00)	BOURBONNAIS ESD 53	BOURBONNAIS	\$45,424	01/28/2020
34-049-0600-26(00)	COMMUNITY UNIT SCHOOL DIST 60	WAUKEGAN	\$535,872	01/22/2020
34-049-0760-02(00)	SCHOOL DIST 76	MUNDELEIN	\$27,944	01/06/2020
34-049-1200-13(00)	CONSOLIDATED HS DIST 120	MUNDELEIN	\$32,753	01/06/2020
34-049-1260-17(00)	ZION-BENTON THSD 126	ZION	\$44,266	01/24/2020
34-049-1280-16(00)	COMMUNITY HIGH SCHOOL DIST 128	LIBERTYVILLE	\$10,068	01/31/2020
35-050-1240-02(00)	PERU PUBLIC SCHOOLS	PERU	\$15,614	01/27/2020
35-050-1410-02(00)	OTTAWA ESD 141	OTTAWA	\$12,048	01/30/2020
35-050-1500-02(00)	MARSEILLES ESD 150	MARSEILLES	\$17,994	01/10/2020
40-031-0030-26(00)	NORTH GREENE USD 3	WHITE HALL	\$29,171	01/08/2020
40-056-0060-26(00)	STAUNTON CUSD 6	STAUNTON	\$20,531	01/07/2020
40-056-0090-26(00)	SOUTHWESTERN CUSD 9	BRIGHTON	\$15,762	01/30/2020
44-063-0120-26(00)	JOHNSBURG CUSD 12	JOHNSBURG	\$19,240	01/06/2020
44-063-0180-04(00)	RILEY CCSD 18	MARENGO	\$10,001	01/28/2020
44-063-0470-04(00)	CRYSTAL LAKE CCSD 47	CRYSTAL LAKE	\$89,276	01/14/2020
44-063-1540-16(00)	MARENGO CHSD 154	MARENGO	\$10,000	01/14/2020
44-063-1550-16(00)	COMMUNITY HIGH SCHOOL DIST 155	CRYSTAL LAKE	\$57,601	01/14/2020
44-063-1650-03(00)	MARENGO-UNION ECSD 165	MARENGO	\$10,813	01/23/2020
45-079-1320-26(00)	RED BUD CUSD 132	RED BUD	\$11,487	01/10/2020
45-079-1400-26(00)	SPARTA CUSD 140	SPARTA	\$42,450	01/06/2020
47-071-2220-26(00)	POLO CUSD 222	POLO	\$11,324	01/07/2020
47-098-1450-04(00)	MONTMORENCY CCSD 145	ROCK FALLS	\$11,343	01/31/2020
48-072-0620-02(00)	PLEASANT VALLEY SD 62	PEORIA	\$25,642	01/31/2020
48-072-3100-16(00)	LIMESTONE CHSD 310	PEORIA	\$14,704	01/09/2020
48-072-3210-26(00)	ILLINOIS VALLEY CENTRAL UNIT 321	CHILLICOTHE	\$20,376	01/22/2020
49-081-0410-25(00)	ROCK ISLAND SD 41	ROCK ISLAND	\$337,880	01/31/2020
50-082-0850-02(00)	SHILOH VILLAGE SD 85	SHILOH	\$4,000	01/27/2020
50-082-1870-26(00)	CAHOKIA CUSD 187	CAHOKIA	\$303,217	01/02/2020
50-082-1960-26(00)	DUPO CUSD 196	DUPO	\$23,401	01/02/2020
50-082-2030-17(00)	OFALLON TWP HSD 203	OFALLON	\$17,677	01/30/2020
51-084-0080-26(00)	PLEASANT PLAINS CUSD 8	PLEASANT PLAI	\$18,145	01/30/2020
51-084-0110-26(00)	PAWNEE COMM UNIT SCHOOL DIST	PAWNEE	\$1,314	01/30/2020
51-084-0160-26(00)	COMMUNITY UNIT DISTRICT NO 16	NEW BERLIN	\$10,000	01/22/2020
53-102-0060-26(00)	FIELDCREST COMMUNITY UNIT	MINONK	\$7,975	01/07/2020
54-092-0070-26(00)	ROSSVILLE-ALVIN CSD 7	ROSSVILLE	\$10,000	01/08/2020
54-092-0760-26(00)	OAKWOOD CUSD 76	OAKWOOD	\$46,930	01/15/2020
56-099-033C-04(00)	HOMER CCSD 33	LOCKPORT	\$27,103	01/14/2020
56-099-0890-02(00)	FAIRMONT SD 89	LOCKPORT	\$11,974	01/28/2020
56-099-2020-22(00)	PLAINFIELD SD 202	PLAINFIELD	\$150,175	01/31/2020
			\$5,877,262	

Program: 2020 - 4421, Title IV - 21st Century Comm Learning Centers

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
07-016-1630-02(15)	PARK FOREST SD 163	PARK FOREST	\$540,000	01/09/2020
15-016-349N-00(15)	GARY COMER YOUTH CENTER INC	CHICAGO	\$135,000	01/27/2020
15-016-5030-51(15)	ALTERNATIVE SCHOOLS NETWORK	CHICAGO	\$135,000	01/31/2020
15-016-737P-00(15)	ASPIRA INC OF IL	CHICAGO	\$135,000	01/09/2020
19-022-0330-02(15)	WEST CHICAGO SD 33	WEST CHICAGO	\$540,000	01/30/2020

ILLINOIS STATE BOARD OF EDUCATION
FUNDING AND DISBURSEMENT SERVICES DIVISION
 100 NORTH FIRST STREET, SPRINGFIELD, IL 62777
Approved Grants Less Than 1 Million
Thru Date:(01/01/2020-01/31/2020)

21-028-1030-13(13)	BENTON CHSD 103	BENTON	\$98,475	01/13/2020
31-045-0460-22(15)	SCHOOL DISTRICT U-46	ELGIN	\$540,000	01/28/2020
41-057-0120-26(15)	MADISON CUSD 12	MADISON	\$123,341	01/10/2020
41-057-0120-26(19)	MADISON CUSD 12	MADISON	\$220,000	01/10/2020
49-081-0410-25(15)	ROCK ISLAND SD 41	ROCK ISLAND	\$229,500	01/08/2020
50-082-1870-26(15)	CAHOKIA CUSD 187	CAHOKIA	\$540,000	01/23/2020
50-082-1870-26(25)	CAHOKIA CUSD 187	CAHOKIA	\$540,000	01/10/2020
50-082-1890-22(15)	BOARD OF EDUCATION SD 189	EAST ST LOUIS	\$540,000	01/09/2020
65-108-0235-51(15)	CHICAGO ARTS PARTNERSHIPS IN EDU	CHICAGO	\$270,000	01/31/2020
65-108-0240-51(15)	NATIONAL MUSEUM OF MEXICAN ART	CHICAGO	\$540,000	01/31/2020
65-108-1580-51(25)	DRIVEN AND EMPOWERED YOUTH INC	CHICAGO	\$315,000	01/31/2020
65-108-5520-51(25)	FAMILY FOCUS	CHICAGO	\$540,000	01/31/2020
65-108-5520-51(35)	FAMILY FOCUS	CHICAGO	\$540,000	01/31/2020
			\$6,521,316	

Program: 2020 - 4600, Fed. - Sp. Ed. - Pre-School Flow Through

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-069-8010-60(00)	FOUR RIVERS SPEC EDUC DIST		\$155,396	01/06/2020
03-068-0220-26(00)	NOKOMIS CUSD 22	NOKOMIS	\$9,029	01/22/2020
05-016-0340-04(00)	SCHOOL DIST 34 COOK COUNTY	GLENVIEW	\$50,909	01/29/2020
05-016-0390-02(00)	WILMETTE SD 39	WILMETTE	\$37,567	01/06/2020
05-016-0540-04(00)	SCHAUMBURG CCSD 54	SCHAUMBURG	\$111,192	01/27/2020
05-016-0630-02(00)	EAST MAINE SD 63	DES PLAINES	\$33,820	01/13/2020
05-016-8070-60(00)	NILES TWP DISTRICT FOR SPEC EDUC	MORTON GROVE	\$87,348	01/30/2020
06-016-0960-02(00)	RIVERSIDE SCHOOL DIST 96	RIVERSIDE	\$8,543	01/22/2020
06-016-0980-02(00)	COUNTY OF COOK SCHOOL DIST 98	BERWYN	\$32,569	01/29/2020
06-016-1010-02(00)	WESTERN SPRINGS SD 101	WESTERN SPRI	\$14,604	01/27/2020
07-016-1230-02(00)	OAK LAWN-HOMETOWN S D 123	OAK LAWN	\$34,617	01/30/2020
07-016-1500-61(00)	EX CHILDREN HAVE OPPOR	SOUTH HOLLAN	\$366,300	01/30/2020
08-008-3140-26(00)	WEST CARROLL CUSD 314	MOUNT CARROL	\$15,474	01/27/2020
08-043-1190-22(00)	EAST DUBUQUE CUSD 119	EAST DUBUQUE	\$13,154	01/31/2020
09-010-0040-26(00)	CHAMPAIGN CUSD 4	CHAMPAIGN	\$126,143	01/08/2020
09-010-1370-02(00)	RANTOUL CITY SD 137	RANTOUL	\$39,984	01/29/2020
15-016-9000-90(00)	HORIZON SCIENCE ACAD-MCKINLEY PK	CHICAGO	\$2,277	01/27/2020
15-016-9010-90(00)	HORIZON SCIENCE ACAD-BELMONT	CHICAGO	\$1,728	01/27/2020
17-053-4290-04(00)	PONTIAC CCSD 429	PONTIAC	\$20,341	01/13/2020
17-064-0870-25(00)	BLOOMINGTON PUBLIC SCHOOLS	BLOOMINGTON	\$57,901	01/06/2020
19-022-0580-02(00)	DOWNERS GROVE GSD 58	DOWNERS GRO	\$90,433	01/31/2020
19-022-0610-02(00)	DARIEN SD 61	DARIEN	\$15,512	01/22/2020
30-039-0950-02(00)	CARBONDALE ELEMENTARY SD 95	CARBONDALE	\$21,052	01/22/2020
30-073-0050-02(00)	TAMAROA SCHOOL DISTRICT 5	TAMAROA	\$2,433	01/13/2020
30-073-2040-04(00)	COMMUNITY CONS SCH DIST 204	PINCKNEYVILLE	\$1,891	01/22/2020
30-077-8010-60(00)	JAMP SPECIAL EDUCATION SERVICES	GRAND CHAIN	\$60,786	01/08/2020
31-045-3040-26(00)	GENEVA CUSD 304	GENEVA	\$45,317	01/06/2020
31-045-9000-90(00)	ELGIN MATH AND SCIENCE CHARTER	ELGIN	\$836	01/29/2020
32-046-0060-26(00)	GRANT PARK CUSD 6	GRANT PARK	\$1,827	01/30/2020
33-094-3040-26(00)	UNITED CUSD 304	MONMOUTH	\$3,632	01/06/2020
35-050-0950-04(00)	SCHOOL DIST 95 LASALLE COUNTY	GRAND RIDGE	\$6,201	01/27/2020
39-055-0010-26(00)	ARGENTA-OREANA CUSD 1	ARGENTA	\$12,482	01/22/2020

ILLINOIS STATE BOARD OF EDUCATION
FUNDING AND DISBURSEMENT SERVICES DIVISION
 100 NORTH FIRST STREET, SPRINGFIELD, IL 62777
Approved Grants Less Than 1 Million
Thru Date: (01/01/2020-01/31/2020)

39-055-0030-26(00)	MT ZION CUSD 3	MT ZION	\$16,327	01/08/2020
39-055-0090-26(00)	SANGAMON VALLEY CUSD 9	NIANTIC	\$7,819	01/22/2020
40-056-0050-26(00)	MT OLIVE CUSD 5	MOUNT OLIVE	\$7,301	01/13/2020
41-057-0070-26(00)	EDWARDSVILLE SD 7	EDWARDSVILLE	\$66,970	01/24/2020
41-057-0090-26(00)	GRANITE CITY CUSD 9	GRANITE CITY	\$75,645	01/30/2020
44-063-1580-22(00)	HUNTLEY COMMUNITY SCHOOL	ALGONQUIN	\$9,044	01/29/2020
47-098-0000-61(00)	BI COUNTY SPECIAL EDUC COOP	STERLING	\$91,944	01/06/2020
50-082-0190-26(00)	MASCOUTAH CUD 19	MASCOUTAH	\$21,184	01/06/2020
50-082-0900-04(00)	OFALLON COMM CONS 90	OFALLON	\$25,858	01/08/2020
51-084-0100-61(00)	SANGAMON AREA SPEC ED DIST	SPRINGFIELD	\$121,035	01/06/2020

\$1,924,425

Program: 2020 - 4605, Fed. - Sp. Ed. - Pre-School Discretionary

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
07-016-1420-61(00)	SOUTHWEST COOK COOP SPEC ED	OAK FOREST	\$499,250	01/22/2020
26-062-5440-51(00)	WESTERN ILLINOIS UNIVERSITY	MACOMB	\$998,500	01/15/2020
50-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION50	BELLEVILLE	\$499,250	01/15/2020

\$1,997,000

Program: 2020 - 4620, Fed. - Sp. Ed. - I.D.E.A. - Flow Through

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
03-068-0220-26(00)	NOKOMIS CUSD 22	NOKOMIS	\$204,938	01/22/2020
05-016-0340-04(00)	SCHOOL DIST 34 COOK COUNTY	GLENVIEW	\$954,277	01/29/2020
05-016-0340-04(EI)	SCHOOL DIST 34 COOK COUNTY	GLENVIEW	\$171,720	01/29/2020
05-016-0390-02(00)	WILMETTE SD 39	WILMETTE	\$830,390	01/06/2020
05-016-0630-02(00)	EAST MAINE SD 63	DES PLAINES	\$706,000	01/13/2020
05-016-2250-17(00)	NORTHFIELD THSD 225	GLENVIEW	\$880,212	01/29/2020
06-016-0960-02(00)	RIVERSIDE SCHOOL DIST 96	RIVERSIDE	\$377,276	01/22/2020
06-016-0980-02(00)	COUNTY OF COOK SCHOOL DIST 98	BERWYN	\$771,894	01/29/2020
06-016-0990-02(EI)	COUNTY OF COOK SD 99	CICERO	\$241,310	01/21/2020
06-016-1010-02(00)	WESTERN SPRINGS SD 101	WESTERN SPRI	\$271,702	01/27/2020
06-016-1030-02(00)	LYONS SD 103	LYONS	\$572,381	01/27/2020
06-016-1060-02(00)	LAGRANGE HIGHLANDS SD 106	LA GRANGE	\$268,704	01/22/2020
06-016-2080-17(00)	SCHOOL DIST 208-COOK COUNTY	RIVERSIDE	\$286,686	01/06/2020
07-016-1170-02(00)	NORTH PALOS SD 117	PALOS HILLS	\$831,690	01/30/2020
07-016-1230-02(00)	OAK LAWN-HOMETOWN S D 123	OAK LAWN	\$924,369	01/30/2020
08-008-3140-26(00)	WEST CARROLL CUSD 314	MOUNT CARROL	\$305,222	01/27/2020
08-043-1190-22(00)	EAST DUBUQUE CUSD 119	EAST DUBUQUE	\$180,847	01/31/2020
09-010-0040-26(EI)	CHAMPAIGN CUSD 4	CHAMPAIGN	\$391,474	01/08/2020
09-010-1370-02(00)	RANTOUL CITY SD 137	RANTOUL	\$702,028	01/29/2020
15-016-9000-90(00)	HORIZON SCIENCE ACAD-MCKINLEY PK	CHICAGO	\$161,259	01/27/2020
15-016-9010-90(00)	HORIZON SCIENCE ACAD-BELMONT	CHICAGO	\$116,348	01/27/2020
17-053-4290-04(00)	PONTIAC CCSD 429	PONTIAC	\$350,790	01/13/2020
19-022-0610-02(00)	DARIEN SD 61	DARIEN	\$390,226	01/22/2020
19-022-2000-26(EI)	COMMUNITY UNIT SCHOOL DIST 200	WHEATON	\$455,644	01/13/2020
19-022-2030-26(EI)	COMMUNITY UNIT DISTRICT 203	NAPERVILLE	\$548,786	01/09/2020
20-096-1120-04(00)	FAIRFIELD PSD 112	FAIRFIELD	\$194,288	01/31/2020
30-039-0950-02(00)	CARBONDALE ELEMENTARY SD 95	CARBONDALE	\$469,061	01/22/2020
30-039-0950-02(EI)	CARBONDALE ELEMENTARY SD 95	CARBONDALE	\$69,047	01/22/2020
30-073-0050-02(00)	TAMAROA SCHOOL DISTRICT 5	TAMAROA	\$33,201	01/13/2020

**ILLINOIS STATE BOARD OF EDUCATION
FUNDING AND DISBURSEMENT SERVICES DIVISION
100 NORTH FIRST STREET, SPRINGFIELD, IL 62777**

Approved Grants Less Than 1 Million

Thru Date:(01/01/2020-01/31/2020)

30-073-0050-02(EI)	TAMAROA SCHOOL DISTRICT 5	TAMAROA	\$5,020	01/29/2020
32-046-0060-26(00)	GRANT PARK CUSD 6	GRANT PARK	\$137,913	01/30/2020
33-094-3040-26(00)	UNITED CUSD 304	MONMOUTH	\$234,241	01/06/2020
34-049-0600-26(EI)	COMMUNITY UNIT SCHOOL DIST 60	WAUKEGAN	\$607,224	01/24/2020
35-050-0090-26(00)	EARLVILLE CUSD 9	EARLVILLE	\$132,388	01/24/2020
35-050-0950-04(00)	SCHOOL DIST 95 LASALLE COUNTY	GRAND RIDGE	\$94,028	01/27/2020
39-055-0010-26(00)	ARGENTA-OREANA CUSD 1	ARGENTA	\$282,585	01/22/2020
39-055-0030-26(00)	MT ZION CUSD 3	MT ZION	\$515,260	01/08/2020
39-055-0090-26(00)	SANGAMON VALLEY CUSD 9	NIANTIC	\$195,634	01/22/2020
40-056-0050-26(00)	MT OLIVE CUSD 5	MOUNT OLIVE	\$116,993	01/13/2020
40-056-0050-26(EI)	MT OLIVE CUSD 5	MOUNT OLIVE	\$21,740	01/13/2020
41-057-0020-26(00)	TRIAD CUSD 2	TROY	\$782,883	01/27/2020
50-082-0190-26(00)	MASCOUTAH CUD 19	MASCOUTAH	\$999,633	01/06/2020
51-084-003A-26(00)	ROCHESTER CUSD 3A	ROCHESTER	\$445,341	01/22/2020
60-105-4280-30(00)	JUVENILE JUSTICE DEPT OF	SPRINGFIELD	\$469,200	01/31/2020
65-108-9000-80(RS)	ILLINOISDHS0736	SPRINGFIELD	\$280,094	01/14/2020
			\$17,981,947	

Program: 2020 - 4905, Title III - Immigrant Education Program (IEP)

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
04-101-2050-25(00)	SCHOOL DIST 205 BOARD OF	ROCKFORD	\$62,899	01/21/2020
07-016-1170-02(00)	NORTH PALOS SD 117	PALOS HILLS	\$13,220	01/23/2020
09-010-1370-02(00)	RANTOUL CITY SD 137	RANTOUL	\$4,700	01/31/2020
19-022-0040-02(00)	COUNTY OF DUPAGE SCHOOL DIST 4	ADDISON	\$1,524	01/13/2020
19-022-0410-02(00)	BOARD OF EDUCATION DISTRICT 41	GLEN ELLYN	\$1,779	01/31/2020
24-047-0880-26(00)	PLANO CUSD 88	PLANO	\$2,550	01/23/2020
31-045-3000-26(00)	COMMUNITY UNIT SCHOOL DIST 300	CARPENTERSVIL	\$12,500	01/21/2020
34-049-0600-26(00)	COMMUNITY UNIT SCHOOL DIST 60	WAUKEGAN	\$72,000	01/29/2020
34-049-1020-04(00)	APTAKISIC-TRIPP CCSD 102	BUFFALO GROV	\$27,275	01/09/2020
34-049-1200-13(00)	CONSOLIDATED HS DIST 120	MUNDELEIN	\$2,476	01/09/2020
56-099-033C-04(00)	HOMER CCSD 33	LOCKPORT	\$751	01/09/2020
56-099-2040-17(00)	JOLIET TWP HSD 204	JOLIET	\$6,975	01/07/2020
			\$208,649	

Program: 2020 - 4909, Title III - Lang Inst Prog-Limited Eng LIPLEP

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
04-101-2050-25(00)	SCHOOL DIST 205 BOARD OF	ROCKFORD	\$734,754	01/17/2020
05-016-0390-02(00)	WILMETTE SD 39	WILMETTE	\$32,054	01/03/2020
05-016-0590-04(00)	COMMUNITY CONSOLIDATED SD 59	ELK GROVE VLG	\$296,288	01/07/2020
05-016-0650-04(00)	EVANSTON C C SCHOOL DIST 65	EVANSTON	\$137,071	01/03/2020
06-016-0930-02(00)	HILLSDIE SD 93	HILLSDIE	\$11,565	01/28/2020
07-016-1040-02(00)	COUNTY OF COOK SCHOOL DIST 104	SUMMIT	\$169,700	01/03/2020
07-016-1170-02(00)	NORTH PALOS SD 117	PALOS HILLS	\$149,675	01/22/2020
07-016-1180-04(00)	PALOS CCSD 118	PALOS PARK	\$40,953	01/31/2020
07-016-1560-02(00)	COOK COUNTY SD 156	CALUMET CITY	\$14,348	01/07/2020
07-016-1570-02(00)	COUNTY OF COOK SCHOOL DIST 157	CALUMET CITY	\$11,200	01/31/2020
07-016-1700-02(00)	CHICAGO HEIGHTS SD 170	CHICAGO HEIGH	\$112,951	01/08/2020
07-016-2150-17(00)	THORNTON FRACTIONALTHSD 215	CALUMET CITY	\$38,600	01/28/2020
09-010-1160-22(00)	URBANA SD 116	URBANA	\$118,143	01/28/2020
15-016-9010-90(00)	HORIZON SCIENCE ACAD-BELMONT	CHICAGO	\$10,450	01/09/2020

ILLINOIS STATE BOARD OF EDUCATION
FUNDING AND DISBURSEMENT SERVICES DIVISION
 100 NORTH FIRST STREET, SPRINGFIELD, IL 62777
Approved Grants Less Than 1 Million
Thru Date:(01/01/2020-01/31/2020)

19-022-0040-02(00)	COUNTY OF DUPAGE SCHOOL DIST 4	ADDISON	\$199,497	01/09/2020
19-022-0410-02(00)	BOARD OF EDUCATION DISTRICT 41	GLEN ELLYN	\$56,191	01/30/2020
19-022-0450-02(00)	VILLA PARK SD 45	VILLA PARK	\$106,780	01/28/2020
19-022-0890-04(00)	COMMUNITY CONS SCH DIST 89	GLEN ELLYN	\$38,766	01/21/2020
24-047-0880-26(00)	PLANO CUSD 88	PLANO	\$43,143	01/22/2020
31-045-3000-26(00)	COMMUNITY UNIT SCHOOL DIST 300	CARPENTERSVIL	\$401,033	01/21/2020
34-049-0760-02(00)	SCHOOL DIST 76	MUNDELEIN	\$51,597	01/17/2020
34-049-1020-04(00)	APTAKISIC-TRIPP CCSD 102	BUFFALO GROV	\$92,958	01/08/2020
34-049-1030-02(00)	LINCOLNSHIRE-PRAIRIEVIEW 103	LINCOLNSHIRE	\$16,700	01/08/2020
34-049-1200-13(00)	CONSOLIDATED HS DIST 120	MUNDELEIN	\$25,700	01/09/2020
34-049-1870-26(00)	NORTH CHICAGO SD 187	NORTH CHICAG	\$99,600	01/08/2020
49-081-0400-22(00)	MOLINE-COLE VALLEY COMMUNITY	MOLINE	\$113,192	01/31/2020
56-099-033C-04(00)	HOMER CCSD 33	LOCKPORT	\$30,400	01/09/2020
56-099-1610-02(00)	SUMMIT HILL SD 161	FRANKFORT	\$25,539	01/09/2020
56-099-2040-17(00)	JOLIET TWP HSD 204	JOLIET	\$51,741	01/03/2020
			\$3,230,589	

Program: 2020 - 4920, McKinney Education for Homeless Children

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
15-016-2990-25(RF)	CITY OF CHICAGO SD 299	CHICAGO	\$786,386	01/03/2020
			\$786,386	

Program: 2020 - 4932, Title II - Teacher Quality

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-001-0040-26(00)	MENDON CUSD 4	MENDON	\$32,432	01/07/2020
01-009-0150-26(00)	BEARDSTOWN CUSD 15	BEARDSTOWN	\$89,762	01/06/2020
01-009-0640-26(00)	VIRGINIA CUSD 64	VIRGINIA	\$5,552	01/31/2020
01-069-0110-26(00)	MEREDOSIA-CHAMBERSBURG CUSD 11	MEREDOSIA	\$12,510	01/13/2020
01-075-0120-26(00)	WESTERN COMMUNITY UNIT SD 12	BARRY	\$28,916	01/02/2020
03-003-0010-26(00)	MULBERRY GROVE CUSD 1	MULBERRY GRO	\$25,803	01/10/2020
03-026-2030-26(00)	VANDALIA CUSD 203	VANDALIA	\$84,203	01/13/2020
03-068-0220-26(00)	NOKOMIS CUSD 22	NOKOMIS	\$42,846	01/13/2020
04-004-2000-26(00)	NORTH BOONE CUD 200	POPLAR GROVE	\$52,094	01/10/2020
04-101-1400-04(00)	ROCKTON SD 140	ROCKTON	\$36,406	01/10/2020
04-101-2070-16(00)	HONONEGAH CHSD 207	ROCKTON	\$48,752	01/27/2020
04-101-3210-26(00)	PECATONICA CUSD 321	PECATONICA	\$20,169	01/27/2020
04-101-3220-26(00)	DURAND CUSD 322	DURAND	\$15,358	01/06/2020
05-016-0150-04(00)	COMM CONS SCHOOL DISTRICT NO 15	PALATINE	\$925,655	01/14/2020
05-016-0250-02(00)	ARLINGTON HEIGHTS SD 25	ARLINGTON HTS	\$102,133	01/31/2020
05-016-0300-02(00)	NORTHBROOK-GLENVIEW SD 30	NORTHBROOK	\$21,022	01/27/2020
05-016-0310-02(00)	WEST NORTHFIELD SD 31	NORTHBROOK	\$27,244	01/24/2020
05-016-0360-02(00)	COOK COUNTY SCHOOL DISTRICT 36	WINNETKA	\$50,685	01/27/2020
05-016-0390-02(00)	WILMETTE SD 39	WILMETTE	\$62,293	01/17/2020
05-016-0570-02(00)	MT PROSPECT PUBLIC SCH DIST 57	MOUNT PROSPE	\$47,926	01/22/2020
05-016-0590-04(00)	COMMUNITY CONSOLIDATED SD 59	ELK GROVE VLG	\$251,247	01/14/2020
05-016-0640-04(00)	SCHOOL DIST 64 CONSOLIDATED	PARK RIDGE	\$70,797	01/21/2020
05-016-0700-02(00)	MORTON GROVE SD 70	MORTON GROVE	\$22,180	01/16/2020
05-016-0735-02(00)	SKOKIE SD 73-5	SKOKIE	\$39,633	01/24/2020
05-016-2020-17(00)	EVANSTON TWP H S DIST 202	EVANSTON	\$108,042	01/30/2020
05-016-2070-17(00)	MAINE TWP HSD 207	PARK RIDGE	\$263,187	01/13/2020

ILLINOIS STATE BOARD OF EDUCATION
FUNDING AND DISBURSEMENT SERVICES DIVISION
100 NORTH FIRST STREET, SPRINGFIELD, IL 62777
Approved Grants Less Than 1 Million
Thru Date:(01/01/2020-01/31/2020)

06-016-0790-02(00)	PENNOYER SD 79	NORRIDGE	\$11,132	01/24/2020
06-016-0800-02(00)	BOARD OF EDUCATION DISTRICT 80	NORRIDGE	\$18,711	01/22/2020
06-016-0840-02(00)	FRANKLIN PARK SD 84	FRANKLIN PARK	\$37,981	01/06/2020
06-016-0880-02(00)	BELLWOOD SD 88	BELLWOOD	\$143,855	01/24/2020
06-016-0925-02(00)	WESTCHESTER SD 92-5	WESTCHESTER	\$44,377	01/30/2020
06-016-0970-02(00)	OAK PARK SD 97	OAK PARK	\$159,495	01/03/2020
06-016-0980-02(00)	COUNTY OF COOK SCHOOL DIST 98	BERWYN	\$253,168	01/31/2020
06-016-0990-02(00)	COUNTY OF COOK SD 99	CICERO	\$747,217	01/21/2020
06-016-1000-02(00)	BOARD OF EDUCATION SD 100	BERWYN	\$126,592	01/24/2020
06-016-1050-02(00)	LA GRANGE SD 105	LAGRANGE	\$40,472	01/14/2020
06-016-2000-13(00)	OAK PARK & RIVER FOREST D 200	OAK PARK	\$60,887	01/06/2020
06-016-2010-17(00)	COOK COUNTY HSD 201	CICERO	\$523,683	01/31/2020
06-016-2080-17(00)	SCHOOL DIST 208-COOK COUNTY	RIVERSIDE	\$45,190	01/30/2020
06-016-2120-16(00)	LEYDEN COMMUNITY HIGH SCHOOL 212	FRANKLIN PARK	\$111,041	01/31/2020
06-016-4010-26(00)	ELMWOOD PARK SD 401	ELMWOOD PARK	\$119,952	01/09/2020
07-016-1090-02(00)	INDIAN SPRINGS SD 109	JUSTICE	\$199,046	01/17/2020
07-016-1170-02(00)	NORTH PALOS SD 117	PALOS HILLS	\$106,739	01/29/2020
07-016-1180-04(00)	PALOS CCSD 118	PALOS PARK	\$51,851	01/09/2020
07-016-1220-02(00)	COUNTY OF COOK SCHOOL DIST 122	OAK LAWN	\$113,086	01/10/2020
07-016-1230-02(00)	OAK LAWN-HOMETOWN S D 123	OAK LAWN	\$141,652	01/28/2020
07-016-1280-02(00)	PALOS HEIGHTS SD 128	PALOS HEIGHTS	\$27,068	01/07/2020
07-016-1320-02(00)	CALUMET PUBLIC SD 132	CALUMET PARK	\$77,863	01/31/2020
07-016-1430-02(00)	SCHOOL DISTRICT 143 COOK COUNTY	MIDLOTHIAN	\$89,911	01/29/2020
07-016-1520-02(00)	HARVEY SD 152	HARVEY	\$198,854	01/06/2020
07-016-1530-02(00)	HOMEWOOD SD 153	HOMEWOOD	\$49,042	01/14/2020
07-016-1540-02(00)	THORNTON SD 154	THORNTON	\$11,009	01/07/2020
07-016-1545-02(00)	COOK COUNTY SCH 154 1-2 DIST	BURNHAM	\$20,177	01/21/2020
07-016-1550-02(00)	CALUMET CITY SD 155	CALUMET CITY	\$75,765	01/09/2020
07-016-1610-02(00)	FLOSSMOOR SD 161	CHICAGO HEIGH	\$111,690	01/31/2020
07-016-1620-02(00)	MATTESON SCHOOL DISTRICT 162	RIGHTON PARK	\$22,257	01/08/2020
07-016-1630-02(00)	PARK FOREST SD 163	PARK FOREST	\$117,685	01/14/2020
07-016-1680-04(00)	COOK COUNTY SCHOOL DIST 168	SAUK VILLAGE	\$104,100	01/27/2020
07-016-1700-02(00)	CHICAGO HEIGHTS SD 170	CHICAGO HEIGH	\$423,814	01/23/2020
07-016-2170-16(00)	ARGO CHSD 217	SUMMIT	\$87,448	01/08/2020
08-043-2060-26(00)	STOCKTON CUSD 206	STOCKTON	\$17,411	01/16/2020
08-089-1450-22(00)	FREEPORT SD 145	FREEPORT	\$268,264	01/10/2020
08-089-2010-26(00)	DAKOTA CUSD 201	DAKOTA	\$23,987	01/16/2020
08-089-2020-26(00)	LENA WINSLOW CUSD 202	LENA	\$26,856	01/13/2020
08-089-2030-26(00)	ORANGEVILLE SCHOOL DISTRICT 203	ORANGEVILLE	\$11,730	01/10/2020
09-010-0040-26(00)	CHAMPAIGN CUSD 4	CHAMPAIGN	\$974,957	01/08/2020
09-010-0070-26(00)	COMMUNITY UNIT SCH DIST 7	TOLONO	\$56,655	01/07/2020
09-010-0080-26(00)	HERITAGE CUSD 8	HOMER	\$24,940	01/14/2020
11-015-0010-26(00)	CHARLESTON CUSD 1	CHARLESTON	\$157,233	01/31/2020
11-015-0020-26(00)	MATTOON CUSD 2	MATTOON	\$200,352	01/23/2020
11-021-3010-26(00)	TUSCOLA CUSD 301	TUSCOLA	\$26,776	01/08/2020
11-021-3020-26(00)	VILLA GROVE CUSD 302	VILLA GROVE	\$18,711	01/10/2020
11-087-003A-26(00)	COWDEN-HERRICK CUSD 3A	COWDEN	\$18,901	01/31/2020
12-017-0040-26(00)	OBLONG CUSD 4	OBLONG	\$36,731	01/07/2020
13-014-0120-04(00)	BREESE ELEMENTARY DIST 12	BREESE	\$21,865	01/29/2020

ILLINOIS STATE BOARD OF EDUCATION
FUNDING AND DISBURSEMENT SERVICES DIVISION
100 NORTH FIRST STREET, SPRINGFIELD, IL 62777
Approved Grants Less Than 1 Million
Thru Date:(01/01/2020-01/31/2020)

13-014-0460-02(00)	WILLOW GROVE SD 46	CENTRALIA	\$23,216	01/06/2020
13-014-0600-02(00)	GERMANTOWN SD 60	GERMANTOWN	\$3,890	01/03/2020
13-041-0060-04(00)	GRAND PRAIRIE CCSD 6	CENTRALIA	\$2,057	01/14/2020
13-041-0790-02(00)	SUMMERSVILLE SD 79	MOUNT VERNON	\$10,012	01/08/2020
13-041-0820-02(00)	COUNTY OF JEFFERSON SD 82	MOUNT VERNON	\$9,723	01/03/2020
13-041-0990-04(00)	FARRINGTON CCSD 99	BLUFORD	\$2,192	01/06/2020
13-058-1110-02(00)	SALEM SD 111	SALEM	\$55,075	01/06/2020
13-058-4010-26(00)	SOUTH CENTRAL CUSD 401	KINMUNDY	\$30,958	01/28/2020
13-058-5010-26(00)	SANDOVAL CUSD 501	SANDOVAL	\$22,971	01/08/2020
13-095-0100-26(00)	WEST WASHINGTON CCUSD 10	OKAWVILLE	\$24,644	01/13/2020
15-016-9040-90(00)	BETTY SHABAZZ INTERN CHARTER SCH	CHICAGO	\$31,004	01/13/2020
16-019-4280-26(00)	DEKALB CUSD 428	DE KALB	\$453,172	01/13/2020
17-053-006J-26(00)	TRI- POINT CUSD 6-J	KEMPTON	\$15,345	01/29/2020
17-053-0900-17(00)	PONTIAC TWP HSD 90	PONTIAC	\$50,228	01/14/2020
17-053-2320-02(00)	DWIGHT COMMON SD 232	DWIGHT	\$19,317	01/30/2020
17-054-0270-02(00)	LINCOLN ESD 27	LINCOLN	\$74,407	01/28/2020
17-064-0020-26(00)	LEROY CUSD 2	LE ROY	\$11,027	01/21/2020
17-064-0050-26(00)	MCLEAN COUNTY UD 5	NORMAL	\$619,684	01/21/2020
19-022-0040-02(00)	COUNTY OF DUPAGE SCHOOL DIST 4	ADDISON	\$130,994	01/09/2020
19-022-0070-02(00)	WOOD DALE SD 7	WOOD DALE	\$32,580	01/17/2020
19-022-0150-02(00)	MARQUARDT SD 15	GLENDALE HTS	\$191,848	01/02/2020
19-022-0160-02(00)	QUEEN BEE SD 16	GLENDALE HTS	\$76,223	01/23/2020
19-022-0330-02(00)	WEST CHICAGO SD 33	WEST CHICAGO	\$284,773	01/14/2020
19-022-0340-02(00)	WINFIELD SD34		\$9,035	01/21/2020
19-022-0410-02(00)	BOARD OF EDUCATION DISTRICT 41	GLEN ELLYN	\$118,401	01/24/2020
19-022-0440-02(00)	LOMBARD SD 44	LOMBARD	\$118,856	01/31/2020
19-022-0530-02(00)	BUTLER SD 53	OAK BROOK	\$8,508	01/02/2020
19-022-0580-02(00)	DOWNERS GROVE GSD 58	DOWNERS GRO	\$232,903	01/31/2020
19-022-0620-02(00)	GOWER SD 62	WILLOWBROOK	\$19,965	01/31/2020
19-022-0660-02(00)	CENTER CASS SD 66	DOWNERS GRO	\$17,218	01/21/2020
19-022-0860-17(00)	HINSDALE DIST 86	HINSDALE	\$127,857	01/13/2020
19-022-0870-17(00)	GLENBARD TOWNSHIP HIGH SCHOOL	GLEN ELLYN	\$248,817	01/29/2020
19-022-0880-16(00)	DUPAGE HSD 88	ADDISON	\$120,536	01/27/2020
19-022-0890-04(00)	COMMUNITY CONS SCH DIST 89	GLEN ELLYN	\$46,454	01/31/2020
19-022-0930-04(00)	COMMUNITY CONS SCHOOL DIST 93	BLOOMINGDALE	\$85,014	01/30/2020
19-022-0940-16(00)	COMMUNITY HIGH SCHOOL DIST 94	WEST CHICAGO	\$48,417	01/22/2020
19-022-0990-16(00)	COMMUNITY HIGH SCHOOL DIST 99	DOWNERS GRO	\$93,588	01/17/2020
19-022-1800-04(00)	COMM CONS SCH DIST 180	BURR RIDGE	\$77,164	01/31/2020
19-022-2050-26(00)	ELMHURST SD 205	ELMHURST	\$218,376	01/30/2020
20-030-0070-26(00)	GALLATIN CUSD 7	JUNCTION	\$42,219	01/07/2020
20-096-0140-04(00)	COUNTY OF WAYNE	GEFF	\$1,280	01/23/2020
20-096-1000-26(00)	WAYNE CITY CUSD 100	WAYNE CITY	\$53,259	01/17/2020
20-096-2250-16(00)	FAIRFIELD CHSD 225	FAIRFIELD	\$17,472	01/16/2020
20-097-0010-26(00)	GRAYVILLE CUSD 1	GRAYVILLE	\$27,662	01/15/2020
20-097-0050-26(00)	CARMI-WHITE COUNTY CUSD 5	CARMI	\$70,010	01/03/2020
21-028-0470-04(00)	BENTON CCSD 47	BENTON	\$55,438	01/22/2020
21-028-0910-04(00)	AKIN CCSD 91	AKIN	\$5,574	01/29/2020
21-028-1030-13(00)	BENTON CHSD 103	BENTON	\$19,808	01/21/2020
21-044-0550-02(00)	VIENNA PUBLIC SCHOOL DIST 55	VIENNA	\$16,491	01/21/2020

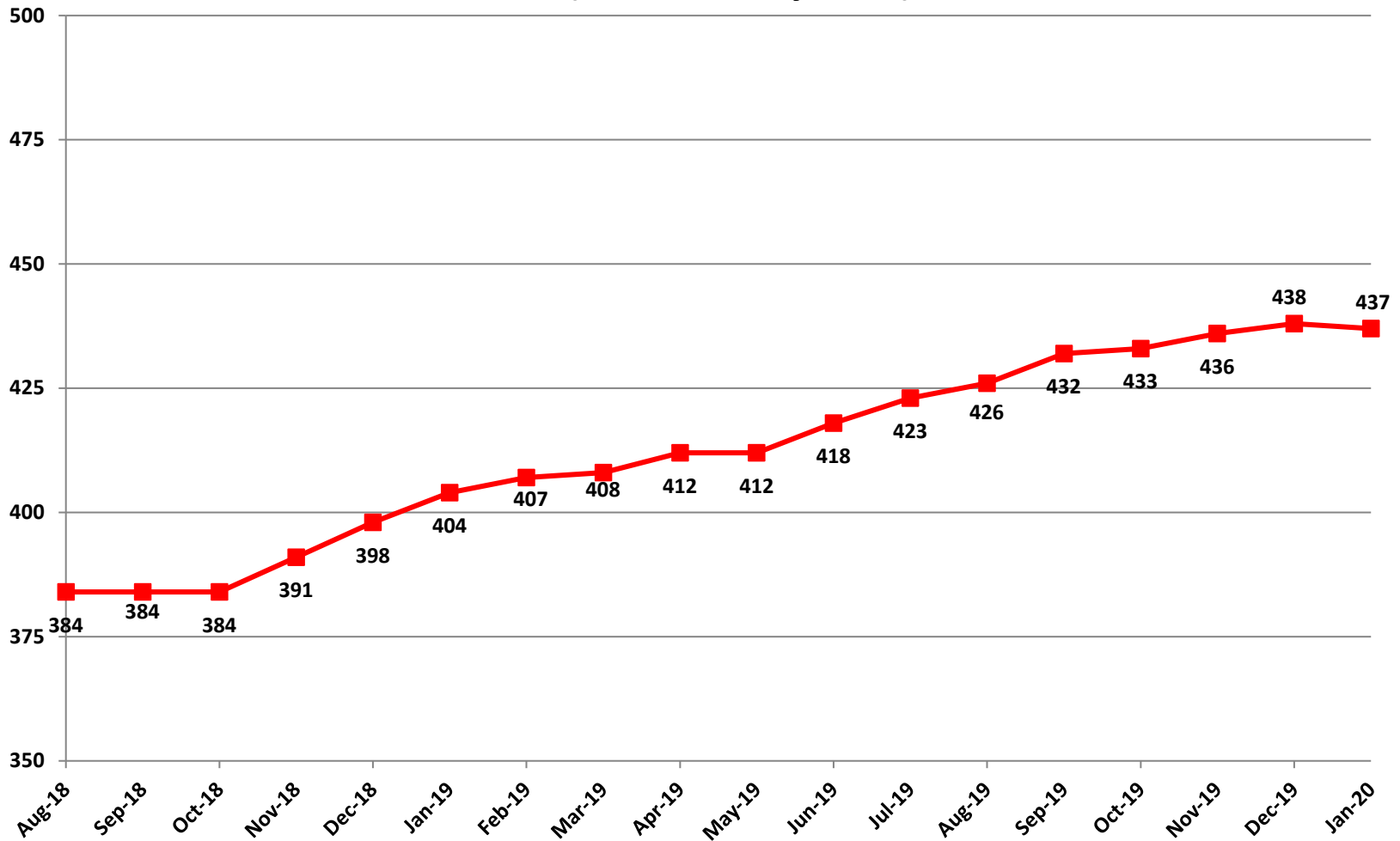
ILLINOIS STATE BOARD OF EDUCATION
FUNDING AND DISBURSEMENT SERVICES DIVISION
100 NORTH FIRST STREET, SPRINGFIELD, IL 62777
Approved Grants Less Than 1 Million
Thru Date:(01/01/2020-01/31/2020)

21-044-0640-02(00)	CYPRESS SD 64	CYPRESS	\$14,651	01/09/2020
21-100-0040-26(00)	HERRIN CUSD 4	HERRIN	\$216,281	01/22/2020
21-100-0050-26(00)	CARTERVILLE CUSD 5	CARTERVILLE	\$80,249	01/13/2020
24-032-002C-02(00)	MAZON-VERONA-KINSMAN ESD 2C	MAZON	\$10,839	01/28/2020
24-032-024C-04(00)	NETTLE CREEK CCSD 24C	MORRIS	\$1,812	01/14/2020
24-032-072C-04(00)	GARDNER CCSD 72C	GARDNER	\$4,127	01/22/2020
24-032-0740-03(00)	SOUTH WILMINGTON CSD 74	SOUTH WILMIN	\$1,731	01/30/2020
24-032-0750-02(00)	BRACEVILLE SD 75	BRACEVILLE	\$6,858	01/30/2020
24-032-1010-16(00)	MORRIS CHSD 101	MORRIS	\$24,908	01/02/2020
26-034-3270-04(00)	DALLAS ELEMENTARY SCHOOL	DALLAS CITY	\$13,716	01/15/2020
28-006-1150-02(00)	PRINCETON ELEM SD 115	PRINCETON	\$47,520	01/16/2020
30-039-0950-02(00)	CARBONDALE ELEMENTARY SD 95	CARBONDALE	\$116,688	01/22/2020
30-039-1760-26(00)	TRICO CUSD 176	CAMPBELL HILL	\$56,184	01/30/2020
30-073-0050-02(00)	TAMAROA SCHOOL DISTRICT 5	TAMAROA	\$5,477	01/08/2020
30-077-1010-26(00)	MERIDIAN CUSD 101	MOUNDS	\$36,929	01/27/2020
30-091-0840-26(00)	SHAWNEE CUSD 84	WOLF LAKE	\$26,904	01/13/2020
31-045-3000-26(00)	COMMUNITY UNIT SCHOOL DIST 300	CARPENTERSVIL	\$705,026	01/31/2020
31-045-3030-26(00)	COMMUNITY UNIT SCHOOL DIST 303	ST CHARLES	\$346,791	01/06/2020
31-045-3040-26(00)	GENEVA CUSD 304	GENEVA	\$157,901	01/27/2020
32-038-0030-26(00)	COMMUNITY U S D 3	DONOVAN	\$15,144	01/30/2020
32-038-1240-26(00)	MILFORD AREA PUBLIC SCHOOL	MILFORD	\$33,374	01/28/2020
32-046-0020-26(00)	HERSCHER CUSD 2	HERSCHER	\$45,080	01/17/2020
32-046-0060-26(00)	GRANT PARK CUSD 6	GRANT PARK	\$13,599	01/17/2020
32-046-0530-02(00)	BOURBONNAIS ESD 53	BOURBONNAIS	\$76,689	01/28/2020
32-046-2580-04(00)	COUNTY OF KANKAKEE SCH DIST 258	BOURBONNAIS	\$18,704	01/24/2020
33-048-2760-26(00)	ABINGDON-AVON CUSD 276	ABINGDON	\$46,531	01/06/2020
34-049-0240-04(00)	MILLBURN CCSD 24	OLD MILL CREEK	\$36,893	01/06/2020
34-049-0330-02(00)	EMMONS SD 33	ANTIOCH	\$5,158	01/06/2020
34-049-0600-26(00)	COMMUNITY UNIT SCHOOL DIST 60	WAUKEGAN	\$830,318	01/22/2020
34-049-0760-02(00)	SCHOOL DIST 76	MUNDELEIN	\$49,368	01/06/2020
34-049-1140-02(00)	FOX LAKE GSD 114	SPRING GROVE	\$27,672	01/14/2020
34-049-1150-16(00)	LAKE FOREST CHSD 115	LAKE FOREST	\$23,626	01/30/2020
34-049-1200-13(00)	CONSOLIDATED HS DIST 120	MUNDELEIN	\$54,977	01/06/2020
34-049-1260-17(00)	ZION-BENTON THSD 126	ZION	\$105,489	01/24/2020
34-049-1270-16(00)	GRAYSLAKE CHSD 127	GRAYSLAKE	\$58,501	01/06/2020
34-049-1280-16(00)	COMMUNITY HIGH SCHOOL DIST 128	LIBERTYVILLE	\$38,250	01/31/2020
35-050-0175-04(00)	DIMMICK CCSD #175	LASALLE	\$943	01/15/2020
35-050-1250-02(00)	OGLESBY ESD 125	OGLESBY	\$20,417	01/23/2020
35-050-1410-02(00)	OTTAWA ESD 141	OTTAWA	\$122,238	01/30/2020
35-050-1500-02(00)	MARSEILLES ESD 150	MARSEILLES	\$29,410	01/10/2020
35-050-1950-04(00)	WALLACE CCSD 195	OTTAWA	\$5,860	01/23/2020
40-031-0030-26(00)	NORTH GREENE USD 3	WHITE HALL	\$52,382	01/08/2020
40-056-0060-26(00)	STAUNTON CUSD 6	STAUNTON	\$43,337	01/07/2020
40-056-0090-26(00)	SOUTHWESTERN CUSD 9	BRIGHTON	\$43,253	01/30/2020
44-063-0120-26(00)	JOHNSBURG CUSD 12	JOHNSBURG	\$46,027	01/06/2020
44-063-0180-04(00)	RILEY CCSD 18	MARENGO	\$8,167	01/28/2020
44-063-0470-04(00)	CRYSTAL LAKE CCSD 47	CRYSTAL LAKE	\$281,470	01/14/2020
44-063-1540-16(00)	MARENGO CHSD 154	MARENGO	\$15,933	01/14/2020
44-063-1550-16(00)	COMMUNITY HIGH SCHOOL DIST 155	CRYSTAL LAKE	\$130,500	01/14/2020

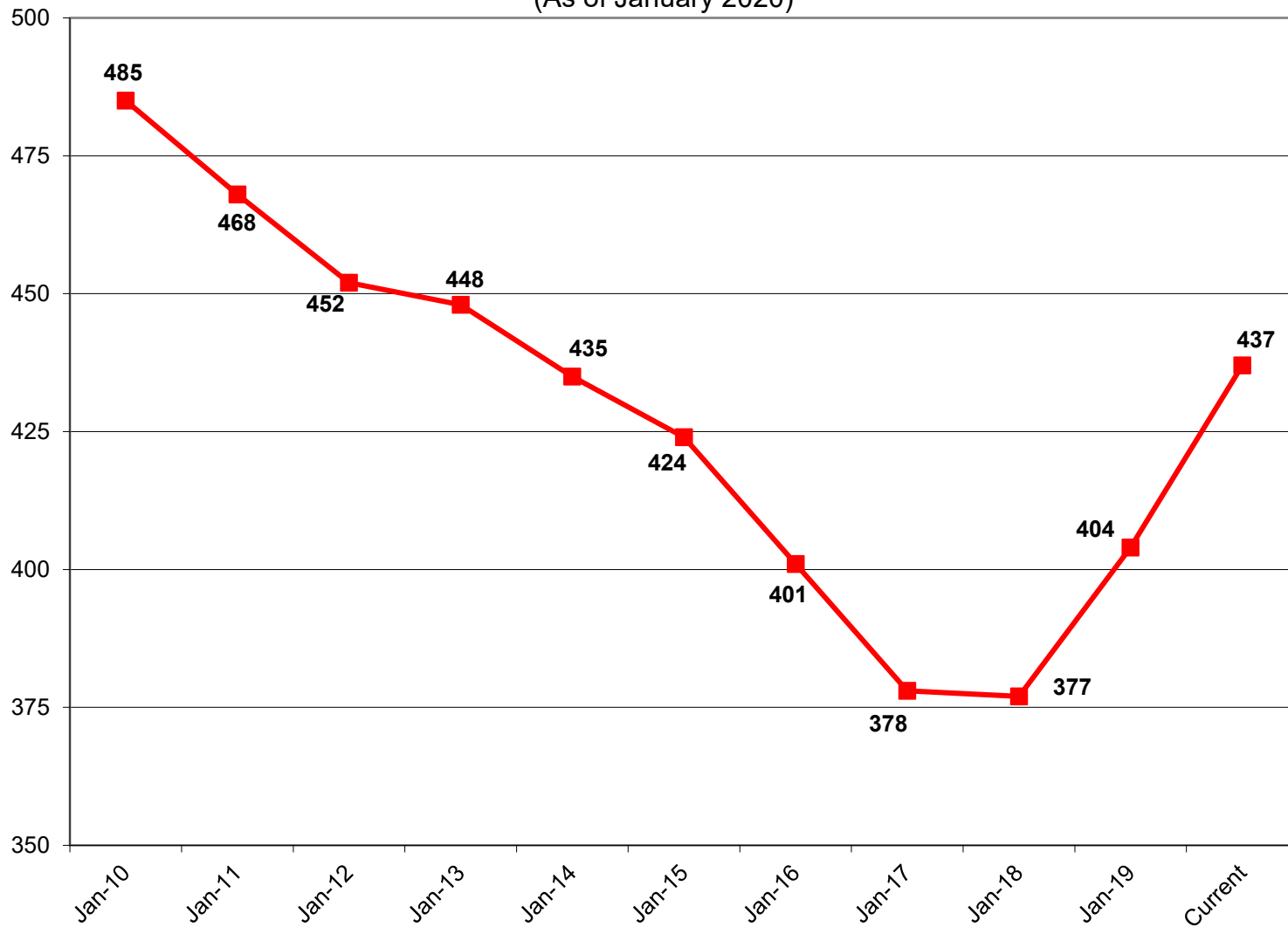
ILLINOIS STATE BOARD OF EDUCATION
FUNDING AND DISBURSEMENT SERVICES DIVISION
100 NORTH FIRST STREET, SPRINGFIELD, IL 62777
Approved Grants Less Than 1 Million
Thru Date:(01/01/2020-01/31/2020)

44-063-1560-16(00)	MCHENRY CHSD 156	MC HENRY	\$105,992	01/02/2020
44-063-1650-03(00)	MARENGO-UNION ECSD 165	MARENGO	\$33,203	01/23/2020
45-067-0030-26(00)	VALMEYER CUSD 3	VALMEYER	\$6,344	01/06/2020
45-079-1320-26(00)	RED BUD CUSD 132	RED BUD	\$40,482	01/10/2020
45-079-1400-26(00)	SPARTA CUSD 140	SPARTA	\$72,457	01/06/2020
47-071-2220-26(00)	POLO CUSD 222	POLO	\$22,151	01/07/2020
47-098-0010-26(00)	ERIE CUSD 1	ERIE	\$13,709	01/08/2020
47-098-1450-04(00)	MONTMORENCY CCSD 145	ROCK FALLS	\$13,016	01/31/2020
48-072-0620-02(00)	PLEASANT VALLEY SD 62	PEORIA	\$34,208	01/31/2020
48-072-3100-16(00)	LIMESTONE CHSD 310	PEORIA	\$33,942	01/09/2020
48-072-3210-26(00)	ILLINOIS VALLEY CENTRAL UNIT 321	CHILLICOTHE	\$82,904	01/22/2020
48-072-3220-26(00)	ELMWOOD CUSD 322	ELMWOOD	\$15,147	01/21/2020
48-072-3230-26(00)	DUNLAP CUSD 323	PEORIA	\$156,585	01/22/2020
48-072-3250-26(00)	PEORIA HEIGHTS CUSD 325	PEORIA HEIGHT	\$3,036	01/29/2020
48-072-3260-26(00)	PRINCEVILLE CUSD 326	PRINCEVILLE	\$15,841	01/09/2020
49-081-0410-25(00)	ROCK ISLAND SD 41	ROCK ISLAND	\$538,850	01/31/2020
50-082-0850-02(00)	SHILOH VILLAGE SD 85	SHILOH	\$6,769	01/27/2020
50-082-1050-02(00)	PONTIAC-W HOLLIDAY SD 105	FAIRVIEW HGHT	\$51,178	01/29/2020
50-082-1130-02(00)	WOLF BRANCH SD 113	SWANSEA	\$23,442	01/17/2020
50-082-1960-26(00)	DUPO CUSD 196	DUPO	\$51,913	01/02/2020
50-082-2030-17(00)	OFALLON TWP HSD 203	OFALLON	\$56,237	01/30/2020
51-084-0080-26(00)	PLEASANT PLAINS CUSD 8	PLEASANT PLAI	\$31,455	01/30/2020
51-084-0110-26(00)	PAWNEE COMM UNIT SCHOOL DIST	PAWNEE	\$11,039	01/30/2020
51-084-0140-26(00)	RIVERTON CUSD 14	RIVERTON	\$65,314	01/21/2020
51-084-0150-26(00)	WILLIAMSVILLE CUSD 15	WILLIAMSVILLE	\$25,183	01/30/2020
51-084-0160-26(00)	COMMUNITY UNIT DISTRICT NO 16	NEW BERLIN	\$24,605	01/22/2020
53-060-1910-26(00)	MIDWEST CENTRAL CUD 191	MANITO	\$58,859	01/07/2020
53-090-0500-02(00)	DISTRICT 50 SCHOOLS	WASHINGTON	\$30,679	01/31/2020
53-090-7090-26(00)	MORTON CUSD 709	MORTON	\$10,541	01/03/2020
53-102-0060-26(00)	FIELDCREST COMMUNITY UNIT	MINONK	\$47,498	01/07/2020
53-102-0110-26(00)	EL PASO-GRIDLEY CUSD 11	EL PASO	\$74,867	01/06/2020
53-102-0600-26(00)	ROANOKE BENSON CUSD 60	ROANOKE	\$10,477	01/15/2020
54-092-0010-26(00)	BISMARCK-HENNING COMMUNITY	BISMARCK	\$25,179	01/06/2020
54-092-0070-26(00)	ROSSVILLE-ALVIN CSD 7	ROSSVILLE	\$17,639	01/08/2020
54-092-0760-26(00)	OAKWOOD CUSD 76	OAKWOOD	\$75,197	01/15/2020
56-099-033C-04(00)	HOMER CCSD 33	LOCKPORT	\$61,820	01/14/2020
56-099-0890-02(00)	FAIRMONT SD 89	LOCKPORT	\$16,848	01/28/2020
56-099-1140-02(00)	MANHATTAN SD 114	MANHATTAN	\$15,231	01/31/2020
56-099-2020-22(00)	PLAINFIELD SD 202	PLAINFIELD	\$531,568	01/31/2020
56-099-2100-16(00)	LINCOLN WAY CHSD 210	NEW LENOX	\$96,602	01/03/2020
			\$19,682,597	

**ILLINOIS STATE BOARD OF EDUCATION
18-MONTH HEADCOUNT HISTORY
(As of January 2020)**



ILLINOIS STATE BOARD OF EDUCATION
10-yr HEADCOUNT HISTORY
(As of January 2020)





**ILLINOIS STATE BOARD OF EDUCATION
AGENCY STAFF DETAIL AS OF JANUARY 2020**

	Mgmt.	Prof.	Support	GRF	Non-GRF	Total
STATE SUPERINTENDENT (001)						
State Superintendent	1	2	0	3	0	3
Board Services	0	0	0	0	0	0
Legal	3	12	1	15	1	16
Internal Audit	1	5	1	7	0	7
Sub-Total	5	19	2	25	1	26
FINANCE (002)						
Finance	2	0	1	3	0	3
Budget and Financial Management	1	3	0	1	3	4
Fiscal Support Services	2	9	2	6	7	13
Funding and Disbursements	1	14	4	7	12	19
State Funding & Forecasting	1	2	0	3	0	3
School Business Services	2	8	2	11	1	12
Sub-Total	9	36	9	31	23	54
RESEARCH AND EVALUATION (007)						
Research and Evaluation	1	0	1	2	0	2
Information Systems	5	29	1	12	23	35
Research	2	3	0	5	0	5
Assessments	3	8	1	10	2	12
Data Strategies and Analytics	3	7	1	9	2	11
Sub-Total	14	47	4	38	27	65
OPERATIONS (010)						
Operations	1	1	2	4	0	4
Projects Management	6	0	0	0	6	6
Human Resources	2	4	4	10	0	10
Facility Management	1	2	6	3	6	9
Technology and Infrastructure	3	21	0	4	20	24
Sub-Total	13	28	12	21	32	53
SAFE & HEALTHY CLIMATE (017)						
Center Administration	2	0	1	3	0	3
Wellness	2	11	1	8	6	14
Nutrition and Wellness Programs	2	36	4	3	39	42
Sub-Total	6	47	6	14	45	59
Regulatory Services (019)						
Regulatory Services	1	0	0	1	0	1
GATA	1	7	1	9	0	9
Title Grant Administration	2	12	1	0	15	15
Federal and State Monitoring	2	13	1	0	16	16
Sub-Total	6	32	3	10	31	41

	Mgmt.	Prof.	Support	GRF	Non-GRF	Total
EDUCATION (039)						
Education	1	0	1	2	0	2
Instructional Education	1	0	0	1	0	1
Operation Education	1	0	0	1	0	1
Sub-Total	3	0	1	4	0	4
Programs (050)						
Early Childhood Education	2	12	2	14	2	16
Multilingual	0	7	1	0	8	8
Programs	1	0	1	1	1	2
Special Education	3	32	5	0	40	40
Sub-Total	6	51	9	15	51	66
TEACHING AND LEARNING (070)						
CTE & Innovation	1	6	1	6	2	8
Curriculum & Instruction	2	6	0	4	4	8
Teaching and Learning	1	0	0	1	0	1
Educator Effectiveness	1	23	4	0	28	28
Sub-Total	5	35	5	11	34	45
POLICY AND COMMUNICATIONS (100)						
Internal Communications	1	3	0	4	0	4
External Communications	1	1	0	2	0	2
Legislative Affairs	1	2	1	4	0	4
Policy and Communications	1	0	0	1	0	1
Sub-Total	4	6	1	11	0	11
INSTRUCTIONAL EDUCATION (102)						
Instructional Education (100)	0	0	1	1	0	1
Sub-Total	0	0	1	1	0	1
ESSA (104)						
IL-Empower	1	0	0	0	1	1
ESSA	0	0	1	1	0	1
Accountability	1	0	0	1	0	1
Sub-Total	2	0	1	2	1	3
REGIONAL SERVICES (106)						
Regional Services	1	0	0	1	0	1
ROE/ISC	1	4	0	4	1	5
Charter Schools	1	2	0	3	0	3
Sub-Total	3	6	0	8	1	9
GRAND TOTAL, ALL CENTERS	76 17%	307 70%	54 12%	191 44%	246 56%	437 100%

ILLINOIS STATE BOARD OF EDUCATION MEETING
February 18, 2020

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Trisha Olson, Legal Officer 

Agenda Topic: Information Item: FOIA Monthly Report

Materials: December 24-January 27 FOIA Report – Fiscal Year 2020

Staff Contact(s): Kelly Weston, FOIA Officer, Assistant Legal Counsel

Purpose of Agenda Item

The purpose of this agenda item is to provide the Board a report with general information on recent Freedom of Information Act (FOIA) requests made to ISBE.

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

Not applicable. The report is for informational purposes only.

Expected Outcome(s) of Agenda Item

Not applicable. The report is for informational purposes only.

Background Information

Records in possession of public agencies may be accessed by the public upon written request under the provisions of FOIA ([5 ILCS 140](#)).

ISBE received 53 FOIA requests over the time period of this report. They are listed in detail in the attached report.

Superintendent's Recommendation

None needed.

Next Steps

Continue to provide this report monthly.

Monthly FOIA Report for Board Meetings

Run Date: 01/28/2020 12:22 PM

F000001-010220

Create Date	Customer Full Name	Company Name	Public Record Desired
1/2/2020	Mackenzie Bufis		I am seeking the number of teachers employed in the following subject areas, for the following years: How many math teachers were employed in the state of Illinois by public schools for the following years: 2016, 2017, 2018, 2019? How many science teachers were employed in the state of Illinois by public schools for the following years: 2016, 2017, 2018, 2019? How many english and/or language arts and/or literature teachers were employed in the state of Illinois by public schools for the following years: 2016, 2017, 2018, 2019?

F000002-010320

Create Date	Customer Full Name	Company Name	Public Record Desired
1/3/2020	Reporter Adriana Cardona	Chicago Public Media	Under the Freedom of information Act please provide the following public records: Any and all audits over the last four school years of the EL/ Bilingual Education Program in Chicago Public Schools. Thank you Adriana Cardona

F000003-010320

Create Date	Customer Full Name	Company Name	Public Record Desired
1/3/2020	Reporter Adriana Cardona	Chicago Public Media	Under the Freedom of Information Act please provide the following public records: All Bilingual Education Program Delivery Report (PDR) submitted by Chicago Public Schools in the last four school years. Thank you Adriana Cardona

F000004-010320

Create Date	Customer Full Name	Company Name	Public Record Desired
1/3/2020	Attorney Katie Zumalt-Rogers	Robbins Schwartz	I request ISBE's agreement appointing Keeneyville School District 20 as fiscal agent of Phillip J. Rock Center for the term beginning September 1, 2019, along with its exhibits. I request the exhibits to ISBE's agreement appointing Keeneyville School District 20 as fiscal agent of Phillip J. Rock Center for the agreement with the term beginning September 1, 2018. I request all reports, records, correspondence, or other documents regarding the appointment of Keeneyville as the fiscal agent of Philip J. Rock Center. Thank you.

F000005-010620

Create Date	Customer Full Name	Company Name	Public Record Desired

F000005-010620

Create Date	Customer Full Name	Company Name	Public Record Desired
1/6/2020	reporter Jennifer Smith Richards	Chicago Tribune	January 6, 2020 Megan Griffin Public Information Division Illinois State Board of Education 100 N. First St. Springfield, IL 62777 (217) 782-4648 mgriffin@isbe.net Ms. Griffin, Pursuant to the Illinois Freedom of Information Act, the Chicago Tribune and ProPublica Illinois submit this narrowed version of our December 2019 request for the following public records in the possession of the Illinois State Board of Education: • Any available metadata that reflects emails, data and records submissions from educational entities to ISBE of all instances of physical restraint or time-out used during the current (2019-20) and past two school years (2018-19 and 2017-18) since Nov. 20, 2019. This could include, but would not be limited to the following: Email address and name of the entity or person sending the email; subject line of the email; list of attachments to the email including file type extension; size of attachments to the email; and date submitted. • Any records that account for or represent an inventory of the records from educational entities to ISBE of all instances of physical restraint or time-out used during the current (2019-20) and past two school years (2018-19 and 2017-18) since Nov. 20, 2019 that were provided on paper rather than electronically. • Any and all forms submitted by educational entities to ISBE of all instances of physical restraint or timeout since Nov. 20, 2019. If the files are available electronically, please provide access to them electronically. Because this information would be used in a newspaper story intended to educate the public, we ask that you waive or reduce the normal fee for producing this information. If the cost of producing this information would be more than \$50, please notify me before proceeding. If in your view any of the above records contain information you deem to be exempt from disclosure please redact that portion of the record and provide the remainder, specifying the precise nature of the redacted information and the exemption on which you rely should we were to ask for its disclosure. Feel free to contact me if you have questions. I would be happy to discuss the request. Sincerely, Jennifer Smith Richards Reporter Chicago Tribune 160 N Stetson Ave. Chicago, IL 60601 312-222-5430 Jodi S. Cohen ProPublica Illinois Jodi.Cohen@Propublica.org 312-731-8867

F000006-010620

Create Date	Customer Full Name	Company Name	Public Record Desired
1/6/2020	Mr Evan Jensen		I am requesting official Student Transcripts from Blackburn College in Carlinville, IL.

F000007-010620

Create Date	Customer Full Name	Company Name	Public Record Desired
1/6/2020	Grants and Development Coordinator Ali Exner	Chinese Mutual Aid Association	I would like to request the grant applications and scores from the FY19 awardees of the Healthy Communities Investment Grant- Non School Districts.

F000008-010620

Create Date	Customer Full Name	Company Name	Public Record Desired
1/6/2020			Please provide all Illinois School District names and email addresses of district superintendents.

F000009-010620

Create Date	Customer Full Name	Company Name	Public Record Desired
1/6/2020	Research Assistant Alexa Nappa		School name, principal name, principal email address for all public and charter PreK-8 schools in Illinois for 2019.

F000010-010620

Create Date	Customer Full Name	Company Name	Public Record Desired
1/6/2020	Michael Burt		Data on the number of teachers that teach one or more sections of chemistry courses (in each of 03102A000, 03103A000, 03104A000, 03105A000, 03106A000, 03107A000, 03108A000, 03147A000, 03148A000, 03149A000) during the 2018-2019 school year.

F000011-010720

Create Date	Customer Full Name	Company Name	Public Record Desired
1/7/2020	Professor Thomas Lucey	Illinois State University	Email addresses of elementary teachers licensed in State of Illinois

F000012-010720

Create Date	Customer Full Name	Company Name	Public Record Desired
1/7/2020	Reporter Adriana Cardona	Chicago Public Media	Under the Freedom of information Act please provide the following public records: The latest state audit of the EL/ Bilingual Education Program in Chicago Public Schools. Thank you Adriana Cardona

F000013-010720

Create Date	Customer Full Name	Company Name	Public Record Desired
1/7/2020	Director Jennifer Earls	Murray State University College of Education and Human Services	I would like to request Educator Employment information, including Baccalaureate college information. The EPP at Murray State is gathering data about graduates who are granted licensure/certification after graduation and would like to be able to include those who teach in Illinois.

F000014-010720

Create Date	Customer Full Name	Company Name	Public Record Desired
1/7/2020	Bobby Chung	University of Illinois	Hi, I would like to follow up my last request. Could I have the annual statistics of new teacher hire by race/gender/education at the district level? Once I have the district level data, I would also like to tabulate some other stat. by myself. Could I also have the associated county code as a separate variable? Thank you.

F000015-010720

Create Date	Customer Full Name	Company Name	Public Record Desired

F000015-010720

Create Date	Customer Full Name	Company Name	Public Record Desired
1/7/2020	Paralegal Laura O'Connor	Whitted Takiff LLC	<p>January 7, 2019 VIA ELECTRONIC ISBE WEBSITE PORTAL Ms. Kelly Weston Assistant General Counsel Freedom of Information Office Illinois State Board of Education 100 North First Street Springfield, IL 62777 E-mail: FOIA@isbe.net ATTN: FOIA Request Re: Illinois Freedom of Information Act – Central School District 301 Dear Ms. Weston: Please consider this correspondence a formal request for documents in possession of the Illinois State Board of Education ("ISBE") pursuant to the Illinois Freedom of Information Act ("FOIA"), 5 ILCS 140/1 et seq. Pursuant to Section 1.2 of FOIA, all records in the custody or possession of a public body are presumed to be open to inspection or copying. See 5 ILCS 140/1.2. If any part of this request is denied, please reference the specific document denied and the legal basis upon which disclosure is being denied. Pursuant to the provisions FOIA, for each request below, please provide any and all information available including, but not limited to, written and computerized statistical information and dates when the documents were created: 1. Redacted copies of any and all reports, forms or communications submitted to ISBE by Central School District 301 documenting any incidents of Isolation, Seclusion, Time Out or Physical Restraint between May 1, 2019 and October 31, 2019. 2. Redacted copies of any and all communications from ISBE to Central School District 301 regarding incidents of Isolation, Seclusion, Time Out or Physical Restraint occurring between May 1, 2019 and October 31, 2019 The principal purpose for this request for documents pursuant to FOIA is to safeguard the interests and to protect the health, safety, welfare and legal rights of the general public. This request for information is not for the purpose of personal or commercial gain. Accordingly, pursuant to Section 6(c) of FOIA, we request a waiver of any copying fees. See 5 ILCS 140/6(c). Please be aware that FOIA request require a response within five (5) business days of your receipt. We look forward to your timely compliance, since this correspondence is being received by you today by electronic mail. If you have any questions regarding this request pursuant to FOIA, please feel free to contact me.</p> <p style="text-align: right;">Sincerely, Neal Takiff Whitted Takiff LLC 1200 Shermer Road Suite 400 Northbrook, IL 60062 847-564-8662</p>

F000016-010720

Create Date	Customer Full Name	Company Name	Public Record Desired
-------------	--------------------	--------------	-----------------------

F000016-010720

Create Date	Customer Full Name	Company Name	Public Record Desired
1/7/2020	Paralegal Laura O'Connor	Whitted Takiff LLC	<p>January 7, 2019 VIA ELECTRONIC ISBE WEBSITE PORTAL Ms. Kelly Weston Assistant General Counsel Freedom of Information Office Illinois State Board of Education 100 North First Street Springfield, IL 62777 E-mail: FOIA@isbe.net ATTN: FOIA Request Re: Illinois Freedom of Information Act – Parkland Preparatory Academy Dear Ms. Weston: Please consider this correspondence a formal request for documents in possession of the Illinois State Board of Education ("ISBE") pursuant to the Illinois Freedom of Information Act ("FOIA"), 5 ILCS 140/1 et seq. Pursuant to Section 1.2 of FOIA, all records in the custody or possession of a public body are presumed to be open to inspection or copying. See 5 ILCS 140/1.2. If any part of this request is denied, please reference the specific document denied and the legal basis upon which disclosure is being denied. Pursuant to the provisions FOIA, for each request below, please provide any and all information available including, but not limited to, written and computerized statistical information and dates when the documents were created: 1. Redacted copies of any and all reports, forms or communications submitted to ISBE by Parkland Preparatory Academy in Streamwood, Illinois documenting any incidents of Isolation, Seclusion, Time Out or Physical Restraint between May 1, 2019 and May 31, 2019. 2. Redacted copies of any and all communications from ISBE to Parkland Preparatory Academy in Streamwood, Illinois regarding any incidents of Isolation, Seclusion, Time Out or Physical Restraint occurring between May 1, 2019 and May 31, 2019 The principal purpose for this request for documents pursuant to FOIA is to safeguard the interests and to protect the health, safety, welfare and legal rights of the general public. This request for information is not for the purpose of personal or commercial gain. Accordingly, pursuant to Section 6(c) of FOIA, we request a waiver of any copying fees. See 5 ILCS 140/6(c). Please be aware that FOIA request require a response within five (5) business days of your receipt. We look forward to your timely compliance, since this correspondence is being received by you today by electronic mail. If you have any questions regarding this request pursuant to FOIA, please feel free to contact me.</p> <p>Sincerely, Neal Takiff Whitted Takiff LLC 1200 Shermer Road Suite 400 Northbrook, IL 60062 847-564-8662</p>

F000017-010820

Create Date	Customer Full Name	Company Name	Public Record Desired
1/8/2020	Alexandra Lundquist		I would like to request a list of child care centers participating in CACFP in Champaign, Vermillion, Ford, McLean, Piatt, Douglas and De Witt counties in Illinois.

F000018-010820

Create Date	Customer Full Name	Company Name	Public Record Desired
1/8/2020	Susan Stanton		Districts that recieved FY20 and FY19 Healthy Communities Investment Grant/Afterschool Programs and the amount they recieved

F000019-010920

Create Date	Customer Full Name	Company Name	Public Record Desired
1/9/2020	Target Marketing for Education Programs Patrice Boyles	Chicago State University	I request a list of names and emails of teachers who hold a Physical Education and/or Special Education license in the State of Illinois. Please break the list down by county and school if possible.

F000020-011020

Create Date	Customer Full Name	Company Name	Public Record Desired
1/10/2020	Reporter Adriana Cardona	Chicago Public Media	Under the Freedom of Information Act please provide the following public records: All records showing EL-BILINGUAL SERVICE PLANs submitted by Chicago Public Schools and reviewed by the state in the last five years. Thank you, Adriana Cardona

F000021-011120

Create Date	Customer Full Name	Company Name	Public Record Desired
1/11/2020	Espy Salinas		I request that a copy of the following records be provided to me, electronically: <ul style="list-style-type: none"> • Please provide the Special Education Count Report for Chicago Public Schools (CPS) along with distribution code key. • A list of the percentage of IEP and 504's approved by ISBE broken down by district and type of IEP or 504 approved (learning, impairments, and developmental from years 2014 to present specifically fro the CPS school system. • Furthermore, I would like this data to be disaggregated by type (e.g. behavioral, ADHD, reading, writing), race, and social economics for each individual school with in the CPS school system. I would like the data to include demographic information on race and racial disproportioanlity within each school. • If possible, for each year please show, school name, the total school enrollment used, the total CPS district enrollment used, the IEP and 504 rate, type of IEP/504 for students of color, type of IEP/504 for white students. Please break this down by individual school year.

F000022-011320

Create Date	Customer Full Name	Company Name	Public Record Desired
1/13/2020	Meghan Dwyer	WGN News	All serious deficiency notifications and notices of termination and disqualification from 2010 to present for the Child and Adult Care Food Program

F000023-011320

Create Date	Customer Full Name	Company Name	Public Record Desired
1/13/2020	Reporter Adriana Cardona	Chicago Public Media	A list of the number of registered EL students in Chicago Public School in the last five school years, with the total number of EL students who did NOT take the annual assessment English language proficiency in each of those years? Please categorize the information in an excel file by year, total number of ELs each year, total number of ELs who did not take the annual English language proficiency assessment. Thank you, Adriana

F000024-011420

Create Date	Customer Full Name	Company Name	Public Record Desired
1/14/2020	Research Fellow Megan Kang	University of Chicago Crime Lab	School Report Card data from 1990-1995; highest priority is CPS school report card data set from 1994

F000025-011420

Create Date	Customer Full Name	Company Name	Public Record Desired

F000025-011420

Create Date	Customer Full Name	Company Name	Public Record Desired
1/14/2020	Kayla Cullers		Hello! My name is Kayla Cullers. I am currently working on obtaining a Doctorate in Educational Leadership through William Woods University in Missouri. I am working on my dissertation and have a few questions regarding some data that I need. For my dissertation I am needing data on the students who qualified as a student with Developmental Delays, were reevaluated by age 9 and were dismissed from services, and then later qualified for special education services again in a subsequent grade level. I am curious if obtaining this information is going to be possible. I am employed as a Special Education Director in Missouri. In Missouri, the category of Young Child with Developmental Delays (YCDD) is only an eligible category through kindergarten. Therefore, we have to reevaluate students who are identified as YCDD by the end of their kindergarten school year. I am noticing a trend where the students are reevaluated by the end of their kindergarten school year and do not qualify in another area of eligibility. These students who are not qualifying during their kindergarten reevaluation are then getting referred in a subsequent grade level and qualifying for special education services at that time. This creates a "gap" in their special education services. When these students are being referred in a subsequent grade level they are, once again, behind their peers. IDEA allows the category of Developmental Delays to last until age 9. I am trying to get data from states that continue this category until age 9 to see if the data reflects this same trend. If the category of YCDD in Missouri were to be an eligible category until the students were older, would this be best for our students?

F000026-011420

Create Date	Customer Full Name	Company Name	Public Record Desired
1/14/2020			Under the Freedom of Information Act 5 Illinois Compiled Statutes 140 - Freedom of Information Act, I am requesting an opportunity to inspect or obtain copies of public records. Specifically, we are requesting: <ul style="list-style-type: none"> Correspondence between Imagination Station, INC. (commonly called Istation, INC. and/or Istation) and the Illinois State Department of Education Contracts between Imagination Station, INC. and the Illinois State Department of Education Contracts between Imagination Station, INC. and school districts within the state of Illinois A list of all school districts in Illinois that use Imagination Station, INC. software in their schools If there are any fees for searching or copying these records, please inform me if the cost will exceed \$200. The requested information is in the public interest and will contribute significantly to the public's understanding of Imagination Station, INC's work in Illinois. This information is not being sought for commercial purposes. The state statute requires a response in 5 days. If access to the records I am requesting will take longer, please contact me with information about when I might expect copies or the ability to inspect the requested records. If you deny any or all of this request, please cite each specific exemption you feel justifies the refusal to release the information and notify me of the appeal procedures available to me under the law. Thank you for considering my request.

F000027-011420

Create Date	Customer Full Name	Company Name	Public Record Desired
1/14/2020	Susie An	Chicago Public Media (WBEZ)	I'd like any (1) EL Bilingual Service Plan and (2) Bilingual Education Program Delivery Report submitted by Aurora East USD 131 and reviewed by the state starting from 2015 to most current. I'd also like the latest state audit of the EL Bilingual program for Aurora East USD 131.

F000028-011420

Create Date	Customer Full Name	Company Name	Public Record Desired

F000028-011420

Create Date	Customer Full Name	Company Name	Public Record Desired
1/14/2020	Susie An	Chicago Public Media (WBEZ)	I'd like any (1) EL Bilingual Service Plan and (2) Bilingual Education Program Delivery Report submitted by Elmhurst SD 205 and reviewed by the state starting from 2015 to most current. I'd also like the latest state audit of the EL Bilingual program for Elmhurst SD 205.

F000029-011420

Create Date	Customer Full Name	Company Name	Public Record Desired
1/14/2020	Susie An	Chicago Public Media (WBEZ)	I'd like any (1) EL Bilingual Service Plan and (2) Bilingual Education Program Delivery Report submitted by Skokie SD 68 and reviewed by the state starting from 2015 to most current. I'd also like the latest state audit of the EL Bilingual program for Skokie SD 68.

F000030-011420

Create Date	Customer Full Name	Company Name	Public Record Desired
1/14/2020	Susie An	Chicago Public Media (WBEZ)	I'd like any (1) EL Bilingual Service Plan and (2) Bilingual Education Program Delivery Report submitted by Indian Springs SD 109 and reviewed by the state starting from 2015 to most current. I'd also like the latest state audit of the EL Bilingual program for Indian Springs SD 109 .

F000031-011420

Create Date	Customer Full Name	Company Name	Public Record Desired
1/14/2020	Hannah Leone	Chicago Tribune	- Any and all records submitted with charter appeal for Chicago Virtual Charter School. This should include but not be limited to: cover sheet, appeal memorandum, complete copy of the most recent proposal to the district, proof of service that the proposal was filed with the district, the most recent charter school operating agreement, district-issued academic performance reports, accountability status reports, and/or annual reviews for the most recent five years, academic performance summary, a statement of capacity to operate an LEA, five year budget projection and year one cash flow statement for the school as an SCSC-authorized LEA, any documents the appellant received from the district regarding the school's eligibility for revocation, evidence of implementation of remediation plan as submitted to the district with any appendices or attachments, and any documents the appellant received from the district regarding this revocation; and new information. - Any and all records submitted with appeals for Frazier Preparatory Academy. This should include but not be limited to: cover sheet, appeal memorandum, complete copy of the most recent proposal to the district, proof of service that the proposal was filed with the district, the most recent charter school operating agreement, district-issued academic performance reports, accountability status reports, and/or annual reviews for the most recent five years, academic performance summary, a statement of capacity to operate an LEA, five year budget projection and year one cash flow statement for the school as an SCSC-authorized LEA, any documents the appellant received from the district regarding the school's eligibility for revocation, evidence of implementation of remediation plan as submitted to the district with any appendices or attachments, and any documents the appellant received from the district regarding this revocation; and new information. If these records are available electronically, please provide them that way. Please note that we believe all the records are public. These records are being sought as part of research by the news media intended to enlighten the public. If your agency believes any parts of any records are exempt from disclosure, please provide me an explanation to justify the redaction or withholding, and then provide the rest of the records. Thank you, Hannah Leone Chicago Tribune hleone@chicagotribune.com 312-222-3890

F000032-011520

Create Date	Customer Full Name	Company Name	Public Record Desired
1/15/2020	Espy Salinas		<ul style="list-style-type: none"> Please provide the number of students with CPS- Selective Enrollment Schools who have an IEP/504 for years starting with academic year 2014-2015 through now. Please disaggregated the data by race, social economics, and type of IEP/504 (e.g. behavioral, ADHD, reading, writing etc). I would like the data to include demographic information on race and racial disproportionality within each school. If possible, for each year please show, selective enrollment school name, the total selective enrollment numbers used, the total CPS district enrollment used, the IEP and 504 rate, type of IEP/504 for students of color, type of IEP/504 for white students. Please break this down by individual school year.

F000033-011520

Create Date	Customer Full Name	Company Name	Public Record Desired
1/15/2020	Attorney James Crawley	None	Pursuant to the Freedom of Information Act, I am requesting all information relating to legislative scholarships awarded to: Araceli Reyes and/or Araceli de la Cruz and/or Araceli Reyes de la Cruz. This recipient received four years of scholarships. Which legislator awarded the scholarship, the years issued and the universities attended. This request is not for a commercial purpose. Thank you, James P. Crawley

F000034-011620

Create Date	Customer Full Name	Company Name	Public Record Desired
1/16/2020	Dr. Gineen O'Neil	Southwest Cook County Cooperative Association for Special Education	I would like data on the number of complaints that were received by ISBE related to time out and physical restraint for FY15, FY16, FY17, FY18 And FY19.

F000035-011620

Create Date	Customer Full Name	Company Name	Public Record Desired
1/16/2020	Associate Professor Lora Wolff	Educational Leadership Training	For the 2019-2020 school year, for school districts and school buildings, please provide: County Name Record Type (District, Public School, other) Administrator Name (superintendent, principal) Facility Name (District name or school name) Address City Zip Grades Served Email If the information about rural, suburban, urban or rural and non-rural is available please provide this.

F000036-011720

Create Date	Customer Full Name	Company Name	Public Record Desired
1/17/2020	FOIA Request- Hyde Park Day School Courtney Stillman	Hauser, Izzo, Petrarca, Gleason & Stillman, LLC	Please provide any and all documents related to the licensure and credentials of Jay Alan Smith, principal of Hyde Park Day School- Lemont campus, including but not limited to ISBE correspondence with Hyde Park Day School regarding necessary administrator credentials and Mr. Smith's licenses and certificates.

F000037-011820

Create Date	Customer Full Name	Company Name	Public Record Desired
1/18/2020	Dr. James Beal		Attendance Audits for 2017, 2018 and 2019 for: Serena Community Unit School District #2 2283 N 3812th Rd Box 107 Serena, IL 60549

F000038-012020

Create Date	Customer Full Name	Company Name	Public Record Desired
1/20/2020	Mr Tommy Buckert		In or about December 2018 Hamilton CCSD 328 was approved for HLS bonding to replace Safford Hall 23,200 sq ft facility with a 14,000 sq ft elementary school addition. Please provide all information, communications with architects, the district, any other documents or communications on this subject, and including calculations representing those cost comparisons with respect to 23 Illinois Administrative Code 180 paragraph c) " estimates of the replacement cost of a school shall be based on the cost of constructing a new building of equal size"

F000039-012020

Create Date	Customer Full Name	Company Name	Public Record Desired
1/20/2020	[REDACTED]		I am the parent of [REDACTED] an ISU Lab School student. i would like to know if my [REDACTED] was turned in by University High School Normal, IL on the October 1st list for evidence based funding. Additionally, I would like to see the list of students that were turned in for evidence based funding on October 1st 2019 by the University High School in Normal, IL (Uhigh). Please make available the discipline record statistics that have been submitted by university High school in Normal,IL for the last 10 school years, or if you cannot provide information that far back - as far back in the last 10 years you can send data for. i do not see University High School Normal, IL statistics included in the Student Discipline data link that ISBE has provided. Thank you, [REDACTED]

F000040-012020

Create Date	Customer Full Name	Company Name	Public Record Desired
1/20/2020	Dr. James Beal		Year end attendance report for the 2018-2019 school year filed by Serena Community Unit School District #2, 2283 N 3812th Rd Box 107, Serena, IL 60549

F000041-012220

Create Date	Customer Full Name	Company Name	Public Record Desired
1/22/2020	Michael Burt		Data on the number of teachers that teach one or more sections of a chemistry course (in course code 03101A000) during the 2018-2019 school year.

F000042-012220

Create Date	Customer Full Name	Company Name	Public Record Desired
1/22/2020	[REDACTED]		For the years 2016, 2017, 2018, and 2019, at Hinsdale Middle School and in CCSD181 Hinsdale, any email or written communication between teachers, admin, educators, staff, district employees, and parents where the name [REDACTED], or even the last name [REDACTED] is mentioned. [REDACTED] is my [REDACTED]

F000043-012220

Create Date	Customer Full Name	Company Name	Public Record Desired
1/22/2020	[REDACTED]		For 2015, 2016, 2017, 2018, 2019, and 2020, records fo all in school suspensions, out of school suspensions, and expulsions at Hinsdale Middle School in CCSD181 Hinsdale. Information requested is dtaes of incidents, dates of disciplinary actions, any reports or statements by teachers, admin, staff, or other school or district personnel, reason for suspension or expulsion, and any inter school or inter district emails regarding the suspensiuon or expulsion.

F000043-012220

Create Date	Customer Full Name	Company Name	Public Record Desired
-------------	--------------------	--------------	-----------------------

F000044-012220

Create Date	Customer Full Name	Company Name	Public Record Desired
1/22/2020	Dr. James Beal		General state aid form(s) filed by Serena Community Unit School District #2, 2283 N 3812th Rd Box 107, Serena, IL 60549 for the 2018-19 school year.

F000045-012320

Create Date	Customer Full Name	Company Name	Public Record Desired
1/23/2020	Meghan Dwyer	WGN News	Copies of all serious deficiency notifications and notices of termination and disqualification from 2018 to present for the Child and Adult Care Food Program for the following organizations (requesting the actual letters in PDF form, not a spreadsheet): Missionary Appeal for Charities Learning Place The Giving Tree Inc. Willow Ridge Academy Inc. Gods Little Gifts Christian Daycare Inc. Kaleidoscope Kids Learning Abundant Favor Worship Center Natosha Lee/Abundant Favor Worship Ctr Kids R First Learning Center Imani Children's Academy Inc. Cradle to the Classroom Bright Beginnings Academy First Start Childcare Academy Safe Haven Child Care Academy North Avenue Day Nursery South Shore United Methodist CCC Learning Place Arts 4 Students Head of the Class Day Care & Learning Center Willow Ridge Academy Inc. Gods Little Gifts Christian Daycare Inc. Kaleidoscope Kids Learning Williams Christian Daycare Inc. Learn As You Grow Preschool & Kindergarten It Takes a Village Christian Academy Inc. Near the Pier Development Center Imani Children's Academy Abundant Favor Worship Center Kids R First Learning Center Cradle to the Classroom All Things are Possible for Kids Discovery Child Care Inc. Childrens Home Center Inc West Austin Development Center Smart from the Start LLC Bright Beginnings Academy First Start Childcare Academy Safe Haven Child Care Academy Seeds of Joy Daycare & Fitness Center Inc. Gift 4 Kids Daycare Ctr North Avenue Day Nursery A Child's World Early Learning Center

F000046-012320

Create Date	Customer Full Name	Company Name	Public Record Desired
1/23/2020	Teri E. Engler	Engler Callaway Baasten & Sraga, LLC	As counsel for Township High School District 113, I am requesting records of all communications of any nature (e.g., e-mail, letter, phone logs, etc.) between Denise Arnold and ISBE Principal Consultant Reithel S. Mercer or any other ISBE employee regarding ISBE Case No. 2020-CO-0037 (a State complaint against District 113) and the investigation therein.

F000047-012420

Create Date	Customer Full Name	Company Name	Public Record Desired
1/24/2020	Miss Emily O'Connor	Boyle Brasher	A copy of the school and education records for [REDACTED] [REDACTED] For the years of 1978 through 1985. See Authorization for release of same attached.

F000048-012420

Create Date	Customer Full Name	Company Name	Public Record Desired
-------------	--------------------	--------------	-----------------------

F000048-012420

Create Date	Customer Full Name	Company Name	Public Record Desired
1/24/2020	Reporter Adriana Cardona	Chicago Public Media	Under the Freedom of information act please provide the following public information. • For the last 20 years – please provide the number of Chicago Public School teachers certified to teach any type of art class— this includes the number of teachers endorsed with a selected license and/or with a Subsequent Teaching Endorsement and/or with a designation in Art, Dance, Music, Instruments, Drama/Theatre Arts, Theatre/Drama*, Visual Arts, Culinary arts. Please provide this information categorized by year and total number of art teachers (including: visual arts, music, theater/drama, dance, culinary) Please feel free to reach out if you have questions 312-948-4672 Thank you Adriana

F000049-012720

Create Date	Customer Full Name	Company Name	Public Record Desired
1/27/2020	Parent [REDACTED]	Self	I am requesting any and all documents, records, receipts, email communication, communication logs, phone communication logs, records accessed inner office communications of any type, interviews of staff surrounding the investigation of Bridges Learning Center KSED 801, CC135 concerning [REDACTED] and any investigation of any kind surrounding ISBE and/or CC135, Bridges Learning Center and KSED 801, any and all findings/results to the complaint filed by the Illinois Governors office in behalf of [REDACTED] a student at Bridges Learning Center, on or around November 20th, 2019 thru February 1st, 2020. All to include but not limited to any participation of Special Education Teachers and ALL staff at CC135, Bridges Learning and KSED 801 and [REDACTED] s for the duration of the entire investigation of the complaint filed by the Illinois Governor's office on behalf of [REDACTED]

F000050-012720

Create Date	Customer Full Name	Company Name	Public Record Desired
1/27/2020			Please supply the following records: * Any and all records of licensure for Michael S. Beyer; * Any investigations done by ISBE or CPS into Michael S. Beyer that ISBE has in its possession; * Any licensure complaint investigations regarding Michael S. Beyer; and * Any determinations made by an ISBE termination hearing including any decisions rendered by an ISBE hearing officer regarding Michael S. Beyer.

F000542-122619

Create Date	Customer Full Name	Company Name	Public Record Desired
12/26/2019	Teri E. Engler	Engler Callaway Baasten & Sraga, LLC	1. From 11/1/19 to the present, all public records regarding communications between Governor Pritzker/Deputy Governor Ruiz's office and the ISBE concerning the North Suburban Special Education District (NSSD) 2. From 11/1/19 to the present, all public records regarding communications between ISBE employees Carmen Ayala, Heather Calomese, Barbara Moore, and/or Mark Conyer concerning the North Suburban Special Education District (NSSD)

F000543-122819

Create Date	Customer Full Name	Company Name	Public Record Desired
12/28/2019	Angello Bueno	Mr.	List of public high schools offering religion-related courses during the 2018-2019 school year with teachers' names and degrees.

F000544-123019

Create Date	Customer Full Name	Company Name	Public Record Desired
12/30/2019	Stephen Cook		I am requesting (Microsoft Excel version) Annual Financial Reports for 2019 for school districts listed below:. Lincoln-Way CHSD 210 Summit Hill SD 161 Frankfort CCSD 157C Mokena SD 159 New Lenox SD 122 Union SD 81

U000904-123119

Create Date	Customer Full Name	Company Name	Public Record Desired
12/31/2019			