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

### JUNE 18, 2014

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 a.m. – 11:00 p.m.</td>
<td>School Tour</td>
<td>LEARN Charter School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3131 Sheridan Rd., Great Lakes, IL 60088</td>
</tr>
<tr>
<td></td>
<td></td>
<td>North Chicago Community High School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1717 Seventeenth St., North Chicago, IL 60064</td>
</tr>
<tr>
<td>11:00 a.m. – 12:00 p.m.</td>
<td>Plenary Session</td>
<td>North Chicago Community High School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1717 Seventeenth St., North Chicago, IL 60064</td>
</tr>
<tr>
<td>12:00 p.m. – 1:00 p.m.</td>
<td>Lunch</td>
<td>North Chicago Community High School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1717 Seventeenth St., North Chicago, IL 60064</td>
</tr>
<tr>
<td>1:00 p.m. – 5:00 p.m.</td>
<td>Reconvene Plenary Session</td>
<td>North Chicago Community High School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1717 Seventeenth St., North Chicago, IL 60064</td>
</tr>
<tr>
<td>*6:00 p.m.</td>
<td>Closed Session (as needed)</td>
<td>North Chicago Community High School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1717 Seventeenth St., North Chicago, IL 60064</td>
</tr>
</tbody>
</table>

* The meeting will begin at the conclusion of the previous session.

This meeting will be accessible to persons with disabilities. Persons planning to attend who need special accommodations should contact the Board office no later than the date prior to the meeting. Contact the Superintendent's office at the State Board of Education.

Phone: 217-782-2221; TTY/TDD: 217-782-1900; Fax: 217-785-3972.

**NOTE:** Chairman Chico may call for a break in the meeting as necessary in order for the Board to go into closed session.
June 18, 2014

I. Roll Call/Pledge of Allegiance
   A. Consideration of and Possible Actions on Any Requests for Participation in Meeting by Other Means

II. Student Advisory Council Final Presentation

III. Presentations and Updates
   A. Free the Children Presentation on We Day
   B. North Chicago School District

IV. Public Participation

V. Resolutions & Recognition
   A. Liv Bertaud, 2014 Arts Alliance Poster Contest Winner, Copeland Manor School, Libertyville (p. 5)

VI. *Superintendent’s Report - Consent Agenda
All action consideration items listed with an asterisk (*) 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
   1. Plenary Minutes: May 14, 2014 (pp. 6-10)

B. *Rules for Initial Review
   1. Part 25 (Educator Licensure): Addresses the transition from the current certificate renewal system to the new license renewal system to take effect July 1, 2014, including a process to award credit for CPDUs completed before June 30, 2014, and other certain activities before August 31, 2014. (pp. 11-127)
   2. Part 50 (Evaluation of Certified Employees under Articles 24A and 34 of the School Code): Sets forth the requirements of the State Performance Evaluation Model for Teachers, components of which a school district will be required to adopt should its joint committee fail to agree within 180 days on one or more aspects of a performance evaluation plan that incorporates data and indicators of student growth. (pp. 128-145)
   3. Part 51 (Dismissal of Tenured Teachers under Article 24 and Dismissal of Tenured Teachers and Principals under Article 34 of the School Code): Places in Part 51 the process to approve entities to conduct training specific to performance evaluations for school board members who wish to use an optional alternative evaluative dismissal process to dismiss a tenured teacher. (pp. 146-154)
   4. Part 305 (School Food Service): In response to federal regulations, addresses a limit on the number of fundraisers selling food and beverages that do not meet federal nutrition standards that may be hosted by schools participating in the National School Lunch Program and/or School Breakfast Program. (pp. 155-159)
C. *Rules for Adoption
   1. Part 25 (Educator Licensure): Includes new Section 25.355, which sets forth requirements for the revised superintendent’s endorsement to be issued beginning in 2019. (pp. 160-217)
   2. Part 33 (Programs for the Preparation of Superintendents in Illinois): This new Part sets forth requirements for programs that prepare superintendents and addresses admission, curricular and staff criteria, as well as the standards for program approval and the competencies that candidates should master in order to qualify for the endorsement. (pp. 160-217)
   3. Part 305 (School Food Service) (Emergency): In response to federal regulations, addresses a limit on the number of fundraisers selling food and beverages not meeting federal nutrition standards that may be hosted by schools participating in the National School Lunch Program and School Breakfast program. If adopted, this emergency rulemaking will take effect immediately upon filing with the Secretary of State and will be in effect for 150 days. (pp. 218-227)

D. *Contracts & Grants Over $1 Million
   1. Request to Release RFSP for Illinois Education Lead Research Entity (pp. 228-232)
   2. Contract Exceeding $1 Million: Early Childhood Block Grant Prevention Initiative Monitoring with Erikson Institute (pp. 233-237)
   3. Contract Exceeding $1 Million: Approval of Renewal of Illinois Interactive Report Card Intergovernmental Agreement FY 2015 with Northern Illinois University (pp. 238-240)
   4. Request to Release RFSP for System of Illinois Licensure Test for Educator (pp. 241-243)
   5. Request to Release RFP for Illinois Mathematics and Science Partnership I-STEM Grant (pp. 244-248)
   6. Approval of 1003(G) School Improvement Grants Exceeding $1 Million (pp. 249-252)
   7. NCS Pearson, Inc. PARCC Initial Contract (pp. 253-256)
   8. Request to Release RFSP for Information Technology Programmer Analyst (Special Education) (pp. 257-259)
   9. Request to Release RFSP for Information Technology Programmer Analyst (Web) (pp. 260-262)
   10. Request to Release RFSP for Information Technology Programmer Analyst (SharePoint/Business Intelligence) (pp. 263-265)
   11. Quality Rating and Improvement Systems (QRIS) Validation and Child Outcomes Study (pp. 265-1–265-4)

E. *Update to the Strategic Plan (pp. 266-346)

End of Consent Agenda

F. 2015 Board Meeting Dates (347-348)

G. Appointment of State Educator Preparation Licensure Board Members (pp. 349-350)

VII. Discussion Items
   A. District Oversight – Monthly Update (Superintendent Koch)
   B. Budget Update (pp. 351-359)
   C. Legislative Update (pp. 360-511)
   D. Other Items for Discussion

VIII. Announcements & Reports
   A. Superintendent’s/Senior Staff Announcements
   B. Chairman’s Report
   C. Member Reports
IX. Information Items
   A. ISBE Fiscal & Administrative Monthly Reports (available online at http://isbe.net/board/fiscal_admin_rep.htm
   B. Status of Agency Rulemaking FY 2014 (pp. 512-519)

X. Closed Session (as needed)

XI. Adjourn

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NOTE: Chairman Chico may call for a break in the meeting as necessary in order for the Board to go into closed session.
Grading the Future
The Illinois State Board of Education’s 2014 Student Advisory Council

Co-Chairs:
Danielle Segerstrom & Austin M. Hansen
Presentation Overview

Thesis:
- The ISBE SAC will explore the effects of grading scales from a sample of Illinois School Districts

Committees
- Standardize Test Scores vs Grades
- Standards Based Grading
- College Admissions
- Other States
Comparing Current Grading Methods with Standardized Tests

Brandy Brown, Richard Cunningham, Miles Healy, Colleen Madden
The percentage of students on honor roll, measured using traditional grading methods, does not correlate with the percentage of students meeting and exceeding on the PSAE.
Methods and Results

- Contacted 200+ public high schools in the state and requested junior class student enrollment and number of juniors on honor roll for the 2012-13 school year. Compared the percent of juniors on honor roll to the percent of students at each school that met or exceeded state PSAE standards for the same year.

- Received data from 175 public schools from across the state and utilized cohesive results in order to draw conclusions.

- Found that 70% of obliging schools had a variance of 8% or more between Honor Roll and PSAE percentages.
Comparing Honor Roll and Test Scores

<table>
<thead>
<tr>
<th>Randomly Selected High Schools</th>
<th>% of Juniors on HR</th>
<th>% Meet &amp; Exceed on PSAE</th>
</tr>
</thead>
<tbody>
<tr>
<td>44</td>
<td>44</td>
<td>62</td>
</tr>
<tr>
<td>51</td>
<td>51</td>
<td>60</td>
</tr>
<tr>
<td>47</td>
<td>47</td>
<td>61</td>
</tr>
<tr>
<td>49</td>
<td>49</td>
<td>58</td>
</tr>
</tbody>
</table>
Standards Based Grading
Tyler Cozad, Kayla VonBurg, Destiny Alicea, Shelby Ireland
Standards Based Grading

Traditional Grading Scales:

- 100-90 = A  89-80=B  79-70=C  69-60=D  59-Below=F
- 100-93=A  92-85=B  84-77=C  76-70=D  69-Below=F
- 5=A    4=B           3=C          2=D                 1=F

Standards-based grading involves measuring students' proficiency on well-defined course objectives. (Tomlinson & McTighe, 2006)
Comparison Traditional vs Standards Based Grading

<table>
<thead>
<tr>
<th>Traditional Grading Scales</th>
<th>Standards Based Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Academic</td>
<td>• Do I know it?</td>
</tr>
<tr>
<td>• Attendance</td>
<td>• Can I do it?</td>
</tr>
<tr>
<td>• Participation</td>
<td></td>
</tr>
<tr>
<td>• Effort</td>
<td></td>
</tr>
<tr>
<td>• Behavior</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Homework Average</td>
</tr>
<tr>
<td>--------</td>
<td>------------------</td>
</tr>
<tr>
<td>John</td>
<td>90</td>
</tr>
<tr>
<td>Bill</td>
<td>50</td>
</tr>
<tr>
<td>Susan</td>
<td>110</td>
</tr>
<tr>
<td>Felicia</td>
<td>10</td>
</tr>
<tr>
<td>Amanda</td>
<td>95</td>
</tr>
</tbody>
</table>

**Standards-Based Grade Book**

<table>
<thead>
<tr>
<th>Name</th>
<th>Objective 1: Write an alternate ending for a story</th>
<th>Objective 2: Identify the elements of a story</th>
<th>Objective 3: Compare and contrast two stories</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>Partially proficient</td>
<td>Proficient</td>
<td>Partially proficient</td>
</tr>
<tr>
<td>Bill</td>
<td>Proficient</td>
<td>Proficient</td>
<td>Partially proficient</td>
</tr>
<tr>
<td>Susan</td>
<td>Partially proficient</td>
<td>Partially proficient</td>
<td>Partially proficient</td>
</tr>
<tr>
<td>Felicia</td>
<td>Advanced</td>
<td>Proficient</td>
<td>Proficient</td>
</tr>
<tr>
<td>Amanda</td>
<td>Partially proficient</td>
<td>Advanced</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
## Pros and Cons of Standards Based Grading

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Level playing field”</td>
<td>Local control</td>
</tr>
<tr>
<td>Objective grading throughout different classrooms</td>
<td>Mandates without funding</td>
</tr>
<tr>
<td>Clearly determining if knowledge is understood and mastered</td>
<td></td>
</tr>
</tbody>
</table>
Changing the Grading System: Effects on College Admissions

Ernesto Alvarez, Mary Casino, Sabrina Flohr, Khushi Suri
Our Findings

Universities Supportive of Standards Based Grading

**Illinois Public Universities**
- Supportive: 100%

* Based on input from all 12 Illinois public institutions

**Illinois Private Universities**
- Supportive: 82%
- Hesitant: 18%

** Based off of data collected from 63 responses out of 132 not for profit and for profit private institutions contacted
The Illinois State Board of Education Student Advisory Council College Committee has concluded through extensive research and data analyzing all public colleges and universities in Illinois are accommodating of standards-based grading while private schools in Illinois are hesitant. We have inferred that this may be due to lack of information or change in traditional methods.

“I am truly all for a standard grading scale, so all students can be treated as fairly. A push for a uniform grading scale should be necessary to not only help college admissions, but the teachers preparing students for college life.”

—Todd Burrell, Director of Undergraduate Admissions at Southern Illinois University-Edwardsville
Uniform Grading Scales in Other States

Hannah Auten, Thomas Rice, Morgan Rich, and Rhett Warner
• 68% of school districts in 2008 elicited composite ACT results within a range of 3 points
  ○ The apparent proximity of these scores suggests a widespread connection between districts as a result of the state-wide grading scale.
  ○ East Jefferson High School Counselor Gordon Stackle said, “The consistency throughout the state gives students a sense of stability and structure.”

Louisiana Grading Scale
A: 100-93 ; B: 92-85 ; C: 84-75 ; D: 73-67 ; F: 66-0
Tennessee

When applying for lottery scholarships, students’ grade point averages are converted to one grading scale.

This puts all students on an equal playing field for receiving scholarships.

After implementing the new scale, 30% of districts reported having more students qualifying for scholarships.

Tennessee Grading Scale
A: 100-93 ; B: 92-85 ; C: 84-75 ; D: 73-67 ; F: 66-0
Presentation Review

- Inconsistencies
- Standards Based Grading is the Solution
- Colleges are on Board
- Uniform Scale
The Illinois State Board of Education’s 2014 Student Advisory Council’s Recommendation

The Illinois State Board of Education’s Student Advisory Council recommends that the State of Illinois should gradually adopt a statewide standards based grading scale.
Sources


Battled child labor, boy, 12, murdered

Defied members of ‘carpet mafia’

ISLAMABAD, Pakistan (AP) — When Iqbal Masih was 4 years old, his parents sold him into slavery for less than $16.

For the next six years, he remained shackled to a carpet-weaving loom most of the time, tying tiny knots hour after hour.

By age 12, he was free and travelling the world in his crusade against the horrors of child labor.

On Saturday, Iqbal was shot dead while he and two friends were riding their bikes in their village of Muritke, 35 kilometres outside the eastern city of Lahore. Some believe his murder was an attempt to silence the young activist.

“We know his death was a conspiracy by the carpet mafia,” said Ehsan Ullah, chairman of the Bonded Labor Liberation Front (BLLF), a private organisation that works for the rights of Pakistan’s bonded labourers.

Iqbal, a Christian, was home from school in Lahore for the Easter holiday.

A man known only as Ashraf, a laborer in Muritke, was arrested in connection with the shooting but has been released, Khan said.

Rana Iqbal, deputy superintendent of police for the district, said police had no further details of the shooting but had no suspects identified.

The killing came only months after the murder of another young activist, 15-year-old Divya Gokulwar, who had been repeatedly threatened by traffickers who wanted to lure other children into slavery.

We Act Free the Children
EMPOWERING A GENERATION
RECOGNITION AND AWARDS

Our organization has been awarded several accolades and has been featured on the BBC, Oprah, 60 Minutes and CNN.
OUR FUNDERS AND PARTNERS

Free The Children is proud to bring our programs to the United States with the support of incredible partners and Co-chairs.
EDUCATIONAL PARTNERSHIPS

A growing network of educational supporters at all levels of government and civil society endorse our programs.

GOVERNMENTS

250 SCHOOL DISTRICTS ACROSS NORTH AMERICA

EDUCATIONAL PARTNERS

Arne Duncan @armeduncan Mar 26
Proud of the students and teachers at @WeDay California today. Your commitment to making a difference is inspiring. weday.com/california

Collapse
WE ACT AND WE DAY
WE TRANSFORM YOUTH

Our interconnected We Act and We Day programs transform young people into engaged local and global leaders.

The Educational Program that empowers young people to discover the causes they care about and take action to make a difference.

The Event Inspiring a Generation We Day is a free day-long educational event that celebrates the power of young people to make a positive difference in the world.
<table>
<thead>
<tr>
<th>STUDENTS</th>
<th>Educate</th>
<th>Engage</th>
</tr>
</thead>
<tbody>
<tr>
<td>85%</td>
<td>95%</td>
<td></td>
</tr>
<tr>
<td>report having gained knowledge about a cause</td>
<td>now believe they can make a difference in the world</td>
<td></td>
</tr>
<tr>
<td>89%</td>
<td>81%</td>
<td></td>
</tr>
<tr>
<td>89%</td>
<td>81%</td>
<td></td>
</tr>
<tr>
<td>now see themselves as part of a broader community</td>
<td>left We Day feeling passionate about a cause</td>
<td></td>
</tr>
</tbody>
</table>

2011 Mission Measurement Study
85% developed relationships with students that they would not have otherwise
79% feel a renewed sense of purpose as an educator
81% feel they are better equipped to teach about current affairs and civic engagement

Source: Mission Measurement  Kitchener-Waterloo Regional Impact Assessment
80% volunteered in the last year; on average 150 hours.

83% donated to a charity in the last year.

79% voted in the last national election.

Source: Free The Children Alumni Study Mission Measurement, LLC March 2012
We Act
We Act is simple, effective and efficient.
HOW DOES IT WORK

1 Local Action

1 Global Action
WHAT'S NEXT
<table>
<thead>
<tr>
<th>Students who are college and career ready in reading, writing, speaking, listening, and language under the ELA CCSS:</th>
<th>Students who are engaged in their educational experience, equipped with workplace skills, and actively engaged in citizenship under We Act:</th>
</tr>
</thead>
</table>
| • Demonstrate independence. | • Demonstrate personal responsibility.  
| | • Take initiative.  
| | • Show leadership capabilities.  
| • Build strong content knowledge. | • Validate with knowledge acquisition.  
| • Respond to the varying demands of audience, task, purpose, and discipline. | • Establish collaboration.  
| | • Clearly communicate.  
| • Comprehend as well as critique. | • Exhibit critical and creative thinking.  
| • Value evidence. | • Become sustained learners.  
| • Use technology and digital media strategically and capably. | • Participate.  
| • Come to understand other perspectives and cultures. | • Make local and global connections.  
| | • Are empathetic.  

---

**CCSS AND WE ACT**

**Students who are college and career ready in reading, writing, speaking, listening, and language under the ELA CCSS:**

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

**Students who are engaged in their educational experience, equipped with workplace skills, and actively engaged in citizenship under We Act:**

- Demonstrate personal responsibility.
- Take initiative.
- Show leadership capabilities.
- Validate with knowledge acquisition.
- Establish collaboration.
- Clearly communicate.
- Exhibit critical and creative thinking.
- Become sustained learners.
- Participate.
- Make local and global connections.
- Are empathetic.
North Chicago Community Partners: Strengthening Communities Through Schools

June 18, 2014
The Gorter Family Foundation is a multi-generational foundation that is guided by the principles of “venture philanthropy”—a method of grant making that promotes partnership, innovation and accountability, and builds capacity within a community.

- Operated for 30 years as a “traditional” grant-making entity
- Initiated a strategic due diligence process in 2007 with the hope of increasing the impact of its philanthropy
- Process uncovered realities of suburban poverty and significant needs facing the children and families of Lake County and North Chicago
- Determined giving priorities would be education and social service support for children. Primary geographic area of interest would be their “neighborhood”
In 2008, the Gorter Family Foundation made a **long-term commitment** to the children and families of North Chicago, providing seed funding for a new operating foundation, North Chicago Community Partners (NCCP).

**NCCP Community School Model**

- Links resources of a school with those of the broader community
- Offers programming that supports academic, social, emotional and physical needs of students and families
- Strengthens school climate and supports teachers
- Encourages collaboration and promotes engagement
During the past six years, NCCP has evolved from a well-intentioned idea into a vibrant organization and a strategic partner of CUSD 187.

<table>
<thead>
<tr>
<th></th>
<th>2008-2009</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Employees</td>
<td>1 full-time 1.5 unpaid</td>
<td>22 full-time 14 part-time</td>
</tr>
<tr>
<td>Schools</td>
<td>AJ Katzenmaier (PT) Forrestal</td>
<td>AJ Katzenmaier Forrestal</td>
</tr>
<tr>
<td></td>
<td>Elementary Neal Math &amp; Science (PT)</td>
<td>Elementary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>North Elementary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>South Elementary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Family Care Closet</td>
</tr>
<tr>
<td>Programs</td>
<td>After School Enrichment</td>
<td>After School Enrichment</td>
</tr>
<tr>
<td></td>
<td>Staff Appreciation Lunch</td>
<td>Academic Lunch Bunch</td>
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<tr>
<td></td>
<td></td>
<td>Art Lunch Bunch</td>
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<tr>
<td></td>
<td></td>
<td>Breakfast Book Club</td>
</tr>
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<td></td>
<td></td>
<td>Family Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Family Enrichment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Food Pantry</td>
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<td></td>
<td></td>
<td>In-School Enrichment</td>
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<tr>
<td></td>
<td></td>
<td>Lunchtime Mentoring</td>
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<tr>
<td></td>
<td></td>
<td>Saturday Enrichment</td>
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<tr>
<td></td>
<td></td>
<td>Staff Appreciation Lunch</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Care Closet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Supply Kits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher Supply Kit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekend Food Program</td>
</tr>
<tr>
<td># of Volunteers</td>
<td>564</td>
<td>1,430</td>
</tr>
<tr>
<td>Volunteer Hours</td>
<td>2,717</td>
<td>12,060</td>
</tr>
</tbody>
</table>
NCCP works closely with principals, teachers, programmatic partners and community volunteers to deliver programs and services which support the needs of the whole child and to create schools in which children are ready to learn, teachers are excited to teach, parents are actively engaged and opportunities for enrichment and enhanced learning are available for all.
Strengthening Communities Through Schools
Critical Components of NCCP Community School Model

Since 2008, NCCP has strategically honed and enhanced its community school model, creating or facilitating programs, projects and/or events that truly address the unique needs of the North Chicago community. Through this model, NCCP currently provides support in the following areas:

- Extended Learning and Enrichment Opportunities
- Family Engagement, Enrichment and Education
- Student and Family Health, Wellness and Care
- Student Social and Emotional Support
- School Staff Hospitality and Care
- Coordination and Solicitation of Strategic Partners
- Logistics and Operations
Strengthening Communities Through Schools
Critical Components of NCCP Community School Model

The success of the NCCP community school model is dependent upon the ongoing contributions of time, talent and treasure by the broader community.

Bernie’s Book Bank
Boys & Girls Club of Lake County
Christ Church of Lake Forest
Church of the Holy Spirit
College of Lake County
Famous Artist Series
First Presbyterian Church of Lake Forest
Kohl Children’s Museum
Lake Forest Academy
Lake Forest College
Lake Forest Country Day School
Lake Forest High School
Naval Station Great Lakes
Northern Illinois Food Bank
Phoenix Rising Foundation
Reading Power
Rosalind Franklin
Schuler Scholar Program
St. James Lutheran Church
Trinity International University

NCCP adds a high level and quality of partnerships that I have never seen provided to any district I have worked for as a teacher.

(Teacher, 2013 Collaboration Assessment)
NCCP has developed strong relationships within the community, allowing us to provide programs and support which have greatly expanded and enhanced educational opportunities for the children of North Chicago.

- After School Enrichment Program at four elementary schools which has served more than 1,000 children since 2008
- More than 275 evening or weekend educational or enrichment events for children and families
- Distribution of 1,393 backpacks through a weekend food program and 433 visits to the Family Care Closet in 2013-14
- Lunchtime tutoring program which provided remedial math instruction to more than 175 children in 2013-14
- Lunchtime mentoring program which served 95 middle school students in 2013-2014
- 1,430 volunteers who have served more than 12,000 hours
Schuler Scholar Program
Presentation to ISBE
June 18, 2014
History

• Launched in 2001 by former Abbott executive and entrepreneur Jack Schuler and daughter Tanya Schuler Sharman.

• Originally conceived to provide scholarship assistance to motivated high school students.

• Evolved into comprehensive high school program to ensure success throughout high school and beyond.
Mission

The Schuler Scholar Program prepares students who are bright and motivated, but underserved, to succeed at the most competitive colleges and universities. Schuler Scholars are typically first-generation college-bound, come from under-resourced families and communities, and will need financial assistance in order to attend college. Many Scholars are from a population that is under-represented on college campuses.
Overview

• **Schuler Scholars and Alumni**
  – 409 in High Schools
  – 234 in College
  – 173 College Graduates
  – **816 Total Schuler Scholars and Alumni**

• **High school partners**
  – Waukegan High School (2001)
  – Highland Park High School (2009)
  – Maine East Township High School (2010)
  – Cristo Rey St. Martin (2005, 2011)
  – North Chicago High School (2012)
  – Collins Academy High School (2012) (program suspended)
  – CICS Ralph Ellison (2013)
  – Zion-Benton Township High School (2014)
  – Crane Medical Preparatory High School (2014)
Programs

Six Program Areas of the SSP

• Academic Preparation and Enrichment
• Leadership and Personal Development
• Cultural Exposures
• College Counseling
• Scholarship
• College & Alumni Support
Criteria to Become a Scholar

Strong academic record

Household Income of less than $100,000 per year.

Answer “yes” to at least one of the following questions:

• Are you the first generation in your family to attend a four-year US college?
• Will you need financial assistance in order to attend college?
• Are you from a population typically underrepresented on college campuses?
• Do you have a unique family circumstance that would qualify you for consideration as a scholar?
### Financial Support

**Provided by Schuler**

<table>
<thead>
<tr>
<th></th>
<th>$ per scholar/year</th>
<th>$ per scholar/4 years</th>
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</thead>
<tbody>
<tr>
<td>High School</td>
<td>$8,900</td>
<td>$35,600</td>
</tr>
<tr>
<td>College</td>
<td>$1,200</td>
<td>$10,800</td>
</tr>
</tbody>
</table>

**Total Provided by SSP**

$46,400

**Provided by colleges**

- Avg. non-loan college financial aid: $175,000

**Total non-loan college financial aid for class of 2014**: $4,778,344
The SSP rates schools in 4 categories:

- The Most Competitive (includes the Ivies, Stanford and the top ten small liberal arts colleges)
- Highly Competitive
- Very Competitive
- Competitive

This year 78% will be attending schools that are Most Competitive. 22% will attend Highly Competitive schools.

The average selectivity (Princeton Review) of Schuler colleges:

- 2014 - 96
- 2013 - 96
- 2012 - 95
- 2011 - 95
- 2010 - 95
Why Highly Selective Private Colleges?

Schuler Scholars attend four-year, selective, private colleges across the country.

• Strong academic programs
• Smaller class sizes
• Significant financial assistance to students
• Resources on campus and alumni networks once graduated
SSP Class of 2014
Matriculation List

Amherst College
Barnard College
Bates College
Beloit College
Brandeis University
Bucknell University
Colgate University
College of the Holy Cross
Connecticut College
Cornell University
Dartmouth College
Davidson College
Emory University
Franklin and Marshall College
Gettysburg College
Illinois Wesleyan University
Johns Hopkins University
Kalamazoo College
Knox College
Lafayette College
Lawrence University
MIT
Mount Holyoke College
Occidental College
Pomona College
Rice University
Swarthmore College
Tufts University
Union College
Vanderbilt University
Mission Statement

Reading Power is a literacy tutoring program serving low-achieving children attending elementary schools.

Our mission is to accelerate children's literacy learning and to develop in them a love of reading and writing.

We accomplish this goal through an independent tutoring program working in partnership with the schools. We believe that all children deserve to reach their academic potential.
Our History...
Our Program

- We currently tutor students in kindergarten, first and second grade. Since 2003, Reading Power has tutored 1,600 students.

- Curricula are modeled after Reading Recovery and National-Louis University’s Project Prevent – two researched-based early literacy intervention programs.

- Each child is working at his/her level (20-35 minutes, one-to-one)

- Balanced curricula: repeated readings (w/ a running record assessment), writing, meaning/comprehension, strategy instruction, word work, phonics work, and most importantly - we work to create positive literacy experiences for our students to help them develop a love of literacy!

- Pre-kindergarten pilot program development in partnership with the district for the 2014-2015 school year.
Our Volunteers

- Our volunteers are from all walks of life - former teachers, business executives, stay-at-home moms, lawyers, etc. and are from all over Lake County!

- Volunteers dedicate one morning or afternoon a week for about 3 hours - tutoring the same 3 or 4 students each week. Our tutors build a rapport with their students and each other. Each session includes tutoring your 3 students (4 kindergarten students), a table-meeting, and lesson planning time.

- There are currently 170+ volunteers and seven professional staff members supervised by executive director, Rebecca Mullen, MSEd.
Data

**ISEL** (Illinois Snapshot of Early Literacy)

<table>
<thead>
<tr>
<th>ISEL subtotal</th>
<th>(0-10)</th>
<th>(11-20)</th>
<th>(21-30)</th>
<th>(31-40)</th>
<th>(41-50)</th>
<th>(51-60)</th>
<th>(61-70)</th>
<th>(71-80)</th>
<th>(81-90)</th>
<th>(91-100)</th>
<th>(101-110)</th>
<th>(111-120)</th>
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<tbody>
<tr>
<td># students</td>
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<td>Tutored</td>
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<td>Tutored</td>
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<tr>
<td>Non-Tutored</td>
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<tr>
<th>Avg. ISEL score – Sept.</th>
<th>Avg. ISEL score – May</th>
<th>Percentage gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutored students</td>
<td>25.4</td>
<td>91.2</td>
</tr>
<tr>
<td>Non-Tutored students</td>
<td>64.9</td>
<td>98.9</td>
</tr>
</tbody>
</table>

*total score: 128*
Data – CBM
(Curriculum Based Measurement)

### Curriculum Based Measurement

<table>
<thead>
<tr>
<th></th>
<th>First Grade</th>
<th>Second Grade</th>
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<tbody>
<tr>
<td></td>
<td>Tutored</td>
<td>Non-tutored</td>
</tr>
<tr>
<td>Sept. avg.</td>
<td>4.2</td>
<td>21.4</td>
</tr>
<tr>
<td>May avg.</td>
<td>39.0</td>
<td>68.8</td>
</tr>
<tr>
<td>% gain</td>
<td>829%</td>
<td>222%</td>
</tr>
</tbody>
</table>

**First Grade Sept. CBM**
- **Words read per minute**
  - (0-10) (11-20) (21-30) (31-40) (41-50) (51-60) (61-70) (71-80) (81+)
  - **# students**

**First grade May CBM**
- **Words read per minute**
  - (0-10) (11-20) (21-30) (31-40) (41-50) (51-60) (61-70) (71-80) (81-90) (91-100) (101-110) (111-120) (121-130) (131-140)
  - **# students**

“Wow! I cannot wait to tell you how much I appreciate and admire the Reading Power instructors. My students who attend, have not only improved their reading skills, but have developed confidence in their ability to complete and comprehend their written and oral assignments! In addition, the Reading Power staff is wonderful to work with! They are kind, caring, and positive!” ~Leslie Alpert (South Elementary School)

“The Reading Power program not only benefits our students academically, but also emotionally. Students receive much-needed one-on-one time with a caring adult. I have noticed an increase in self-confidence and a more positive attitude toward school in the students in the Reading Power program.” ~Suzanne Bauman (AJK first grade teacher)

“All three of our kids have participated in Reading Power. It is an amazing program with great instructors. We have seen all of our children grow in reading and confidence. Thanks to each and every one of you for all that you do!” ~Green Bay parent
In Reading there is Power!
Illinois State Board of Education

RESOLUTION

RECOGNIZING LIV BERTAUD

Whereas, Governor Pat Quinn of the State of Illinois has proclaimed March 17-23, 2014, as Illinois Arts Education Week providing opportunities for students to experience the arts which will influence their lives beyond their formal education and encouraging all citizens to celebrate the arts with meaningful student activities and programs that demonstrate learning and understanding in the visual and performing arts; and

Whereas, Liv Bertaud, age 10, fifth grade student from Copeland Manor School, District 70, Libertyville, Illinois, received first place in a statewide kindergarten through eighth grade poster contest sponsored by the Illinois Alliance for Arts Education in conjunction with the Illinois State Board of Education and the Governor’s Office; and

Whereas, Liv Bertaud has created a colorful multi-media composition which includes the four art areas: dance, drama, music and the visual arts. Her art work exhibits a dramatic and exciting interpretation of this year’s theme; and

Whereas, Art Instructor, Ms. Cindi Sartain has aided and guided Liv in her successes as an art student; and

Whereas, Mrs. Lori Poelking, Principal and Dr. Guy Schumacher Superintendent of Schools, recognize the value of the arts for all students to assure the development of self-expression, discipline, and a heightened appreciation of beauty and cross-cultural understanding to complete their education.

Therefore be it Resolved by the Illinois State Board of Education that Liv Bertaud is hereby recognized on this 18th day of June 2014, for the outstanding design concept reflected in her artwork submitted in the 2014 “Art is Everywhere!” poster contest.

Gery J. Chico, Chairman
Steven R. Gilford, Vice Chairman
Vinni M. Hall, Secretary

James W. Baumann, Member
Curt Bradshaw, Member
Andrea S. Brown, Member

David L. Fields, Member
Melinda A. LaBarre, Member
Prior to the board meeting, Shelley Helton ISBE Rules Coordinator held a Rulemaking Seminar. Melinda LaBarre and Vinni Hall attended the seminar, and Steve Gilford and Curt Bradshaw participated by phone.

ROLL CALL

Mr. Gery Chico, Chairman, called the meeting to order at 10:10 a.m. Dr. Koch was in attendance and a quorum was present.

Members Present

Mr. Gery Chico, Chairman
Dr. Vinni Hall, Secretary
Mr. James Baumann
Dr. Andrea Brown
Dr. David Fields
Ms. Melinda LaBarre

Members Present by Phone

Mr. Steven Gilford
Mr. Curt Bradshaw

PUBLIC PARTICIPATION

No public participation.

RESOLUTIONS & RECOGNITION

The Board recognized Brenda Murphy, school board president of Des Plaines Community Consolidated School District 62, with a resolution for being named the 2013 Thomas Lay Burroughs Award Winner for outstanding school board president for 2013.

The Board also recognized Dr. Kelly Stewart, superintendent of Benton Consolidated High School, with a resolution for being named the 2014 Superintendent of the Year by the Illinois Association of School Administrators.

PRESENTATIONS AND UPDATES

Cynthia Woods from the Illinois Association of School Boards presented on the Purpose and Process of Community Engagement for Effective School Board Governance. She explained the IASB definition of community engagement and discussed the basic principles of community engagement. This included the best practices, strategies and tactics, as well as the evaluation process and implementing a community engagement process.

Susie Morrison, Deputy Superintendent/Chief Education Officer for ISBE, Betheny Lyke, acting director of Illinois Center for School Improvement and Jessica Johnson with American Institutes for Research provided an update on the Illinois Center for School Improvement. The Illinois State Board of Education established the Illinois Center for School Improvement to provide high quality, coordinated, and consistent support to ISBE’s statewide system of support and to ensure that districts and schools receive expert, timely, and relevant assistance to increase district capacity, improve student performance, and close achievement gaps. A major goal is to connect districts with statewide organizations that can provide appropriate and relevant continuous improvement resources.
Legislative Update

Nicki Bazer and Nicole Wills provided an update on legislation for the Spring 2014 legislative session and an update on the Board’s 2014 legislative agenda.

Robert Wolfe, Chief Financial Officer and Nicole Wills gave an update on Senate Bill 16

BREAK/RECONVENE

Chairman Chico announced that the Board would break at 12:48 p.m. for lunch. The Board reconvened the open meeting at 1:49 p.m.

CLOSED SESSION

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

Section 2 c (1) The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee of the public body or against legal counsel for the public body to determine its validity.

and

Section 2 c (29) 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.

Dr. Fields further moved that the Board may invite anyone they wish to be included in this closed session. Ms. LaBarre seconded the motion and it passed with a unanimous roll call vote.

The Board entered into closed session at 1:51 p.m. and reconvened from closed session at 2:31 p.m.

CONSENT AGENDA

Motion:

Dr. Hall moved that the State Board of Education hereby approves the consent agenda as presented. Dr. Fields seconded the motion and it passed with a unanimous voice vote.

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

Approval of Minutes

The State Board of Education hereby approves the minutes for the April 9, 2014, board meeting.

Rules for Initial Review

Part 228 (Transitional Bilingual Education)

Proposed modifications in Part 228 affect various Sections of the rules to:

• Incorporate the WIDA English language development standards for prekindergarten (i.e., ages 2½ through 5½), and place references to them and the standards for kindergarten through grade 12 into Section 228.10;

• Allow flexibility for school districts to choose between WIDA’s MODEL or W-APT as the prescribed screening instrument for English learners who are in the second semester of grade 1 or in grades 2 through 12;

• Clarify that transitional programs of instruction include instruction in
English as a second language, as is required under Article 14C of the School Code; and

- Modify the deadline for preschool teachers of English learners to be fully qualified to provide home language or English as a second language instruction from July 1, 2014, to July 1, 2016, while also requiring that school districts unable to meet the staffing requirements between now and July 1, 2016, submit to the agency an annual staffing plan that includes a description of how the needs of English learners will be met.

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for Transitional Bilingual Education (23 Illinois Administrative Code 228) including publication of the proposed amendments in the Illinois Register.

**Part 650 (Charter Schools)**

This rulemaking continues implementation of several provisions enacted by P.A. 97-152, effective July 20, 2011, which substantially amended Article 27A of the School Code (the Charter Schools Law). The proposed changes in new Sections 650.55 and 650.65 address two provisions contained in Section 27A-12 of the School Code: biennial reporting to the State Board by authorizers of charter schools and ongoing monitoring of charter school authorizers by the agency to ensure compliance with laws and rules governing charter schools. The proposed changes further set forth the procedures that the State Board will use to sanction charter school authorizers or charter schools that are chronically underperforming. Additionally, changes are being proposed in Section 650.30 to identify the materials that a charter school authorizer must submit to the State Board in its report on any action with respect to an application for a new charter school or any application for renewal or revision of its approved charter.

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for Charter Schools (23 Illinois Administrative Code 650) including publication of the proposed amendments in the Illinois Register.

**Contracts and Grants Over $1 Million**

**Illinois Longitudinal Data Systems Data Warehouse**

The State Board hereby authorizes the State Superintendent to renew the contract with International Business Machines Corporation (IBM). The contract will extend from July 1, 2014, through June 30, 2015, and will not exceed $1,800,000 for a maximum contract amount of $3,600,000.

**ACT, Inc., WorkKeys, National Career Readiness Certificate Program Assessments**

The State Board of Education hereby authorizes the State Superintendent to renew the contract with ACT, Inc., for the optional administration of the ACT (with writing) and WorkKeys assessments, and participation in the NCRC program. This contract, subject to appropriation, will extend from July 1, 2014, through June 30, 2015, with an increase of the contract's maximum amount not to exceed $128,915,921.

**Intergovernmental Agreement with Illinois Department of Human Services**

The State Board of Education authorizes the State Superintendent to enter into an Intergovernmental Agreement with the Illinois Department of Human Services for the transfer of funds for Race to the Top, Early Learning Challenge. This agreement is for an additional $4,276,025 for a maximum of $41,851,672 effective upon execution through December 31, 2016.

**USDA Foods Warehousing and Distribution Sole Source Contract**
The State Board of Education hereby authorizes the State Superintendent to enter into a sole source contract with Lanter Distributing, LLC for the purpose of reimbursing Illinois school districts participating in the National School Lunch Program (NSLP) for warehousing and delivery service expenses incurred during school year 2013-14. This contract will be for a maximum amount not to exceed $2,100,000 for the term of August 1, 2014, through June 30, 2015.

**Advance Placement Test Fee Program Grant**
The State Board of Education hereby authorizes the State Superintendent to enter into a new grant agreement for a total of $2,040,747 with The College Board: $1,788,297 for the reimbursement of test fees for Advanced Placement, Chicago Public Schools in the amount of $246,510, and Peoria School District 150 in the amount of $5,940 for the reimbursement of test fees for International Baccalaureate. All of these are effective May 1, 2014, to June 30, 2015, with a one-year renewal, maximum total not to exceed $4,198,841.

**Statewide System of Support Request to Fund Fiscal Agents**
The State Board of Education hereby authorizes the State Superintendent to enter into a new Grant Agreement with grantees in the amount of $55,617,681 based on the allocations in Appendix A of the board memo, effective July 1, 2013, through June 30, 2018, for transfer of funds for the Statewide System of Support Fiscal Agent Grants.

**FY14 Transfer of Funds from Special Education Personnel Program to the Regular/Vocational Transportation Program**
The State Board of Education hereby authorizes the reallocation of $1,138,200 from the FY 14 appropriation for Special Education Personnel reimbursement to the appropriation for Regular/Vocational Transportation reimbursement as shown in Exhibit A of the board memo.

**Targeted Initiative Grants Award Increase**

- **Austin Childcare Providers Network**
The State Board hereby authorizes the State Superintendent to increase the grant awarded to the Austin Childcare Providers Network for support of early childhood care provider training and approved by the State Board in February 2014 by the amount of $25,000, for a total grant of $45,000.

- **Oak Park ESD 97**
The State Board hereby authorizes the State Superintendent to increase the grant awarded to Oak Park Elementary School District 97 for the District’s multicultural center and approved by the State Board in March 2014 by the amount of $10,000, for a total grant amount of $20,000.

**FY2013 Statewide Single Audit**
The State Board of Education hereby accepts the Office of the Auditor General's State of Illinois Single Audit Report for the Year Ended June 30, 2013 as it relates to ISBE.

**END OF THE CONSENT AGENDA**

Mr. Baumann moved that the State Board of Education hereby approves that Lemont-Bromberek School District 113A is no longer deemed in financial difficulty in accordance with Article 1A-8 of the School Code. [105 ILCS 5/1A-8]. Dr. Hall seconded the motion and it passed with a unanimous voice vote.
DIFFICULTY
STATUS

INFORMATION
ITEMS
ISBE Fiscal & Administrative Monthly Reports (available online at http://isbe.net/board/fiscal_admin_rep.htm)

MOTION FOR
ADJOURNMENT
Chairman Chico moved that the meeting be adjourned. Dr. Fields seconded the motion and it passed with a unanimous voice vote. The meeting adjourned at 2:47 p.m.

Respectfully Submitted,

Dr. Vinni Hall
Board Secretary

Mr. Gery J. Chico
Chairman
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education

Susie Morrison, Deputy Superintendent and Chief Education Officer
Nicki Bazer, General Counsel


Materials: Recommended Rules

Staff Contacts: Jason Helfer, Assistant Superintendent

**Purpose of Agenda Item**
The purpose of the agenda item is to present the proposed amendments for the Board’s initial review.

**Relationship to/Implications for the State Board’s Strategic Plan**
This set of proposed amendments relates to the Board’s Strategic Goals 1 and 2 (student achievement, and highly prepared and effective teachers and school leaders) as the rulemaking addresses the requirements for renewing professional educator licenses, with a focus on professional development that contributes to student growth, and school and district improvement.

**Expected Outcome of Agenda Item**
The Board will be asked to adopt a motion authorizing solicitation of public comment on the proposed amendments.

**Background Information**
P.A. 98-610, effective December 27, 2013, amends Section 21B-45 of the School Code to put in place a new renewal process for holders of professional educator licenses (PELs) beginning July 1, 2014. The law applies to holders of PELs endorsed in a teaching field or school support personnel or administrative area. The new law generally provides that holders of teaching or school support personnel endorsements complete 120 clock hours of professional development during their five-year renewal cycle. Administrators will be held to 100 clock hours of professional development during any renewal cycle, in addition to completion of an Administrators’ Academy course for each fiscal year in the cycle. The total amount of professional development required for any individual educator will vary, depending on the person’s assignments and the percentage of time he or she may be working in a particular position.

The proposed amendments substantially modify Section 25.Subpart J, which previously addressed only renewal of teaching certificates. Under the new system, renewal requirements for any type of endorsement will be set forth in Subpart J, resulting in the repeal of Sections 25.275 (renewal for school support personnel) and 25.313 (renewal for administrators). Details
about the revised renewal process, as well as other changes being proposed in Part 25, are explained more fully under "Policy Implications" below.

In preparing the draft rulemaking, educator licensure staff worked with a representative group of regional superintendents, as well as representatives of the Illinois Education Association, Illinois Federation of Teachers, Illinois Association of School Boards, Illinois Statewide School Management Alliance, Illinois Association of School Business Officials, Chicago Teachers Union, City of Chicago School District 299, Illinois Career and Technical Administrators, Large Unit District Association, and the Environmental Education Association of Illinois. This consultation resulted in a number of clarifications and improvements to the proposed rulemaking.

The proposed amendments also were discussed with the State Educator Preparation and Licensure Board (SEPLB) at its meeting on June 6, 2014. Since the SEPLB meeting was held after the Board packet deadline, staff will discuss with the State Board at its meeting any issues that SEPLB members may have raised.

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

**Policy Implications:** The majority of the proposed changes are found in Subpart J, as noted under "Background " above, and realign professional development around activities focused on sustained learning, educator performance, standards-based systems, and student growth and school and district improvement (Section 25.805). Rather than choosing from the myriad options that are included in the current certificate renewal process, starting July 1, 2014, licensees will participate in opportunities designed to improve their skills and knowledge specific to academic rigor, classroom assessments, learning strategies, collaboration and research-based decision-making. The number of hours of professional development required in a five-year renewal cycle varies by the type of endorsement one holds and the position to which the individual is assigned, and a reminder of those requirements from the law are being included in Section 25.805.

The proposed rules would implement several policy decisions about how the new license renewal system will be implemented. These decisions primarily focus on the application of credit for activities completed before July 1, 2014, under the current certificate renewal system (Section 25.800); verification of activities completed, including a penalty for those not entered by the licensee within the statutorily required 60-day deadline (Section 25.830); procedures to request an extension beyond June 30 in the year in which the license expires if professional development was unavailable to a licensee (Section 25.835); eligibility requirements for providers of professional development that must be approved by the State Superintendent (Section 25.855); and exemptions from professional development for certain categories of licenses (Section 253.880). Each of these areas is described separately below.

**Credit for Previous Renewal Activities.** Section 25.800 addresses general requirements that apply to renewal under the new law and preserves the credit that a licensee may have accumulated under the certificate renewal system as that individual makes the transition to the new license renewal system. Staff are proposing that continuing professional development units, or CPDU, earned on or before June 30, 2014, be converted to clock hours on a one-to-one basis. The proposed rules also retain the current ratio of 1 to 15 for converting a semester hour of college coursework to clock hours. Additionally, licensees under the certificate renewal system could count certain activities that they completed as meeting all or a portion of the total professional development required. The now repealed Section 21-2 of the School Code articulated those requirements; therefore, new Sections 25.800(d) and (e) provide a listing of the
allowable activities previously stated in the repealed law. A licensee may receive credit under the license renewal system for these activities if he or she completes the activities no later than August 31, 2014 (to allow for the conclusion of summer school) and, in situations where a degree or endorsement must be earned, has the degree conferred or endorsement issued no later than December 31, 2014.

Licensees wishing to claim credit for CPDUs, college coursework or Section 21-2 activities must do so by recording that credit in the Educator License Information System (ELIS) not later than December 31, 2014. If the credit earned under the certificate renewal system is insufficient to meet the total now required under the license renewal system, the licensee must complete additional professional development that meets the provisions of the new law and Subpart J of the rules.

**Verification.** Proposed Section 25.830(a) of the rules references the requirement of Section 21B-45(e) of the School Code that licensees enter certain information about a professional development activity into ELIS within 60 days of completing the activity. As originally drafted, the proposed rule in Section 25.830(b) also prohibited a licensee from counting credit for a completed activity among the total earned if that activity was not entered into ELIS within the 60-day timeline. This "penalty" generated a good deal of discussion among members of the external review group, who asked that the repercussion included in the proposal for failing to meet the deadline be removed or that the agency delay the law's implementation. Given the clear language of the law, however, staff do not believe that the agency should ignore a licensee's failure to meet the 60-day deadline. The agency instead can delay for a year the implementation of the penalty in an effort to give time for licensees to become acquainted with the new provision.

The rule at Section 25.830(c), regarding the penalty for failing to complete an Administrators' Academy course, is not new but is being moved from Section 25.313, which is being repealed. Section 25.830(c) requires an administrator to take an additional Administrators' Academy course for each one missed. Administrators are aware of the penalty, so the proposed rule in Section 25.830(c) should be familiar to them. The penalty is applicable to certain individuals holding a teacher leader endorsement issued under Section 25.32 of the rules and working in an administrative position for at least 50 percent of the school day, if they fail to complete an Administrators' Academy course in any fiscal year.

**Request for Extension.** Section 25.835 responds to Section 21B-45(e)(9) of the School Code. This provision allows licensees to request an extension from the SEPLB in order to complete their required professional development beyond September 1 of the year in which the license expires. The law states that a request for an extension may be made "due to professional development activities being unavailable". The request can be submitted to the SEPLB between April 1 and June 30 of the year in which the license expires. The proposed rule sets forth the information that a licensee must include in his or her request and the criteria upon which the SEPLB will base its decision. In particular, Section 25.835(b) of the proposed rule limits the outstanding professional development to what could be accomplished within one year (i.e., no more than 20 percent of the total required in the five-year renewal cycle and/or one Administrators' Academy course, and no more than a year to complete the activities). In this way, a licensee will not continue to fall behind in completion of professional development and risk his or her license's lapsing.

**Approval of Providers.** Section 21B-45(g) of the School Code establishes two groups of providers of professional development for renewal purposes:
entities that are approved under the law (i.e., the State Board, regional offices of education and intermediate service centers, regionally accredited institutions of higher education with approved Illinois educator preparation programs, and public school districts, charter schools, and career and technical and special education cooperatives); and

Illinois professional associations that represent certain categories of educators that must seek approval through the State Board of Education.

Given the impending implementation of the new renewal system on July 1 and the fact that administrative rules will still be in the public comment phase, Section 25.855(a) allows providers approved under the current certificate renewal process to continue to offer credit for professional development activities through December 31, 2014. Any activities offered for renewal credit on or after July 1, must meet the requirements of Section 21B-45(g) of the School Code, including aligning to one or more of the purposes set forth under Section 25.855(d)(3) of the proposed rules. Currently approved providers will be encouraged to submit an application for approval under the new license renewal system as soon as possible. Those meeting the requirements will receive provisional approval, and, once the administrative rules are filed and in effect sometime in the fall, final approval will be issued by the agency.

Staff anticipate that a number of the currently approved providers may be ineligible to seek approval under the new license renewal system. Currently, there are more than 8,000 providers; these entities range from statewide organizations that represent educators to individual vendors who offer targeted professional development opportunities. Under the law, any entity wishing to be approved as a provider must first be an Illinois professional association that represents educators, as defined under Section 25.855(c) of the proposed rules. Currently approved providers who cannot meet the eligibility criteria for approval may continue to provide renewal credit for professional development activities by working with a provider listed under law and Section 25.855(b).

Section 25.855 of the proposed rules also establishes the process an entity would use to seek approval to provide professional development for renewal purposes, including application requirements, criteria for review, renewal process and validity period. Additionally, Section 25.860 lists the reporting and auditing requirements of Sections 21B-45(j) of the School Code for both statutorily approved providers and those receiving approval from the State Board of Education.

**Exemptions.** Under Section 21B-45 of the School Code, certain categories of educators who hold a PEL are not required to complete professional development. These educators include those who are working for less than 50 percent of full-time equivalency in a position requiring the PEL, those who are not working in a position requiring the PEL, those who have exempt status, and those who have both a school support personnel endorsement on the PEL and a professional license in an area related to their endorsement issued by the Illinois Department of Financial and Professional Regulation (Sections 25.800(c) and Section 25.880).

In addition, staff are proposing that an individual who holds a valid and active PEL but who is working solely in a substitute teaching position not be required to participate in professional development in order to renew his or her PEL. Individuals may be employed as a substitute teacher if they hold a PEL rather than a substitute teaching license. As substitute teachers, often would not have the same access to professional development opportunities through their school districts as would other teachers in the district. Since a substitute teacher typically is assigned to a different classroom every few days or weeks, it would be difficult, as well, for him
or her to identify a particular area of focus for the professional development that meets the
criteria of Section 21B-45 of the School Code. Professional development is not required to
renew the substitute teaching license, so staff believe it is fair that substitute teachers who are
working on a PEL also be exempted from professional development requirements.

Other changes being proposed in Part 25 include:

- Making clear in the introduction to Section 25.25 that applicants for a license,
  endorsement or approval must receive at least a "C" (or its equivalent) on any
coursework required for receipt of the license, endorsement or approval;
- Clarifying in new Sections 25.25(c) and (d) that definitions of "valid certificate or
  license" and "teaching experience" apply to the use of either of these terms throughout
the rulemaking (current language limits their applicability to student teaching);
- Acknowledging in new Section 25.25(a)(3) the provision of P.A. 98-581, effective August
  27, 2013, for out-of-state applicants for the PEL endorsed in school support personnel to
complete coursework addressing the areas of special education, reading and English
language learning in the same way as applicants who completed Illinois preparation
programs do;
- Aligning renewal requirements in Section 25.70 for the educator license with stipulations
  endorsed for career and technical educator with requirements under the new license
  renewal system for individuals holding a PEL; and
- Implementing changes in Sections 25.400 and 25.450 necessitated by P.A. 98-610 to
  make note the differences between a license's lapsing on September 1 due to failure to
  complete renewal requirements and a license's lapsing six months after the date of
  expiration due to failure to register the license.

Budget Implications: None
Legislative Action: None
Communication: Please see “Next Steps” below.

Pros and Cons of Various Actions
The proposed changes will align the rules to current statute by eliminating references to the
certificate renewal process and portions of the School Code that have been repealed. The rules
propose a transition for licensees to move to the new license renewal system that provides
credit for activities already completed and allows for sufficient time to record those activities in
ELIS, as applicable. Further, currently approved providers may continue to offer professional
development while the transition to the new system progresses, allowing time for licensees to
seek credit from familiar providers, while still focusing attention on the primary purposes of
student growth, and district and school improvement.

Not proceeding with the amendments will result in the rules conflicting with statute and create a
situation whereby both licensees and providers would be confronted with uncertainty about the
applicable requirements when the new license renewal system takes effect July 1, 2014.

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

The State Board of Education hereby authorizes solicitation of public comment on the
proposed rulemaking for:
Educator Licensure (23 Illinois Administrative Code 25),

including publication of the proposed amendments in the Illinois Register.

Next Steps
With the Board’s authorization, staff will submit the proposed amendments to the Administrative Code Division for publication in the Illinois Register to elicit public comment. Additional means, such as the Superintendent's Weekly Message and the agency's website, will be used to inform interested parties of the opportunity to comment on this rulemaking.
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TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER b: PERSONNEL

PART 25
EDUCATOR LICENSURE

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25.930 Requirements for Continuing Professional Development Units (CPDUs) (Repealed)
25.935 Additional Activities for Which CPDUs May Be Earned (Repealed)
25.940 Examination (Repealed)
25.942 Requirements for Additional Options (Repealed)
25.945 Procedural Requirements (Repealed)

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

AUTHORITY: Implementing Articles 21 and 21B and Section 14C-8 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/Art. 21, Art. 21B, 14C-8, and 2-3.6].

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Section 25.25 Requirements for the Professional Educator License

Beginning July 1, 2013, the requirements of this Section shall apply to the issuance of professional educator licenses, except that the requirements of this Section shall not apply to an individual who completes an educator preparation program by June 30, 2013, is issued an entitlement for licensure, and receives the professional educator license by July 31, 2013. All professional education and content-area coursework that forms part of an application for licensure, endorsement or approval submitted under this Part that is received on or after February 1, 2012, must have been passed with a grade no lower than "C" or equivalent in order to be counted towards fulfillment of the applicable requirements.

a) Each applicant shall:

1) have completed an approved Illinois educator preparation program for the type of endorsement (i.e., teaching, administrative or school support personnel) sought on the professional educator license (see Subpart C of this Part), including coursework addressing:

A) the psychology of, the identification of, and the methods of instruction for the exceptional child, including without limitation the learning disabled [105 ILCS 5/21B-20(1)], which shall focus on the characteristics and methods of instruction for cross-categorical special education students so that all teachers:

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

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

iii) understand instructional planning and design instruction based on knowledge of the discipline, students, community and curriculum goal;
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B) methods of reading and reading in the content area [105 ILCS 5/21B-20(1)], which for teachers and administrators shall address each of the following standards:

i) varied instructional approaches used before, during, and after reading, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy used in the content areas;

ii) the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation;

iii) communication theory, language development, and the role of language in learning;

iv) the relationships among reading, writing and oral communication and understanding how to integrate these components to increase content learning;

v) the design, selection, modification and evaluation of a wide range of materials for the content areas and the reading needs of the student;

vi) variety of formal and informal assessments to recognize and address the reading, writing, and oral communication needs of each student; and

vii) varied instructional approaches that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas; and

C) methods of reading and reading in the content area [105 ILCS 5/21B-20(1)], which for school support personnel shall address each of the following standards:

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

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

iv) uses the skills and strategies specific to their school support personnel specialty to support or enhance reading skill development, as applicable.

2) pursuant to 105 ILCS 5/21B-35, have completed a comparable teaching or administrative preparation program in another state or country (see Section 25.425 of this Part), including:

   A) a minimum of one course that is equivalent to at least three semester hours in the methods of instruction of the exceptional child in cross-categorical special education that meets the requirements of subsection (a)(1)(A);

   B) a minimum of six semester hours of coursework in methods of reading and reading in the content area that meets the requirements of subsection (a)(1)(B) or (C), as applicable; and

   C) a minimum of one course that is equivalent to at least three semester hours in instructional strategies for English language learners, which shall address bilingual education, English as a Second Language or English as a New Language methods.

3) pursuant to 105 ILCS 5/21B-35, have completed a comparable school support personnel preparation program in another state or country (see Section 25.425 of this Part), including college coursework in:

   A) the methods of instruction of the exceptional child in cross-categorical special education (Section 21B-35(a)(3) of the School Code), which shall meet the requirements outlined in Section 25.25(a)(1)(A) of this Part;
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B) **the methods of reading and reading in the content area** (Section 21B-35(a)(4) of the School Code), which shall meet the requirements outlined in Section 25.25(a)(1)(C); and

C) **instructional strategies for English language learners** (Section 21B-35(a)(5) of the School Code), which shall align to standards for addressing second language acquisition and the diverse learner set forth in the Standards for the Speech-Language Pathologist (23 Ill. Adm. Code 28.230) or, for other school support personnel, the applicable standards in 23 Ill. Adm. Code 23 (Standards for School Support Personnel Endorsements).

b) Each applicant for a professional educator license endorsed in a teaching field shall have completed:

1) 32 semester hours, or a major as identified by the accredited institution on the individual's official transcript, in early childhood education, elementary education, or a field of specialization, as applicable to the type of endorsement sought on the professional educator license; and

2) student teaching in conformance with the requirements of Section 25.620 of this Part, except in the following circumstances:

A) Applicants awarded credit in student teaching on a transcript issued by a regionally accredited institution of higher education and presenting evidence of teaching experience, as verified by the employer, need not complete another student teaching experience, except as may be required under Section 25.37 of this Part.

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

c) For the purposes of this Part subsection (b)(2):

1) a "valid certificate or license" means a certificate or license endorsed in the specific teaching field and grade levels for which Illinois licensure is sought that is equivalent to an educator license with stipulations endorsed for provisional educator or an Illinois professional educator license endorsed in the specific teaching field for which Illinois licensure is sought; and
"one full year's teaching experience" means the equivalent of two semesters of scheduled full-time teaching, which may, however, be accumulated in any combination of increments. That is, it need not be accumulated through full-time teaching.

Evidence of teaching experience, as may be required under this Part subsection (b)(2), may be satisfied in one of the following ways.

1) For teachers employed in Illinois public schools, verification of the teacher's experience obtained from the State Board of Education's ELIS may be used.

2) The chief administrator or other designated official of the employing school district or nonpublic school (or other employing entity, if applicable to the holder of a professional educator license endorsed for early childhood; also see subsection (b)(2)(C)(iv) of this Section) may submit a letter documenting the nature and duration of the applicant's teaching.

3) A letter signed by an official of the state education agency in another state may be substituted for an employer's letter when the latter cannot be secured.

4) Early childhood teaching experience shall be understood as contributing to the fulfillment of this requirement if gained in a position for which a professional educator license endorsed for early childhood was required pursuant to the rules of the State Board of Education at 23 Ill. Adm. Code 235 (Early Childhood Block Grant).

5) Experience gained while teaching in a home school shall not be applicable to the fulfillment of this requirement.

Each applicant for a professional educator license endorsed in an administrative or school support personnel field shall meet the applicable requirements of Subpart D or E of this Part, respectively.

The professional educator license shall be endorsed in accordance with this Part.
Each applicant shall be required to pass the tests required for the professional educator license as specified in Section 21B-30 of the School Code [105 ILCS 5/21B-30] and Section 25.720 of this Part.

Nothing in this Section is intended to preclude an applicant from seeking the issuance of an educator license with stipulations endorsed for provisional educator in specific fields (i.e., teaching, administrative or school support personnel) and, as applicable, content areas and grade levels under Section 21B-20 of the School Code in the event that the individual has failed to meet one or more of the requirements for a professional educator license in his or her area of endorsement.

(Source: Amended at 38 Ill. Reg. ______, effective ____________)

Section 25.70  Endorsement for Career and Technical Educator

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

a) Each applicant for an educator license with stipulations endorsed for career and technical educator shall present evidence of having completed 60 semester hours of college coursework from a regionally accredited institution, as well as evidence of having completed 2,000 hours of work experience outside the field of education in each area to be taught in the last 10 years immediately preceding application. The required evidence of this work experience shall be written statements from former supervisors who can be reached for verification or, in cases in which supervisors are no longer available to verify the individual’s employment, affidavits by the applicant describing the work experience.

b) Each applicant also shall have passed the test of basic skills required under Section 21B-30 of the School Code [105 ILCS 5/21B-30] and Section 25.720 of this Part.

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

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

1) eight semester hours of undergraduate or graduate-level coursework related to education, of which no fewer than two semester hours must address advancing the licensee’s knowledge and skills as a teacher in relation to the Illinois Professional Teaching Standards (see 23 Ill. Adm. Code 24.100) and the content-area standards in his or her area of licensure, endorsement, or assignment; or

2) 120 hours of continuing professional development activities units (CPDUs) in each 5-year renewal cycle that align to the criteria set forth in Section 25.805(a) accordance with Section 25.875 of this Part; or

3) any combination of the types of activities described in subsections (a)(1) and (2) of this Section, provided that the total effort represents the equivalent of 120 CPDUs, and provided that one semester hour of college credit shall be considered the equivalent of 15 CPDUs; or

4) an advanced degree from a regionally accredited institution in an education-related field; or

5) 60 hours of professional development activities in each 5-year renewal cycle that align to the criteria set forth in Section 25.805 for any licensee holding a current all required activities in pursuit of certification or recertification by the National Board for Professional Teaching Standards (NBPTS) master teacher designation; or

6) four semester hours of graduate-level coursework on the assessment of one's own performance in relation to the Illinois Professional Teaching Standards; or
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7) four semester hours of graduate level coursework in preparation for meeting the requirements for certification by the National Board for Professional Teaching Standards.

e) Each professional development activity used to fulfill the requirements of this Section, other than those identified in subsections (d)(4) through (7) of this Section, shall be required to address one or more of the purposes identified for the renewal of professional educator licenses in Section 21-14(e)(2) of the School Code [105 ILCS 5/21-14(e)(2)]. At least 20 percent of the units required must address the purpose identified in Section 21-14(e)(2)(E) of the School Code.

c)f) Credit for CPDUs shall be generated for completion of activities in accordance with provisions of Section 25.875 of this Part provided that the activity described in subsection (h) of that Section shall not be used to generate CPDUs for holders of the educator license with stipulations endorsed for career and technical educator and references to Section 21-14 of the School Code [105 ILCS 5/21-14] are not applicable in the case of the educator license with stipulations endorsed for career and technical educator before June 30, 2014 shall be calculated on the basis of this subsection (e). The licensee shall enter the completed activities electronically into ELIS no later than December 31, 2014. Licensees shall be responsible for completing any additional professional development activities as may be needed to reach a total of 120 clock hours before the end of their 5-year renewal cycle, as applicable. (See Sections 25.800(d) and (e).)

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

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

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

f)e) The provisions of Sections 25.855 and 25.860, 25.865, and 25.872 of this Part shall apply to the awarding of credit CPDUs for activities offered by approved providers, provided that:
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1) the references to Section 21B-45 24-14 of the School Code are not applicable to the educator license with stipulations endorsed for career and technical educator; and

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

Each educator license with stipulations endorsed for career and technical educator shall be maintained as "valid and active" or "valid and exempt" for each school year semester of its validity. Periods of exemption and proportionate reductions in the requirements for continuing professional development shall be determined as discussed in Section 25.800 25.880(a) of this Part. In addition, the number of continuing professional development units needed to renew individuals holding the educator license with stipulations endorsed for career and technical educator who are working in a position for less than shall be reduced by 50 percent of full-time equivalency in any particular school year shall be considered to be exempt and shall be required to pay only the registration fee in order to renew and maintain the validity of the license (Section 21B-45(e)(5) of the School Code) for any amount of time during which the licensee has been employed and performing services on a part-time basis, i.e., for less than 50 percent of the school day or school term.

Credit earned for any activity that is completed (or for which the licensee receives evidence of completion) on or after April 1 of the final year of validity of an educator license with stipulations endorsed for career and technical educator, if not claimed with respect to that period of validity, may be carried over and claimed in the subsequent period of validity, provided that the activity in question is relevant to the requirements that apply to that period.

Each licensee shall:

1) enter into ELIS the name of the activity completed, the date on which it occurred, the number of professional development hours received and the name of the provider not later than 60 days after the activity is completed maintain the required form of evidence of completion for each activity throughout the period of validity that follows the renewal of the educator license with stipulations endorsed for career and technical educator based on completion of the activities documented; and
2) at the time of license renewal, electronically sign a statement in ELIS, assuring that he or she has completed the professional development required to renew the license present the evidence of completion upon request by the regional superintendent or a representative of the State Board of Education or if required as part of an appeal under Section 25.840 of this Part.

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

k) Each holder of an educator license with stipulations endorsed for career and technical educator shall apply for renewal of that license as set forth with respect to professional educator licenses in Section 25.830 of this Part, including the submission of a statement of assurance that conforms to the requirements of subsection (b) of that Section, except that:

1) each statement of assurance for license renewal shall be submitted to the regional superintendent of schools, regardless of whether a local professional development committee is in operation in the employing district; and

2) references to professional educator licenses in that Section shall be understood to apply to an educator license with stipulations endorsed for career and technical educator as necessary to the context.

l) Within 14 days after receiving a statement of assurance for the renewal of an educator license with stipulations endorsed for career and technical educator, the regional superintendent shall forward to the State Educator Preparation and Licensure Board a recommendation for renewal or nonrenewal in a format prescribed by the State Superintendent of Education.

1) The regional superintendent shall transmit a list identifying all the licensees with respect to whom the regional superintendent is recommending renewal of an educator license with stipulations endorsed for career and technical educator, along with verification that:

A) each licensee has completed professional development or otherwise qualifies for renewal of the educator license with
stipulations endorsed for career and technical educator in accordance with this Section; and

B) each licensee has submitted the statement of assurance required in accordance with subsection (k) of this Section.

2) If the recommendation is not to renew the educator license with stipulations endorsed for career and technical educator, or if information provided on the statement of assurance makes the individual subject to the requirements of any of Sections 25.485 through 25.491 of this Part, the licensee's copy shall be sent concurrently by certified mail, return receipt requested. Each recommendation for nonrenewal shall include the regional superintendent's rationale.

j)m) A licensee with respect to whom the State Superintendent of Education or a regional superintendent has recommended nonrenewal of the educator license with stipulations endorsed for career and technical educator due to failure to complete the professional development requirements set forth in this Section may appeal to the State Educator Preparation and Licensure Board (SEPLB) within 30 days after receipt of the notice of nonrenewal in accordance with the provisions of Section 25.840(h) of this Part, except that references to the requirements of Section 21B-45(m)21-14 of the School Code shall not apply in the case of the educator license with stipulations endorsed for career and technical educator.

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

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

2) The licensee shall submit to the SEPLB State Educator Preparation and Licensure Board any additional information as the Board determines is necessary to decide the appeal.

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

4) In verifying whether the licensee has met the renewal criteria set forth in this Section, the SEPLB State Educator Preparation and Licensure Board shall review the recommendation of the State Superintendent regional superintendent of schools and all relevant documentation.

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

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

1) either paid the penalty or completed the coursework required under Section 21B-45 21-14 of the School Code, the latter of which shall not be counted as both satisfying the penalty and meeting the professional development owed; [105 ILCS 5/21-14]. Until that time, the individual shall receive a renewable educator license with stipulations endorsed for
career and technical educator only if he or she pays any back fees owed and

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

n(q) The provisions of Section 25.840(e) 25.840(d) of this Part shall apply to the renewal of the educator license with stipulations endorsed for career and technical educator.

o(r) An individual who performs services on an educator license with stipulations endorsed for career and technical educator and concurrently also on a professional educator license that is subject to renewal requirements shall be subject to the provisions of Subpart J Section 25.475 of this Part.

(Source: Amended at 38 Ill. Reg. ______, effective ____________)

SUBPART D: SCHOOL SUPPORT PERSONNEL

Section 25.275 Renewal of the Professional Educator License Endorsed for School Support Personnel (Repealed)

The requirements set forth in this Section apply to renewal of professional educator licenses endorsed for school support personnel (SSP) in accordance with Section 21-25 of the School Code [105 ILCS 5/21-25].

a) Pursuant to Section 21-25 of the School Code, the renewal of professional educator licenses endorsed for school support personnel held by individuals employed and performing services in certain types of public schools is contingent upon licensees' presentation of evidence of continuing professional development. Renewal of any affected professional educator licenses endorsed for SSP whose period of validity begins on or after July 1, 2008 shall require the licensee's:

1) possession of one of the State professional licenses identified in Section 21-25(e) of the School Code, that is:

A) current licensure as either a clinical professional counselor or a professional counselor under the Professional Counselor and
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Clinical Professional Counselor Licensing and Practice Act [225 ILCS 107];

B) current licensure as either a clinical social worker or a social worker under the Clinical Social Work and Social Work Practice Act [225 ILCS 20]; or

C) current licensure as a speech-language pathologist under the Illinois Speech-Language Pathology and Audiology Practice Act [225 ILCS 110]; or

2) possession of one of the national certifications identified in Section 21-25(e) of the School Code; or

3) completion of sufficient professional development activities to satisfy the requirements of Section 21-25 of the School Code.

b) An individual who wishes to qualify for license renewal based on professional licensure or national certification as permitted by Section 21-25 of the School Code shall maintain documentation related to the relevant license or certificate, including its date of issue, period of validity, and issuing body. This information shall be included in the individual's application for license renewal in place of the statement of assurance called for in subsection (k) of this Section.

c) Completion of the certification process conducted by the National Board for Professional Teaching Standards (NBPTS) may be used to fulfill the entire requirement for professional development under subsection (a)(2) of this Section for the renewal cycle during which completion occurs. Evidence of completion of this process shall be the inclusion of the licensee's name on NBPTS’ composite list of those who have completed the certification process (as distinct from having received certification).

d) Except as provided in subsections (b) and (c) of this Section, each professional development activity used to fulfill the requirements of this Section shall be required to address one or more of the purposes set forth in Section 21-25(e) of the School Code, and four of the five purposes must be addressed. No later than 60 days after the State Board of Education votes to establish or change the list of areas determined by the Board to be critical for all school support personnel (Section 21-25 of the School Code), the State Superintendent of Education shall notify each school district superintendent, each regional superintendent of
schools, and any organization that requests this notification. The notice shall include a list of the areas and state the date upon which the list takes effect.

**e)** CPDUs shall be generated for completion of activities in accordance with the provisions of Section 25.875 of this Part, provided that, as necessary to the context:

1) references to Section 21-14 of the School Code shall be understood to mean the comparable provisions of Section 21-25 of the School Code;

2) references to teachers, teaching, and instruction shall be understood to mean holders of a professional educator license endorsed for school support personnel and their performance of services;

3) references to the classroom shall be understood to mean the setting where services are provided;

4) references to classes directly taught by the licensee (Section 25.875(e) and (n) of this Part) shall be understood to mean students directly served by the licensee;

5) references specific to the supervision or preparation of candidates for professional educator licenses endorsed for teaching (Section 25.875(h) and (m) of this Part) shall be understood to mean the supervision or preparation of candidates for the school support personnel endorsement;

6) references to content area standards (Section 25.875(i) of this Part) shall be understood to mean the relevant standards set forth at 23 Ill. Adm. Code 23 (Standards for the School Service Personnel Certificate); and

7) the reference to State priorities (Section 25.875(k) of this Part) shall be understood to mean the critical areas identified by the State Board of Education pursuant to Section 21-25(e)(2) of the School Code.

**f)** The provisions of Sections 25.855, 25.860, 25.865, and 25.872 of this Part shall apply to the awarding of CPDUs for activities offered by providers, provided that, as necessary to the context:

1) references to Section 21-14 of the School Code shall be understood to mean the comparable provisions of Section 21-25 of the School Code;
2) references to Subpart J of this Part shall be understood as referring to this Section; and

3) references to teachers shall be understood to include holders of the professional educator license endorsed for school support personnel.

g) Each school support personnel endorsement on a professional educator license shall be maintained as "valid and active" or "valid and exempt" for each semester of its validity. Periods of exemption and proportionate reductions in the requirements for continuing professional development shall be determined as discussed in Section 25.880(a) of this Part. In addition:

1) the number of continuing professional development units needed to renew the license shall be reduced by 50 percent for any amount of time during which the licensee has been employed and performing services on a part-time basis, i.e., for less than 50 percent of the school day or school term; and

2) a licensee who is employed as a substitute on a part-time basis or a day-to-day basis shall only be required to pay the registration fee in order to renew his or her license (Section 21-25(e) of the School Code).

h) Credit earned for any activity that is completed (or for which the licensee receives evidence of completion) on or after April 1 of the final year of a license's validity, if not claimed with respect to that period of validity, may be carried over and claimed in the subsequent period of validity, provided that the activity in question is relevant to the requirements that apply to that period.

i) Each licensee shall:

1) maintain the required form of evidence of completion for each activity throughout the period of validity that follows the renewal of the license based on completion of the activities documented; and

2) present the evidence of completion upon request by the regional superintendent or a representative of the State Board of Education or if required as part of an appeal under this Section.
j) Each holder of a professional educator license endorsed for SSP shall seek renewal of that license as set forth with respect to teaching licenses in Section 25.830 of this Part, including the submission of a statement of assurance that conforms to the requirements of subsection (b) of that Section, except that each statement of assurance for license renewal shall be submitted to the regional superintendent of schools, regardless of whether a local professional development committee is in operation in the employing district.

k) Within 14 days after receiving a statement of assurance for the renewal of a professional educator license endorsed for school support personnel, the regional superintendent shall forward to the SEPLB a recommendation for renewal or nonrenewal in a format prescribed by the State Superintendent of Education.

l) The regional superintendent shall transmit a list identifying all the licensees with respect to whom the regional superintendent is recommending renewal of the professional educator license endorsed for SSP, along with verification that:

A) each licensee has completed professional development or otherwise qualifies for license renewal in accordance with the requirements of Section 21–25 of the School Code and this Section; and

B) each licensee has submitted the statement of assurance required in accordance with subsection (j) of this Section.

2) If the recommendation is not to renew the license held, or if information provided on the application makes the individual subject to the requirements of any of Sections 25.485 through 25.491 of this Part, the licensee's copy shall be sent concurrently by certified mail, return receipt requested. Each recommendation for nonrenewal shall include the regional superintendent's rationale.

l) A licensee with respect to whom a regional superintendent has recommended nonrenewal of the professional educator license endorsed for SSP may appeal to the SEPLB in accordance with the provisions of Section 25.835(h) of this Part, except that the requirements of Section 21–25 of the School Code shall be understood to apply rather than those established by Section 21–14 of the School Code.
m) The SEPLB shall review regional superintendents’ recommendations regarding the renewal of the professional educator licenses endorsed for SSP and notify the affected licensees in writing as to whether their licenses have been renewed or not renewed. This notification shall take place within 90 days after the SEPLB receives regional superintendents’ recommendations, subject to the right of appeal set forth in this subsection (m).

1) Within 60 days after receipt of an appeal filed by a licensee challenging a regional superintendent’s recommendation for nonrenewal, the SEPLB shall hold an appeal hearing. The Board shall notify the licensee of the date, time, and place of the hearing.

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

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

4) In verifying whether the licensee has met the renewal criteria set forth in Section 21-25 of the School Code, the SEPLB shall review the recommendation of the regional superintendent of schools and all relevant documentation.

n) The SEPLB shall notify the licensee in writing, within seven days after completing its review, as to whether the professional educator license endorsed for SSP has been renewed. Upon receipt of notification of renewal, the licensee shall pay the applicable registration fee to the regional superintendent. If the decision is not to renew the license, the notice to the licensee shall be transmitted by certified mail, return receipt requested, and shall state the reason for the decision. The decision of the SEPLB is final and subject to administrative review as set forth in Section 21-24 of the School Code [105 ILCS 5/21-24].

o) An individual whose license is not renewed because of his or her failure to meet the requirements of Section 21-25 of the School Code and this Section may renew the license once it has lapsed (i.e., been expired for six months or more) if he or she has paid all back fees, including registration fees, owed and either paid the penalty or completed the coursework required under Section 21-14(a) of the School Code [105 ILCS 5/21-14(a)]. Until that time, the professional educator license endorsed for SSP shall be renewed only if the individual pays any back
fees owed and presents evidence of having completed the balance of the professional development activities that were required for renewal of the license previously held.

p) The provisions of Section 25.840(d) of this Part shall apply to the renewal of the professional educator license endorsed for school support personnel.

q) An individual who performs services both on a professional educator license endorsed for SSP and concurrently on some other type of license or other endorsement on the professional educator license to which renewal requirements apply shall be subject to the provisions of Section 25.475 of this Part.

(Source: Repealed at 38 Ill. Reg. _____, effective ____________)

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

Section 25.315 Renewal of Administrative Endorsement (Repealed)

The requirements set forth in this Section apply to renewal of professional educator licenses endorsed for administrative positions (i.e., general administrative, principal, chief school business official, general supervisory or superintendent) in accordance with Section 21-7.1 of the School Code [105 ILCS 5/21-7.1].

a) Professional Development Required

Pursuant to Section 21-7.1 of the School Code, renewal of professional educator licenses endorsed for administrative positions held by public school administrators who are serving in positions requiring administrative endorsements is contingent upon the licensees' presentation of evidence of continuing professional education. For the purposes of this Section, the terms "continuing professional education" and "continuing professional development" shall be considered synonymous. Renewal of a professional educator license endorsed for any affected administrative positions shall require the licensee's completion of professional development activities sufficient to satisfy the requirements of Section 21-7.1 of the School Code and presentation, upon request by the regional superintendent or a representative of the State Board of Education or if required as part of an appeal under this Section, of evidence of completion of the activities.

b) Each activity shall be required to address one or more of the following purposes:
1) improving the administrator's knowledge of instructional practices and administrative procedures;
2) maintaining the basic level of competence required for licensure; and
3) improving skills and knowledge regarding the improvement of teaching performance in clinical settings and assessment of levels of student performance. (Section 21-7.1 of the School Code)

e) Activities selected to fulfill the requirement for 100 hours of professional development (see Section 21-7.1(c-10) of the School Code) shall be subject to the provisions of this subsection (e):

1) Activities chosen for this purpose may include but need not be limited to:
   A) Completion of college/university courses;
   B) Participation in state and national conferences of professional organizations or in workshops, seminars, symposia, or other, similar training events;
   C) Teaching college/university courses or making presentations at conferences, workshops, seminars, symposia, or other, similar training events;
   D) Providing formal mentoring to one or more other administrators;
   E) Independent study; and
   F) Other activities related to the Illinois School Leader Standards and other applicable standards (see 23 Ill. Adm. Code 29) such as developing or revising school programs, participating in Administrators' Academy courses, research, and other, similar projects.

2) Continuing professional development hours for the activities chosen pursuant to this subsection (e) shall be credited as follows:
A) Fifteen hours shall be credited for each semester hour of college credit earned.

B) One hour shall be credited for each hour of the administrator's direct participation in a relevant activity other than college coursework, as verified by a log the administrator shall maintain and present upon request by the regional superintendent or a representative of the State Board of Education, or if required as part of an appeal under this Section, describing what was done with respect to each activity, with dates and amounts of time spent in each case.

d) Required Administrators' Academy Courses

1) An individual who fails to complete an Administrators' Academy course in a given year as required by Section 21-7.1(c-10)(B) of the School Code shall be required to complete two courses for each one missed. He or she may make these up at any time during the remainder of the license's validity or prior to the reinstatement of a certificate that has lapsed pursuant to Section 25.450 of this Part.

2) Each administrator who completes an Administrators' Academy course shall receive written, dated verification that indicates the title of the course and the number of hours to be credited toward the applicable requirement.

e) Renewal of License

1) Each statement of assurance for renewal of a professional educator license endorsed for an administrative position, other than a statement of assurance of a regional superintendent of schools, shall be submitted to the regional superintendent and shall be accompanied by a verification format developed by the State Board of Education certifying that the required number of hours of professional development activities and the required number of Administrators' Academy courses have been completed. (Section 21-7.1(c-10) of the School Code) A licensee who fails to submit this material so as to ensure its receipt by the regional superintendent no later than April 30 may not be able to preserve his or her right of appeal under subsection (f) of this Section.
2) Based on the available information regarding the individual's compliance with the requirements for license renewal set forth in this Section, the regional superintendent shall, within 30 days after receipt of an individual's statement of assurance, forward a recommendation for renewal or non-renewal of the license to the State Superintendent of Education and notify the licensee in writing of that recommendation.

3) A licensee who is a regional superintendent of schools shall submit the verification format referred to in subsection (e)(1) of this Section to the State Superintendent of Education along with his or her application for license renewal.

4) Within 30 days after receiving a statement of assurance, the State Superintendent of Education shall notify the affected licensee as to whether the license has been renewed or not renewed, including the rationale for nonrenewal. Upon receipt of notification of renewal, the licensee shall pay the applicable registration fee to the regional superintendent, except that a regional superintendent shall deposit his or her own fee in the region's institute fund.

5) An individual whose license is not renewed because of his or her failure to complete professional development in accordance with this Section may renew the license once it has lapsed (i.e., been expired for six months) if he or she has paid all back fees, including registration fees, owed and either paid the penalty or completed the coursework required under Section 21-14 of the School Code [105 ILCS 5/21-14]. Until that time, the professional educator license endorsed for an administrative position may be renewed only if the individual pays any back fees owed and presents evidence of having made up activities missed during the preceding renewal cycle by completing the requirements of subsection (e)(5)(A) of this Section, subsection (e)(5)(B) of this Section, or both, as applicable.

A) The licensee shall complete two Administrators' Academy courses for each year during which he or she failed to complete one, if not already made up as discussed in subsection (d)(1) of this Section.

B) If the licensee fails to complete the applicable number of professional development activities or hours, he or she shall complete the balance of that requirement and ten additional hours
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of professional development meeting the requirements of
subsections (b) and (c) of this Section.

f) Appeal to SEPLB

Within 14 days after receipt of notice from the State Superintendent that his or her license will not be renewed based upon failure to complete the requirements of this Section, a licensee may appeal that decision to the SEPLB by submitting a letter requesting a hearing to the State Board of Education.

1) Each appeal shall state the reasons why the State Superintendent's decision should be reversed and shall be sent by certified mail, return receipt requested.

A) Appeals shall be addressed to:

State Educator Preparation and Licensure Board Secretary
100 North First Street
Springfield, Illinois 62777

B) No electronic or facsimile transmissions will be accepted.

C) Appeals postmarked later than 14 calendar days after receipt of the non-renewal notice will not be processed.

2) In addition to the appeal letter, the licensee shall submit the following material when the appeal is filed:

A) evidence that he or she has satisfactorily completed the required types and quantity of activities; and

B) any other relevant documents.

3) The SEPLB shall review each appeal regarding renewal of a license in order to determine whether the licensee has met the requirements of this Section. The SEPLB may hold an appeal hearing or may make its determination based upon the record of review, which shall consist of:

A) the regional superintendent's rationale for recommending nonrenewal of the license, if applicable;
B) any evidence submitted to the State Superintendent along with the individual’s statement of assurance for renewal; and

C) the State Superintendent's rationale for non-renewal of the license.

4) If the SEPLB holds an appeal hearing, it may request the licensee to appear before it, in which case no less than ten days' notice of the date, time, and place of the hearing shall be given to the affected individual.

5) The licensee shall submit to the SEPLB such additional information as the SEPLB determines is necessary to decide the appeal.

6) The SEPLB shall notify the licensee of its decision regarding license renewal by certified mail, return receipt requested, no later than 30 days after reaching a decision. Upon receipt of notification of renewal, the licensee shall pay the applicable registration fee to the regional superintendent, except that a regional superintendent shall deposit his or her own fee in the region's institute fund.

7) The SEPLB shall not renew any license if information provided on the statement of assurance makes the holder subject to the requirements of any of Sections 25.485 through 25.491 of this Part. The decision of the SEPLB is a final administrative decision and shall be subject to administrative review as set forth in Section 21B-90 of the School Code [105 ILCS 5/21B-90].

g) Proportionate Reduction; Part-Time Service

The requirements of this Section regarding continuing professional development are subject to reduction in accordance with Section 21-7.1(c-15) of the School Code.

1) The requirements of this Section shall be subject to reduction on the same annual basis as provided in Section 21-7.1(c-15) of the School Code in relation to years when a licensee is not employed in a position requiring administrative endorsement.

2) The number of hours required under subsection (c) of this Section shall also be reduced by 50 percent with respect to periods of time when a
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licensee is serving on an administrative endorsement only and performing services for less than 50 percent of the school day or school term, unless the individual is one whose continued retirement status is subject to the limitations of Section 16-118 of the Illinois Pension Code [40 ILCS 5/16-118]. Each of these individuals shall be subject only to the requirement for completion of one Administrators' Academy course for each year during which he or she is employed on the administrative endorsement, provided that his or her employment does not exceed the limitations of Section 16-118.

h) An individual who performs services on an administrative endorsement and concurrently also on some other type of endorsement affixed to the professional educator license to which renewal requirements apply shall be subject to the provisions of Section 25.475 of this Part.

(Source: Repealed at 38 Ill. Reg. ______, effective ____________)

Section 25.345 Endorsement for Chief School Business Official

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

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

b) Each candidate, other than a candidate whose master's degree was earned in business administration, finance, or accounting (Section 21B-25(2)(c) 21-7.1(e)(3) of the School Code [105 ILCS 5/21B-25(2)(c) 21-7.1(e)(3)]), shall have completed 24 semester hours of graduate coursework in an Illinois program approved for the preparation of school business officials pursuant to Subpart C of this Part or a comparable approved program in another state or country or hold a comparable certificate or license issued by another state or country (see Section 25.425 of this Part) and either have:

1) two years' full-time administrative experience in school business management (Section 21B-25(2)(c) 21-7.1(e)(3) of the School Code); or
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2) two years of university-approved practical experience.

c) Each candidate whose master's degree was earned in business administration, finance, or accounting shall complete an additional six semester hours of internship in school business management from a regionally accredited institution of higher education (Section 21B-25(2)(c) 21-7.1(e)(3) of the School Code) that is conducted under the supervision of an individual who holds a current Illinois endorsement for chief school business official or who serves as the school district's chief financial officer. Institutions may consider a candidate's work experience in a school business office that is comparable to the responsibilities of a chief school business official as meeting a portion or all of the six-semester-hour internship requirement. For purposes of this subsection (c), one semester hour shall be equivalent to a minimum of 15-clock hours of experience that a candidate documents as completing.

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

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

(Source: Amended at 38 Ill. Reg. _____, effective ____________)

SUBPART F: GENERAL PROVISIONS

Section 25.400 Registration of Licenses; Fees

Section 21B-40 of the School Code [105 ILCS 5/21B-40] requires the registration of an individual's educator license (i.e., professional educator license, educator license with stipulations or substitute teaching license) and establishes the amount of the registration fee to be paid for each full or partial year in the license's validity period. An individual shall register the license immediately (i.e., no later than six months) after the date on which the license initially was issued and between April 1 and June 30 in the last year at the beginning of each 5-year renewal cycle (i.e., July 1). (See Sections 21B-40(a)(4) and 21B-45(k) of the School Code.) Registration fees and requirements applicable in specified situations shall be as set forth in this Section.
a) An individual shall pay a separate fee to register each license held (i.e., professional educator license, educator license with stipulations or substitute teaching license) for the license's period of validity (i.e., the time period during which the license is valid). An individual who does not hold an educator license but who has an approval issued pursuant to this Part is not subject to the requirements of this Section.

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

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

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

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

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

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

1) upon payment of all accumulated registration fees;

2) either payment of the penalty or completion of the coursework required under Section 21B-45, the latter of which shall not be counted as both
satisfying the penalty and meeting the professional development owed; and

3) completion of any outstanding professional development activities required for renewal.

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

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

h) In accordance with Section 21B-45(e)(6), a licensee with a license in retired status shall not be required to pay registration fees until returning to a position that requires educator licensure, at which time the licensee shall immediately pay a registration fee and complete renewal requirements for that year. (See Subpart J regarding renewal requirements.)

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

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

(Source: Amended at 38 Ill. Reg. ______, effective ____________)

Section 25.450  Lapsed Licenses

a) A lapsed license is a professional educator license or an educator license with stipulations endorsed for career and technical educator for which renewal requirements have not been completed one that has not been registered or renewed by September 1 of the year in which it expired, or a professional educator license or an educator license with stipulations endorsed for paraprofessional educator that has not
been registered for a period of six or more months since the expiration of its last registration. For purposes of this Section, the licenses listed in subsections (a)(1) through (3) do not lapse.

1) A professional educator license exchanged for a certificate that was issued between July 1, 1929 and July 1, 1951.

2) A substitute teaching license issued under Section 21B-20(3) of the School Code.

3) An educator license with stipulations issued under Section 21B-20(2) of the School Code endorsed in an area other than career and technical educator or paraprofessional educator.

b) In accordance with Section 21B-45(a) 21-14(a) of the School Code, a lapsed license shall be immediately reinstated (i.e., within six months) renewed if the individual pays any back fees, including all registration fees, that he or she owes and either:

1) pays a $500 penalty or, if the individual holds only an educator license with stipulations endorsed for paraprofessional educator, a $150 penalty; or

2) provides evidence of completing nine semester hours of coursework from a regionally accredited institution of higher education in the content area that most aligns with one or more of the educator’s endorsement area or areas [105 ILCS 5/21B-45(b) 21-14(a)], which shall not be counted as both satisfying the penalty and meeting any professional development owed under subsection (b)(3) of this Section. For the purposes of this subsection (a)(2), coursework may include content or methods classes for cross-categorical special education, reading, English language learners (i.e., bilingual education, English as a Second Language or English as a New Language); and

3) for those licensees whose licenses lapsed on September 1 due to failure to complete renewal requirements, completes all outstanding professional development activities required for renewal.

c) The penalty referenced in subsection (b)(1) (a)(1) of this Section cannot be paid in advance of the individual's license lapsing. In other words, once the license
expires due to failure to pay registration fees or complete license renewal requirements, the individual has the option of:

1) if the license expired due to failure to pay registration fees and the license has not yet lapsed, waiting six months before paying the penalty or presenting evidence of completing the coursework required under subsection (b)(2) (a) of this Section and/or paying all registration fees owed; or

2) if the expired license expired due to failure to complete renewal requirements and the license has not yet lapsed, completing the applicable renewal requirements and/or paying all registration back fees owed.

d) Any coursework completed within five years of the date in which an applicant submits a renewal request may be counted toward meeting the requirements of subsection (b)(2) (a)(2) of this Section.

d) An individual whose license has lapsed due to failure to complete any renewal requirements set forth in Section 21-14, 21-7.1 or 21-25 of the School Code and this Part is not required to complete those requirements in order to reinstate his or her license, provided that he or she completes one of the options set forth in subsection (a) of this Section.

e) Certificates issued between July 1, 1929 and July 1, 1951 and exchanged for a professional educator license do not lapse.

(Source: Amended at 38 Ill. Reg. _____, effective ____________)

Section 25.475 Renewal Requirements for Holders of Multiple Types of Endorsements on a Professional Educator License (Repealed)

Special provisions shall apply when an individual is performing services on multiple endorsements on a professional educator license of different types that are subject to renewal requirements, i.e., teaching, school support personnel and administrative. The provisions of this Section also apply to individuals who hold an educator license with stipulations endorsed for career and technical educator. Completion of one set of requirements shall suffice for renewal of all the affected endorsements types on the professional educator license.

a) When two types of endorsements or licenses are being used at the same time, the endorsement type used by the individual for 50 percent or more of the school day
or school term shall govern the continuing professional development required of the individual with respect to that period of time.

1) Example: An individual who performs duties on the administrative endorsement on professional educator license for 60 percent of the time and teaches for 40 percent of the time on an endorsement for a teaching field or educator license with stipulations endorsed for career and technical educator shall be subject only to the requirements of Section 25.315 of this Part with regard to continuing professional development.

2) Example: An individual who serves on a school support personnel endorsement for 60 percent of the time and performs duties on the administrative endorsement for 40 percent of the time shall be subject only to the requirements of Section 25.275 of this Part with regard to continuing professional development.

3) Example: An individual who performs services for 50 percent of the time on an educator license with stipulations endorsed for career and technical educator and 50 percent of the time on a school support personnel endorsement on a professional educator license shall choose either the requirements of Section 25.70 or those of Section 25.275 of this Part to fulfill.

b) If an individual is serving on more than two types of endorsements or licenses at the same time, he or she shall be subject to the requirements that apply to the endorsement or license type used for the greatest share of the time. If multiple endorsement or license types are used for equivalent shares of an individual’s time, the individual shall choose one set of requirements to fulfill.

(Source: Repealed at 38 Ill. Reg. _____, effective ____________)

Section 25.497 Supervisory Endorsements

A professional educator license endorsed for any of the areas listed in Section 25.43(a) of this Part or school support personnel may be endorsed for supervision in accordance with the provisions of Section 21-4 or 21-25 of the School Code, as applicable, provided that the licensee completes eight semester hours of graduate professional education, which required by the relevant Section shall include at least one course that relates primarily and explicitly to the supervision of personnel and one course that relates primarily and explicitly to the administration
and organization of schools. A supervisory endorsement affixed to a professional educator license shall be identified by subject area, to reflect the individual’s major area of specialization.

(Source: Amended at 38 Ill. Reg. _______, effective ____________)

SUBPART G: PARAPROFESSIONALS; OTHER PERSONNEL

Section 25.550 Approval of Educational Interpreters

Each educational interpreter who serves students with hearing loss in the public schools shall be of good character, as defined in Section 21B-15 of the School Code. Each educational interpreter shall be subject to that portion of Section 24-5 of the School Code that requires physical fitness and freedom from tuberculosis. Each educational interpreter shall hold a high school diploma or its recognized equivalent and a statement of approval from the State Superintendent of Education, which shall be identified as valid either for sign language interpreting or for cued speech interpreting. Each individual who is required to hold a statement of approval shall submit an application to the State Superintendent, along with the fee required under Section 21B-40 of the School Code for those applicants who hold a professional educator license, and evidence that he or she meets the requirements applicable to the type of approval sought.

a) Approval Criteria

1) Each applicant for approval as an educational interpreter either for sign language interpreter or cued speech interpreter shall:

A) have completed 60 semester hours of college credit from one or more regionally accredited institutions of higher education; or

B) hold an associate's degree issued by a regionally accredited institution of higher education; or

C) hold a high school diploma and have achieved the score identified as passing by the Illinois State Board of Education on one of the examinations for paraprofessionals discussed in Section 25.510(b) of this Part; or
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D) hold a high school diploma and have passed the written examination administered by the Registry of Interpreters for the Deaf (RID).

2) Each applicant for approval as a sign language interpreter also shall have:

A) attained a rating of Level 3.5 or above on the Educational Interpreter Performance Assessment (EIPA); or

B) maintained a valid certification from the RID; or

C) maintained a valid Illinois Board for Evaluation of Interpreters (ILBEI) Basic Certification or higher issued by the Illinois Deaf and Hard of Hearing Commission.

3) Each applicant for approval as a cued speech interpreter also shall have attained Transliteration Skills Certification at Level 3 or above.

4) If the applicant is unable to provide evidence of meeting one of the criteria set forth in subsection (a)(2) of this Section, a one-time, interim approval shall be granted if each of the following conditions are met. The interim approval is valid until June 30 following two years of the approval being issued. The provisions of this subsection (a)(4) shall not apply to individuals who held initial approval issued prior to June 30, 2013.

A) The applicant shall provide evidence of meeting one of the criteria listed in subsection (a)(1) of this Section.

B) The applicant shall have attained a rating of at least Level 3.0 on the EIPA.

b) Validity; Renewal

Approval shall be valid for five years, subject to the provisions of Section 21B-20 of the School Code, and shall be renewable upon presentation of evidence that, during the five-year period of the approval’s validity, the individual has completed 50 clock hours of continuing professional development activities units (CPDUs). The number of CPDUs to be awarded for completion of specific activities shall be as set forth in Section 25.875 of this Part, as applicable.
c) Continuing Professional Development

1) An individual may accrue clock hours units of continuing professional development in accordance with the provisions of Section 25.875(k) by participating in conferences, workshops, institutes, seminars, symposia, or other, similar training events that:

A) are designed to improve the skills and knowledge of interpreters for the deaf; or

B) are organized by an entity that is approved pursuant to Section 25.855 or 25.860 of this Part and address educational concerns.

2) An individual may accrue the required clock hours credit for continuing professional development in accordance with the provisions of Section 25.875(i) by completing college coursework that is part of an interpreter training program offered by a regionally accredited institution of higher education or an Illinois community college. Clock hours will be credited based on 1 semester hour of college coursework being equivalent to 15 clock hours of professional development activities.

3) Evidence of Completion

A) Along with his or her statement of approval, each individual who will be required to complete professional development continuing education as a condition of renewal shall electronically sign a statement of assurance in ELIS attesting to completion of the required be furnished with a log format enabling him or her to record the activities completed. For any activity completed under subsection (c)(1) of this Section, the individual shall present the evidence of completion attendance form provided by the entity organizing the event, except that the organizer's signature on the log form shall suffice in cases where participants receive no other written verification of their attendance.

B) As evidence of completion for college coursework, the individual shall retain a grade report or official transcript issued by the institution indicating that he or she has passed the course or courses.
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C) An educational interpreter who earned continued professional development units (CPDUs) on or before June 30, 2014 shall have those CPDUs converted to clock hours in accordance with Section 25.800(d).

d) Revocation or Suspension of Approval or other Permissible Sanction

The provisions of Section 25.510(e) of this Part shall apply to the revocation or suspension of approval or other permissible sanction for educational interpreters.

(Source: Amended at 38 Ill. Reg. _____, effective ____________)

SUBPART J: RENEWAL OF PROFESSIONAL EDUCATOR LICENSES ENDORSED IN A TEACHING FIELD

Section 25.800 Professional Development Required (Beginning July 1, 2014)

a) Pursuant to Section Sections 21-14 and 21B-45 of the School Code [105 ILCS 5/21-14 and 21B-45], renewal of professional educator licenses endorsed in a teaching, administrative or school support personnel field is contingent upon licensees' presentation of proof of continuing education or professional development activities. For the purposes of this Subpart J, "5-year renewal cycle" for any license shall include the time from the date the license was initially issued to June 30 following five years of the license being issued and every five years thereafter, regardless of whether the total validity period exceeds five years the terms "continuing education" and "professional development" shall be considered synonymous. Any portion of an additional year beyond five years that is included in the 5-year renewal cycle shall not increase the amount of professional development that a licensee is required to complete.

b) Except as provided in Section 25.880 of this Part and in subsection (c) (d) of this Section, renewal of an individual's professional educator license endorsed in a teaching field shall require the licensee's completion of professional development activities sufficient to satisfy the requirements of Section 21B-45 21-14 of the School Code [105 ILCS 5/21-14], as modified by Section 21-2(c)(8) of the School Code [105 ILCS 5/21-2(c)(8)] if applicable. Each licensee shall:

1) enter the information required by Section 21B-45(e) of the School Code into ELIS within the timelines specified, maintain the required form of evidence of completion for each activity completed, as specified in
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Sections 25.805, 25.865, and 25.875 of this Part, throughout the period of validity that follows the renewal of the license based on completion of the activities documented; and

2) present the evidence of completion upon request by the regional superintendent or a representative of the State Board of Education or if required as part of an appeal under this Subpart J.

c) A licensee with multiple endorsements shall complete professional development activities that address the endorsement or endorsements that are required for his or her licensed teaching position, if the licensee is employed and performing services in an Illinois public or State-operated elementary school, secondary school, or cooperative or joint agreement with a governing body or board of control, or that endorsement or those endorsements most closely related to his or her teaching position, if the licensee is employed in a charter school [105 ILCS 5/21-14(e)(2)]. An individual who performs services on a professional educator license endorsed for a teaching field and concurrently also on some other type of license or endorsement on the professional educator license to which renewal requirements apply shall be subject to the provisions of Section 25.475 of this Part.

c) Professional Educator Licensed Endorsed for School Support Personnel

1) Any licensee who holds a professional educator license endorsed for school support personnel who is employed and performing services in Illinois public schools and who holds an active and current professional license issued by the Department of Financial and Professional Regulation related to his or her school support personnel endorsement area may renew his or her professional educator license by paying only the registration fees required under Section 21B-40 of the School Code. (See Section 21B-45(l) of the School Code.) For purposes of this subsection (c), "related to" a school support personnel area shall be:

A) for a school counselor, a license issued under the Professional Counselor and Clinical Professional Counselor Licensing and Practice Act [225 ILCS 107];

B) for a marriage and family therapist, a license issued under the Marriage and Family Therapist Licensing Act [225 ILCS 55];
C) for a school psychologist, a license issued under the Clinical Psychologist Licensing Act [225 ILCS 15];

D) for a school speech and language pathologist (school support personnel endorsement only (i.e., nonteaching)), a license issued under the Illinois Speech-Language Pathology and Audiology Practice Act [225 ILCS 110];

E) for a school nurse, a license issued under the Nurse Practice Act [225 ILCS 65]; and

F) for a school social worker, a license issued under the Clinical Social Work and Social Work Practice Act [225 ILCS 20].

2) A speech-language pathologist or audiologist who is licensed under the Illinois Speech-Language Pathology and Audiology Practice Act [225 ILCS 110] and has met the continuing professional development requirements of that Act and the rules of the Illinois Department of Professional Regulation at 68 Ill. Adm. Code 1465 shall be deemed to have satisfied the requirements of this Subpart J. (Section 21-14(e)(2) of the School Code)

Upon application for renewal of a professional educator license endorsed in school support personnel, the licensee a speech-language pathologist licensed as provided in this subsection (d) shall indicate in ELIS whether he or she holds a current and active professional speech-language pathologist license listed in subsection (c)(1) and electronically sign a written assurance that the professional development requirements for that license were met.

3) Any licensee who holds only the professional educator license endorsed for school support personnel or holds a professional educator license endorsed in a teaching field and speech-language pathologist shall complete 120 hours of professional development activities and meet all other requirements for educator licensure renewal set forth in this Subpart J.

d) Credit for CPDUs Earned Prior to July 1, 2014

Any licensee who earned continuing professional development units (CPDUs) by completing any of the activities listed in Section 25.875 prior to July 1, 2014 shall
have those CPDUs converted to clock hours as set forth in this subsection (d) and have those CPDUs credited to the 5-year renewal cycle during which the CPDUs were completed. For each subsequent 5-year renewal cycle, the licensee shall meet the applicable requirements of Section 25.805. Any licensee who earned CPDUs prior to July 1, 2014 and has not entered those into ELIS shall do so by December 31, 2014 using the conversion set forth in this subsection (d).

1) One CPDU earned shall equal one clock hour of professional development activities.

2) One semester hour of college coursework related to education from a regionally accredited institution (i.e., completion of an advanced degree, receipt of a subsequent endorsement, completion of coursework in an undergraduate or graduate program) shall equal 15 clock hours of professional development activities.

3) Except as provided in subsection (e)(7) or (e)(8), if the total credit received in the conversion from CPDUs to clock hours is fewer than 120 clock hours, the licensee shall complete a sufficient number of professional development activities, as required under Section 21B-45 of the School Code and this Subpart J, as may be necessary to reach 120 clock hours before the end of his or her 5-year renewal cycle.

e) Credit for Certain Activities Completed Prior to September 1, 2014

Certain activities completed before August 31, 2014 shall qualify a licensee as meeting all or a portion of the 120 clock hours of professional development required and shall be attributed to the 5-year renewal cycle in which the activity was completed. For each subsequent 5-year renewal cycle, the licensee shall meet the applicable requirements of Section 25.805. Any licensee who earned credit for activities completed prior to September 1, 2014 shall enter his or her completed credit into ELIS by December 31, 2014, noting the activity completed and the credit earned, as set forth in this subsection (e).

1) Completion of all requirements for an advanced degree from a regionally accredited institution in an education-related field may be used to fulfill 120 clock hours of professional development. The degree must be conferred no later than December 31, 2014 in order to qualify under this subsection (e)(1).
2) Completion of all required activities in pursuit of certification or recertification by the National Board for Professional Teaching Standards (NBPTS) may be used to fulfill 120 clock hours of professional development.

3) Receipt of a subsequent Illinois endorsement on a professional educator license may be used to fulfill 120 clock hours of professional development. The endorsement must be issued no later than December 31, 2014 to qualify under this subsection (e)(3).

4) Becoming "highly qualified" in an additional teaching area may be used to fulfill 120 clock hours of professional development. The criteria applicable to Illinois teachers and the required evidence of completion shall be as set forth in Appendix D. Each individual using this option shall have completed at least some portion of the requirements in the additional field during the 5-year renewal cycle to which the professional development credit is attributed.

5) Successful completion of four semester hours of graduate-level coursework on the assessment of one's own performance in relation to the Illinois Professional Teaching Standards may be used to fulfill 120 hours of professional development, provided that the coursework was approved by the State Superintendent of Education; offered by a regionally accredited institution of higher education, either in partnership with a teachers' association or union or with a regional office of education, or by another entity authorized to issue college credit; and included demonstration of performance through the activities listed in this subsection (e)(5) for each of the Illinois Professional Teaching Standards set forth in 23 Ill. Adm. Code 24 (Standards for Illinois Teachers).

A) Observation, by the course instructor or another experienced teacher, of the teacher's classroom practice for the purpose of identifying and describing how the teacher:

i) made content meaningful for students;

ii) motivated individuals and the group and created an environment conducive to positive social interactions, active learning, and motivation;
III) used instructional strategies to encourage students' development of critical thinking, problem-solving, and performance;

iv) communicated using written, verbal, nonverbal and visual communication techniques; and

v) maintained standards of professional conduct and provided leadership to improve students' learning.

B) Review and analysis by the course instructor or another experienced teacher of written documentation prepared by the teacher for at least two lessons that provides evidence of classroom performance related to the Illinois Professional Teaching Standards, with an emphasis on how the teacher:

i) used his or her understanding of students, assessment data and subject matter to determine learning goals;

ii) designed or selected activities and instructional materials and aligned instruction to the relevant Illinois Learning Standards set forth in 23 Ill. Adm. Code 1.Appendix D;

iii) adapted or modified curriculum to meet individual students' needs; and

iv) sequenced instruction and designed or selected student assessment strategies.

C) Demonstration of professional expertise on the part of the teacher in reflecting on his or her practice in terms of teaching strengths, weaknesses and implications for improvement according to the Illinois Professional Teaching Standards.

6) Successful completion of four semester hours of graduate-level coursework in preparation for meeting the requirements for certification by the National Board for Professional Teaching Standards (NBPTS) may be used to fulfill 120 clock hours of professional development, provided that the coursework was approved by the State Superintendent of Education; offered by a regionally accredited institution of higher
education, either in partnership with a teachers' association or union or with a regional office of education, or by another entity authorized to issue college credit; and addressed the five core propositions of NBPTS and relevant standards through the activities described in subsection (e)(5), except that references to the Illinois Professional Teaching Standards shall be understood to mean NBPTS.

7) A licensee who holds a master’s degree in an education-related field reduces the 120 clock hours of professional development required by 40 clock hours.

8) A licensee who holds a second master’s degree, an education specialist or a doctorate in an education-related field or who has attained NBPTS master teacher designation reduces the 120 clock hours of professional development required by 80 clock hours.

f) Holders of a professional educator license who are working solely in a substitute teaching capacity are not subject to the requirements of Section 21B-45 of the School Code or this Subpart J.

g) The ending date of the licensee’s 5-year renewal cycle in effect on July 1, 2014 is not changed by the provisions of this Subpart J.

(Source: Amended at 38 Ill. Reg. _____, effective ____________)

Section 25.805 Continuing Professional Development Options

a) Professional Except as provided in subsections (b) through (h) of this Section, professional development activities shall generate credit for purposes of renewal of a professional educator license endorsed in a teaching, administrative or school support personnel field only if they address one or more of the criteria purposes identified in Section 21B-45(d) of the School Code. For the purposes of this Subpart J: The following proportions apply to the distribution of professional development activities devoted to the needs of serving students with disabilities, including adapting and modifying the curriculum related to the Illinois Learning Standards (23 Ill. Adm. Code 1.Appendix D) to meet the needs of students with disabilities and serving such students in the least restrictive environment (Section 21-14(e)(2)(E) of the School Code).
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1) “Sustained period of time” shall mean professional development that includes structured opportunities for educators to apply what they have learned in real-life situations and/or professional development offered over a course of two or more sessions. For special education teachers, as defined in Section 25.807(a) of this Part, 50 percent of the activities must be devoted to these purposes.

2) “Licensee’s performance” shall mean professional development identified by the licensee, school or district that is designed to improve the licensee's knowledge and skills relative to district or school performance and/or student achievement. For teachers holding a professional educator license endorsed for a teaching field other than those for special education, 20 percent of these activities must be devoted to these purposes.

   A) Topics to be addressed shall include multi-modal instruction, applied techniques for teaching academic content, making adaptations and modifications to the curriculum, managing student behavior, and team teaching.

   B) An identified portion of at least one activity shall address adapting and modifying curriculum related to the Illinois Learning Standards to meet the needs of students with disabilities.

3) “State-approved standards” shall mean the standards applicable to the licensee's credential, as set forth in Section 25.115(e).

4) “Related to student growth or district improvement” shall mean professional development identified by the teacher, school or district that would contribute to improvements in academic achievement of students in the licensee's classroom or for the school and district as a whole, as may be identified in the school or district improvement plan.

5) “Higher education coursework” shall mean coursework completed at a postsecondary institution.

b) Endorsements in a Teaching Field or for School Support Personnel

Any licensee shall complete 120 clock hours of professional development activities during each 5-year renewal cycle, unless otherwise specified in this Subpart J. (Section 21B-45(e)(1) of the School Code)
advanced degree from a regionally accredited institution in an education related field may be used to fulfill 100% of the requirement for continuing professional development. (Section 21-14(e)(3)(A) of the School Code [105 ILCS 5/21-14(e)(3)(A)])

c) Administrative Endorsements

1) Any licensee holding a professional educator license endorsed in an administrative field who is working in a position that requires this credential shall complete one Illinois Administrators' Academy course each fiscal year, in addition to 100 clock hours of professional development activities during each 5-year renewal cycle. (Section 21B-45(e)(3) of the School Code) Eight semester hours of college coursework in an undergraduate or graduate-level program related to education may be used to fulfill 100% of the requirement for continuing professional development, provided that at least 2 semester hours are chosen to address the purpose described in Section 21-14(e)(2)(A) of the School Code. (Section 21-14(e)(3)(B) of the School Code [105 ILCS 5/21-14(e)(3)(B)])

2) Beginning in his or her first full 5-year renewal cycle, any licensee holding a professional educator license endorsed in an administrative field who is employed in an Illinois public or State-operated school or cooperative or charter school and is not working in a position requiring the administrative credential is subject to the requirement of subsection (b) and shall complete one Illinois Administrators' Academy course during each 5-year renewal cycle.

A) The licensee is subject to this subsection (c) in each 5-year renewal cycle in which he or she has held the administrative endorsement for at least one year and was employed on a full-time basis in each year of the 5-year renewal cycle.

B) The Illinois Administrators' Academy course may count toward the 120 hours of professional development required in each 5-year renewal cycle on a clock-hour basis. (Section 21B-45(e)(2) of the School Code)

d) Master Teacher Designation
Any licensee holding a Completion of all required activities in pursuit of certification or recertification by the National Board for Professional Teaching Standards (NBPTS) master teacher designation shall complete a total of 60 clock hours of professional development per 5-year renewal cycle. (Section 21B-45(e)(4) of the School Code) (Also see Section 25.832.) may be used to fulfill 100% of the requirement for continuing professional development (Section 21-14(e)(3)(D) of the School Code [105 ILCS 5/21-14(e)(3)(D)]). The presence of an individual’s name on NBPTS' composite list of those who have completed the certification process (as distinct from having received certification) shall be considered evidence of completion.

1) If the master teacher designation is removed during a 5-year renewal cycle, the licensee shall complete at least 20 percent of the professional development required in this Section for each year in which the master teacher designation was not held. (Also see Section 25.832.)

2) Any licensee whose master teacher designation is removed shall be subject to the full renewal requirements that would apply to his or her endorsement area for the 5-year renewal cycle subsequent to the cycle in which the designation was removed.

e) Teacher Leader Endorsements

Any licensee holding a professional educator license endorsed for Teacher Leader issued pursuant to Section 21B-25(2)(E) of the School Code and Section 25.32 of this Part who is working in an administrative capacity at least 50 percent of the school day shall complete one Illinois Administrators' Academy course each fiscal year, in addition to 100 hours of professional development activities during each 5-year renewal cycle. (Section 21B-45(e)(3) of the School Code) Licensees not working in administrative positions or those holding Teacher Leader endorsements received on or before December 31, 2012 are subject to the requirements of subsection (b) rather than this subsection (e). Receipt of a subsequent Illinois endorsement on a professional educator license may be used to fulfill 100% of the requirement for continuing professional development. (Section 21-14(e)(3)(K) of the School Code [105 ILCS 5/21-14(e)(3)(K)])

f) Retired Status

Any licensee whose license is in retired status, as defined in Section 21B-45(e)(6) of the School Code, and who returns to a position for which educator licensure is
required shall complete at least 20 percent of the professional development required for his or her endorsement area as provided under subsections (b) through (e) for each year in which he or she is employed for 50 percent or more of full-time equivalency and any Administrators' Academy courses as may be required. (Also see Section 25.880(h).) Becoming "highly qualified" in an additional teaching area may be used to fulfill 100% of the requirement for continuing professional development. (Section 21-14(e)(3)(L) of the School Code [105 ILCS 5/21-14(e)(3)(L)].) The criteria applicable to Illinois teachers and the required evidence of completion shall be as set forth in Appendix D to this Part. Each individual using this option shall have completed at least some portion of the requirements in the additional field during the period of validity to which the professional development credit is attributed.

\( g) \) Successful completion of four semester hours of graduate-level coursework on the assessment of one's own performance in relation to the Illinois Professional Teaching Standards may be used to fulfill 100% of the requirement for continuing professional development, provided that the coursework meets the requirements of Section 21-2(e)(2)(B) of the School Code [105 ILCS 5/21-2(e)(2)(B)] and Section 25.820 of this Part. (Section 21-14(e)(3)(M) of the School Code [105 ILCS 5/21-14(e)(3)(M)].)

\( h) \) Successful completion of four semester hours of graduate-level coursework in preparation for meeting the requirements for certification by the National Board for Professional Teaching Standards may be used to fulfill 100% of the requirement for continuing professional development, provided that the coursework meets the requirements of Section 21-2(e)(2)(C) of the School Code [105 ILCS 5/21-2(e)(2)(C)] and Section 25.825 of this Part. (Section 21-14(e)(3)(N) of the School Code [105 ILCS 5/21-14(e)(3)(N)].)

\( i) \) Except as specified in Section 25.807 of this Part, completion of 120 continuing professional development units ("CPDUs"; see Section 25.875 of this Part) may be used to fulfill 100% of the requirement, subject to the provisions of subsection (a) of this Section.

\( j) \) A licensee may choose any combination of the types of activities described in subsections (b) and (h) of this Section, provided that the total effort represents the equivalent of 120 CPDUs. For purposes of calculating combinations from different categories, one semester hour of college credit shall be considered the equivalent of 15 CPDUs.
k) The provisions of subsections (c), (i), and (j) of this Section shall be subject to the proportionate reductions specified in Section 21-14 of the School Code with respect to part-time teaching and periods when the professional educator license has been maintained valid and exempt and shall also be subject to any applicable reductions provided in Section 21-2(c)(8) of the School Code for any individual whose statement of assurance for license renewal is received or processed on or after July 1, 2004. (See Section 25.880 of this Part.)

l) A given professional development activity may be attributed to all of the purposes to which it relates. However, the units of credit awarded for a particular activity may be counted only once in calculating the total earned.

m) Credit earned for any activity that is completed (or for which the licensee receives evidence of completion) on or after April 1 of the final year of a license's validity, if not claimed with respect to that period of validity, may be carried over and claimed in the subsequent period of validity, provided that the activity in question is relevant to the requirements that apply to that period.

(Source: Amended at 38 Ill. Reg. ______, effective ____________)

Section 25.807 Additional Specifications Related to Professional Development Activities of Special Education Teachers (Repealed)

a) For purposes of this Subpart J, a "special education teacher" is any teacher who holds an Illinois professional educator license endorsed in accordance with Section 21B-25(F) of the School Code [105 ILCS 5/21B-25(F)] and provides services using that license to special education students pursuant to the rules of the State Board of Education at 23 Ill. Adm. Code 226 (Special Education), including those serving pursuant to 23 Ill. Adm. Code 226.810 and 226.820; those serving pursuant to Section 25.48 of this Part when applicable; and those substitute teaching in special education programs for more than 90 paid school days or 450 paid school hours in any one district in any one school term.

b) Special provisions apply to special education teachers' compliance with the required distribution of credits stated in Section 25.805(i) of this Part. That is, not only must at least half the number of credits needed by each special education teacher be earned with respect to activities that address the purposes described in Section 25.805(a) of this Part, but also:
1) if a teacher's activities are based upon an assignment for which the LBS-I endorsement or approval is required, and if the individual holds a limited credential, the activities used to address Section 21-14(e)(2)(A) of the School Code (areas of licensure) [105 ILCS 5/21-14(e)(2)(A)] shall either:

A) relate to the needs of students with disabling conditions other than the conditions reflected by the individual's pre-existing endorsements or approvals; or

B) be designed to broaden the teacher's preparation to serve students with all the disabilities encompassed by the LBS-I credential, with reference to specific standards among those set forth in 23 Ill. Adm. Code 28.200; and

2) except as provided in subsection (d) of this Section, at least the amount of credit each special education teacher needs to devote to Purpose B (the State priorities) in order to reach the 50 percent threshold in combination with the credits attributed to Purpose A shall be devoted to the State priority of special education; and

3) some portion of the activities used by each special education teacher to fulfill Purpose A or B shall address adapting and modifying curriculum related to the Illinois Learning Standards (see Public Schools Evaluation, Recognition and Supervision, 23 Ill. Adm. Code 1, Appendix D) to meet the needs of students receiving special education; and

4) a special education teacher whose activities provide exclusively for semester hours of college credit shall devote the portion that is required to address the purpose set forth in Section 21-14(e)(2)(A) to the study of content area standards in special education, i.e., any of the standards set forth in 23 Ill. Adm. Code 28.200 through 28.370.

e) A teacher who becomes a special education teacher for one or more semesters during his or her license's period of validity shall be subject to the requirements of this Section in proportion to that period of time.

1) An individual shall be considered a special education teacher for any semester during which he or she meets the definition set forth in subsection (a) of this Section for at least 45 school days.
2) In compliance with Section 21-14(e)(4) of the School Code [105 ILCS 5/21-14(e)(4)] and Section 25.830 of this Part, the individual shall submit his or her statement of assurance attesting to the completion of the professional development activities required under this Subpart J to the regional office of education or the local professional development committee (LPDC), as applicable.

3) The regional office of education or LPDC, as applicable, shall maintain a record of the semesters during which any licensee for whom it is responsible is a special education teacher.

(Source: Repealed at 38 Ill. Reg. _____, effective ____________)

Section 25.810 State Priorities (Repealed)

The "State priorities" referred to in Section 21-14(e)(2)(B) of the School Code shall periodically be identified by the State Board of Education.

   a) No later than 60 days after the State Board votes to establish or change the list of these priorities, the agency shall so notify each school district superintendent, each regional superintendent of schools, and any organization that requests notification. This notice shall include a list of the priorities and state the date upon which the list takes effect.

   b) A licensee who has completed activities that address one or more of the State priorities shall be allowed to count their completion toward fulfilling the requirements of this Subpart J, even if changes are made to the list of priorities during his or her license's period of validity.

(Source: Repealed at 38 Ill. Reg. _____, effective ____________)

Section 25.820 Requirements for Coursework on the Assessment of One's Own Performance (Repealed)

Completion of at least four semester hours of graduate level coursework on the assessment of one’s own performance as a means of receiving credit for the continuing professional development shall be subject to the requirements of this Section.

   a) Only coursework offered by an accredited institution of higher education, by such an institution in partnership with a teachers' association or union or with a
An eligible entity that offers or plans to offer coursework that will result in candidates' receiving credit for continuing professional development shall submit to the State Superintendent of Education a syllabus, course description, or other material demonstrating that the coursework includes the activities required by Section 21-2(c)(2)(B) of the School Code.

e) The State Board of Education, in consultation with the SEPLB, shall approve coursework for this purpose if the syllabus demonstrates that its successful completion will involve observation, review, and analysis of each participant's teaching practice, as well as demonstration of professional expertise on the part of each participant in reflecting on his or her own practice, in accordance with the requirements of this subsection (c).

1) Each participant's teaching practice shall be observed on at least one occasion, either in person or through videoconferencing or videotapes, either by the course instructor or by a designee identified by the instructor who:

A) holds, or at the time of his or her retirement held, a professional educator license endorsed in a teaching field or its predecessor standard or master teaching certificate; or

B) has completed training covering the following:

i) Content Knowledge and Pedagogy;

ii) Adult Learning Theory;

iii) Verbal and Non-Verbal Communication Skills;

iv) Attributes and Styles of Positive Critiques;

v) Classroom Observation Skills Related to Assessment of Performance;

vi) Strategies for Providing Constructive Feedback and Social Support;
vii) Problem-Solving Skills; and

viii) Formative Assessment and Self-Assessment; or

C) in the judgment of the course instructor, has the knowledge and skills required in order to provide appropriate feedback to new teachers regarding their teaching practice.

2) Each participant shall assemble sufficient written lesson plans, assignments to students, samples of students' work responding to the assignments, and assessment instruments used with respect to the assignments to provide evidence of his or her performance with respect to all the standards set forth in 23 Ill. Adm. Code 24.100(a) through (i) (Illinois Professional Teaching Standards), provided that the material required by this subsection (c)(2) shall be presented for no fewer than two separate lessons, at least one of which is the subject of an observation conducted pursuant to subsection (c)(1) of this Section. The participant shall also provide a written discussion of how the material assembled relates to each of the Illinois Professional Teaching Standards referred to in this subsection (c)(2), with emphasis on the aspects listed in Section 21-2(c)(2)(B)(ii) of the School Code [105 ILCS 5/21-2(c)(2)(B)(ii)]. In using students' work for this purpose, participants shall ensure that students are not identifiable or shall obtain consent for the release of the students' work in keeping with the requirements of the Illinois School Student Records Act [105 ILCS 10] and the rules for Student Records (23 Ill. Adm. Code 375).

3) The course instructor or a designee who meets the requirements of subsection (c)(1) of this Section shall review the documentation submitted by the participant and provide written feedback regarding the new teacher's strengths and weaknesses, factors to consider, and techniques with potential for improving the new teacher's practice.

4) For each of the two lessons documented under subsection (c)(2) of this Section, each participant shall prepare his or her own written analysis of the strengths and weaknesses revealed by the applicable documentation and the implications of that analysis for improving his or her teaching in relation to the Illinois Professional Teaching Standards.
5) The grades issued to participants in the coursework shall reflect the instructor's assessment of the participants' performance in reviewing, analyzing, and reflecting on their own practice, rather than the instructor's assessment of the participants' performance as teachers.

d) As evidence of completion, the individual shall maintain a grade report or official transcript issued by the institution or other entity offering the coursework, indicating that the individual passed the course or courses.

e) An individual who wishes to use coursework completed in another state to fulfill the requirements of this Section shall submit to the State Superintendent of Education a course description or syllabus. Based upon a comparison of the course's content with the requirements of this Section and Section 21-2(c)(2)(B) of the School Code, the State Superintendent shall determine whether the out-of-state course is equivalent and notify the candidate as to whether the course will be accepted.

(Source: Repealed at 38 Ill. Reg. ______, effective ____________)

Section 25.825 Requirements for Coursework Related to the National Board for Professional Teaching Standards (NBPTS) (Repealed)

Completion of at least four semester hours of graduate-level coursework related to the requirements for certification by the NBPTS as a means of receiving credit for continuing professional development shall be subject to the requirements of this Section.

a) Only coursework offered by an accredited institution of higher education, by such an institution in partnership with a teachers' association or union or with a regional office of education, or by another entity authorized to issue college credit shall qualify for this purpose. (Section 21-2(c)(2)(C) of the School Code [105 ILCS 5/21-2(c)(2)(C)])

b) An eligible entity that offers or plans to offer coursework that will result in candidates' eligibility for continuing professional development credit shall submit to the State Superintendent of Education a syllabus, course description, or other material demonstrating that the coursework addresses the five "core propositions" that guide the National Board's certification initiatives.

1) Teachers are committed to students and their learning.
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2) Teachers know the subjects they teach and how to teach those subjects to students.

3) Teachers are responsible for managing and monitoring students' learning.

4) Teachers think systematically about their practice and learn from experience.

5) Teachers are members of learning communities.

e) The State Board of Education, in consultation with the SEPLB, shall approve coursework for this purpose if the syllabus demonstrates that its successful completion will involve observation, review, and analysis of each participant's teaching practice in light of applicable standards, as well as demonstration of professional expertise on the part of each participant in reflecting on his or her own practice.

1) These required elements may be provided either by means of the activities described in Section 25.820(c)(1) through (c)(4) of this Part or by using another sequence of activities that is designed to provide beginning teachers with direct feedback from experienced teachers and a structure for reviewing their own teaching in light of this feedback and in light of their students' performance.

2) The grades issued to participants in the coursework shall reflect the instructor's assessment of the participants' performance in reviewing, analyzing, and reflecting on their own practice, rather than the instructor's assessment of the participants' performance as teachers.

d) As evidence of completion, the individual shall maintain a grade report or official transcript issued by the institution or other entity offering the coursework, indicating that the individual passed the course or courses.

e) No course that has not been approved pursuant to subsections (b) and (c) of this Section shall be advertised as leading to eligibility for continuing professional development credit under this Section.

f) An individual who wishes to use coursework completed in another state to fulfill the requirements of this Section shall submit to the State Superintendent of Education a course description or syllabus. Based upon a comparison of the
course's content with the requirements of this Section and Section 21-2(e)(2)(C) of the School Code, the State Superintendent shall determine whether the out-of-state course is equivalent and notify the candidate as to whether the course will be accepted.

(Source: Repealed at 38 Ill. Reg. ______, effective ____________)

Section 25.830 Verification of Completed Activities; Statement of Assurance for Renewal Process of Licenses

No sooner than September 1 and no later than April 1 of the final year of his or her license's period of validity and using a format supplied by the State Board of Education, each licensee shall submit to the responsible LPDC, if any, a statement of assurance required for the renewal of his or her professional educator license endorsed in a teaching field. Any individual for whom no responsible LPDC is in operation, including any individual who is not employed in the public schools at the time the statement of assurance is submitted, shall submit the required materials to the regional superintendent of schools. Access to these documents shall be limited to the licensee and to those members of local and regional committees and other individuals who are responsible for reviewing them pursuant to this Subpart J. Each individual who has access to these documents and the information contained in them shall maintain the confidentiality of the documents and information at all times.

a) Within 60 days after completing a professional development activity, the licensee shall enter electronically into ELIS the name, date, and location of the activity, the number of professional development hours earned, and the provider's name. The provider shall provide a statement of assurance regarding the professional development activities completed, including a list of the activities, the provider offering each, the number of credits earned for each, and the purpose or purposes to which each activity is attributed. (Section 21B-45(e) 21-14(e)(4) of the School Code [105 ILCS 5/21-14(e)(4)]) except that:

1) any Illinois Administrators' Academy course completed shall be entered by the provider rather than the licensee; and

2) a licensee who holds both a professional educator license endorsed in school support personnel and one of the professional licenses listed under Section 25.800(c) shall indicate in ELIS if his or her professional license is active and current.
b) Beginning July 1, 2015, a licensee who fails to enter into ELIS his or her completed professional development within the timeline set forth in subsection (a) shall be unable to include credit for those activities among the clock hours needed to satisfy renewal requirements. A licensee who wishes to receive evidence of an LPDC's receipt of his or her statement of assurance shall include a receipt for the LPDC's use.

c) A licensee who fails to complete an Administrators' Academy course in a given fiscal year as required by Sections 21B-45(e)(2) or (3) of the School Code shall be required to complete two courses for each one missed. He or she may complete these courses at any time during the remainder of the 5-year renewal cycle or prior to the reinstatement of a license that has lapsed pursuant to Section 25.450 of this Part.

d) Accumulation of the number of hours of professional development activities required under Section 21B-45(e) of the School Code and entering them into ELIS Submission of this statement of assurance shall not entitle the licensee to renewal of the license. Renewal of the licensee's license shall be determined by the State Superintendent of Education.

e) In accordance with Section 21B-45(e)(5), a licensee who is working in positions that do not require a professional educator license and those who are working in positions that require a professional educator license for less than 50 percent of full-time equivalency in a school year are "exempt" and do not have to complete professional development activities; however, prior to renewing the license, the licensee shall record that status in ELIS indicating the starting and ending date of the exemption and the reason the exemption was requested. (See Section 25.880.)

f) A licensee whose professional educator license is in "retired status", as defined in Section 21B-45(e)(6) of the School Code, is not subject to renewal requirements; however, prior to renewing the license, the licensee shall record that status in ELIS. The licensee's "retired" status shall take effect in the next full 5-year renewal cycle following the cycle in which the licensee retired. The licensee shall complete and record in ELIS the professional development required to be completed in the 5-year renewal cycle during which the licensee retired (i.e., at least 20 percent of the total required for each year in which the license was valid and active).

g) A licensee who does not enter all of his professional development activities prior to September submit the statement of assurance by April 1 of the year in which
the 5-year renewal cycle ends may not be able to preserve his or her right of appeal regarding a recommendation for nonrenewal of his or her license.

(Source: Amended at 38 Ill. Reg. ______, effective ____________)

Section 25.832 Validity and Renewal of NBPTS Master Teacher Designation

a) When an Illinois licensee successfully renews his or her National Board certification, he or she shall be entitled to renew his or her Illinois master teacher designation. However, a holder of a master teacher designation may also use completion of the NBPTS' process for renewal of certification (as distinct from renewal of NBPTS certification) to fulfill 100% of the requirement for continuing professional development.

b) The holder of an NBPTS master teacher designation whose certification through the NBPTS is not renewed shall have the designation removed from his or her professional educator license.

c) Since NBPTS certification is valid for 10 years, any master teacher designation on a professional educator license shall be renewed automatically on that license once the individual has held the designation for five years and has met the requirements to renew the professional educator license set forth in Section 25.805(d). An individual shall meet the requirements of subsection (a) of this Section in order to renew the designation after holding the designation for 10 years.

(Source: Amended at 38 Ill. Reg. ______, effective ____________)

Section 25.835 Request for Extension Review of and Recommendation Regarding Statement of Assurance for Renewal

Section 21B-45(e)(9) of the School Code allows a licensee who is unable to complete the required professional development by September 1 of the year in which the license has expired, due to professional development opportunities being unavailable, to request that the SEPLB extend the deadline for completing the outstanding professional development beyond August 31 of that year.

a) A written request for an extension shall be submitted to the State Superintendent of Education no sooner than April 1 nor later than June 30 of the last year in the
5-year cycle. (Section 21B-45(e)(9) of the School Code) The request shall indicate the:

1) licensee's name, type of license held (including license number) and the endorsements placed on the license;

2) number of clock hours of professional development or Administrators' Academy courses, as applicable, needed to fulfill the requirements;

3) reason the licensee is requesting the extension, to include the efforts he or she has made to complete the required professional development before September 1 of the year in which the license would expire; and

4) licensee's plan for completing the outstanding professional development, to include a description of the professional development in which the licensee will participate and the timeline for its completion.

b) The request shall be presented to the SEPLB at its next regularly scheduled meeting following receipt of the request. The SEPLB shall approve a request when:

1) the preponderance of evidence indicates that failure to complete the professional development was beyond the control of the licensee;

2) the outstanding professional development does not exceed at least 20 percent of the total required for the 5-year renewal cycle and/or one Administrators' Academy course; and

3) the plan for completing the outstanding professional development will result in the completion of the activities by no later than June 30 of the year immediately subsequent to the year in which the license expired.

c) The licensee shall be notified whether the extension has been granted within 30 days of the SEPLB's action but in no case later than August 31 of the year in which the license will expire.

1) The license of a licensee for which an extension is approved shall remain valid during the extension period. (Section 21B-45(e)(9) of the School Code) Failure of the licensee to complete the outstanding professional development within the timeline indicated in the approved extension
request will result in his or her license lapsing and the inability of the licensee to register the license.

2) The license of a licensee for which an extension is not granted shall lapse September 1 of the year in which the license expired and cannot be registered. (See Section 25.400(e).)

3) Any professional development completed during the extension period shall first be applied to the previous 5-year renewal cycle and may be credited to the subsequent 5-year renewal cycle only if it exceeds the amount of the outstanding professional development owed.

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

a) An LPDC shall review each statement of assurance it receives that conforms with the requirements of Section 25.830 of this Part and, within 30 days after receiving it, shall forward the statement of assurance to the regional superintendent of schools accompanied by the LPDC's recommendation regarding license renewal, provided on a form supplied by the State Board of Education.

b) If the recommendation is for nonrenewal of the affected license, notification to this effect shall be provided concurrently to the licensee, including a return receipt and an explanation of the LPDC's rationale for recommending nonrenewal.

c) The licensee may appeal to the responsible RPDRC for consideration of his or her statement of assurance for renewal if the LPDC does not respond within the time allowed under subsection (a) of this Section.

d) Within 14 days after receiving notice that a recommendation for nonrenewal has been forwarded by an LPDC, the licensee may appeal the recommendation to the RPDRC. The appeal shall be transmitted on a form supplied by the State Board of Education, shall include a return receipt, and shall include:

1) the required evidence of completion for the activities upon which the appeal is based; and
2) any other relevant documents.

e) Within 45 days after receiving the appeal, the RPDRC shall make a recommendation to the regional superintendent in keeping with the requirements of Section 21-14(g)(2) of the School Code [105 ILCS 5/21-14(g)(2)]. The RPDRC shall use a form provided by the State Board of Education for this purpose and shall include the rationale for its recommendation. To assist it in arriving at its recommendation, the RPDRC may require the submission of additional information or may request that the licensee appear before it. The RPDRC shall also forward to the regional superintendent the material received from the licensee under subsection (d) of this Section.

f) Within 14 days after receiving the last recommendation required under subsections (a) through (e) of this Section, the regional superintendent shall forward his or her recommendation to the SEPLB along with the information required pursuant to Section 21-14(g)(1) of the School Code [105 ILCS 5/21-14(g)(1)]. Forms supplied by the State Board of Education shall be used for this purpose. A copy of any recommendation for nonrenewal shall be sent to the licensee concurrently. If the recommendation is not to renew the license held, or if information provided on the statement of assurance makes the individual subject to the requirements of any of Sections 25.485 through 25.491 of this Part, the licensee's copy shall be sent by certified mail, return receipt requested.

1) The regional superintendent shall forward to the Secretary of the SEPLB a list that identifies each licensee with respect to whom the regional superintendent is concurring with an LPDC's recommendation for license renewal or is recommending renewal without the involvement of any LPDC. This list shall be prepared on a form supplied by the State Board of Education.

2) If the regional superintendent is recommending license renewal despite a local or regional committee's recommendation for nonrenewal, the regional superintendent shall forward to the Secretary of the SEPLB:

   A) the material received from the licensee under subsection (e) of this Section;

   B) the RPDRC's recommendation and any additional material received by the RPDRC pursuant to subsection (e) of this Section; and
C) the regional superintendent’s rationale for recommending renewal.

3) If the regional superintendent is recommending nonrenewal (regardless of local and/or regional recommendations), the regional superintendent shall forward to the Secretary of the SEPLB:

A) the LPDC’s recommendation, if any;

B) the RPDRC’s recommendation, the material called for in subsection (d) of this Section, and the material received pursuant to subsection (e) of this Section, if any; and

C) the regional superintendent’s rationale for recommending nonrenewal.

g) Within 14 days after receipt of notice that the regional superintendent has recommended nonrenewal of his or her license, the licensee may appeal that recommendation to the SEPLB, using a form provided by the State Board of Education.

1) The appeal must state the reasons why the recommendation of the regional superintendent should be reversed and must be sent by certified mail, return receipt requested.

A) Appeals shall be addressed to:

State Educator Preparation and Licensure Board
Secretary
100 North First Street
Springfield, Illinois 62777

B) No electronic or facsimile transmissions will be accepted.

C) Appeals postmarked later than 14 calendar days following receipt of the nonrenewal notice will not be processed.

2) In addition to the appeal form, the licensee may submit the following material when the appeal is filed:
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A) evidence that he or she has satisfactorily completed activities sufficient to meet the requirements of Section 21-14 of the School Code, as modified by Section 21-2(c)(8) of the School Code if applicable;

B) any other relevant documents.

h) Grounds for a recommendation that a license not be renewed shall be limited to the licensee's failure to satisfactorily complete activities sufficient to meet the requirements of Section 21-14 of the School Code, as modified by Section 21-2(c)(8) of the School Code if applicable.

(Source: Amended at 38 Ill. Reg. _______, effective ____________)

Section 25.840 Appeals to the Action by State Educator Preparation and Licensure Board; Appeals

a) The State Superintendent’s decision to not renew a license due to the licensee’s failure to complete renewal requirements may be appealed to the SEPLB;

1) The notice of nonrenewal shall be sent to the licensee by certified mail, return receipt requested.

2) The licensee shall submit his or her request for an appeal by certified mail, return receipt requested no later than 30 days after the date of receipt of the notice of nonrenewal. The appeal request shall be sent to the State Educator Preparation and Licensure Board, 100 North First Street, Springfield, Illinois 62777-0001. The SEPLB shall review each recommendation regarding the renewal of a license within the time allotted by Section 21-14(h) of the School Code [105 ILCS 5/21-14(h)] and verify that the licensee has met the renewal criteria set forth in Section 21-14(g)(1) of the School Code [105 ILCS 5/21-14(g)(1)], subject to the licensee's right of appeal as specified in that Section.

b) Within 90 days after receipt of an appeal submitted pursuant to subsection (a) filed by a licensee challenging a regional superintendent's recommendation for nonrenewal, the SEPLB may shall hold an appeal hearing or make a recommendation based on a review of the record, as enumerated in Section 21B-45(m) of the School Code. If a hearing is to be held, the Board shall notify the licensee of the date, time, and place of the hearing.
1) The licensee shall submit to the SEPLB any additional information as the
   SEPLB determines is necessary to decide the appeal.

2) If a hearing is held, the SEPLB may request that the licensee appear before it
   (Section 21-14(h)(2) of the School Code [105 ILCS 5/21-14(h)(2)]) The licensee shall be given at
   least ten days' notice of the date, time; and place of the hearing.

3) In verifying whether the licensee has met the renewal criteria set forth in
   Section 21B-45 21-14(g)(1) of the School Code and this Subpart J, the SEPLB shall consider:

   A) the recommendation of the regional superintendent of education's
      rationale for recommending nonrenewal of the license, if
      applicable schools;

   B) any evidence submitted to the State Superintendent along with the
      individual's electronic statement of assurance for renewal
      provided in ELIS, the Regional Professional Development Review
      Committee's recommendation, if any; and

   C) the State Superintendent's rationale for nonrenewal of the license,
      (See Section 21B-45(m)(2) of the School Code,) the Local
      Professional Development Committee's recommendation, if any; and

   D) all relevant documentation.

c) The SEPLB shall notify the licensee of its decision regarding license renewal no
   later than 30 days after reaching a decision as set forth in Section 21B-45(m) 21-
   14(h)(2) of the School Code [105 ILCS 5/21-14(h)(2)]. Upon receipt of
   notification of renewal, the licensee, using ELIS, shall pay the applicable
   registration fee to the regional superintendent. If the decision is not to renew the
   individual's license, the notification shall state the reasons for that decision.

3) An individual whose license is not renewed because of his or her failure to
   complete professional development in accordance with this Subpart J may
   reinstate renewal the license once that license has lapsed (i.e., September 1 of the
   year in which the license has expired for six months or more) if he or she has:
1) paid any accumulated registration fees, including registration fees owed, and

2) either paid the penalty or completed the coursework required under Section 21B-45 21-14 of the School Code, the latter of which shall not be counted as both satisfying the penalty and meeting the professional development owed; and

3) presented. Until that time, the individual may renew the professional educator license if he or she pays any back fees owed and presents evidence of completing the balance of the professional development activities that were required for renewal of the license previously held.

e) The SEPLB shall not renew any license if information provided on the application makes the holder subject to the requirements of any of Sections 25.485 through 25.491 of this Part. Any disciplinary action taken against a licensee under any of those Sections shall be in accordance with the rules of the State Board of Education for Contested Cases and Other Formal Hearings (23 Ill. Adm. Code 475). The decision of the State Board of Education is a final administrative decision and shall be subject to administrative review as set forth in Section 21B-90 of the School Code [105 ILCS 5/21B-90].

(Source: Amended at 38 Ill. Reg. _____, effective ____________)

Section 25.845 Responsibilities of School Districts (Repealed)

As used in this Section, the term "school district" shall be understood to include charter schools, cooperatives, and joint agreements.

a) Each school district shall designate an employee who will have the responsibility for making all forms required pursuant to this Subpart J available to licensees, members of local professional development committees, and others who need to use them.

b) Each school district, in conjunction with its exclusive representative, if any, shall determine the number and types of any LPDCs that will be established at the local level.

e) Each school district shall publicize to licensees:
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1) the number and respective areas of responsibility of the district's LPDCs, if any;

2) the name of each committee's chairperson, and

3) the method by which individuals may contact the LPDCs and the address to which materials shall be submitted.

d) Each school district shall file with the regional superintendent, on a form supplied by the State Board of Education, a list of its LPDCs, indicating for each LPDC the areas of responsibility, the chairperson's name, and the other members' names. Revisions to these lists shall be submitted as changes occur. Each district shall notify the regional superintendent whenever there is a change in this information.

(Source: Repealed at 38 Ill. Reg. ______, effective ____________)

Section 25.848 General Responsibilities of LPDCs (Repealed)

a) Each LPDC shall post the schedule of its meetings.

b) Each LPDC shall comply with the applicable timelines set forth in this Subpart J and shall maintain records demonstrating compliance.

e) Each LPDC shall acknowledge in writing its receipt of a statement of assurance for renewal of an individual's license if an acknowledgment is requested by the licensee pursuant to Section 25.830(c) of this Part.

d) Each LPDC shall request from the exclusive representative the appointment of any alternates for its teacher members as may be necessary to ensure that no licensee participates in recommending renewal or nonrenewal of his or her own license or that of another individual who supervises or evaluates, or is supervised or evaluated by, him or her. If another LPDC is operating within the same school district, alternates to be used in these situations shall be chosen from among the teacher members of that LPDC.

(Source: Repealed at 38 Ill. Reg. ______, effective ____________)

Section 25.850 General Responsibilities of Regional Superintendents (Repealed)
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a) Each regional superintendent of schools shall designate an employee who will be responsible for making all forms required pursuant to this Subpart J available to licensees, members of local and regional professional development committees, and others who need to use them. Each regional superintendent of schools shall also designate an employee who will be responsible for tracking the receipt and distribution of the written materials called for in this Subpart J that are submitted to or through the regional office. Nothing shall preclude the same individual from fulfilling both the functions specified in this subsection (a).

b) Each regional superintendent shall determine the number of regional professional development review committees needed in the region.

1) The number of committees that will operate in a region shall be at the regional superintendent's discretion, so long as the committees established are able to accomplish the functions assigned to them in accordance with the timelines set forth in this Subpart J.

2) Each regional superintendent may distribute responsibility among RPDRCs according to district, building, grade level, type of license, subject matter area, or any other factor the regional superintendent deems appropriate.

3) Each regional superintendent shall ensure that sufficient alternate members are available to the region’s RPDRC or RPDRCs to ensure that no member reviews any matter raised by an individual for whom he or she is either a supervisor or a subordinate and to avoid other potential conflicts of interest.

c) Each regional superintendent shall publicize the way in which licensees can contact the RPDRCs. In each case, the address of the regional superintendent’s office shall be identified as the address of the RPDRC. If a schedule for RPDRC meetings is set, the regional superintendent shall publicize that schedule.

d) Each regional superintendent shall provide written information to members of the RPDRCs concerning the method for reimbursement of their expenses, identification of reimbursable items, and rates of reimbursement.

e) Each regional superintendent shall review all recommendations for license renewal or nonrenewal in light of the assurances and other information presented and, using a form supplied by the State Board of Education, shall forward those
recommendations to the SEPLB along with an indication of his or her concurrence or non-concurrence. The regional superintendent shall forward the documentation specified in Section 25.835(g) of this Part as applicable in each case.

f) If any individual's statement of assurance indicates that he or she may be or is out of compliance with Section 10-65 of the Illinois Administrative Procedure Act with regard to child support payments, the regional superintendent shall separate any statement of assurance of this type from those pertaining to licenses that are recommended for renewal and shall forward them to the Secretary of the SEPLB whenever he or she forwards the remainder of the materials called for in subsection (e) of this Section, calling the Secretary's attention to the potential noncompliance.

g) Each regional superintendent shall notify all LPDCs and RPDRCs in his or her region of the State priorities referred to in Section 25.810 of this Part.

h) Based upon information provided by the licensees in his or her region, each regional superintendent shall enter data into the centralized registry indicating the valid and active or valid and exempt status of each license for each semester of its validity.

(Source: Repealed at 38 Ill. Reg. ______, effective ____________)

Section 25.855 Approval of Professional Development Illinois Providers

Illinois-based entities that offer professional development activities, such as training organizations, institutions, school districts, regional offices of education, firms, teacher unions and professional associations, and universities and colleges, may apply to the State Board of Education and the SEPLB for approval to issue CPDUs for conferences, workshops, institutes, seminars, symposia, or other similar training events whose goal is the improvement of teaching skills and knowledge. A licensee may not receive credit for professional development activities completed for the purpose of renewing the professional educator license CPDUs with respect to activities offered by Illinois-based entities that are not approved under Section 21B-45(g) of the School Code or this Subpart J, unless the activity is offered under the auspices of the State Board of Education or Section 25.872 of this Part applies. The State Superintendent of Education shall post by July 1 of each year a list of the entities approved for this purpose.

a) Any provider, other than those listed in subsection (b), that received approval to offer educator preparation programs prior to July 1, 2014 may continue to offer
professional development activities until December 31, 2014, provided those activities conform to the requirements of Section 21B-45 of the School Code and this Subpart J. Starting January 1, 2015, a provider meeting the requirements of subsection (c) must be granted approval under this Section in order to continue to serve as an approved provider for license renewal purposes.

b) In accordance with Section 21B-45(g), the following entities are deemed approved to provide professional development activities for the renewal of the professional educator license beginning July 1, 2014. No further approval is necessary.

1) The State Board of Education;
2) Regional offices of education and intermediate service centers;
3) Regionally accredited institutions of higher education that have been approved under Subpart C to offer educator preparation programs;
4) Illinois public school districts;
5) Charter schools authorized under Article 27A of the School Code [105 ILCS 5/Art. 27A]; and
6) Joint education programs established under Article 10 of the School Code [105 ILCS 5/Art. 10] for the purposes of providing special education services or career and technical education.

c) An Illinois professional association that represents one of the groups of educators listed in this subsection (c) may be approved as a provider under this Section. (Section 21B-45(g)(3) of the School Code) For purposes of this subsection (c), "represents" means advocating for a group or advocating for or representing a group's interests in local, State or federal legislative processes; acting for, in place of or on behalf of a group; and/or serving as a spokesman, proxy or attorney for a group. "Represent" shall not refer to organizations whose primary purpose is to provide support to or promote the goals of a group or conduct research about issues of interest to the group. An eligible Illinois professional association shall represent one or more of the following:

1) School administrators holding Illinois educator licensure;
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2) Principals holding Illinois educator licensure;

3) School business officials serving in Illinois public schools;

4) Teachers holding Illinois educator licensure;

5) Boards of education established under Article 10 or Article 34 of the School Code;

6) Illinois public school districts;

7) Parents of students enrolled in Illinois public schools; or

8) School support personnel holding Illinois educator licensure.

d)a) Each association eligible under Except as provided in subsection (c) (b) of this Section, each provider wishing to receive approval shall submit an application in a format specified on a form supplied by the State Board of Education that

For each area of professional knowledge or skill in which the provider wishes to secure approval, the application shall include:

1) evidence that the professional development activities to be provided will align to the Standards for Professional Learning (2011) promulgated by Learning Forward, 504 South Locust Street, Oxford OH 45056 and posted at www.learningforward.org/standards/index.cfm;

2) a description of the intended offerings in terms of relevant State learning standards to be addressed, including identification of the process the association will use to determine the expected effect on student achievement or school improvement that will result from the skills and knowledge the licensee is expected to acquire from the activity;

3)2) a description linking the professional development activities to one or more of the purposes listed in Section 21B-45(h) of the School Code, which are to:

A) increase the knowledge and skills of school and district leaders who guide continuous professional development;

B) improve the learning of students;
C) organize adults into learning communities, the goals of which are aligned to those of the school and district;

D) deepen educator's content knowledge;

E) provide educators with research-based instructional strategies to assist students in meeting rigorous academic standards;

F) prepare educators to appropriately use various types of classroom assessments;

G) use learning strategies appropriate to the intended goals;

H) provide educators with the knowledge and skills to collaborate; and

I) prepare educators to apply research to decision-making;

4) the qualifications and experience the provider will require of presenters to be assigned in each area;

5) the mode of delivery of the professional development; and

6) assurances that the requirements of subsection (c) of this Section and the requirements of Section 25.870 of this Part will be met.

b) An organization that has affiliates based in Illinois may apply for approval on their behalf.

1) The applicant organization shall provide a list of its affiliates for which approval is sought and supply the information required pursuant to subsection (a) of this Section with respect to each one.

2) The applicant organization's provision of the assurances required pursuant to subsection (a)(4) of this Section shall be understood to apply to each affiliate for which approval is sought.

3) The applicant organization shall notify the State Board of Education any time it determines that one or more affiliates should be added to or
removed from the list of approved providers or that the areas of training should be changed for one or more of the affiliates. For affiliates to be added, the applicant organization shall supply the information required pursuant to subsection (a) of this Section.

4) The approval status of the applicant organization shall be contingent upon its affiliates' compliance with the applicable requirements of this Subpart J.

e) Each provider approved to issue credit for professional development activities under Section 21B-45 of the School Code and this Section CPDUs shall:

1) verify attendance at its professional development training activities, provide to participants the standard forms referred to in Section 25.865 of this Part, and require completion of the evaluation forms portion of these forms;

2) maintain participants' evaluation forms for a period of not less than three years and make them available for review upon request by staff of the State Board of Education; and

3) maintain attendance records for each event or activity it conducts or sponsors for a period of not less than six five years.

f) Applicants may be asked to clarify particular aspects of their materials.

g) The State Superintendent of Education, on behalf of the State Board of Education and the SEPLD, shall respond to each application for approval no later than 45 30 days after receiving it.

h) A provider shall be approved to issue credit for clock hours completed in increments of at least one-half hour CPDUs for a given type of activity only if the provider's application provides evidence that:

1) the activities and events it sponsors or conducts will be developed and presented by persons with education and experience in the applicable content subject matter areas; and

2) there is an apparent correlation between the proposed content of the professional development training activities, the relevant standards set
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forth in Section 25.115(e) Subpart B of this Part, and one or more of the criteria set forth in purposes the recipients are required to address in their continuing professional development plans pursuant to Section 21B-45(d) 21-14(e)(2) of the School Code and Section 25.805(a) of this Part.

i) A provider not approved under this Section may work with any provider listed under subsection (b) to offer professional development activities.

j) Approval of a provider shall be valid until June 30 following the approval’s being in effect for two three years. Continuation of that approval in year 2 shall be contingent upon the State Superintendent receiving To request renewal of approval, a provider shall, no later than March 1 of the year of expiration, submit an application on a form supplied by the State Board of Education and containing:

1) a description of any significant changes in the material submitted as part of its approved application; or

2) a certification that no significant changes have occurred.

k) To request renewal of approval, a provider shall, by no later than March 1 of the year of expiration, submit an application in a format specified by the State Board of Education and containing:

1) a description of any significant changes in the material submitted as part of its approved application, which shall include changes in the courses’ sequence, content, materials used, assessments, outcomes or purpose; or

2) a certification that no significant changes of the type outlined in subsection (k)(1) have occurred.

The State Board of Education may evaluate any approved provider at any time to ensure compliance with the requirements of this Section. Upon request by the
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State Board, a provider shall supply information regarding its schedule of training events, which the State Board may, at its discretion, monitor at any time.

1) In the event an evaluation indicates that applicable standards have not been met, the State Board of Education and the SEPLB may jointly withdraw approval for one or more types of activities or of the provider.

2) Staff of the State Board of Education shall periodically report to the SEPLB on the providers reviewed and any changes in their approval status.

3) Pursuant to Section 21-14(e)(3)(H) of the School Code [105 ILCS 5/21-14(e)(3)(H)], a teacher may not receive credit for any activity that is designed for entertainment, promotional, or commercial purposes or that is solely inspirational or motivational, and the State Board and the SEPLB may jointly disapprove any activity found to be of this nature.

A) When an activity is disapproved under this subsection (j)(3), the provider may continue to offer the activity but shall immediately revise all relevant notices and advertisements to indicate the nature of the activity. The provider shall be required to state in each notice or advertisement that the activity generates no credit applicable to license renewal. Individuals who complete the activity once it is accurately described shall not claim credit for it.

B) Individuals who have completed an activity that is later disapproved under this subsection (j)(3) shall not be penalized with respect to continuing professional development credit accrued for that activity.

(Source: Amended at 38 Ill. Reg. ______, effective ____________)

Section 25.860 Reporting by and Audits of Out-of-State Providers

Each provider listed under Section 25.855(b) or approved under Section 25.855(c) is subject to the requirements of this Section.

a) Each provider shall submit to the State Board of Education by June 30 annually a list of the subcontractors used in the previous 12 months for professional development activities for which credit was provided in accordance with this
Subpart J. For each subcontractor, the provider shall provide the name and summary of each activity provided and the outcomes anticipated, including the dates the activity occurred.

b) Each provider shall submit to the State Board of Education by June 30 annually any data and other information that responds to the requirements of Section 21B-45(j)(2) of the School Code.

c) An audit of each provider shall be conducted at least once every five years in accordance with Section 21B-45(j)(3) of the School Code. Data and information from the audits, as well as collected pursuant to Section 25.860(a) and (b) of this Section, shall be used to determine if the provider has met the requirements of Section 21B-45 of the School Code and this Subpart J.

1) In the event that a determination is made that applicable standards have not been met, the State Board of Education may withdraw approval for one or more types of activities or of the provider.

2) A licensee may not receive credit for any professional development activity that is designed for entertainment, promotional or commercial purposes; that is solely inspirational or motivational; or that addresses purposes other than those listed in Section 25.855(d)(3), and the State Board may disapprove any activity found to be of this nature.

A) When an activity is disapproved under this subsection (c), the provider may continue to offer the activity but shall not provide to any participants the standard form referred to in Section 25.865 and shall immediately revise all relevant notices and advertisements to indicate the nature of the activity. The provider shall be required to state in each notice or advertisement that the activity generates no credit applicable to license renewal. Individuals who complete the activity once it is accurately described shall not claim credit for it.

B) Individuals who have completed an activity that is later disapproved under this subsection (c) shall not be penalized with respect to professional development credit accrued for that activity.
The requirements for approval of providers not based in Illinois shall be as set forth in this Section unless Section 25.872 of this Part applies.

a) Entities not based in Illinois that offer professional development activities for which the target audience is groups of Illinois teachers shall be subject to the requirements of Section 25.855 of this Part. A licensee may not receive credit with respect to activities offered by an out-of-state entity unless it has been approved pursuant to that Section.

b) When an entity not based in Illinois conducts an activity outside Illinois, a licensee may receive CPDUs with respect to that activity, provided that:

1) the licensee documents his or her participation by maintaining on file:
   A) the program, agenda, or other announcement of the event; and
   B) a completion form supplied by the provider to indicate the licensee's attendance at the event or, if no form was supplied, a signed statement by the licensee to that effect; and

2) if the licensee's records are audited pursuant to Section 21-14(e)(4) of the School Code, the program, agenda, or other announcement of the event is found to demonstrate that there is an apparent correlation between the content of the training received and one or more of the purposes the recipient must address in his or her continuing professional development.

e) When a national or regional activity (e.g., the annual conference of the National Council of Teachers of Mathematics) happens to be held in Illinois, that activity shall not be treated as one for which the target audience is groups of Illinois teachers. That is, provider approval shall not be required and credit shall be available as described in subsections (b) and (c) of this Section.

(Source: Amended at 38 Ill. Reg. _____, effective ____________)

Section 25.865 Awarding of Credit for Activities with Providers

The SEPLB and the State Board of Education shall develop the requirements for a standard form that shall be used by approved providers. These forms shall serve two purposes: evaluation of the activity by the licensee and evidence of completion for the licensee with respect to the activity. The State Board of Education shall make available information about the
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required format and contents of these forms so that providers may generate them for their own use, other than providers who are subject to the requirements of Section 25.872 of this Part.

a) This form shall be provided to each participant who completes the activity, who shall maintain it as evidence of completion of the professional development activity (see Section 25.875(k) of this Part). In the case of a conference, workshop, or other event having more than one session, each session shall be considered an "activity" for purposes of this Section Subpart J.

b) The provider shall complete the standard form to indicate the title, time, date, location, and nature of the event and the clock hours of credit earned (i.e., in increments of one-half hour).

c) The number of CPDUs to be credited shall be in keeping with the provisions of Section 25.875(k) of this Part. Time spent on multiple topics at the same event may be combined to generate CPDUs.

c)d) If the licensee's records are audited pursuant to Section 21B-45(j) of the School Code and Section 25.860 of this Part, credit for professional development activities CPDUs claimed shall be affirmed only when the standard form is presented.

(Source: Amended at 38 Ill. Reg. ______, effective ____________)

Section 25.872 Special Provisions for Interactive, Electronically Delivered Continuing Professional Development (Repealed)

The requirements of this Section shall apply to the approval of providers and the awarding of credit for activities that are electronically delivered, such as electronically mediated study groups, seminars, and conferences, interactive CD-ROMs, and on-line professional development curricula by providers approved under Section 25.855. The provisions of Sections 25.855, 25.860, and 25.865 of this Part shall apply to these activities only to the extent set forth in this Section.

a) A licensee may accrue professional development credit for an activity under this Section if the provider of the activity is approved to provide electronically delivered professional development under Section 25.855 for the applicable subject area pursuant to subsections (b) through (f) of this Section. Alternatively,
a licensee may accrue credit for an activity without an approved provider by meeting the requirements of subsection (h) of this Section.

b) Each provider wishing to receive approval under this Section shall submit an application using a format prescribed by the State Board of Education. For each area of professional knowledge or skill in which the provider wishes to secure approval, the application shall describe:

1) the intended offerings in terms of relevant standards to be addressed;

2) the qualifications and experience the provider will require of the presenters, moderators, and facilitators to be assigned in each area;

3) the means by which individuals' participation and participants' identities will be verified, consistent with subsection (e)(4) of this Section;

4) the assistance that the provider will furnish to participants to foster their understanding of the material covered in the activity and their ability to complete the activity's requirements successfully; and

5) the documentation that the provider will furnish to each individual who completes a continuing professional development activity.

e) Each application shall provide assurances that the following requirements will be met.

1) The provider shall verify individuals' participation in its training activities, provide documentation indicating whether those who participated in a particular activity have completed it, and require participants to complete evaluations of the activities that will gather at least the information specified by the State Board of Education. The evidence of completion provided to participants shall indicate the average or expected time required so that one CPDU per hour of participation may be documented.

2) The provider shall maintain participants' evaluations for a period of not less than three years and make them available for review upon request by staff of the State Board of Education.
The provider shall maintain records of participation and completion for each activity it conducts or sponsors for a period of not less than five years.

Applicants may be asked to clarify particular aspects of their materials.

A provider shall be approved under this Section only if all of the following conditions are met:

1) There is an apparent correlation between the content of the training activities, the standards applicable to their intended participants, and one or more of the purposes the participants are required to address in their continuing professional development pursuant to Section 21-14(e)(2) of the School Code.

2) The activities will be developed and presented by persons with education and experience in the applicable subject areas.

3) The provider makes available to participants a mentor or facilitator who is qualified by education and experience to serve as a presenter of the activity.

4) Participation in or completion of any portion of the activity that is not designed to be attended in person is verified by some other means. That is, each individual's participation yields either a product (e.g., a lesson plan, a tape of teaching performance, a completed test) or a record of interaction with a representative of the provider or with other participants (e.g., a discussion board). These products and records are available for evaluation by the provider, and each participant's receipt of the evidence of completion for the activity is contingent upon their presentation to the provider along with a brief written statement in which the licensee discusses the skills and/or knowledge acquired and indicates, where applicable, how the skills or knowledge will be applied in the context of his or her teaching. Alternatively, if the licensee determines that the experience has not yielded knowledge or skills that can be used in his or her teaching, he or she shall indicate that fact and briefly explain why this is the case.

5) Each participant who completes the activity receives verification from the provider to that effect.
f) The State Superintendent of Education, on behalf of the State Board of Education and the SEPLB, shall respond to each application for approval no later than 30 days after receiving it.

g) A licensee may receive continuing professional development credit for an activity conducted by a provider approved under this Section to the extent that the activity is relevant to one of the purposes applicable to the licensee.

h) A licensee may receive continuing professional development credit for an activity not conducted by a provider approved under this Section (to the extent that the activity is relevant to one of the purposes applicable to the licensee) by meeting the requirements of this subsection (h).

1) The licensee shall maintain a syllabus, program, or summary prepared by the provider or a summary written by the licensee.

2) The licensee shall maintain any documents or other products developed during the activity and any verification of completion supplied by the provider.

3) The licensee shall maintain a brief written statement meeting the requirements of subsection (e)(4) of this Section.

4) The licensee shall maintain a statement issued by the provider indicating the average or expected amount of time required for completion of the activity, which shall serve as the basis for credit in the form CPDUs at a rate of one per hour of direct participation.

(Source: Repealed at 38 Ill. Reg. _______, effective ____________)

Section 25.875 Continuing Professional Development Units (CPDUs) (Through June 30, 2014)

This Section applies to CPDUs earned on or before June 30, 2014. A licensee shall record in ELIS no later than December 31, 2014 the number of CPDUs earned at a rate of one clock hour for one CPDU. Beginning January 1, 2015, the provisions of this Section shall no longer apply. The number of CPDUs that were to be awarded for completion of specific activities and the required evidence of completion for each shall be as set forth in this Section.
a) *Participation on collaborative planning and professional improvement teams and committees* [105 ILCS 5/21-14(e)(3)(F)(i)]

1) Definition: Attendance at and participation in no fewer than two-thirds of the meetings of a group whose function is planning for professional development activities that will benefit groups of teachers and/or the school.

2) Credit: Five CPDUs shall be credited per semester in which the individual attends three to five meetings; eight CPDUs shall be credited per semester in which the individual attends six or more meetings.

3) Evidence of Completion: Written description of the purpose and intended product of the team or committee; a record of the team's meetings demonstrating the member's attendance; and the plan, activity description, or other product that results from the group's work.

b) *Peer review and coaching* [105 ILCS 5/21-14(e)(3)(F)(ii)]

1) Definitions

A) Peer review: A process of one-on-one assistance between pairs of teachers that is formally established by agreement between a school district and its teachers or their exclusive representative, in which the participants establish specific goals for the teacher being reviewed and conduct a program of intervention to assist that teacher with particular aspects of his or her teaching that includes observation and assessment of the teacher's performance in sessions lasting at least 20 minutes each, discussion of the observations made by the reviewing teacher, and preparation of a written summary by the reviewing teacher.

B) Peer coaching: A process of one-on-one assistance between pairs of teachers, whether by formal arrangement under the auspices of the employing district or by mutual agreement, in which the participants observe each other's teaching and discuss the observations made.

2) Credit: For peer review, nine CPDUs shall be credited per semester in which there are three to five observations; 11 CPDUs shall be credited per
semester in which there are six or more observations. For peer coaching, five CPDUs shall be credited per semester in which there are three to five observations; eight CPDUs shall be credited per semester in which there are six or more observations.

3) Evidence of Completion

A) For peer review: The school's, district's, or exclusive representative's written program description or policy; a record of the licensee's assignment and observation schedule; and a log of the observation sessions and other meetings, indicating the time spent, dates, and topics of discussion.

B) For peer coaching: A log of the observation sessions and other meetings, indicating the time spent, dates, and topics of discussion.

c) Mentoring in a formal program, including service as a consulting teacher participating in a remediation process formulated under Section 24A-5 of the School Code [105 ILCS 5/24A-5] [105 ILCS 5/21-14(e)(3)(F)(iii)]

1) Definitions

A) For a mentor: A formally established sequence of sessions lasting no less than one quarter of a school year and involving preparation with the recipient teacher prior to observing that teacher in the classroom; observations; and provision of feedback, suggestions, and techniques to the recipient teacher in response to each period of observation.

B) For a consulting teacher: Participation in the remediation process, involving assistance in the development of a remediation plan, provision of advice to the teacher under remediation; and

i) meetings lasting at least 20 minutes each with the remediating teacher to discuss how to improve teaching skills and successfully complete the remediation plan, to review lesson plans, to conduct demonstrations, or to provide feedback on observations conducted by an administrator; or
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ii) meetings of the same length with an administrator or other personnel to discuss the remediating teacher's progress or classroom observation; or

iii) classroom observation of the remediating teacher, including preparation with the remediating teacher prior to the observation and provision of feedback, suggestions, and techniques to the remediating teacher in response to each period of observation.

C) For a recipient or remediating teacher: A formally established sequence of sessions lasting no less than one quarter of a school year and involving consultation with the mentor or consulting teacher in preparation for the lessons to be observed; teaching under observation of the mentor or consulting teacher; and interaction with the mentor or consulting teacher after each teaching session to reflect upon the teaching and learning, receive feedback, discuss alternatives and suggestions, and determine how this information will be integrated into the teacher's future work.

2) Credit

A) For a mentor or for a recipient or remediating teacher: Nine CPDUs shall be credited for a semester in which there are three to five observations; 11 CPDUs shall be credited for a semester in which there are six or more observations.

B) For a consulting teacher: Six CPDUs shall be credited for a semester in which there are three to five meetings; eight CPDUs shall be credited for a semester in which there are six or more meetings; nine CPDUs shall be credited for a semester in which there are three to five meetings and one or more observations; 11 CPDUs shall be credited for a semester in which there are six or more meetings and one or more observations.

3) Evidence of Completion

A) For a mentor or for a recipient or remediating teacher: The school's, district's, or institution's written description of its mentoring program or remediation process, including the required
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number and length of cycles of interaction; and a log of the observation sessions and other meetings, indicating the time spent, dates, and topics of discussion.

B) For a consulting teacher: The district's written description of its remediation process; a record of assignment as a consulting teacher; and a log of the observation sessions and other meetings, indicating the time spent, dates, and topics of discussion.

d) Participating in site-based management or decision-making teams, relevant committees, boards, or task forces related to school improvement plans [105 ILCS 5/21-14(e)(3)(F)(iv)]

1) Definition: Attendance at and participation in no fewer than two-thirds of the meetings of a group whose function is formulating recommendations or plans related to budgeting or resource allocation, textbook choice, curriculum modification, scheduling, or other aspects of school operations related to issues noted in the school improvement plan.

2) Credit: Eight CPDUs shall be credited per semester in which the individual attends three to five meetings; 11 CPDUs shall be credited per semester in which the individual attends six or more meetings.

3) Evidence of Completion: A written description of the purpose and intended product of the team or committee; a record of the team's meetings; and a copy of the product or recommendation developed by the team or committee.

e) Coordinating community resources in schools, if the project is a specific goal of the school improvement plan [105 ILCS 5/21-14(e)(3)(F)(v)]

1) Definition: Working with representatives of community agencies to structure or facilitate their interaction with the school's or district's staff or students for the purpose of meeting one or more needs identified in the school improvement plan; must include more than the classes directly taught by the licensee.

2) Credit: Four CPDUs shall be credited per semester of service, or two CPDUs per quarter.
3) Evidence of Completion: The excerpt from the school improvement plan highlighting the needs being met; a written statement prepared by the licensee indicating the purpose or desired outcome of the external entities' involvement; and a statement signed by the district administrator or designee responsible for corroborating the individual's assignment to or performance of this function.

f) Facilitating parent education programs for a school, school district, or regional office of education directly related to student achievement or the school improvement plan [105 ILCS 5/21-14(e)(3)(F)(vi)]

1) Definitions

A) Arranging for or coordinating presentations in the context of a formally established program consisting of two or more sessions and designed to serve parents of the students in a particular school or district by informing or training them in one or more areas related either to their children's achievement or to another need identified in a school improvement plan.

B) Delivering presentations in the context of a formally established program consisting of two or more sessions and designed to serve parents of the students in a particular school or district by informing or training them in one or more areas related either to their children's achievement or to another need identified in a school improvement plan (to the extent that such presentations are not part of the instruction routinely delivered as a function of the licensee's assignment).

2) Credit: For facilitating a program, four CPDUs shall be credited per semester, or two per quarter. For making presentations, eight CPDUs shall be credited per semester, or four per quarter.

3) Evidence of Completion

A) For coordinating: The sponsoring entity's written description of the parent education program and a statement signed by the administrator or designee responsible for corroborating the individual's assignment as facilitator or coordinator or indicating that he or she performed these duties.
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B) For making presentations: The written program description indicating that the licensee served as a presenter in the program.

g) Participating in business, school, or community partnerships directly related to student achievement or school improvement plans [105 ILCS 5/21-14(e)(3)(F)(vii)]

1) Definition: Formal or informal exchange of information and resources between a teacher and a business, educational institution, or other entity for the purpose of improving student achievement or responding to a need identified in the school improvement plan.

2) Credit: Five CPDUs shall be credited per semester in which the individual attends three to five meetings; eight CPDUs shall be credited per semester in which the individual attends six or more meetings.

3) Evidence of Completion: A written description of the partnership that states its goals, identifies the needs it is designed to meet, and describes the activities conducted by the licensee; and a copy of the relevant portion of the school improvement plan that includes the specific needs identified.

h) Supervising a student teacher or teacher education candidate in clinical supervision, provided that the supervision may only be counted once during the course of 5 years [105 ILCS 5/21-14(e)(3)(F)(viii)]

1) Definitions

A) Service (as determined by the educator preparation institution in conformance with Section 25.620 of this Part) as a supervising teacher for a student teacher or a teaching candidate in clinical supervision who is enrolled in an approved teacher preparation program.

B) Provision of at least 40 hours of supervisory service connected with the pre-student-teaching practicum to one or more candidates who are enrolled in an approved educator preparation program.

2) Credit: Thirty CPDUs shall be credited for supervising a student teacher or a teaching candidate in clinical supervision; 12 CPDUs shall be
credited for supervising one or more candidates in pre-student-teaching clinical experience. Each of these types of supervision may be counted once during the course of five years.

3) Evidence of Completion: The written agreement between the school district and educator preparation institution naming the licensee as a supervising teacher for candidates of that institution; and, for supervision of candidates in pre-student-teaching clinical experience, a log showing the dates and times of service and the names of the candidates involved.

i) Completing undergraduate or graduate credit earned from a regionally accredited institution in coursework relevant to the endorsement area being renewed, including coursework that incorporates induction activities and development of a portfolio of both student and teacher work that provides experience in reflective practices, provided the coursework meets Illinois professional teaching standards or Illinois content-area standards and supports the essential characteristics of quality professional development [105 ILCS 5/21-14(e)(3)(G)(i)]

1) Fifteen CPDUs shall be credited for each semester hour of successfully completed college or university coursework that is related to an individual's license and relevant endorsements and addresses the standards set forth in Subpart B of this Part relative to the licensee's fields of teaching or assignment.

2) Evidence of Completion: A grade report or official transcript issued by the institution indicating that the licensee has passed the course.

j) Teaching college or university courses in areas relevant to the endorsement area being renewed, provided that the teaching may only be counted once during the course of 5 years [105 ILCS 5/21-14(e)(3)(G)(ii)]

1) Definition: Teaching a college-level course in a field that is related to an individual's endorsements and results in the granting of college credit to those enrolled.

2) Credit: Twenty CPDUs shall be awarded for teaching a college course. A course shall be considered "the same" if its description is the same in different course catalogues issued by the same institution or, for a course offered at more than one institution, if the syllabus for the course is
substantially the same. A course shall not be considered the same as another course if a student may receive credit for successfully completing both. In cases where two courses appear similar, the licensee wishing to claim CPDUs for both shall be required to demonstrate how the two differ.

3) Evidence of Completion: A course syllabus, signed contract or agreement, or other documentation prepared by the college or university that identifies the licensee as the teacher of a particular course.

k) Completing non-university credit directly related to student achievement, school improvement plans, or State priorities [105 ILCS 5/21-14(e)(3)(H)(i)]; participating in or presenting at workshops, seminars, conferences, institutes, and symposiums [105 ILCS 5/21-14(e)(3)(H)(ii)]; participating in or presenting at in-service training programs on suicide prevention [105 ILCS 5/21-14(e)(3)(H)(v)]

1) Definitions

A) Attendance at and participation in a conference, workshop, institute, seminar, symposium, or other similar training event that is organized by an entity approved pursuant to Section 25.855 or Section 25.860 of this Part and addresses educational concerns.

B) Making a presentation at a conference, workshop, institute, seminar, symposium, or other similar event whose goal is the improvement of teaching skills and knowledge.

2) Credit: One CPDU shall be credited for each hour of a licensee's attendance or participation. Eight CPDUs shall be credited for an individual's first presentation of a given topic; three CPDUs shall be credited for a subsequent presentation of the same topic.

3) Evidence of Completion

A) For attendance: The standard form issued by the provider at the conclusion of the session or event pursuant to Section 25.865 of this Part.

B) For presentation: The program prepared by the entity sponsoring or conducting the event, identifying the licensee as presenter in a topic area relevant to his or her licensure or teaching assignment.
l)  *Training as reviewers of university teacher preparation programs* [105 ILCS 5/21-14(e)(3)(H)(iv)]

1)  Definition: Participation in a complete training sequence regarding the process used by the State Board of Education in approving educator preparation programs or recognizing educator preparation institutions pursuant to Subpart C of this Part.

2)  Credit: Ten CPDUs shall be credited for the first instance of an individual's participation. Five CPDUs shall be awarded for completion of one additional training sequence within any one period of a license's validity.

3)  Evidence of Completion: A certificate issued by the State Board.

m)  *Participating in action research and inquiry projects* [105 ILCS 5/21-14(e)(3)(I)(i)]

1)  Definition: Conducting a teacher-developed study at least one quarter of the school year in length that is based upon a written protocol identifying the aspect of education that will be investigated, the approach to be used, and the desired or expected outcome of the project.

2)  Credit: Eight CPDUs per semester shall be credited for a project involving the licensee's own classes; 11 CPDUs per semester shall be credited for a project involving or affecting classes other than or in addition to the licensee's own classes.

3)  Evidence of Completion: The written protocol and a written summary of the inquiry and its results that describes what the licensee has learned and identifies the implications of the experience for the individual's future teaching.

n)  *Observing programs or teaching in schools, related businesses, or industry that is systematic, purposeful, and relevant to license renewal* [105 ILCS 5/21-14(e)(3)(I)(ii)]
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1) Definition: Engaging in a series of observations, either of teaching performed by others or of work activity directly related to the licensee's areas of licensure.

2) Credit: Five CPDUs shall be credited per semester, or 2.5 CPDUs per quarter.

3) Evidence of Completion: A description of the observations prepared by the licensee, including work to be observed, the purpose for which the observations were to be conducted, the frequency and length of the periods of observation, what was learned, and how the information will be used in the individual's future teaching.

o) Traveling related to one's teaching assignment, directly related to student achievement or school improvement plans and approved by the responsible LPDC, if any, or, if no LPDC is responsible, by the regional superintendent or his or her designee at least 30 days prior to the travel experience, provided that the traveling shall not include time spent commuting to destinations where the learning experience will occur [105 ILCS 5/21-14(e)(3)(I)(iii)]

1) Definition: Travel lasting no less than three consecutive, full days, that has been approved based on a plan submitted by the licensee. The plan shall identify the activities or aspects of the travel that will contribute to his or her professional development and describe what is to be accomplished through the travel experience. (Approval by the LPDC or the regional superintendent, as applicable, shall be understood to mean that CPDUs will be awarded if the planned travel is completed.)

2) Credit: Twelve CPDUs shall be awarded per year in which the licensee engages in an episode of qualifying travel, except that 15 CPDUs shall be awarded per year in which a licensee who is a teacher of a foreign language engages in an episode of qualifying travel to a destination where the foreign language he or she teaches is commonly spoken in public. If a licensee engages in additional episodes of qualifying travel in a year in which he or she has been awarded the maximum number of CPDUs per year for qualifying travel, he or she may carry over and claim this travel in a subsequent year, provided that the licensee may not exceed the maximum number of CPDUs allowable per year for qualifying travel.
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3) Evidence of Completion: The travel itinerary and a written journal prepared by the licensee that summarizes the experience and reflects on how he or she plans to use what was learned in the context of his or her teaching.

p) Participating in study groups related to student achievement or school improvement plans [105 ILCS 5/21-14(e)(3)(I)(iv)]

1) Definition: Attendance at and participation in no fewer than two-thirds of the meetings of a group that investigates one or more aspects of education in a series of regular, structured, collaborative interactions with a view to improving the members’ practice or related outcomes among their students.

2) Credit: Six CPDUs shall be credited per semester in which the individual attends three to five meetings; eight CPDUs shall be credited per semester in which the individual attends six or more meetings.

3) Evidence of Completion: A written statement of purpose for the group; a list of the group’s members; and summaries of the meetings showing attendance by the licensee.

q) Serving on a statewide education-related committee, including but not limited to the SEPLB, State Board of Education Strategic Agenda Teams, or the State Advisory Council on Education of Children with Disabilities [105 ILCS 5/21-14(e)(3)(I)(v)]

1) Definition: Attendance at and participation in no fewer than two-thirds of the meetings of any of these bodies.

2) Credit: Fifteen CPDUs shall be credited per year of qualifying service, or 7.5 CPDUs per semester.

3) Evidence of Completion: Minutes of the group demonstrating the individual's attendance during the period for which CPDUs are claimed. If submission of minutes would breach confidentiality, a record of attendance shall be sufficient.

r) Participating in work/learn programs or internships [105 ILCS 5/21-14(e)(3)(I)(vi)]
1) **Definition:** Participation in a structured program that pairs the licensee with an employer or other entity under whose auspices the licensee can acquire knowledge or skills for use in his or her future teaching or position.

2) **Credit:** Five CPDUs per semester shall be credited for one through ten contact hours (or 2.5 CPDUs per quarter for five or fewer contact hours); eight CPDUs per semester shall be credited for 11 through 20 contact hours (or four CPDUs per quarter for 5.5 through ten contact hours); and 11 CPDUs per semester shall be credited for 21 or more contact hours (or 5.5 CPDUs per quarter for more than ten contact hours).

3) **Evidence of Completion:** A signed letter from the employer or other entity verifying the nature of the program or internship and stating the length and frequency of the licensee's direct contact with other individuals from whose knowledge or experience he or she was to benefit.

s) *Developing a portfolio of student and teacher work [105 ILCS 5/21-14(e)(3)(I)(vii)]*

1) **Definition:** Preparation of at least five portfolio "artifacts" or "entries", each of which relates to a different assignment and consists of:

   A) samples of at least three students' work that responds to the specified assignment; and

   B) a written analysis prepared by the licensee that describes:

   i) the assignment to which the work responds and the teacher's goals for that assignment;

   ii) the instructional strategies and materials used and the reasons for their selection;

   iii) what the students' work reveals about whether the teacher's goals for the assignment were met; and

   iv) the successful and less-than-successful elements of the assignment and changes the teacher might make in the
assignment or in his or her teaching in order to reach the specified instructional goals.

2) Credit: 15 CPDUs.

3) Evidence of Completion: The materials referred to in subsection (s)(1) of this Section.

t) Participating in curriculum development or assessment activities at the school, school district, regional office of education, State, or national level [105 ILCS 5/21-14(e)(3)(J)(i)]

1) Definition: Assisting in the planning, development, or refinement of curriculum or assessments, or in their alignment with applicable standards. The activity must be one sanctioned or structured either by the employing school or district or by a statewide, national, or international educational agency or organization. Requires participation in no fewer than two-thirds of the group's working sessions.

2) Credit: Eight CPDUs shall be credited per semester in which the individual attends five or fewer meetings (or four CPDUs per quarter for three meetings); 11 CPDUs shall be credited per semester in which the individual attends six or more meetings (or 5.5 CPDUs per quarter for more than three meetings).

3) Evidence of Completion: Membership list and meeting summaries showing the licensee's presence and participation; and the product of the group's work, such as a curriculum guide or new assessment.

u) Participating in team or department leadership in a school or school district [105 ILCS 5/21-14(e)(3)(J)(ii)]

1) Definition: Service in a position of leadership established by a school or district as part of its formal structure and lasting no less than one semester; limited to those activities that relate to instruction in the area of assignment; shall not include tasks unrelated to teaching knowledge, skills, performance, or competence.

2) Credit: Five CPDUs shall be awarded per semester of service.
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3) Evidence of Completion: A job description or other document created by the district or the administrator responsible for assigning a leadership role to the incumbent that is specific in terms of the responsibilities to be carried out within particular periods of time relative to the instructional goals of the department, school, or district.

v) Participating on institution of higher education approval review teams
[105 ILCS 5/21-14(e)(3)(J)(iii)]

1) Definitions

Participating on a review team convened pursuant to Section 25.155(i) of this Part with respect to the initial recognition of an institution of higher education and its approval to provide educator preparation programs.

2) Credit: Fifteen CPDUs shall be credited for service on a program review panel or for service on an institutional review team, provided that each of these types of activities shall be credited no more than once per semester.

3) Evidence of Completion: Documentation of the individual's assignment by State Board staff (program review panel, or institutional review team); and a statement signed by the team's chair or convenor verifying the licensee's participation for the duration of the process.

w) Publishing educational articles, columns, or books relevant to the endorsement area being renewed [105 ILCS 5/21-14(e)(3)(J)(iv)]

1) Definition: Writing about educational research, experiences, issues, approaches, systems, or another topic that is related to the effective practice of teaching.

2) Credit: Forty CPDUs shall be credited for writing a book that is technical or research-based; 20 CPDUs shall be credited for writing a book of any other type. Fifteen CPDUs shall be credited for writing one or more chapters of a book or for writing an article published in a refereed journal. Eight CPDUs shall be credited for writing a column published at the statewide level. Five CPDUs shall be credited for writing a column published at the local level. In cases of multiple authorship, the CPDUs earned shall be divided among the authors as they agree, provided that no more than 100 percent of the available CPDUs shall be credited for any item published.
3) Evidence of Completion: A copy of each item published, showing the date, publication, and publisher. In the case of an artistic work or other creative endeavor such as development of a curriculum unit or software package, the copyright shall serve as the evidence of "publication".

x) Participating in non-strike-related professional association or labor organization service or activities related to professional development [105 ILCS 5/21-14(e)(3)(J)(v)]

1) Definition: Service on local professional development committees, regional professional development review committees (including service by licensees in districts without exclusive representatives), or other bodies constituted by professional associations or labor organizations for specified purposes related to the profession of teaching. Requires formal selection by the organization. Examples include positions on committees planning for or formulating educational or professional policies, standards and structures. Activities related to the operations or functioning of the professional association or labor organization shall not be eligible.

2) Credit: Eight CPDUs shall be credited per semester in which the individual attends three to five meetings; 11 CPDUs shall be credited per semester in which the individual attends six or more meetings.

3) Evidence of Completion: A written description of the position or activity; if the purpose of the activity includes the preparation of a tangible product, a copy of that product.

y) Other

Continuing professional development units shall be available for activities not enumerated in subsections (a) through (x) of this Section based upon written evidence maintained by the licensee that:

1) describes the activity and its purpose, intensity, duration, and outcomes;

2) discusses how the activity related to the improvement of the licensee's knowledge and skills;
3) identifies which of the activities enumerated in subsections (a) through (x) of this Section the claimed activity most closely resembles (e.g., auditing a college course is most similar to attendance at a workshop or seminar under subsection (k) of this Section); and

4) proposes a number of CPDUs that is commensurate with the value assigned to the activity identified pursuant to subsection (y)(3) of this Section.

(Source: Amended at 38 Ill. Reg. ______, effective ____________)

Section 25.880 "Valid and Exempt" Licenses; Proportionate Reduction; Part-Time Teaching

a) The requirements of this Subpart J regarding continuing professional development are subject to proportionate reduction with respect to periods of time during which a license is maintained as valid and exempt. The requirements of this Section do not apply to licensees who are working in a position that does not require educator licensure or working in a position for less than 50 percent of full-time equivalency for any particular year. These licensees are considered to be exempt and shall be required to pay only the registration fee in order to renew and maintain the validity of the license. (Section 21B-45(e)(5) of the School Code)

1) Each licensee shall, for any year semester that he or she believes qualifies as a period of exemption, enter the period of exemption into ELIS. The State Board of Education shall make a form available for this purpose that will allow the regional superintendent to determine whether an individual's license will be considered valid and active or valid and exempt for any given semester. The regional superintendent shall verify upon verification of the licensee's employment status, the license for that period of time will be determined to be valid and active or valid and exempt and shall, as applicable:

A) enter the period of exemption into the centralized registry; or

B) return the notification form to the licensee with an indication as to why the period in question does not qualify as a period of exemption.
2) Periods of exemption shall be established in one-year one-semester increments. A one-year period of exemption shall be available only for a school year semester during which a licensee is employed and performing services for fewer than 50 percent of full-time equivalency 45 school days. Each one-semester period of exemption shall result in a ten-percent reduction in the requirement for continuing professional development.

3) When applying for renewal of his or her licenses, each licensee shall identify the one-year periods of exemption that occurred during the 5-year renewal cycle period of validity and the proportionate reduction (i.e., 20 percent reduction for each year of exemption) that applies to the requirements for continuing professional development activities.

4) Completion of professional development activities during a period of exemption shall not affect the proportionate reduction in the total number of clock hours units required for a licensee but may be credited toward the total amount of professional development needed in the 5-year renewal cycle other than an individual who is a special education teacher (see subsection (a)(5) of this Section).

5) In the case of a special education teacher, if proportionate reduction in the requirements for continuing professional development results in a conflict between the total number of units of credit earned and the distribution of those units, the individual shall be required to accumulate 50 percent of the reduced number of credits required in activities attributable to the purposes set forth in Section 25.807(b) of this Part.

b) A valid and exempt license may be immediately reactivated (i.e., within six months) upon the licensee becoming employed in a position that requires an educator license and performing services in an Illinois public or State-operated school or cooperative or charter school. The licensee shall record the "active" status in ELIS before the end of the 5-year renewal cycle.

c) Holders of valid and exempt professional educator licenses endorsed in an administrative field who are not employed in an Illinois public or State-operated school or cooperative or charter school are not subject to the requirements of Section 21B-45 of the School Code or this Subpart J.

b) The requirement for continuing professional development shall be reduced by 50 percent with respect to a period of time during which the licensee has been
employed on a part-time basis, i.e., has been teaching for less than 50 percent of
the school day or school term. (Section 21-14(e)(1) of the School Code [105
ILCS 5/21-14(e)(1)])

e) The reduced requirements for continuing professional development that apply
under Section 21-2(c)(8) of the School Code to licensees who have acquired
master's degrees, education specialists, doctorates, or NBPTS master designations
and whose applications for license renewal are received or processed on or after
July 1, 2004, shall also be subject to proportionate reduction if applicable under
this Section.

(Source: Amended at 38 Ill. Reg. _____, effective ____________)

Section 25. APPENDIX E  Endorsement Structure Beginning July 1, 2013

Section 25.100 of this Part explains the endorsements issued on the professional educator license
and the availability of any content-specific endorsements (previously called "designations").
The relevant provisions of Section 25.100(e) of this Part shall apply in cases in which no test is
available (see Section 25.710). Any individual holding only an endorsement available prior to
July 1, 2004 that was not exchanged for an endorsement available after that date, and, as
applicable, content-area endorsement, is limited to teaching only the content encompassed by the
endorsement issued prior to July 1, 2004.

<table>
<thead>
<tr>
<th>Endorsements Currently Available</th>
<th>Content-specific Endorsements Currently Available</th>
<th>Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013</th>
<th>Endorsements Issued Prior to July 1, 2004</th>
</tr>
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<tbody>
<tr>
<td>Fundamental Learning Areas</td>
<td>None</td>
<td>English Language Arts</td>
<td>English Language Arts</td>
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<tr>
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<td>Mathematics</td>
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<tr>
<td>Science –</td>
<td>Science – Biology</td>
<td>Science endorsement with Biological</td>
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### Endorsements Currently Available

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</thead>
<tbody>
<tr>
<td>Content-specific Endorsement Required</td>
<td>Science – Chemistry&lt;br&gt;Science – Earth and Space Science&lt;br&gt;Science – Environmental Science&lt;br&gt;Sciences – Physics</td>
<td>designations for:&lt;br&gt;Biology&lt;br&gt;Chemistry&lt;br&gt;Earth and Space Science&lt;br&gt;Environmental Science&lt;br&gt;Physics</td>
<td>Science/Biology&lt;br&gt;Botany&lt;br&gt;Physiology&lt;br&gt;Zoology&lt;br&gt;Chemistry&lt;br&gt;Aerospace&lt;br&gt;Astronomy&lt;br&gt;Earth Science&lt;br&gt;Geology&lt;br&gt;Physical&lt;br&gt;Geography&lt;br&gt;Physiography&lt;br&gt;Biological Science&lt;br&gt;Physical Science&lt;br&gt;General Science&lt;br&gt;Physics</td>
</tr>
<tr>
<td>Social Sciences – Content-specific Endorsement Required</td>
<td>Social Sciences – Economics&lt;br&gt;Social Sciences – Geography&lt;br&gt;Social Sciences – History&lt;br&gt;Social Sciences – Political Science&lt;br&gt;Social Sciences – Psychology&lt;br&gt;Social Sciences – Sociology and Anthropology</td>
<td>Social Sciences endorsement with designations for:&lt;br&gt;Economics&lt;br&gt;Geography&lt;br&gt;History&lt;br&gt;Political Science&lt;br&gt;Psychology&lt;br&gt;Sociology and Anthropology</td>
<td>Economics&lt;br&gt;Geography&lt;br&gt;U.S. History&lt;br&gt;World History&lt;br&gt;Political Science&lt;br&gt;Psychology&lt;br&gt;Anthropology&lt;br&gt;Sociology</td>
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<td>Physical Education</td>
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<td>Health Education</td>
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<tr>
<td>Dance</td>
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### State Board of Education

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<th>Endorsements Issued Prior to July 1, 2004</th>
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<tbody>
<tr>
<td>Drama/Theatre Arts</td>
<td>None</td>
<td>Drama/Theatre Arts</td>
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<td>Music</td>
<td>None</td>
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<td>Music, Instrumental Music, Vocal Music</td>
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<tr>
<td>Visual Arts</td>
<td>None</td>
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<tr>
<td>Foreign Languages – Content-specific Endorsement Required</td>
<td>Foreign Languages – Arabic</td>
<td>Foreign Languages endorsement with designations for: Arabi</td>
<td>Arabic, Cantonese, Mandarin</td>
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<tr>
<td></td>
<td>Foreign Languages – Chinese (Cantonese or Mandarin)</td>
<td>c-08) Chinese (Cantonese or Mandarin)</td>
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<td>Foreign Languages – French</td>
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<td>Foreign Languages – German</td>
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<td>Foreign Languages – Hebrew</td>
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<td>Foreign Languages – Italian</td>
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<td>Foreign Languages – Japanese</td>
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<td>Foreign Languages – Korean</td>
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<td>Foreign Languages – Latin</td>
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<td>Foreign Languages – Russian</td>
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<td>Foreign Languages – Spanish</td>
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<td></td>
<td>Other foreign languages, provided the candidate meets the requirements of</td>
<td>Other foreign languages, provided the candidate completed a major in the foreign language designated.</td>
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<td></td>
<td></td>
<td>Other foreign languages, as applicable</td>
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<th>Endorsements Issued Prior to July 1, 2004</th>
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<tbody>
<tr>
<td><strong>Agricultural Education</strong></td>
<td>None</td>
<td>Agricultural Education</td>
<td>Agricultural Business and Management</td>
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<td>Agriculture</td>
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<td>Agricultural Power and Machinery</td>
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<td>Horticulture</td>
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<td>Agricultural Resources</td>
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<td>Basic Business</td>
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<td>Business Computer Programming</td>
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<td>Business/Marketing/Management</td>
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<td>Information Processing</td>
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<td>Information Processing/Secretarial</td>
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<td>Marketing</td>
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<tr>
<td><strong>Computer Applications</strong></td>
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<td><strong>Computer Science</strong></td>
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<td>Computer Science</td>
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<td><strong>Family and Consumer Sciences – Content-specific Endorsement Required</strong></td>
<td>Family and Consumer Sciences – Apparel and Textiles</td>
<td>Family and Consumer Sciences endorsement with designations for:</td>
<td>Child and Day Care Services</td>
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<tr>
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<td>Family and Consumer Sciences – Living Environments</td>
<td>Family and Consumer Sciences endorsement with designations for:</td>
<td>Consumer Education and Resource Management</td>
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<td>Family and Consumer Sciences – Family and</td>
<td>Family and Consumer Sciences endorsement with designations for:</td>
<td>Fashion and Clothing Services</td>
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<td></td>
<td>Consumer Sciences</td>
<td>Family and Consumer Sciences endorsement with designations for:</td>
<td>Services</td>
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<td></td>
<td>Family and Consumer Sciences – Hospitality</td>
<td>Family and Consumer Sciences endorsement with designations for:</td>
<td>Food and Nutrition Services</td>
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<tr>
<td></td>
<td>Family and Consumer Sciences – Nutrition, Wellness, and Hospitality</td>
<td>Family and Consumer Sciences endorsement with designations for:</td>
<td></td>
</tr>
</tbody>
</table>

Section 25.100(i) of this Part.
### NOTICE OF PROPOSED AMENDMENTS

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</thead>
<tbody>
<tr>
<td>Consumer Sciences – Nutrition, Wellness, and Hospitality</td>
<td>Home Economics Institutional and Home Management Services Interior Furnishings Services/Living Environments Interpersonal, Family Relationships, Parenting</td>
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<tr>
<td>Technology Education</td>
<td>None</td>
<td>Technology Education</td>
<td>Industrial Technology Education Construction Electronics Graphic Communications Transportation Manufacturing Industrial Technology Public Service Drafting/Design Autobody Repair Heating, Ventilation, and Air Conditioning</td>
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<tr>
<td>Technology Specialist</td>
<td>None</td>
<td>Technology Specialist</td>
<td>Computer Technology Instructional Technology</td>
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<td>Library Information Specialist</td>
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<td>Media</td>
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<td>Safety and Driver Education</td>
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<tr>
<td>Bilingual Education</td>
<td>Bilingual Education – Target Language</td>
<td>Bilingual Education endorsement with a Target Language</td>
<td>Bilingual Education with a Target Language</td>
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<td>Endorsements Currently Available</td>
<td>Content-specific Endorsements Currently Available</td>
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<td><strong>English as a New Language (ENL)</strong> – Content-specific Endorsement Optional (secondary or K-12)</td>
<td>ENL – Bilingual Education (language-specific)</td>
<td>ENL endorsement with a designation for: Bilingual Education (language-specific)</td>
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<td><strong>English as a Second Language (ESL)</strong></td>
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<td><strong>Middle School (departmentalized)</strong></td>
<td>Subject-specific</td>
<td>Middle School endorsement with subject specific designations</td>
<td>Middle-Grades Junior High School</td>
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<td><strong>Elementary</strong></td>
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<td><strong>Self-Contained General Education</strong></td>
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<td><strong>Early Childhood</strong></td>
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<tr>
<td><strong>Early Childhood Special Education</strong></td>
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<td>**Early Childhood Prekindergarten and Self-Contained General Education (kindergarten –</td>
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<td>Early Childhood Self-Contained General Education</td>
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</tr>
</tbody>
</table>
Endorsements Currently Available | Content-specific Endorsements Currently Available | Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013 | Endorsements Issued Prior to July 1, 2004
---|---|---|---

**Learning Behavior Specialist I (LBS I)**

- None
- **LBS I**
- **LBS I**

**Learning Behavior Specialist II – Content-specific Endorsement Required**

- LBS II/Transition Specialist
- LBS II/Technology Specialist
- LBS II/Bilingual Specialist
- LBS II/Behavior Intervention Specialist
- LBS II/Curriculum Adaptation Specialist
- LBS II/Multiple Disabilities Specialist
- **An LBS II endorsement with designations for:**
  - LBS II/Transition Specialist
  - LBS II/Technology Specialist
  - LBS II/Bilingual Specialist
  - LBS II/Behavior Intervention Specialist
  - LBS II/Curriculum Adaptation Specialist
  - LBS II/Multiple Disabilities Specialist
- **LBS II/Transition Specialist**
- **LBS II/Technology Specialist**
- **LBS II/Bilingual Specialist**
- **LBS II/Behavior Intervention Specialist**
- **LBS II/Curriculum Adaptation Specialist**
- **LBS II/Multiple Disabilities Specialist**

**Speech-Language Pathologist (teaching)**

- None
- **Speech-Language Pathologist**
- **Speech-language impaired**

**Teacher of Blind or Visually Impaired**

- None
- **Blind or Visually Impaired**
- **Blind or partially sighted**

**Teacher of Deaf**

- None
- **Deaf or Hard of Hearing**
- **Hearing Impaired**
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<tbody>
<tr>
<td>or Hard of Hearing</td>
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<td>Administrative</td>
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<td>Director of Special Education</td>
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<tr>
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<td>(through June 30, 2014)</td>
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<td>Principal (2013)</td>
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<td>School Support Personnel</td>
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<tr>
<td>Speech-Language Pathologist (non-teaching)</td>
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<td>Non-Teaching Speech-Language Pathologist</td>
<td>Non-Teaching Speech-Language Pathologist</td>
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<tr>
<td>Supervisory—endorsement area (special education only and school support)</td>
<td>None; see Sections 21.4 and 21.25 of the School Code and Section 25.497 of this Part.</td>
<td>Supervisory—endorsement area</td>
<td>Supervisory</td>
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ILLINOIS REGISTER

STATE BOARD OF EDUCATION

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</table>

personnel)
Illinois State Board of Education
June 18, 2014

TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
Susie Morrison, Deputy Superintendent and Chief Education Officer
Nicki Bazer, General Counsel


Materials: Recommended Rules

Staff Contact(s): Jason Helfer, Assistant Superintendent

Purpose of Agenda Item
The purpose of the agenda item is to present the proposed amendments for the Board’s initial review.

Relationship to/Implications for the State Board’s Strategic Plan
This agenda item relates to Strategic Goals 1 and 2 (student achievement and highly prepared and effective teachers), as the proposed amendments define the components of the student growth portion of a performance evaluation plan to which a school district would "default" in the event that its joint committee of administrators and teacher representatives is unable to decide on the data and indicators of student growth to be used in evaluating tenured and nontenured teachers.

Expected Outcome(s) of Agenda Item
The Board will be asked to adopt a motion authorizing solicitation of public comment on the proposed amendments.

Background Information
P.A. 96-861 (PERA), enacted in 2010, amended Articles 24A and 34 of the School Code to transform the way in which the performance of teachers and principals in Illinois public schools is evaluated. Central to this transformation is the inclusion of data and indicators of student growth (in addition to consideration of professional practice) as a “significant” factor in determining a teacher’s or principal’s performance evaluation rating. The law also mandates that nontenured teachers and assistant principals be included in this revised system of evaluation and be held to similar standards of evaluation as tenured teachers and principals, respectively.

To date, several categories of school districts have implemented performance evaluation systems for tenured and nontenured teachers. These include schools located in City of Chicago School District 299 (CPS), as well as schools in districts that are the recipients of either School Improvement Grants (SIG) awarded under the federal Elementary and Secondary Education Act or grants issued through the Race to the Top (RttT) initiative. The remaining school districts in the state – as well as those schools in SIG and RttT districts not receiving benefits from those grant proceeds – must begin implementation of performance evaluation systems beginning in the 2015-16 school year (for districts whose student performance is among the lowest 20
percent statewide) or 2016-17 (for all other districts that have not yet implemented performance evaluation systems).

Central to the design of performance evaluation systems incorporating data and indicators of student growth is a collaborative process between school district administrators and teacher representatives to determine the way in which student growth will be measured (Section 24A-4 of the School Code). Called the "joint committee", this group by law has 180 days in which to identify the process to be used for measuring growth. If any committee fails to do so within 180 days, then its respective school district must adopt those components of the State Performance Evaluation Model established by the State Board for which no agreement was reached. These requirements do not apply to CPS, whose joint committee has 90 days to establish a plan and if it is unable to do so, the district may implement its "last best proposal".

Section 50.110 lists the key components that all school districts, including CPS, would be required to address in any teacher evaluation plan measuring school growth. These components include the identification of the minimum portion of a teacher's overall performance evaluation rating that must constitute student growth, the types of assessments that may be considered to measure growth, and the need to identify a measurement model for each assessment chosen. A joint committee deliberating these considerations may be unable to agree upon one or more components, however, and at that point, the school district would be required to adopt the applicable components set forth in the State Performance Evaluation Model. New Section 50.210, which will set forth the parameters of the State Performance Evaluation Model, addresses each of these components. Specifics about the proposal are explained under "Policy Implications" below.

The proposed rules were shared with the Performance Evaluation Advisory Committee (PEAC) on May 16, 2014. A summary of modifications made in response to the concerns raised by PEAC, as well as those submitted in a joint communication from the Illinois Education Association (IEA) and the Illinois Federation of Teachers (IFT), also is discussed under "Policy Implications" below.

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

Policy Implications. As noted above, a school district outside of Chicago will be required to adopt one or more components of the proposed State Performance Evaluation Model in instances when its joint committee has failed to agree on a performance evaluation plan for teachers within the 180-day deadline. New Section 50.210 individually lists the components upon which agreement may not be reached and how those will be addressed under the State Performance Evaluation Model.

Student Growth. Section 50.210(a) repeats the statutory requirement of Section 24A-7 of the School Code that the State Performance Evaluation Model provide that student growth comprise 50 percent of the teacher's final performance evaluation rating. The 50 percent threshold must be used by any district whose joint committee could not agree in its performance evaluation plan on the percentage of student growth to be used.

Assessments. Section 50.210(b) uses a Student Learning Objective (SLO) process as the mechanism to identify assessments that are appropriate for and collaboratively chosen by the teacher being evaluated and his or her qualified evaluator. Additionally, the SLO process is a supportable process to use to identify assessments to measure student growth of students with certain characteristics (e.g., special education placement, English language learners, low-income populations) to ensure that the assessments used to evaluate a teacher best measure
the impact that the teacher has on these students’ academic achievement (see Section 50.210(c)).

The SLO process begins with the identification of two student learning goals (along with growth expectations for each) that are specific to the teacher's content/course of instruction and/or grade level of students taught. In response to concerns of IEA/IFT, the teacher being evaluated is given the opportunity to suggest four SLOs, which include the learning goal, growth expectation and assessment, to be considered for measuring the teacher's impact on student growth. The teacher and his or her qualified evaluator then collaboratively choose the two (or one, if only one assessment was the subject of joint committee disagreement) to be incorporated into the teacher's evaluation plan.

The learning goal or goals to be included in the evaluation plan must align to school wide or district wide initiatives or the school improvement plan, as those initiatives or goals relate to the teacher's content area of instruction. Further, any assessment chosen must validly measure student learning over time that is specific to the learning goal that each identified. The assessment chosen cannot be one about which the joint committee already disagreed, which will prevent the teacher/evaluator from becoming mired in the same issues that forced them to default to the State Performance Evaluation Model initially. There is no prohibition, however, against using an assessment for which there was agreement of the joint committee if that assessment is appropriate for measuring student progress relative to the identified learning goal. Finally, in consideration of suggestions from both PEAC and IEA/IFT, the proposed rules require that a review of the growth expectations occur at the midpoint of the evaluation cycle to ensure that those expectations remain appropriate. If not, the growth expectations should be modified as may be necessary.

By way of supporting understanding of the SLO process, new Section 50.220 lists the minimum information that must be assembled as part of the process. While IEA/IFT encouraged the State Board to require school districts to use an agency-developed template as they progress through the SLO process, staff believe that flexibility is essential so that the SLO process adequately addresses the individual needs and goals of the teachers, school or district. A sample template will be posted on the agency's website. It may be used as is or adapted by school districts, as applicable to their particular circumstances.

While the SLO process was developed as a tool for classroom teachers to use for selecting and/or developing classroom assessments as part of the implementation of balanced assessment systems, its application to the performance evaluation process will help both the teacher and evaluator identify meaningful goals for student learning, encourage collaboration and understanding, and work to improve instructional effectiveness by monitoring student and teacher progress toward the learning goal. As noted above, its use for evaluating the impact teachers have on the academic growth of certain student populations with diverse learning needs helps to tailor evaluation systems to more effectively assess the performance of those teachers.

The proposed rule at Section 50.210(b)(4) also recognizes that agreement may not be reached between the teacher and his or her evaluator about the learning goal, growth expectations and/or assessments to be used to measure student growth. The proposed rule provides two options for making a final determination, which are dependent upon whether agreement is not reached on one or both SLOs. In the former situation when only one SLO is in dispute, the decision-making is given to another qualified evaluator in the district who is chosen collaboratively by the individuals who could not agree. Additionally, specific timelines for action
are proposed in the rule so that the student growth portion of the evaluation plan can be implemented in a timely fashion. In the latter situation when both SLOs are in dispute, the teacher chooses one of the SLOs to include and his or her qualified evaluator chooses the other SLO, with their decisions being final.

**Rating Scale.** The joint committee also must identify the ratings to be used for student growth, if those ratings are different than the categories of "unsatisfactory", "needs improvement", "proficient" and "excellent" required under Section 24A-5 of the School Code for the final performance evaluation rating assigned. If agreement is not reached in this regard, a school district under the State Performance Evaluation Model would be required to use the Section 24A-5 categories and apply them on the basis of the percentage of students who have met the growth target for the learning goal. (See Section 50.210(d) for specific percentage ranges.)

**Performance Evaluation Rating.** Although not specific to student growth and therefore, not required to be included in the State Performance Evaluation Model, Section 50.230 sets forth the performance evaluation ratings to be used that consider the 50/50 split that the performance evaluation rating will have between professional practice rating and student growth rating. When agreement is not reached in this regard, the school district would use the applicable combination of the professional practice rating and student growth rating set forth in Section 50.230 to determine a final rating of "unsatisfactory", "needs improvement", "proficient" and "excellent" to be assigned.

**PEAC Discussion**

The teacher representatives on PEAC expressed concern about the use of a second qualified evaluator to be the arbiter when, using the state model, the teacher being evaluated and the evaluator are unable to identify the learning goals to be addressed, the growth targets to be measured and/or assessments to be used (see Section 50.210(b) (4)) for one or both SLOs. These PEAC members said using a second qualified evaluator, who most often would be another administrator, would result in the final decision being an administrative one that has the potential to disadvantage the teacher in the evaluation process.

Educator Licensure staff, however, believe that requiring the use of a second qualified evaluator -- *which may be a teacher or an administrator* -- to make the final decision is a reasonable compromise that puts the decision-making process in the hands of a neutral third party. As proposed in the rules, the teacher and qualified evaluator will choose the second evaluator from among all individuals in the district trained to conduct performance evaluations. In this way, the teacher and qualified evaluator have an equal opportunity to ensure that the second evaluator is impartial and appropriate. The compromise also recognizes that the teacher being evaluated has an inherent conflict of interest when making a final determination about how he or she will be evaluated. Likewise, the qualified evaluator who would be conducting the evaluation of the teacher may champion only his or her position, possibly without consideration of the teacher's input or point of view. This approach was slightly modified in response to IEA/IFT recommendations to allow for the teacher being evaluated and his or her qualified evaluator to each choose one SLO, when two SLOs are in dispute, but continues to use the second qualified evaluator process when only one SLO is in dispute.

One PEAC member also asked that the rules provide a process by which the results from the individual assessments are combined to determine the final student growth rating assigned. Proposed Section 50.210(b) (2) already requires that the results be weighed equally, with results from each assessment constituting 50 percent of the total student growth rating.
assigned. To make this clearer in the rules, and in response to the question raised, the proposed rules were modified to require that the percentage of students considered to meet the growth expectation from each assessment would be averaged and, using that result, the student growth rating determined through the percentage ranges provided in Section 50.210(d) for "unsatisfactory", "needs improvement", "proficient" and "excellent".

Finally, the IEA/IFT suggested adding to the rules a process that the teacher being evaluated and his or her qualified evaluator to employ to review and revise, as necessary, the professional practice rating or the student growth rating when these are "disparate", meaning that the ratings are two or more levels apart (i.e., "excellent" in one and "needs improvement" or "unsatisfactory" in the other; "proficient" in one and "unsatisfactory" in the other). The purpose of the review, the unions said, would be to adjust the ratings for "unfairness or inconsistency". The suggestion is well thought out and joint committees could encourage school districts to review evidence gathered for professional practice and student growth when a significant gap is noted between the two ratings. This recommendation, however, goes beyond the scope of the State Performance Evaluation Model, which is focused on student growth only. Staff will consider articulating this process or a similar one in agency guidance, much as it has with its encouragement of the use of the Danielson Framework to evaluate the professional practice, as this approach also is not mandated by rules.

Budget Implications. None.
Legislative Action. None.
Communication. Please see "Next Steps" below.

Pros and Cons of Various Actions
Proceeding with the rulemaking complies with Section 24A-7 of the School Code that requires the State Board to establish "a model evaluation plan for use by school districts in which student growth shall comprise 50 percent of the performance rating". The use of the SLO process also encourages collaboration and is intended to best measure the impact that the teacher being evaluated has on the academic growth of his or her students. The proposed rules also propose a satisfactory solution for how final decisions will be made when disagreement about the certain components of the performance evaluation plan continues between the teacher and his or her evaluator.

Not proceeding with the rulemaking could result in stalemates in those districts whose joint committees could not reach agreement, potentially leaving districts without a workable way in which to measure student growth for some or all of their teachers, thus placing those districts in violation of Article 24A of the School Code.

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

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

   Evaluation of Certified Employees under Articles 24A and 34 of the School Code (23 Illinois Administrative Code 50),

   including publication of the proposed amendments in the Illinois Register.
Next Steps
With the Board’s authorization, staff will submit the proposed amendments to the Administrative Code Division for publication in the Illinois Register to elicit public comment. Additional means, such as the Superintendent’s Weekly Message and the agency’s website, will be used to inform interested parties of the opportunity to comment on this rulemaking.
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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 50
EVALUATION OF CERTIFIED EMPLOYEES
UNDER ARTICLES 24A AND 34 OF THE SCHOOL CODE

SUBPART A: GENERAL REQUIREMENTS

Section
50.10 Purpose
50.20 Applicability
50.30 Definitions

SUBPART B: PERFORMANCE EVALUATION PLANS: TEACHERS

Section
50.100 Plan Components Required for the Evaluation of Teachers
50.110 Student Growth Components
50.120 Professional Practice Components for Teachers
50.130 Reporting

SUBPART C: STATE PERFORMANCE EVALUATION MODEL FOR TEACHERS

Section
50.200 Implementation Requirements
50.210 Components of the State Performance Evaluation Model
50.220 Student Learning Objective Process
50.230 Performance Evaluation Rating

SUBPART D: PERFORMANCE EVALUATION PLANS: PRINCIPALS
AND ASSISTANT PRINCIPALS

Section
50.300 Plan Components Required for the Evaluation of Principals and Assistant Principals
50.310 Student Growth Components
50.320 Professional Practice Components for Principals and Assistant Principals
50.330 Reporting
SUBPART E: TRAINING FOR EVALUATORS

Section
50.400 School District-Developed Prequalification Process or Retraining Program
50.410 Minimum Requirements for Prequalification Process and Retraining Program
50.420 Competencies of Qualified Evaluators

50.APPENDIX A Illinois Standards for Principal Evaluation

AUTHORITY: Implementing and authorized by Section 24A-7 of the School Code [105 ILCS 5/24A-7].


SUBPART A: GENERAL REQUIREMENTS

Section 50.30 Definitions

As used in this Part:

"Adaptive Conditional Measurement Model" means a measurement model used to analyze assessment data to determine student growth that consists of at least a collection of baseline data that is used to determine individual student growth expectations and the recording of student outcomes in comparison to the growth expectations identified.

"Assessment" means any instrument that measures a student's acquisition of specific knowledge and skills. Assessments used in the evaluation of teachers, principals and assistant principals shall be aligned to one or more instructional areas articulated in the Illinois Learning Standards (see 23 Ill. Adm. Code 1.Appendix D) or Illinois Early Learning and Development Standards – Children Age 3 to Kindergarten Enrollment Age (see 23 Ill. Adm. Code 235.Appendix A), as applicable. For the purposes of this Part, assessments will be defined as the following types.

"Type I assessment" means a reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is administered either statewide or beyond
Illinois. Examples include assessments available from the Northwest Evaluation Association (NWEA), Scantron Performance Series, Star Reading Enterprise, College Board's SAT, Advanced Placement or International Baccalaureate examinations, or ACT's EPAS® (i.e., Educational Planning and Assessment System).

"Type II assessment" means any assessment developed or adopted and approved for use by the school district and intended to be used on a districtwide basis by all teachers in a given grade, course or subject area. Examples include collaboratively developed common assessments, curriculum tests and assessments designed by textbook publishers.

"Type III assessment" means any assessment that is rigorous, that is aligned to the course's curriculum, and that the qualified evaluator and teacher determine measures student learning in that course. Examples include teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade-level experts that are administered commonly across a given grade or subject. A Type I or Type II assessment may qualify as a Type III assessment if it aligns to the curriculum being taught and measures student learning in that subject area (see Section 50.110(b)(2) of this Part).

"Assistant principal" means an administrative employee of the school district who is required to hold an administrative certificate issued in accordance with Article 21 of the School Code [105 ILCS 5/Art. 21] or a professional educator's license issued in accordance with Article 21B of the School Code [105 ILCS 5/21B] endorsed for either general administration or principal, and who is assigned to assist the principal with his or her duties in the overall administration of the school.

"Formal observation" means a specific window of time that is scheduled with the teacher, principal, or assistant principal for the qualified evaluator, at any point during that window of time, to directly observe professional practices in the classroom or in the school. (Also see Sections 50.120(c) and 50.320(c) of this Part.)

"Growth Expectation" means the outcome that students are expected to achieve by the end of the instructional period and includes consideration of a starting level of achievement already acquired and determination of an ending goal for the level of achievement to be reached.

"Joint committee" means a committee composed of equal representation selected by the district and its teachers or, when applicable, the exclusive bargaining representative of
its teachers, which shall have the duties set forth in this Part regarding the establishment of a performance evaluation plan that incorporates data and indicators of student growth as a significant factor in rating teacher performance. (Section 24A-4 of the School Code)

"Informal observation" means observations of a teacher, principal, or assistant principal by a qualified evaluator that are not announced in advance of the observation and not subject to a minimum time requirement.

"Measurement model" means the manner in which two or more assessment scores are analyzed for the purpose of identifying a change in a student's knowledge or skills over time.

"Performance evaluation plan" means a plan to evaluate a teacher, principal, or assistant principal that includes data and indicators on student growth as a significant factor in judging performance, measures the individual's professional practice, and meets the requirements of Article 24A of the School Code and this Part.

"Performance evaluation rating" means the final rating of a teacher's, principal's, or assistant principal's performance, using the rating levels required by Sections 24A-5(e), 34-8, and 34-85c of the School Code [105 ILCS 5/24A-5(e), 34-8, and 35-85c], that includes consideration of both data and indicators of student growth, when applicable under Section 24A-2.5 of the School Code [105 ILCS 5/24A-2.5] and Section 50.20 of this Part, and professional practice.

"Qualified Evaluator" shall have the meaning set forth in Section 24A-2.5 or 24A-15 of the School Code and shall be an individual who has completed the prequalification process required under Section 24A-3 of the School Code or Subpart E of this Part, as applicable, and successfully passed the State-developed assessments specific to evaluation of teachers or principals and assistant principals. Each qualified evaluator shall maintain his or her qualification by completing the retraining required under Section 24A-3 of the School Code or Subpart E of this Part, as applicable.

"State Performance Evaluation Model" means those components of an evaluation plan that address data and indicators of student growth that a school district is required to use in the event that its joint committee fails to reach agreement pursuant to Section 24A-4(b) of the School Code.

"Student growth" means a demonstrable change in a student's or group of students' knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time.
"Student Learning Objectives" consists of a learning goal, assessment and procedures to measure that goal and growth expectation.

"Student Learning Objective (SLO) Process" means a process for organizing evidence of student growth over a defined period of time that addresses learning goals that are measurable and specific to the skills or content being taught and the grade level of the students being assessed, and are used to inform and differentiate instruction to ensure student success.

"Teacher" means full-time or part-time professional employees of the school district who are required to hold a teaching certificate issued in accordance with Article 21 of the School Code or a professional educator's license endorsed for a teaching field issued in accordance with Article 21B of the School Code. For the purposes of the requirements specific to student growth outlined in Article 24A of the School Code and this Part, "teacher" shall not include any individual who holds a school service personnel certificate issued under Article 21 of the School Code or a professional educator license endorsed for school support personnel issued under Article 21B of the School Code and is assigned to an area designated as requiring this certificate or endorsement, including but not limited to school counselor, school psychologist, nonteaching school speech and language pathologist, school nurse, or school social worker.

(Source: Amended at 38 Ill. Reg. ______, effective ____________)

SUBPART C: STATE PERFORMANCE EVALUATION MODEL FOR TEACHERS

Section 50.200 Implementation Requirements

a) A school district, in conjunction with the joint committee established under Section 24A-4(b) of the School Code, shall be required to adopt those specific aspects of the State model contained in this Subpart C regarding data and indicators of student growth about which the joint committee is unable to agree within 180 calendar days after the date on which the joint committee held its first meeting.

b) The first meeting of a joint committee shall occur no later than November 1 of the school year immediately preceding the school district's implementation date specified in Section 24A-2.5 of the School Code (see Section 50.20 of this Part). For purposes of this subsection (b), the 180-day deadline set forth in subsection (a) of this Section does not preclude the members of the joint committee from meeting, either as a committee or with other administrators and teachers, provided
that the district representatives and the union representatives on the joint committee formally agree to the date on which the 180-day clock will begin.

c) The student growth component of the plan shall conform to the requirements of Section 50.110 of this Part and shall comprise 50 percent of the performance evaluation rating assigned. (See Section 24A-7 of the School Code.)

d) The requirements of this Subpart C do not apply to CPS, except that the district's joint committee may meet to discuss student growth without triggering its 90-day clock for action, provided the procedures set forth in subsection (b) of this Section are followed.

(Source: Amended at 38 Ill. Reg. ______, effective ____________)

Section 50.210 Components of the State Performance Evaluation Model

A school district shall conform to the requirements of this Section for any portion of the performance evaluation plan outlined in Section 50.110 for which its joint committee could not reach agreement pursuant to Section 24A-4(b) of the School Code.

a) Any joint committee that cannot agree to the percentage of student growth that shall comprise the performance evaluation rating assigned shall adopt a performance evaluation plan in which student growth is 50 percent of the performance evaluation rating assigned. (See Section 50.110(a) of this Section and Section 24A-7 of the School Code.)

b) Any joint committee that cannot agree upon one or both of the assessments required under Section 50.110(b)(2) and (3) and/or the measurement models required under Section 50.110(b)(1) shall employ a student learning objective (SLO) process to identify how student growth will be measured for the applicable category of teacher (e.g., career and technical education, grade 2) for which no agreement is reached. The SLO process shall include at least the information listed in Section 50.220.

1) Teachers in the category for which agreement was not reached, or their representatives, shall recommend no more than four SLOs in response to each assessment for which no agreement was reached. Using the SLO process, the teacher being evaluated and the qualified evaluator shall work collaboratively to identify the SLO, using the list of SLOs recommended. The learning goal, assessment and growth expectation that comprise the SLO shall conform to the provisions of this subsection (b)(1).
A) Each learning goal of the SLO shall be aligned to the needs of the teacher's students or the classroom and shall be based on:

   i) schoolwide or districtwide initiatives that address the content of the learning goal; and/or

   ii) the school improvement plan, as the plan may relate to the content of the learning goal.

B) The assessment of the SLO shall support and measure the applicable learning goal identified pursuant to subsection (b)(1)(A). An adaptive conditional measurement model shall be employed to determine student growth specific to the learning goal being measured.

   i) Any assessment identified under this subsection (b)(1)(B) shall not be the same assessment upon which the joint committee could not reach agreement.

   ii) If two assessments are to be identified under this subsection (b)(1)(B), then at least one shall be used by more than one teacher in the building or across the district, or by students in one grade level or course, if there is no more than one teacher in a particular category (e.g., career and technical education, grade 2).

   iii) If only one assessment is to be identified under this subsection (b)(1)(B), then it shall not be of the same type for which agreement has already been reached.

C) The growth expectations for the applicable learning goal shall be evaluated at the midpoint of the evaluation cycle and modified as may be necessary.

2) Results from each assessment shall constitute 50 percent of the final student growth rating to be assigned.

3) The teacher and the qualified educator shall agree in writing to the determinations made pursuant to subsection (b)(1).
The provisions of this subsection (b)(4) apply only to those components listed in subsection (b)(1) to which the teacher and qualified evaluator are unable to jointly agree within 30 days after the start of the school year, as "school year" is defined under Section 50.100(e).

A) If agreement is not reached regarding both of the SLOs identified in response to Section 50.110(b)(1), the teacher being evaluated shall choose one SLO and the qualified evaluator shall choose the other SLO.

B) If agreement is not reached regarding only one SLO (or if only one SLO is to be identified and no agreement is reached), the qualified evaluator shall notify the district superintendent of this fact.

i) Within three school days after receiving notification, the district superintendent, or his or her designee, shall provide to the teacher being evaluated a list of qualified evaluators, who may be either teachers or administrators, employed by the district.

ii) Within five school days after receiving the roster, the teacher being evaluated and qualified evaluator shall jointly agree to a second qualified evaluator, who may be a teacher or an administrator. No later than five school days after the date on which the second qualified evaluator was appointed, the second qualified evaluator chosen shall make a final determination about the components of the SLO for which no agreement was reached.

iii) If the teacher and qualified evaluator are unable to jointly choose a second qualified evaluator from the roster within five school days after receiving the roster, or if the district superintendent is the only qualified evaluator on the roster, the district superintendent shall make the determination about those components of the SLO or SLOs for which no agreement was reached. A district superintendent may delegate the responsibility for making a final determination under this subsection (b)(4)(B) to an individual who has successfully completed the prequalification process required under Section 24A-3 of the School Code.
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c) Any joint committee that cannot agree to a process to consider certain student characteristics (e.g., special education placement, English language learners, low-income populations) in each measurement model as required under Section 50.110(c) shall employ an SLO process as set forth in this Section to make that determination.

d) Any joint committee that cannot agree to the rating scale to be used to determine the student growth rating to be assigned pursuant to Section 50.110(d) shall meet the requirements of this subsection (d). The determination of the student growth rating to be assigned shall be made by totaling the percentage of students meeting the growth expectation from each assessment used to determine student growth and averaging that result, rounding up to the next nearest whole number.

1) In instances in which less than 25 percent of students met the growth expectation identified pursuant to subsection (b), the teacher shall be assigned a student growth rating of "unsatisfactory".

2) In instances in which at least 25 percent but no more than 50 percent of students met the growth expectation identified pursuant to subsection (b), the teacher shall be assigned a student growth rating of "needs improvement".

3) In instances in which at least 51 percent but no more than 75 percent of the students met the growth expectation identified pursuant to subsection (b), the teacher shall be assigned a student growth rating of "proficient".

4) In instances in which 76 percent or more of the students met the growth expectation identified pursuant to subsection (b), the teacher shall be assigned a student growth rating of "excellent".

(Source: Added at 38 Ill. Reg. ______, effective ____________)

Section 50.220 Student Learning Objective Process

The information assembled as part of the SLO process shall address at least the following elements for each of the learning goals identified pursuant to Section 50.210(b)(1). The State Board of Education will make available an SLO template on its website at www.isbe.net that districts may choose to use or adapt for this purpose.

a) A list of the student population whose achievement will be measured for the purpose of determining student growth under the provisions of Section 50.210(b);
b) A description of the learning goal established pursuant to Section 50.210(b)(1)(A).

c) Standards associated with the learning goal.

d) A description of the assessments and scoring procedures established pursuant to Section 50.210(b)(1)(B) that measure students’ understanding of the learning goal.

e) Identification of growth expectations established pursuant to Section 50.210(b)(1)(C) at the beginning of the SLO process.

f) Identification of adjustments made to the identified growth expectations at the midpoint of the SLO process, as applicable.

g) Documentation of the number or percentage of students who achieved the identified growth expectations.

h) An explanation of how the qualified evaluator translates the number or percentage of students who achieved the identified growth expectations into a final student growth rating; and

i) A final growth rating assigned at the conclusion of the SLO process.

(Source: Added at 38 Ill. Reg. _____, effective ____________)

Section 50.230 Performance Evaluation Rating

Any joint committee that cannot agree on the way in which the professional practice rating and student growth rating will be used to determine the performance evaluation rating shall meet the requirements of this Section.

a) "Unsatisfactory" Performance Evaluation Rating

A teacher shall be assigned a performance evaluation rating of "unsatisfactory" when both his or her professional practice rating and student growth rating are "unsatisfactory".

b) "Needs Improvement" Performance Evaluation Rating
A teacher shall be assigned a performance evaluation rating of "needs improvement" when his or her:

1) professional practice rating is "proficient" or "needs improvement" and student growth rating is "unsatisfactory";

2) professional practice rating and student growth ratings are "needs improvement";

3) professional practice rating is "unsatisfactory" and student growth rating is "needs improvement"; or

4) professional practice rating is "unsatisfactory" and student growth rating is "proficient".

c) "Proficient" Performance Evaluation Rating

A teacher shall be assigned a performance evaluation rating of "proficient" when his or her:

1) professional practice rating is "excellent" and the student growth rating is "unsatisfactory";

2) professional practice rating is "excellent" and student growth rating is "needs improvement";

3) professional practice rating is "proficient" and student growth rating is "needs improvement";

4) professional practice and student growth ratings are "proficient";

5) professional practice rating is "needs improvement" and student growth rating is "proficient";

6) professional practice rating is "needs improvement" and student growth rating is "excellent"; or

7) professional practice rating is "unsatisfactory" and student growth rating is "excellent".

d) "Excellent" Performance Evaluation Rating
A teacher shall be assigned a performance evaluation rating of "excellent" when his or her:

1) professional practice rating is "excellent" and student growth rating is "proficient";

2) professional practice rating and student growth ratings are "excellent"; or

3) professional practice rating is "proficient" and student growth rating is "excellent".

(Source: Added at 38 Ill. Reg. _____, effective _____________)

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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
      Susie Morrison, Deputy Superintendent and Chief Education Officer
      Nicki Bazer, Deputy Superintendent

Agenda Topic: Action Item: Proposed Amendments 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)

Materials: Recommended Amendments

Staff Contact(s): Eric Grodsky, Deputy General Counsel

Purpose of Agenda Item
The purpose of the agenda item is to present the proposed amendments for the Board's initial
review.

Relationship to/Implications for the State Board’s Strategic Plan
This proposed rulemaking primarily relates to Goal 2 (highly prepared and effective teachers
and school leaders), as it clarifies the process by which an entity is approved to provide training
specific to performance evaluations for school board members who choose to engage in an
alternative process to dismiss certain underperforming teachers.

Expected Outcome(s) of Agenda Item
The Board will be asked to adopt a motion authorizing solicitation of public comment on the
proposed amendments.

Background Information
Section 24-16.5 of the School Code [105 ILCS 5/24-16.5] 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 (referred to as "PERA evaluations"), as
authorized under Article 24A of the School Code [105 ILCS 5/Art. 24A]. Section 24-16.5 further
provides that before a school board member can vote to dismiss a teacher using the OAED
process, he or she first must have "completed a training program on PERA evaluations either
administered or approved by the State Board of Education".

When Part 51 was amended in 2012 to address changes in dismissal procedures, agency staff
relied on the application process for leadership training for school board members set forth in
Section 1.210 of rules governing Public Schools Evaluation, Recognition and Supervision as the
procedures to be used for approval of providers of PERA evaluation training. School Board
leadership training is required under Section 10-16a of the School [105 ILCS 5/10-16a] and that
statute addresses particular areas of training that are specific to the general duties of school
board members. Additionally, Section 10-16a of the School Code also authorizes the Illinois Association of School Boards (IASB) as an approved provider. Since Section 1.210 reiterates both the content of the leadership training and the need for the State Board to consult with IASB when approving providers, its provisions, when applied to approval of PERA trainers, were confusing for both agency staff implementing the application process and entities applying for approval.

For these reasons, it is proposed that the cross-reference to Section 1.210's application process that is now stated in Section 51.290 of the dismissal rules be removed, and new Section 51.235 (Approval of Providers of PERA Training) articulate the process entities would use to seek approval to become PERA trainers for school board members. While proposed Section 51.235 relies heavily on the application process set forth in Section 1.210, it differs in several respects. Namely, it ties the course content to PERA evaluations and removes any references to IASB since that organization is not statutorily authorized to provide PERA training or participate in the approval of other PERA trainers.

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

**Policy Implications:** Please see "Background" above.

**Budget Implications:** None

**Legislative Action:** None

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

### Pros and Cons of Various Actions

Proceeding with the rulemaking will set forth clear expectations for entities wishing to apply for approval to serve as PERA trainers under the OAED process and place those requirements in the rules that govern the dismissal process. Not proceeding with the proposed amendments would link training under Section 10-16a of the School Code to PERA training under Section 24-16.5 of the School Code, continuing the confusion about which requirements apply.

### Superintendent’s Recommendation

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

> The State Board of Education hereby authorizes solicitation of public comment for:

> Dismissal of Tenured Teachers under Article 24 and Dismissal of Tenured Teachers and Principals under Article 34 of the School Code (23 Illinois Administrative Code 51),

> including publication of the proposed amendments in the Illinois Register.

### Next Steps

With the Board’s authorization, staff will submit the proposed amendments to the Administrative Code Division for publication in the Illinois Register to elicit public comment. Additional means, such as the Superintendent’s Weekly Message and the agency’s website, will be used to inform interested parties of the opportunity to comment on this rulemaking.
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 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
STATE BOARD OF EDUCATION

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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].


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.


“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 38 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) Entities that offer professional development activities, such as training organizations, institutions, regional offices of education, firms, professional associations, and universities and colleges, 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;
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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 each event or activity it conducts or sponsors for a period of not less than five years.

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 shall post on its website at www.isbe.net the list of all approved providers.

h) Approval as a provider shall be valid for two calendar years (i.e., January 1 through December 31). To request renewal of approval, a provider shall submit a
STATE BOARD OF EDUCATION
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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;

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. In the event an evaluation indicates that the requirements have not been met, the State Board of Education may withdraw approval of the provider.

(Source: Added at 38 Ill. Reg. ______, effective ____________)

Section 51.290 Decision of Board

a) Within 45 days after receiving the hearing officer’s findings of fact and recommendation, the Board shall render a written order as to whether the affected tenured teacher be retained or dismissed.

1) A copy of the Board’s decision shall be provided to the tenured teacher either by certified mail, return receipt requested, or personal delivery with receipt within five days after the date on which the Board rendered a decision to retain or dismiss the affected tenured teacher. A copy of the Board’s decision also shall be given by certified mail to the State Board of Education addressed to the General Counsel, 100 W. Randolph Street, Chicago, Illinois 60601.

2) Only Board members 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. Approval of an entity to offer the training required under this subsection (a)(2) shall be as set forth in 23 Ill. Adm. Code 1.210 (Approval of Providers of Training for Board Members).

2) If the Board determines that the affected tenured teacher should be dismissed, contrary to the hearing officer’s findings of fact and recommendation, then the Board shall provide in its written order its conclusion and the reasons for making that determination.

3) The failure of the Board to strictly adhere to the timeline set forth in this subsection (a) does not render it without jurisdiction to dismiss the teacher (Section 24-16.5(f) of the School Code).

b) The decision of the Board is final unless reviewed under the Administrative Review Law, as provided in Section 24-16.5(g) of the School Code.

1) The affected tenured teacher shall file the appeal within 35 days from the date that he or she received the Board’s decision pursuant to subsection (a)(1) of this Section.

A) For a teacher dismissed by a school district having fewer than 500,000 inhabitants, the judicial review must be taken directly to the appellate court of the judicial district in which the school district’s Board maintains its primary administrative offices (Section 24-16.5(g)(2) of the School Code).

B) For a teacher dismissed by a school district organized under Article 34 of the School Code, the judicial review must be taken directly to the Illinois Appellate Court for the First District (Section 24-16.5(g)(1) of the School Code).

2) If the hearing officer recommended dismissal, the decision of the Board may be reversed only if it is found to be arbitrary, capricious, an abuse of discretion, or not in accordance with law (Section 24-16.5(g) of the School Code).

3) In the event judicial review is instituted by a teacher, any costs of preparing and filing the record of proceedings must be paid by the teacher (Section 24-16.5(g) of the School Code).
4) The record of the proceedings shall contain each of the items enumerated in Section 51.70(a)(2)(B) of this Part.

c) Pursuant to Section 24-16.5(f) of the School Code, the Board shall not lose jurisdiction to discharge a teacher if the hearing officer fails to render a decision within the applicable time specified in this Section.

(Source: Amended at 38 Ill. Reg. ______, effective ____________ )
ILLINOIS STATE BOARD OF EDUCATION MEETING  
June 18, 2014

TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
Susie Morrison, Deputy Superintendent and Chief Education Officer
Nicki Bazer, General Counsel

Agenda Topic: Action Item:
• Rules for Adoption – Emergency Amendments to Part 305 (School Food Service);
• Rules for Initial Review – Proposed Amendments to Part 305 (School Food Service)

Materials: Recommended Rules

Staff Contact(s): Beth Hanselman, Assistant Superintendent

Purpose of Agenda Item
The purposes of the agenda item are to present the emergency amendments to Part 305 for adoption and to present a concurrent set of ordinary amendments for the Board’s initial review.

Relationship to/Implications for the State Board’s Strategic Plan
This agenda item relates to Strategic Goals 1 and 3 (student achievement and healthy learning environment) by aligning Part 305 to federal nutrition standards (i.e., competitive food standards) and limiting the number of fundraisers that participating schools may host that sell food or beverage items that do not meet the standards.

Expected Outcome(s) of Agenda Item
The Board will be asked to adopt two motions, one adopting the emergency amendments and the other authorizing the solicitation of public comment on the proposed amendments.

Background Information
In January 2014, the State Board discussed options available to the agency to comply with federal regulations implementing the Richard B Russell National School Lunch Act (42 USC 1751 et seq.) and Child Nutrition Act of 1966 (42 USC 1779 et seq.), as amended by the Healthy, Hunger-Free Kids Act of 2010 (P.L. 111-296). Those regulations, promulgated by the U.S. Department of Agriculture (USDA), require that starting July 1, 2014, all schools participating in the National School Lunch Program and School Breakfast Program comply with federally established competitive food standards for food and beverages sold on the school campus during the school day.

Referred to as the "Smart Snack" rules, these competitive food standards also apply to any food and beverages sold through school-sponsored fundraisers. Under the federal regulations, participating schools either may sell foods and beverages that meet the standards to students on the school campus during the school day or may sell food and beverages not meeting the standards to students "during non-school hours, (on) weekends or (through) off-campus fundraising events, such as concessions during sporting events and school plays".

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The federal regulations further authorize participating schools to sponsor fundraisers that offer food or beverages not meeting the standards (i.e., "exempted fundraising days") if their respective state education agency (SEA) has set a limit that ensures these type of fundraisers are "infrequent". While USDA did not define "infrequent" in its rules, it did state that any established limit should be such that it would not "impair the effectiveness of the Smart Snack requirements". In the event that a SEA fails or declines to set a limit, then participating schools in that state are prohibited from sponsoring exempted fundraising days.

When considering a limit for exempted fundraising days earlier this year, Nutrition and Wellness Program staff conducted an initial consultation with 500 participating schools. Based on the results of that consultation and direction staff received from the State Board of Education in January, staff initially proposed that participating schools be allowed to set their own limits for exempted fundraising days via a school-board adopted policy. That initial recommendation was shared with USDA for its review and approval; however, USDA staff in late April concluded that a state "may not delegate the authority to specify exempt fundraiser frequency to local education agencies or to school food authorities".

In response to USDA's direction, staff now are proposing limits for exempted fundraising days that would phase in the impact of the Smart Snack standards over the next several school years, culminating in school year 2018-19 with a prohibition for exempted fundraising days for participating schools with grades 8 and below and a limit of nine exempted fundraising days for participating schools with grades 9 through 12. (Further details about the proposal are outlined under "Policy Implications" below.)

In May, staff shared the proposed limits for exempted fundraising days with the Illinois Association of School Business Officials, Illinois Association of School Boards, Illinois Association of School Administrators and Illinois Principals' Association. While the groups recognized that the State Board had to adopt a limit on the number of exempted fundraising days that could be held, their representatives continued to urge the State Board to allow as much flexibility as possible.

The proposed amendments are being presented as emergency amendments, since the public interest and welfare is best served by having the rules in place by July 1, 2014, when the Smart Snack standards must be implemented by participating schools. The agency was unable to move forward more expeditiously with a rulemaking while staff were awaiting a response to a proposed policy submitted to USDA in January 2014 regarding the sale of food and beverages not meeting the Smart Snack standards to students on the school campus during the school day. Given that USDA's rejection of the State Board's initial proposal did not occur until late April, ordinary rulemaking will not be in place by the start of the school year. Many participating schools and their student and parent organizations rely heavily on food sales through fundraisers and vending machines. These revenues are used to increase the quality of educational opportunities through the enhancement of school programs and activities. A good number of these fundraisers occur at the beginning of the school year in the fall. Until rules are promulgated, participating schools and their organizations would be unable to plan and sponsor any fundraisers, potentially resulting in a significant loss of revenue.

A concurrent ordinary rulemaking is needed so that the limit on exempted fundraising days will be in place when the 150-day effectiveness of the emergency amendments comes to an end. The ordinary rulemaking, which is identical to the proposed emergency amendments, will be published in the Illinois Register for public comment and once adopted, would replace the emergency amendments.
Analysis and Implications for Policy, Budget, Legislative Action and Communications

Policy Implications. The proposed amendments set limits on exempted fundraising days that will be fully implemented by the 2018-19 school year (see Section 305.15(b)). The phase-in approach being proposed gives time for participating schools to modify current contracts, agreements and overall operations to ensure a minimal impact on various school activities, clubs and organizations that rely on revenue from these types of fundraisers. This approach also allows the food and beverage industry time to reformulate products to meet the Smart Snack standards that can be sold in place of the items currently sold. Additionally, the proposed amendments encourage participating schools to move in the direction of healthier school environments. Nutrition and Wellness Program staff will work together with school administrators to promote the use of non-food fundraisers and encourage the consumption of healthy foods that meet the Smart Snack standards, such as whole grains, low-fat dairy, fruits, vegetables and healthy protein food options.

The proposed limits were derived as a result of the comments received through the survey conducted in January, and follow up discussions with the Illinois Association of School Business Officials, Illinois Association of School Boards, Illinois Association of School Administrators and Illinois Principals’ Association, Illinois Department of Public Health, and the Illinois School Nutrition Association and conversations with other State Nutrition Offices. Under the proposed amendments, high schools will be allowed to hold approximately one exempted fundraising day during each week school is in session (i.e., 36). After two school years, the number allowed will be reduced by half to 18, eventually moving to one exempted fundraising day a month (i.e., nine annually), starting in the 2018-2019 school year.

For elementary schools, a limit of nine exempted fundraising days will be allowed in the first two years of implementation, reducing to four exempted fundraising days in years three and four, and then none beginning with the 2018-19 school year. Reducing the number of exempted fundraising days at the elementary level to zero aligns to the goal of USDA and the health advocacy groups. The gradual phased-in approach also provides time for school districts with participating schools to identify and adapt to non-food fundraising options.

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The proposed amendments also recognize the difference articulated in the current rules between elementary schools (grade 8 and below) and high schools. Since 2006, Section 305.15 has established food and beverage standards for the sale of foods to students in grades 8 and below. For this reason, the Smart Snack regulations will most likely have a minimal impact on the fundraising efforts in elementary schools.

By contrast, the Smart Snack standards will have a major impact on high schools, to which no state nutrition standards currently apply. The decision to propose a greater number of exempted fundraising days for high schools would minimize the consequences of reduced revenue and its resulting effect on school programs and activities, while providing necessary flexibility at the local level for school boards and administrators to adjust practices and policies to align to the Smart Snack standards. Nutrition and Wellness Program staff also believe that the higher limit for high schools will encourage continued participation in the federal meals programs, since staff have heard anecdotally that school districts may drop their high schools.
from the National School Lunch Program rather than conform to the standards. The proposed amendments for high school limits also respond to feedback received through staff's external consultation urging a greater number of exemptions for high schools due to the increased frequency at which fundraisers are held.

It is important to remember that the limits proposed in the amendments to Part 305 are the maximum number of exempted fundraising days that participating schools may hold, which does not eliminate those schools' flexibility to allow fewer than the maximum allowed.

**Budget Implications:** None  
**Legislative Action:** None  
**Communication:** Please see "Next Steps" below.

**Pros and Cons of Various Actions**

By limiting the number of exempted fundraising days that a participating school may host each year, the State Board is complying with a federal mandate for state education agencies to identify a reasonable number, thereby allowing participating schools to continue to have fundraisers that involve the sale to students of foods and beverages that do not meet the federal competitive food standards. The use of the emergency rulemaking process will ensure that participating schools can communicate the change in practice to its student and parent groups that use these types of fundraisers in advance of the 2014-15 school year and work with them to establish practices that ensure compliance and equity.

Should a limit not be established by the State Board, then under federal regulations participating schools would be unable to host any fundraisers that involve the sale of foods and beverages that do not meet the federal competitive food standards. Should the agency choose only to do rulemaking outside of the emergency process, then school districts would be unable to hold any of these types of fundraisers for at least the first semester of the school year.

**Superintendent's Recommendation**

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

**Motion #1**

The State Board of Education hereby adopts the emergency rulemaking for:

   School Food Service (23 Illinois Administrative Code 305).

**Motion #2**

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

   School Food Service (23 Illinois Administrative Code 305),

   including publication of the proposed amendments in the Illinois Register.

**Next Steps**

With the Board's authorization, staff will file the emergency amendments with the Secretary of State so that they will go into effect. At the same time, staff will submit the proposed amendments for publication in the Illinois Register to elicit public comment. Additional means,
such as the Superintendent's message and the agency's website, will be used to inform interested parties of the opportunity to comment.
ILLINOIS STATE BOARD OF EDUCATION MEETING
June 18, 2014

TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
Susie Morrison, Deputy Superintendent/Chief Education Officer
Nicki Bazer, General Counsel

Agenda Topic: Action Item: Amendments for Adoption:
- Part 25 (Educator Licensure)
- New Part 33 (Programs for the Preparation of Superintendents in Illinois)

Materials: Recommended Rules

Staff Contacts: Jason Helfer, Assistant Superintendent

Purpose of Agenda Item
The purpose of this agenda item is to present the proposed amendments for adoption.

Relationship to/Implications for the State Board’s Strategic Plan
The proposals relate directly to all of the Board's Strategic goals, as highly qualified and well-prepared superintendents provide the leadership and skills necessary to guide the district improvement process; attract and retain motivated, knowledgeable and committed teachers and administrators; and ensure the maintenance of safe and healthy learning environments.

Expected Outcome of Agenda Item
The Board will be asked to adopt amendments to Part 25 and adopt Part 33.

Background
In 2012, State Board educator licensure staff formed the Illinois Superintendent Advisory Group (ISAG) with the charge of developing recommendations to redesign the way in which superintendents are prepared in Illinois. The group met monthly from July 2012 to May 2013 and consisted of practicing and retired superintendents, as well as representatives of institutions of higher education with superintendent preparation programs, the Illinois Board of Higher Education, teachers unions, organizations that advocate on behalf of or study education, and groups that crafted the redesigned principal preparation programs several years ago.

The examination of the way in which superintendents are prepared represents a continuation of efforts to redesign educator preparation programs. The ISAG's recommendations build upon the work of the Illinois School Leadership Task Force and others, regarding principal preparation, by focusing on the role of the school district superintendent as the chief instructional leader of the district. The expectations for and competencies expected of candidates in the new superintendent preparation programs are informed by recent educational reforms, such as implementation of performance evaluations incorporating student growth, and the results of ongoing research focusing on the impact that effective school leadership has on student achievement.
Proposed New Part 33 borrows heavily from the structure of Part 30 (Programs for the Preparation of Principals in Illinois). It is organized around general requirements, internship and required coursework, candidate selection, program approval and competencies for superintendents. Companion changes are being made in Part 25 (Educator Licensure) in sections that address the requirements for receipt of the superintendent endorsement on the professional educator license.

Staff are proposing that programs that prepare superintendents meet the new requirements set forth in Part 33 by September 1, 2019, which should give existing programs ample time to ensure alignment. Further, existing programs will not be allowed to enroll any new candidates after September 1, 2016, thereby enabling the cohorts participating in those programs to complete their studies and receive the endorsement before the new requirements take effect. Currently, 18 programs are approved for the preparation of superintendents.

The amendments to Part 25 were published in the Illinois Register on March 28, 2014, and proposed Part 33 was published April 11, 2014, to elicit public comment; six comments were received. A summary and analysis of the comments, along with any recommendations for changes in the proposed amendments as a result, is attached.

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

Policy Implications: As proposed, superintendent preparation programs may be established by institutions of higher education or approved not-for-profit entities (as defined in Section 33.10), in partnership with one or more school districts and in consultation with one or more professional organizations that represent school administrators, school boards, chief school business officials or regional superintendents of schools. Both the institution or not-for-profit entity and their participating school district must be involved in the design, implementation and administration of the program. Programs must meet national standards, as specified in the proposed rules, and offer diverse curricula that address support of all students; efficient use of resources; maintenance of safe, healthy learning environments; skills and knowledge expected of high-quality professional staff; and establishment of collaborative relationships with all members of the school community (e.g., parents, school board members, local school councils or other governing councils, community partners).

Key to the program will be the candidate’s participation in and completion of an internship program (see Section 33.40). The internship would employ an outcome-based approach that relies heavily on candidates’ completion of certain activities and tasks designed to measure whether defined competencies are achieved. While the majority of these activities and tasks will be identified by the preparation program, an exception is being placed in the rules for the assessments that must be used to gauge a candidate’s competencies regarding Standard 2: Curriculum, Instruction and Assessment. Both the activities proposed for Standard 2 and the rubric by which successful completion will be measured are set forth in Appendices B and C. The ISAG-developed assessments and rubric are essential in ensuring that superintendents have successfully mastered the competencies associated with instructional leadership, regardless of the particular preparation program in which they have enrolled.

The proposed rules allow a school district to serve as an internship site if it employs a school district superintendent who is properly licensed and can demonstrate two years of successful experience serving as a superintendent. The school district superintendent will be actively involved in the internship by serving as a mentor to the candidate and working in collaboration with faculty supervisors from the program to assess the candidate’s performance during the internship. (See Section 33.40.)
Another element of the proposed rules that staff believe is essential to strong superintendent preparation programs is the criteria for the selection of candidates (see Section 33.60). Like with the principal preparation programs, the criteria set forth in Section 33.60 would be in addition to the admission requirements of any individual program. Notably, candidates will be required to prepare a portfolio, whose contents will provide evidence of a wide range of leadership skills, as well as respond in writing to a scenario posed by the program’s faculty who will be conducting the in-person interview.

Other requirements address coursework, in particular, setting limitations for online providers and requirements relative to the application process that are in addition to those for institution recognition and program approval already set forth in Subpart C of rules governing Educator Licensure (Part 25). As with principal preparation programs, the approval process will include the use of a review panel, to be appointed by the State Superintendent and consisting of Illinois educators, to provide an initial review of a program’s application and based on that review, make a recommendation for action to the State Educator Preparation and Licensure Board.

Budget Implications: None.
Legislative Action: None.
Communication: Please see “Next Steps” below.

**Pros and Cons of Various Actions**
The proposed rules create a strong foundation to ensure that programs preparing superintendents are based on outcomes and focus on elements found essential to effective school leadership, particularly in the area of instructional leadership. These programs will be designed to admit the best candidates and provide them with intensive instruction and internship opportunities, faculty support and comprehensive assessments designed to identify candidates with the highest potential for success.

**Superintendent’s Recommendation**
The State Superintendent recommends that the State Board of Education adopt the following motion:

> The State Board of Education hereby adopts the proposed rulemaking for:

- Educator Licensure (23 Illinois Administrative Code 25), and
- Programs for the Preparation of Superintendents in Illinois (23 Illinois Administrative Code 33).

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

**Next Steps**
Notice of the adopted rules will be submitted to the Joint Committee on Administrative Rules to initiate JCAR’s review. When that process is complete, the rules will be filed with the Secretary of State and disseminated as appropriate.
Summary and Analysis of Public Comment
23 Ill. Adm. Code 25 (Educator Licensure)
Part 33 (Programs for the Preparation of Superintendents in Illinois)

Comment
Several commenters asked that the rules allow individuals serving as directors of Education for Employment Regional Delivery Systems or area vocational centers to be eligible to receive the superintendent endorsement.

Analysis
The proposed rules at Sections 25.355(c)(1) and 33.60(b) reiterate the requirement of Section 21B-25(2)(D) that applicants for the superintendent endorsement have two years of experience working full-time as a principal, director of special education or chief school business official on an endorsement required for the specific position held. The agency cannot by rule change a requirement found in the law.

Recommendation
No changes are recommended in response to these comments.

Comment
In a related comment, an individual asked if Section 33.60(b) contained contradictory provisions. The rule provides that candidates must have two years of experience on certain educator credentials that include the general administrative endorsement. The general administrative endorsement allows individuals to work in a number of different administrative capacities; however, the rule, as proposed, restricts the experience of a candidate holding the general administrative endorsement to only experience as a principal in order to be eligible to enroll in the superintendent endorsement program.

Analysis
The commenter is correct that a candidate who holds a general administrative endorsement may work in a number of administrative roles, only one of which is serving as a school principal. The limitation in Section 33.60(b)(1) flows directly from the requirements of Section 21B-25(2)(D) of the School Code, which states that an individual have at least two years of experience as a "full-time principal, director of special education, or chief school business official in the public schools or in (certain) State-recognized nonpublic schools" in order to receive the superintendent endorsement. It would be irresponsible for the agency to write a rule that allows individuals to complete superintendent preparation programs only to discover that their previous experience prevents them from qualifying for receipt of the endorsement.

Advocates, however, have recognized the gap that will exist when the general administrative endorsement is phased out in August and have introduced legislation (SB 2972) that would amend Section 21B-25(2)(D) of the School Code to allow consideration of "full-time" employment in a "general administrative position". Should SB 2972 be enacted, Section 33.60(b)(1) will be modified to align to the new law.
Recommendation

No change is recommended in response to this comment.

Comment

An individual asked how the new requirements would affect him if he were enrolled in a superintendent preparation program in another state. He said he will finish that program in 2017 and inquired as to whether he would be eligible to receive the Illinois credential.

Analysis

The commenter would need to apply for the Illinois superintendent endorsement and provide evidence of having completed an endorsement program that is "comparable" to the program that is offered in Illinois. If he applies for and has his endorsement issued before the new requirements take effect in 2019, then the current provisions for receipt of the endorsement contained in Section 25.360 would apply. If he waits until after September 1, 2019, then he would need to show that the out-of-state program is as rigorous as the programs approved under Part 33. Given the variables involved and without reviewing the requirements of the out-of-state program, staff cannot say with certainty whether this individual would be eligible to receive an Illinois superintendent endorsement.

Recommendation

No change is recommended in response to this comment.

Comment

One person noted a reference to principal preparation programs in the draft of Part 33 published in the March Board packet and asked if superintendent programs are being required to work in partnership with principal preparation programs.

Analysis

The commenter pointed out a typographical error that was corrected before the rulemaking was published in the Illinois Register to elicit public comment.

Recommendation

No change is recommended in response to this comment.

Comment

An individual commented that Section 33.40(b) of the proposed rules requires that the superintendent of a school district wishing to serve as an internship site hold a professional educator license endorsed for superintendent. He pointed out that this requirement effectively eliminates City of Chicago School District 299 (CPS) from participating as an internship site since the individual serving as the district's chief executive officer is not required to hold an educator license. He suggested that a requirement be added to allow for a district to serve as an internship site if another administrator holds a professional educator license endorsed for superintendent.
Analysis

The commenter raises a valid point. Section 34-3 of the School Code directs the mayor of Chicago to "appoint a full-time, compensated chief executive officer" for CPS. Section 34-3.3 further provides that this individual must have "recognized administrative ability and management experience". Since it is not staff's intent to prohibit the participation of CPS in superintendent preparation programs, an exception for the district should be made in the proposed rule.

Recommendation

It is recommended that Sections 33.10 and 33.40(b) be modified as follows.

Section 33.10

"Internship Supervisor" means a superintendent of the school district (or the chief executive officer of a school district authorized under Article 34 of the School Code [105 ILCS 5/Art. 34]) where a candidate's internship is conducted and who supervises candidates during the internship period.

Section 33.40(b)

b) A public school district may serve as an internship site if:

1) the superintendent:

   A) holds a valid and current professional educator license endorsed for superintendent issued pursuant to 23 Ill. Adm. Code 25.355 or 25.360; or

   B) if the internship site is located in another state, holds a valid and current license that is comparable to the required Illinois professional educator license endorsed for superintendent issued by the state in which the internship site is located.

   C) The provisions of this subsection (b)(1) do not apply to a school district authorized under Article 34 of the School Code.

Comment

A representative of an institution of higher education indicated that the approval by the state of the institution's superintendent preparation program was contingent upon the university's awarding a doctoral degree at the conclusion of the program. He questioned whether a similar requirement would be provided in the new superintendent preparation programs.

Analysis

Contrary to the commenter's recollection, no requirement exists for a superintendent's preparation program to include an opportunity for a candidate to be awarded a doctoral degree in order to qualify for the superintendent endorsement. According to the materials from the
former State Teacher Certification Board's August 2011 meeting, the institution in question requested approval for a program to award "doctor of education" degrees in educational leadership. According to the minutes from the August 2011 meeting, a representative of the university indicated "individuals will earn both the doctorate and the endorsement" and that a person "cannot be recommended for entitlement until completion of the doctorate". Going forward, the institution in question could choose to submit a proposal for approval of a superintendent endorsement program under Part 33 that is not structured to require that candidates complete the doctorate degree in order to receive entitlement for receipt of the superintendent endorsement.

Recommendation

No change is recommended in response to this comment.

Comment

A commenter pointed out that it takes at least a year and a half for his institution to approve new programs. He said that the internal approval process may not be completed by September 2016 and asked whether the timeline could be adjusted "a reasonable period of time" to allow for the institution to "do a good job with the program".

Analysis

The deadline to which the commenter refers is the deadline for admitting candidates into currently approved superintendent endorsement programs. The introduction to Section 25.360 and Section 33.20(e) provide that no candidates may be admitted to programs established under the current rules (Section 25.360) beginning September 1, 2016. This requirement ensures that candidates enrolled under existing programs have sufficient opportunity to finish their programs and receive their endorsements before the new requirements take effect in September 2019.

If an institution wants to enroll candidates continuously as it makes the transition to the new program requirements, it will have two years to revise its current program and submit it for approval to the State Board of Education. Programs are free to begin the process of redesign at any time, with the acknowledgement that certain aspects of the proposed rules may change as they wend their way through the rulemaking process.

Recommendation

No change is recommended in response to this comment.

Comment

The same commenter asked about the format that an institution would use in submitting its application for approval for a new superintendent endorsement program and whether training will be provided about the new requirements.

Analysis
Section 25.145 of rules governing Educator Licensure sets out the process an institution must use to get an educator preparation program approved. That process is not being changed by this rulemaking and should be a familiar one for institutions to employ.

Additionally, educator licensure staff later this summer will provide a specific format for the application. Institutions will be notified of the format to use once rules go into effect. Educator licensure staff also will host webinars in the fall for licensure officers and others from the institutions to review the requirements of any updated or new regulations, as well as other procedures and processes, allowing for participants to ask questions. This is the third year that these informational webinars have been held, and they have been well-received.

**Recommendation**

No change is recommended in response to this comment.

**Comment**

One person provided a general comment about the rules, stating that the focus in the program on instructional leadership is misplaced. The commenter explained that the instructional leadership role belongs to the principal rather than the superintendent. He said it is likely superintendents trained with a primary goal of instructional leadership will have a "myopic focus". Instead of redesigning superintendent preparation programs, the writer suggested that the agency "audit or evaluate individual programs", as most programs operating in the state are "standards-based and rigorous".

**Analysis**

The superintendent preparation program is not a single focus one that concentrates solely on instructional leadership. Rather, the goal of the program is to make individuals well-rounded administrators in all areas of school management: promotion of student achievement; efficient use of human, fiscal and technological resources; recruitment and retention of high-quality professional staff; and establishment of collaborative relationships with the school community (see Section 33.30(d)). Having these attributes should significantly contribute to a superintendent's abilities and skills to make positive improvements that increase the quality of both the school district and, by extension, each school in the district.

The commenter should also note that the internship portion of the program exposes candidates to each of these areas of school management through direct participation under the leadership of individuals knowledgeable about these tasks and responsibilities. A candidate who successfully completes a superintendent preparation program will develop a broad focus, possessing an understanding of how all areas of school management influence and support the primary mission of schooling.

**Recommendation**

No change is recommended in response to this comment.
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STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

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

PART 25
EDUCATOR LICENSURE

SUBPART A: DEFINITIONS

Section 25.10 Accredited Institution

SUBPART B: LICENSES

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25.11 New Certificates (February 15, 2000) (Repealed)
25.15 Types of Licenses; Exchange
25.20 Requirements for the Elementary Certificate (Repealed)
25.25 Requirements for the Professional Educator License
25.30 Endorsement in Teacher Leadership (Through December 31, 2012)
25.32 Teacher Leader Endorsement (Beginning September 1, 2012)
25.35 Acquisition of Subsequent Certificates; Removal of Deficiencies (Repealed)
25.37 Acquisition of Subsequent Teaching Endorsements on a Professional Educator License
25.40 Requirements for the Special Certificate (Repealed)
25.43 Standards for Licensure of Special Education Teachers
25.45 Standards for the Initial Special Preschool-Age 12 Certificate – Speech and Language Impaired (Repealed)
25.46 Special Provisions for the Learning Behavior Specialist I Endorsement
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25.48 Short-Term Emergency Approval in Special Education
25.50 General Certificate (Repealed)
25.60 Alternative Educator Licensure Program for Teachers (Beginning January 1, 2013)
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25.70 Endorsement for Career and Technical Educator
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25.72  Endorsement for Provisional Career and Technical Educator
25.75  Part-time Provisional Certificates (Repealed)
25.80  Requirements for the Early Childhood Certificate (Repealed)
25.85  Special Provisions for Endorsement in Foreign Language for Individuals
       Currently Certified (Repealed)
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       as Teachers But Not Currently Certified (Repealed)
25.90  Endorsement for Transitional Bilingual Educator
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25.97  Endorsement for Elementary Education (Grades 1 through 6)
25.99  Endorsement for the Middle Grades (Grades 5 through 8)
25.100  Teaching Endorsements on the Professional Educator License
25.105  Temporary Substitute Teaching Permit (Repealed)

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

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25.115  Recognition of Institutions and Educational Units, and
       Approval of Programs
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25.125  Accreditation Review of the Educational Unit (Repealed)
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25.130  Interventions by the State Board of Education and State Educator Preparation and
       Licensure Board
25.135  Interim Provisions for Continuing Accreditation and Approval – July 1, 2000,
       through Fall Visits of 2001 (Repealed)
25.136  Interim Provisions for Continuing Accreditation – Institutions Visited from
       Spring of 2002 through Spring of 2003 (Repealed)
25.137  Interim Provisions for Continuing Accreditation and
       Approval – July 1, 1999, through June 30, 2000 (Repealed)
25.140  Requirements for the Institution's Educational Unit Assessment Systems
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25.145  Approval of New Programs Within Recognized Institutions
25.147  Approval of Programs for Foreign Language Beginning July 1, 2003
25.150  The Periodic Review Process (Repealed)
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25.314 Alternative Route to Administrative Certification for Teacher Leaders (Repealed)
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25.490 Licensure of Persons Who Have Been Convicted of a Crime
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25.493 Part-Time Teaching Interns (Repealed)
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25.905 Choices Available to Holders of Initial Certificates (Repealed)
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25.APENDIX A Statistical Test Equating – Licensure Testing System
25.APENDIX B Certificates Available Effective February 15, 2000 (Repealed)
25.APENDIX C Exchange of Certificates for Licenses (July 1, 2013)
25.APENDIX D Criteria for Identification of Teachers as "Highly Qualified" in Various Circumstances
25.APENDIX E Endorsement Structure Beginning July 1, 2013

Authority: Implementing Articles 21 and 21B and Section 14C-8 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/Art. 21, Art. 21B, 14C-8, and 2-3.6].

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

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

b)  A superintendent endorsement shall be affixed to a professional educator license provided that the candidate successfully completes each of the requirements specified in 23 Ill. Adm. Code 33 (Programs for the Preparation of Superintendents in Illinois) or has completed a comparable approved program in another state or country or holds a comparable certificate or license issued by another state or country (see Section 25.425 of this Part). For the purposes of this subsection (b), "comparable" means:

1) The out-of-state program is offered by an institution that has received approval under Subpart C of this Part to offer a superintendent preparation program (see 23 Ill. Adm. Code 33); or

2) The individual seeking the endorsement has had his or her coursework and preparation program reviewed by an institution approved to offer a superintendent preparation program in Illinois; has successfully completed any deficiencies in that preparation that the institution has identified, as applicable; and has been recommended for entitlement by that institution.

c)  In accordance with Section 21B-25(2)(D) of the School Code [105 ILCS 5/21B-25(2)(D)], beginning July 1, 2013, each candidate shall hold an Illinois professional educator license and have two years of experience working full-time as a principal, director of special education or chief school business official either:

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

   A)  an Illinois public school; or

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

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

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

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

(Source: Old Section repealed at 29 Ill. Reg. 15831, effective October 3, 2005; new Section added at 38 Ill. Reg. ______, effective ____________)

Section 25.360 Endorsement for Superintendent (Through August 31, 2019)

This endorsement, to be affixed to a professional educator license, is required of school district superintendents. (See also 23 Ill. Adm. Code 29.130.) No candidate shall be admitted to a superintendent endorsement program approved under this Section after August 31, 2016. Candidates who are enrolled shall complete the program and have the endorsement issued no later than September 1, 2019.

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

b) Each candidate shall have completed an Illinois program approved for the preparation of superintendents pursuant to Subpart C of this Part or a comparable
approved program in another state or country or hold a comparable certificate or license issued by another state or country (see Section 25.425 of this Part).

e) For endorsements issued before July 1, 2013, each candidate shall have at least two years' full-time administrative or supervisory experience in schools on a general supervisory, general administrative, director of special education, or chief school business official endorsement on an administrative certificate, or a comparable out-of-state credential. (See Section 21-7.1(e)(4) of the School Code [105 ILCS 5/21-7.1(e)(4)]; the superintendent's endorsement shall not be issued as an individual's first endorsement on the administrative certificate unless issued on the basis of a comparable out of state credential.) Experience as a dean of students shall count toward fulfillment of this requirement only for time when the individual had authority for, and performed administrative functions such as, evaluation of certified staff or suspension of students.

c(d) In accordance with Section 21B-25(2)(D) of the School Code, beginning July 1, 2013, each candidate shall hold an Illinois professional educator license and have two years of experience working full-time as a principal, director of special education or chief school business official either:

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

   A) an Illinois public school; or

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

2) while holding a credential required by the employing state in order to serve as principal, director of special education or chief school business official that is comparable in validity and educational and experience requirements (Section 21B-25(2)(D) of the School Code) to the applicable Illinois endorsement, if the candidate completed a comparable out-of-state program for the applicable credential held superintendent certification or licensure. (See also Section 25.425 of this Part.)
d) A candidate's experience serving in a position other than principal for which the
general administrative endorsement is required shall be accepted as qualifying the
individual to receive the superintendent's endorsement, provided the application
for the endorsement is submitted on or before August 31, 2014.

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

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

(Source: Amended at 38 Ill. Reg. ______, effective __________)
### Section 33.10 Definitions

As used in this Part:

"Educational unit" means the college, school, department or division of an institution or not-for-profit entity that is primarily responsible for the initial and continuing preparation of educators.

"Field-based experiences" means multiple experiences that occur within a school setting that relate directly to core subject matter of the course and enable candidates to apply theory to practice.

"Internship" means a sustained, continuous, structured and supervised experience lasting a minimum of 12 months, with defined objectives and activities designed to enable...
candidates to acquire the skills and knowledge necessary to demonstrate mastery of certain competencies expected of superintendents. (Also see Appendix A.)

"Internship Supervisor" means a superintendent of the school district (or the chief executive officer of a school district authorized under Article 34 of the School Code [105 ILCS 5/Art. 34]) where a candidate's internship is conducted and who supervises candidates during the internship period.

"Institution" means a regionally accredited institution of higher learning as specified in Section 21B-105 of the School Code [105 ILCS 5/21B-105]. (Also see 23 Ill. Adm. Code 25.10 (Accredited Institution).)

"Not-for-profit entity" means an entity that is subject to the General Not For Profit Corporation Act of 1986 [805 ILCS 105] or incorporated as a not-for-profit entity in another state but registered to do business in the State of Illinois pursuant to the Business Corporation Act of 1983 [805 ILCS 5] and that is recognized to provide an educator preparation program in the State of Illinois pursuant to 23 Ill. Adm. Code 25.Subpart C (Approving Programs that Prepare Professional Educators in the State of Illinois).

"Partner" means one or more institutions, not-for-profit entities or school districts that jointly design, implement and administer the superintendent preparation program. For the purposes of this Part, "partners" do not include school districts and their schools that serve only as sites for candidates to complete internship requirements or field experiences.

"Program completers" means persons who have met all the requirements of a State-approved superintendent preparation program established pursuant to this Part and who have fulfilled the requirements for receipt of a superintendent endorsement set forth in Section 21B-25 of the School Code [105 ILCS 5/21B-25] and 23 Ill. Adm. Code 25.355 (Endorsement for Superintendent (2019)).

Section 33.20 Purpose and Applicability

a) This Part sets forth the requirements for the approval of programs to provide individuals with the knowledge, skills and experiences necessary to implement a systems-orientation approach to educational leadership, financial oversight, school management, and parental and community involvement.

b) Requirements of this Part are in addition to the requirements for the approval of new educator preparation programs set forth in 23 Ill. Adm. Code 25.Subpart C.
c) Candidates successfully completing a superintendent preparation program shall obtain a superintendent endorsement on a professional educator license and are eligible to work as superintendents or assistant superintendents.

d) No later than September 1, 2019, all programs for the preparation of superintendents shall meet the requirements set forth in this Part.

e) Beginning September 1, 2016, institutions or not-for-profit entities may admit new candidates only to superintendent preparation programs that have been approved under this Part.

Section 33.30 General Program Requirements

a) The program shall be jointly established by one or more institutions or not-for-profit entities in partnership with one or more public school districts and in consultation with one or more professional organizations that represent school administrators, school boards, chief school business officials or regional superintendents of education.

b) The responsibility and roles of each partner in the design, implementation and administration of the program shall be set forth in a written agreement signed by each partner. The written agreement shall address at least the following:

1) the process and responsibilities of each partner for the selection and assessment of candidates;

2) the establishment of the internship and any field experiences, and the specific roles of each partner in providing those experiences, as applicable;

3) the development and implementation of a training program for internship supervisors and faculty supervisors that supports candidates' progress during their internships in participating in and demonstrating leadership;

4) names and locations of non-partnering school districts where the internship and any field experiences may occur, including the roles and responsibilities of the participating districts and the provider; and

5) the process to evaluate the program at least annually, including the partnership, and the role of each partner in making improvements based on the results of the evaluation.

d) Each program shall offer curricula that address student learning, school improvement and system management and focus on:

1) support of rigorous standards for all students (e.g., students with disabilities, English language learners, gifted students, students in early childhood programs) and high-quality accountability systems that promote increasing student achievement and improving results;

2) the efficient use of district or school resources (e.g., human, fiscal, technological) and the importance of maintaining a safe, healthy and productive environment;

3) understanding the knowledge, skills and responsibilities of high-quality professional staff, as articulated in standards governing the receipt of educator licensure listed at 23 Ill. Code 25.115(e)(1) (Recognition of Institutions and Educational Units, and Approval of Programs); and

4) collaborative relationships with all members of the school community (e.g., parents, school board members, local school councils or other governing councils, community partners).

Section 33.40 Internship Requirements

a) The internship portion of the program shall be conducted at one or more public school districts so as to enable the candidate to be exposed to and to participate in a variety of educational leadership situations in settings that represent diverse economic and cultural conditions and involve interaction with various members of the school community (e.g., parents, school board members, local school councils or other governing councils, community partners).

1) The internship shall consist of the following components:
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A) Engagement in leadership activities at all grade levels (i.e., preschool through grade 12), that focus on creating, evaluating, selecting, supervising and monitoring high-quality and rigorous curricular, instructional, assessment and financial resources designed to:

1) increase achievement of students in general education; and

2) special education, bilingual education and gifted education settings, and contribute to school improvement;

B) Active participation in the hiring, supervision and evaluation of administrators, teachers, other licensed staff and nonlicensed staff, as applicable, and development of professional development plans aligned to the goals of the district improvement plan;

C) Active participation in management and operational activities (e.g., strategic or long-range planning, policies and procedures, budgeting and financial management, facilities maintenance) that promote efficiency and a safe and healthy environment; and

D) Active collaboration with administrators, faculty, families and communities that results in decision-making that has legal and ethical bases.

2) The internship shall require the candidate to work directly with administrators and others in the school district's primary office and to participate and take the lead in specific tasks related to meeting the competencies referenced in Appendix A.

b) A public school district may serve as an internship site if:

1) the superintendent:

A) holds a valid and current professional educator license endorsed for superintendent issued pursuant to 23 Ill. Adm. Code 25.355 or 25.360; or

B) if the internship site is located in another state, holds a valid and current license that is comparable to the required Illinois
C) The provisions of this subsection (b)(1) do not apply to a school district authorized under Article 34 of the School Code.

2) In all cases, the superintendent shall have two years of successful experience in that position as evidenced by relevant data and formal evaluations or letters of recommendation from former supervisors that reflect achievement of the competencies set forth in Appendix A.

c) The school district superintendent shall serve as the internship supervisor for that portion of the program.

1) Each internship supervisor shall meet the following qualifications:

A) hold a valid and current professional educator license endorsed for superintendent or a valid and current license that is comparable to the required Illinois professional educator license endorsed for superintendent issued by the state in which the internship site is located; and

B) have served at least two years on a full-time basis as a superintendent, except that a first-year superintendent may serve as the internship supervisor if that individual was hired after the candidate started the internship in the respective school district.

2) Each internship supervisor shall:

A) assign the candidate to the administrative staff whose duties and responsibilities are most closely aligned to the particular leadership skills and experiences being assessed; however, the internship supervisor shall retain supervisory authority and oversight for the candidate's progress;

B) observe, evaluate and provide feedback to each candidate about the candidate's performance; and

C) work in collaboration with other personnel with whom the candidate has been assigned to complete the assessment of the
candidate's performance during the internship as required pursuant to Section 33.45.

d) Programs shall ensure that each candidate:

1) successfully completes the training and passes the assessment required under Section 24A-3 of the School Code [105 ILCS 5/24A-3] prior to licensure, or before the candidate evaluates staff, should evaluations be included as a component of the preparation program, whichever occurs first; and

2) passes the applicable content-area test (see 23 Ill. Adm. Code 25.710 (Definitions)) prior to receipt of endorsement.

e) Programs may charge fees of candidates, in addition to tuition, to be used to reimburse school districts for the costs of employing substitute administrators for candidates who are full-time administrators and must be absent from their school districts in order to complete internship activities.

f) Programs may provide monetary stipends for candidates while they are participating in their internship.

g) A program may extend the length of an internship beyond the expected date of completion for any candidate who has to discontinue the internship portion of the program due to unforeseen circumstances, such as a medical or family emergency, provided that the program adopts procedures for requesting the exemption, the specific reasons under which the exemption would be granted, and the length of time within which a candidate must resume the internship. A copy of the policy shall be provided to each candidate who enrolls in the program.

Section 33.45 Assessment of the Internship

a) The superintendent preparation program shall rate each candidate's level of knowledge and abilities gained as a result of the candidate's participation in the internship required under Section 33.40 by implementing a process to assess both the candidate's understanding of school practices that foster student achievement and a positive learning environment and of his or her ability to provide effective leadership. The assessment process and any rubrics to be used shall be submitted as part of the program's application for approval under Section 33.70.
b) Except for ELCC Standard 2 (Curriculum and Instruction), the candidate shall demonstrate the competencies listed in Appendix A by completing during the course of the internship the tasks specific to each of the competencies identified in the assessment rubric developed pursuant to subsection (a).

c) Each superintendent preparation program shall use the assessments identified in Appendix B to determine a candidate's level of knowledge and abilities gained relative to competencies defined for ELCC Standard 2 (Curriculum and Instruction). The program shall rate a candidate's demonstration of having achieved competencies listed in Appendix A as "meets the standards" or "does not meet the standards" in accordance with the rubric set forth in Appendix C.

1) A candidate must achieve a "meets the standards" on each competency in order to successfully complete the internship.

2) A candidate who fails to achieve a "meets the standards" on any of the competencies may repeat the tasks associated with the failed competency at the discretion of the superintendent preparation program.

Section 33.50 Coursework Requirements

a) The coursework required by the preparation program of its candidates must cover each of the following areas:

1) State and federal laws, regulations and case law affecting Illinois public schools;

2) State and federal laws, regulations and case law regarding programs for students with disabilities and English language learners;

3) use of technology for effective teaching and learning and administrative needs;

4) use of a process that determines how a child responds to scientific, research-based interventions that are designed to screen students who may be at risk of academic failure, monitor the effectiveness of instruction proposed for students identified as at risk, and modify instruction as needed to meet the needs of each student;

5) identification of bullying; understanding the different types of bullying behavior and its harm to individual students and the school; and the
importance of teaching, promoting and rewarding a peaceful and productive school climate; and

6) the process to be used to evaluate licensed staff in accordance with the provisions of Section 24A-3 of the School Code.

b) The superintendent preparation program shall determine the courses for which completion of field experiences will be required and the time allotted to field experiences across all courses in the curriculum.

c) A superintendent preparation program may allow candidates to "proficiency out" of certain coursework, provided that the candidate presents acceptable evidence of having mastered the competencies gained from the coursework and the program has adopted a policy regarding proficiency procedures.

1) The policy adopted under this subsection (c) shall require that candidates provide evidence of specific experiences that exemplify competency rather than providing only the results from written examinations or evidence of participation in an activity.

2) The policy adopted under this subsection (c) shall list those courses that are mandatory for program completion, regardless of a candidate's previously acquired competencies.

d) In addition to meeting the requirements in subsections (a) and (b), programs providing 50 percent or more of coursework via distance learning or video-conferencing technology shall be approved only if they meet the following conditions.

1) Candidates must be observed by a full-time tenure track faculty member who provides instruction in the superintendent preparation program. The observations, which must take place in person, shall be for a minimum of two full days each semester, and for a minimum of 20 days throughout the length of the program. The observations must include time spent interacting and working with the candidate in a variety of settings (e.g., attending meetings with the candidate, observing the candidate during the internship portion of the program, working with school board members or other school administrators, participating in budget-setting sessions).

2) Each candidate shall be required to spend a minimum of one day per semester, exclusive of internship periods, at the program's Illinois facility
in order to meet with the program's full-time faculty, to present and reflect on projects and research for coursework recently completed, and to discuss the candidate's progress in the program.

Section 33.60 Candidate Selection

Candidates admitted to a program for superintendent preparation shall be selected through an in-person interview process. Each candidate must meet the following minimum requirements:

a) Hold a valid and current Illinois professional educator license endorsed in general administrative, principal, chief school business official or director of special education.

b) Have at least two years' full-time administrative or supervisory experience in a public school district or nonpublic school recognized in accordance with 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools) on one of the following endorsements to the professional educator license or, for out-of-state candidates, the requisite experience while holding a certificate or license that is comparable to the respective Illinois credential:

   1) General Administrative: Administrative experience on this endorsement shall count toward fulfillment of the requirements this subsection (b) only for the time in which the individual served as a principal;

   2) Principal;

   3) Director of Special Education;

   4) Chief School Business Official.

c) Passage of the test of basic skills if the candidate had not been required to take the test for receipt of his or her Illinois professional educator license or previously issued administrative certificate (see 23 Ill. Adm. Code 25.720(b) (Applicability of Testing Requirements and Scores)).

d) Submission of a portfolio that presents evidence of a candidate's achievements during his or her administrative experience in each of the following categories:

   1) Support of all students in the classroom to achieve high standards of learning;
2) Significant leadership roles in the school (e.g., curriculum, assessment or instructional development, school management or budgeting, evaluation of staff, mentoring);

3) Strong oral and written communication skills;

4) Analytic abilities needed to collect and analyze data for school and district improvement;

5) Demonstrated respect for family and community;

6) Strong interpersonal skills; and

7) Strong demonstrated leadership skills and abilities.

e) For purposes of subsection (d), "evidence" includes, but is not limited to:

1) Evaluations of the candidate's administrative abilities from supervisors that attest to school and district improvement;

2) Evidence of leadership roles held and descriptions of the impact the candidate has had on the classroom, school or district, or the constituents served;

3) An analysis of school or district data (e.g., student scores) that describes how the data were used to inform instructional planning and implementation, including an explanation of what standards were addressed, the academic achievement or school improvement outcomes, and steps taken when expected outcomes did not occur;

4) Information about the candidate's work with families and/or community groups and a description of how this work affected school or district operations, policies and procedures;

5) Examples of the candidate's analytical abilities as evidenced by a description of how he or she used the results from student assessments to improve student learning; and

6) Evidence of curriculum development, student assessments or other initiatives that resulted from the candidate's involvement with school committees.
f) Each applicant shall interview face to face with no fewer than two of the program's full-time faculty members and shall, at a minimum, discuss the contents of his or her portfolio and complete on site a written response to a scenario presented by the interviewers.

Section 33.70 Program Approval and Review

a) A program seeking approval shall follow the procedures set forth in 23 Ill. Adm. Code 25.145 (Approval of New Programs within Recognized Institutions).

b) In addition to meeting the requirements of 23 Ill. Adm. Code 25.145, the program proposal required to be submitted as part of the request for approval shall specify how the program will meet the requirements set forth in this Part, as well as address each of the following:

1) The guidance to be developed to ensure that internship supervisors effectively assist candidates to optimize their experiences during the internship;

2) The roles and responsibilities of candidates and internship supervisors;

3) The process the institution or not-for-profit entity will use to communicate with the internship supervisor and candidate;

4) Any additional requirements for admission to the program that the institution or not-for-profit entity will impose;

5) A description of the rubric the program will use to assess and evaluate the quality of a candidate's portfolio required under Section 33.60;

6) The competencies, to include those specified in Appendix A, expected of candidates who complete the program and how those expectations will be communicated to the candidate upon his or her admittance to the program;

7) The activities to meet the expectations embedded in the competencies specified in Appendix A that will be required of candidates for completion of the program and how these activities and expectations will be communicated to the candidate upon his or her admittance to the program;
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8) A copy of the partnership agreement or agreements and a description of the partners' involvement in the development of the program, a description of the roles each partner will have, and information about how the partnership will continue to operate and how it will be evaluated;

9) A copy of any agreements with school districts (other than those participating in the partnership) that will serve as sites for the internship or field experiences;

10) A description of each course proposed and the internship, to include:
    A) a course syllabus;
    B) how progress will be measured and successful completion will be determined;
    C) a data table that demonstrates each course's, and the internship's, alignment to the ELCC standards (see Section 33.30(c)); and
    D) for individual courses, a detailed description of any field experiences required for course completion;

11) Copies of assessments and rubrics to be used in the program, including but not limited to samples of scenarios to which a candidate must provide a written response and interview questions for selection in the program and any additional assessments to be used for the internship beyond what is required under Section 33.45;

12) A description of the coursework for candidates and training to be provided for faculty members relative to the evaluation of licensed staff under Article 24A of the School Code [105 ILCS 5/Art. 24A]; and

13) A complete description of how data about the program will be collected, analyzed and used for program improvement, and how these data will be shared with the educational unit or not-for-profit entity and the partnering school district.

c) A request for program approval shall be submitted to the State Superintendent for consideration (see 23 Ill. Adm. Code 25.145(b)). The State Superintendent shall provide a complete request to the Superintendent Preparation Review Panel for its
review and recommendation as to whether the program should be approved. The panel, to be appointed by the State Superintendent, shall consist of:

1) two individuals holding current and valid Illinois professional educator licenses endorsed in a teaching field and currently employed in Illinois public schools;

2) four individuals holding current and valid professional educator licenses endorsed for superintendent, and currently employed as superintendents in Illinois public schools;

3) two individuals holding current and valid professional educator licenses endorsed for principal or general administrative and currently employed as principals in Illinois public schools;

4) two individuals from institutions of higher education in Illinois that have a recognized educational unit approved for the provision of educator preparation programs pursuant to 23 Ill. Adm. Code 25.Subpart C, one of whom shall be from a public institution and one of whom shall be from a nonpublic institution; and

5) one licensed administrative staff member currently employed in a school district in any city in Illinois having a population exceeding 500,000.

d) The Superintendent Preparation Review Panel shall acknowledge receipt of the request for approval within 30 days after receipt. Based upon its review, the Panel may:

1) issue a recommendation to the State Educator Preparation and Licensure Board (SEPLB) that the superintendent preparation program be approved; a copy of that recommendation and notification of the SEPLB's meeting to consider the Panel's recommendation shall be provided to the applicant; or

2) issue a recommendation to the SEPLB that the superintendent preparation program be denied, including the reasons for the recommended denial; a copy of that recommendation and notification of the SEPLB's meeting to consider the Panel's recommendation shall be provided to the applicant.

e) An institution or not-for-profit entity may withdraw its request for approval by notifying the State Superintendent of Education of its intent to withdraw no later
than 15 days after it receives notification of the Superintendent Preparation Review Panel's recommendation.

f) Actions following upon the recommendation of the SEPLB shall be as described in 23 Ill. Adm. Code 25.160 (Notification of Recommendations; Decisions by State Board of Education).

g) An approved principal preparation program shall be subject to the review process set forth in 23 Ill. Adm. Code 25.Subpart C.

Section 33.Appendix A Competencies for Superintendents

This Appendix sets forth the competencies that a candidate must acquire, aligned to each of the Standard Elements of the Educational Leadership Program Standards: 2011 ELCC District Level, as a result of successfully completing a superintendent preparation program.

<table>
<thead>
<tr>
<th>Standard Category and Standard Elements</th>
<th>Competencies Aligned to the Standard Elements</th>
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<tbody>
<tr>
<td>Standard 1: Vision</td>
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<tr>
<td>Standard Element 1.1</td>
<td>Design, lead and support a collaborative process for developing and implementing a shared district vision and mission for learning that is characterized by a respect for students and their families, and community partnerships and includes a focus on the future.</td>
</tr>
<tr>
<td>Understand and collaboratively develop, articulate, implement and steward a shared vision of learning for a school district.</td>
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<tr>
<td>Standard Element 1.2</td>
<td>Identify district-based tactical and strategic goals, and collaboratively develop implementation plans to achieve those goals and promote organizational learning and effectiveness.</td>
</tr>
<tr>
<td>Understand and collect and use data to identify district goals, assess organizational effectiveness and implement district goals.</td>
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<tr>
<td>Standard Category and Standard Elements</td>
<td>Competencies Aligned to the Standard Elements</td>
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<tr>
<td>Standard Element 1.3</td>
<td>The candidate has acquired the knowledge, skills and experience to lead a board of education, community and district stakeholders to:</td>
</tr>
<tr>
<td>Understand and promote continuous and sustainable district improvement.</td>
<td>Lead the process to develop a comprehensive plan for communicating and stewarding the district's vision, using evidence-centered continuous and sustainable improvement strategies, data reporting and strategic planning processes.</td>
</tr>
<tr>
<td>Standard 1.4</td>
<td>Lead the process to evaluate district improvement processes to identify strategies or practices to be used to build the organizational capacity necessary to support continual and sustainable district improvement supported by district stakeholders.</td>
</tr>
<tr>
<td>Understand and evaluate district progress and revise district plans supported by stakeholders.</td>
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<tr>
<td>Standard 2: Curriculum, Instruction and Assessment</td>
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</tr>
<tr>
<td>Standard Element 2.1</td>
<td>Promote the district's plan for all students to achieve academic and social-emotional success.</td>
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<tr>
<td>Advocate, nurture and sustain a district culture and instructional program conducive to student learning through collaboration, trust and a personalized learning environment with high expectations for students.</td>
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<tr>
<td>Standard Category and Standard Elements</td>
<td>Competencies Aligned to the Standard Elements</td>
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<tr>
<td><strong>Standard Element 2.2</strong></td>
<td>The candidate has acquired the knowledge, skills and experience to lead a board of education, community and district stakeholders to:</td>
</tr>
<tr>
<td>Understand and create and evaluate a comprehensive, rigorous and coherent curricular and instructional program for the district.</td>
<td>a) Lead the district in the process to create and evaluate comprehensive, rigorous, and coherent programs to maximize high-quality teaching and learning practices within the district; b) Lead district change and collaboration that focuses on improvements to district practices, student outcomes, curriculum, instruction and assessment that: 1) Incorporates cultural competence in development of these programs; 2) Meets the unique learning needs and interests of diverse student populations; and 3) Personalizes the learning environment with high expectations for all students.</td>
</tr>
<tr>
<td><strong>Standard Element 2.3</strong></td>
<td></td>
</tr>
<tr>
<td>Understand and develop and supervise the instructional and leadership capacity across the district.</td>
<td>a) Systematically direct the monitoring of teaching and learning practices across the district and provide assistance to school administrators; b) Facilitate the direction of the alignment of curriculum, instruction and assessments; c) Direct the use of evidence-based research in making curricular, instructional and assessment decisions; d) Provide district resources to support high-quality curriculum, instruction and assessments; e) Link the evaluation process to student progress, utilizing data from principals and teachers, and other related data sources; f) Develop assessment and accountability systems that utilize multiple data sources to monitor student success; g) Lead the process to design performance evaluation systems for staff based on multiple measures of professional performance and student outcomes, and provide feedback based on evidence; h) Provide leadership for districtwide and school-level</td>
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</table>
**Standard Category and Standard Elements**

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<thead>
<tr>
<th>Competencies Aligned to the Standard Elements</th>
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<tbody>
<tr>
<td>The candidate has acquired the knowledge, skills and experience to lead a board of education, community and district stakeholders to:</td>
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<tr>
<td>professional development plans that result in continuous growth and increased capacity of school staff and leaders for improved teaching and student learning; and</td>
</tr>
<tr>
<td>i) Set the expectation that the faculty and staff maximize time spent on curriculum, instruction and assessment.</td>
</tr>
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</table>

**Standard Element 2.4**

Understand and promote the most effective and appropriate technologies to support teaching and learning within the district.

| a) Lead the use of district technology and performance management systems to support teaching and learning; and |
| b) Monitor, evaluate and report on the effectiveness of curriculum, instruction and assessment practices across the district, and make appropriate recommendations. |

**Standard 3: Management**

**Standard Element 3.1**

Understand and monitor and evaluate district management and operational systems.

| a) Develop and oversee district systems for effective and efficient management of policies, procedures and practices; |
| b) Review and utilize the district's strategic and long-range plans to guide the district's daily practices; |
| c) Analyze district processes and operations to identify and place in priority order strategic and tactical challenges for the district; and |
| d) Identify and demonstrate the ability to lead the process to implement best practices in personnel management, facilities operation, financial and student procedures, data management, technology management and transportation systems. |

**Standard Element 3.2**

Understand and efficiently use

<p>| a) Develop multi-year fiscal plans and annual budgets aligned to the district's strategic plan (vision, mission, values and goals); |</p>
<table>
<thead>
<tr>
<th>Standard Category and Standard Elements</th>
<th>Competencies Aligned to the Standard Elements</th>
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<tbody>
<tr>
<td>The candidate has acquired the knowledge, skills and experience to lead a board of education, community and district stakeholders to:</td>
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<tr>
<td>b) Analyze and develop a district's budget and financial status and project the district's long-term resource needs and expenditures;</td>
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<tr>
<td>c) Lead the process to develop and implement facility and space utilization plans for the district;</td>
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<tr>
<td>d) Lead the process to develop plans that reflect the district's vision for the use of technology to manage district operational systems;</td>
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<tr>
<td>e) Identify, recommend, secure, allocate and evaluate appropriate human resources to support the educational program and operations;</td>
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<tr>
<td>f) Demonstrate the ability to implement effective internal controls for the receipt and distribution of funds at the district and school levels; and</td>
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<tr>
<td>g) Lead and implement an effective process for asset management.</td>
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<tr>
<td>human, fiscal and technological resources within the district.</td>
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<tr>
<th>Standard Element 3.3</th>
<th>Understand and promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.</th>
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<tbody>
<tr>
<td>a) Lead the process to review, revise and implement district policies and procedures that result in a safe and secure environment for students and staff; and</td>
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<tr>
<td>b) Develop, review, analyze and implement crisis plans in collaboration with district personnel and public safety officials.</td>
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<tr>
<th>Standard Element 3.4</th>
<th>Understand and develop district capacity for distributed leadership.</th>
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<tbody>
<tr>
<td>a) Work with district- and building-level leaders to identify collaborative leadership potential within the school district; and</td>
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<tr>
<td>b) Identify strategies for developing district's leadership capacity and sustainability.</td>
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<tr>
<th>Standard Element 3.5</th>
<th>Understand and ensure that district time focuses on</th>
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<tbody>
<tr>
<td>a) Identify, research and recommend district standards that protect instructional time and schedules;</td>
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<tr>
<td>b) Develop, evaluate and implement districtwide plans and procedures that focus on high-quality instruction</td>
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### Standard Category and Standard Elements

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<thead>
<tr>
<th>Competencies Aligned to the Standard Elements</th>
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<tbody>
<tr>
<td>The candidate has acquired the knowledge, skills and experience to lead a board of education, community and district stakeholders to:</td>
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<tr>
<th>supporting high-quality school instruction and student learning.</th>
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<tbody>
<tr>
<td>and student learning (including but not limited to discipline, district calendars and daily schedules); and</td>
</tr>
<tr>
<td>c) Work collaboratively through the collective bargaining process to formalize district standards relative to instructional time and schedules.</td>
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#### Standard 4: Relationships

<table>
<thead>
<tr>
<th>Standard Element 4.1</th>
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<tbody>
<tr>
<td>Understand and collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment.</td>
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<thead>
<tr>
<th>Competencies</th>
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<tbody>
<tr>
<td>a) Lead the process to collect, analyze, interpret and communicate information pertinent to the district's environment and collaboratively discuss strategies to determine improvement strategies; and</td>
</tr>
<tr>
<td>b) Collaborate with families, staff, faculty, and board of education and community members to respond to diverse community interests and needs and to mobilize community resources.</td>
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<tr>
<th>Standard Element 4.2</th>
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<tr>
<td>Understand and mobilize community resources by promoting understanding, appreciation and use of the community's diverse cultural, social and intellectual resources throughout the district.</td>
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<tr>
<th>Competencies</th>
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<tbody>
<tr>
<td>a) Promote trust, equity, fairness and respect among school board members, school administrators, faculty, parents, students and the district community;</td>
</tr>
<tr>
<td>b) Lead the process to identify and use diverse community resources to improve district programs; and</td>
</tr>
<tr>
<td>c) Develop a process to assess needs of families and develop collaborative strategies for effective district relationships with families and caregivers.</td>
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<tr>
<th>Standard Element 4.3</th>
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<tbody>
<tr>
<td>Understand and respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.</td>
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<tr>
<th>Competencies</th>
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<tbody>
<tr>
<td>a) Lead the process to develop and maintain relationships with families and caregivers and involve them in district decision-making processes; and</td>
</tr>
<tr>
<td>b) Lead the process to develop and implement an all-inclusive district-community engagement plan.</td>
</tr>
<tr>
<td>Standard Category and Standard Elements</td>
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<td>----------------------------------------</td>
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<tr>
<td>The candidate has acquired the knowledge, skills and experience to lead a board of education, community and district stakeholders to:</td>
</tr>
<tr>
<td>Standard Element 4.4</td>
</tr>
<tr>
<td>Understanding and respond to community interests and needs by building and sustaining productive district relationships with community partners.</td>
</tr>
<tr>
<td>Standard 5: Ethical Leadership</td>
</tr>
<tr>
<td>Standard Element 5.1</td>
</tr>
<tr>
<td>Understand and act with integrity and fairness to ensure a district system of accountability for every student's academic and social success.</td>
</tr>
<tr>
<td>Standard Element 5.2</td>
</tr>
<tr>
<td>Understand and model principles of self-awareness, reflective practice, transparency and ethical behavior as related to the superintendent's roles in the district.</td>
</tr>
<tr>
<td>Standard Element 5.3</td>
</tr>
<tr>
<td>Understand and safeguard the values of democracy, equity and</td>
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<table>
<thead>
<tr>
<th>Standard Category and Standard Elements</th>
<th>Competencies Aligned to the Standard Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate has acquired the knowledge, skills and experience to lead a board of education, community and district stakeholders to:</td>
<td></td>
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<tr>
<td>diversity within the district.</td>
<td>procedures that support and advocate for democratic values, equity and diversity; c) Practice the principles of democracy, equity and diversity of thought; and d) Practice and advocate respect for diversity of all classes of people.</td>
</tr>
<tr>
<td>Standard Element 5.4</td>
<td>Identify, analyze, evaluate and articulate the potential moral and legal consequences of a particular decision.</td>
</tr>
<tr>
<td>Understand and evaluate the potential moral and legal consequences of decision-making in the district.</td>
<td></td>
</tr>
<tr>
<td>Standard Element 5.5</td>
<td>a) Ensure that student characteristics and needs inform all aspects of schooling; and b) Promote district policies, programs and practices that ensure social justice, equity, confidentiality, acceptance and respect between and among students and staff within a district.</td>
</tr>
<tr>
<td>Understand and promote social justice within the district to ensure individual student needs inform all aspects of schooling.</td>
<td></td>
</tr>
<tr>
<td>Standard 6: Advocacy and Influence</td>
<td></td>
</tr>
<tr>
<td>Standard Element 6.1</td>
<td>a) Advocate for every child and his or her families and caregivers; b) Engage, communicate and collaborate with stakeholders so that they understand the rationale behind federal, State and district policy development and the implications of federal, State and district policies for every child.</td>
</tr>
<tr>
<td>Understand and advocate for the district's students, families and caregivers.</td>
<td></td>
</tr>
<tr>
<td>Standard Element 6.2</td>
<td>a) Identify and analyze emerging district, local, national and global issues in order to adapt district leadership strategies and practices; b) Advocate for federal, State and district policies and programs that promote equitable learning outcomes</td>
</tr>
</tbody>
</table>
### Competencies Aligned to the Standard Elements

The candidate has acquired the knowledge, skills and experience to lead a board of education, community and district stakeholders to:

- for every child; and
- Communicate policies, laws and regulations, and procedures to appropriate district stakeholders.

### Standard Element 6.3

Understand and anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.

- Keep the board of education and stakeholders informed of emerging trends and initiatives in providing proactive leadership for the district;
- Analyze how law and policy is applied consistently, fairly and ethically; and
- Anticipate and assess emerging trends and initiatives in order to guide personal and professional leadership strategies.

### Section 33. Appendix B Standard 2: Required Assessments

The superintendent preparation program shall use each of the assessments listed in this Appendix B to determine the candidate's achievement of the competencies outlined in Appendix A for each standard element of Standard 2: Curriculum, Instruction and Assessment.

<table>
<thead>
<tr>
<th>Standard Category and Standard Elements</th>
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<tbody>
<tr>
<td><strong>Standard 2: Curriculum, Instruction and Assessment</strong></td>
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</tr>
<tr>
<td><strong>Standard Element 2.1</strong> Advocate, nurture and sustain a district culture and instructional program conducive to student learning through collaboration, trust and a personalized learning environment with high expectations for students.</td>
<td>The candidate will utilize existing district data (e.g., school climate surveys) to make observations for improving the district's culture for collaboration, trust, learning and expectations.</td>
</tr>
<tr>
<td><strong>Standard Element 2.2</strong></td>
<td>Working with district leadership (including some</td>
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</table>
Understand and create and evaluate a comprehensive, rigorous and coherent curricular and instructional program for the district.

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<tr>
<td>principals), the candidate will review the district's curricular and instructional program, and map the program and its intended outcomes for the students. Afterwards, the candidate will determine what data are needed from the curricular and instructional program to analyze whether the student's intended outcomes are being met. Finally, the candidate will develop a continuous improvement process for the curricular and instructional program based on evidence-based research and data from the district.</td>
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<tr>
<td>The candidate will develop a comprehensive curriculum, instruction and assessment analysis project that integrates the major components and theories of school change and improvement. The candidate will:</td>
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<tr>
<td>1) Analyze the district's curriculum map or sequence, using data from the district's curriculum evaluation processes to determine what is working and what is not working for student success, reporting any recommendations for change as a result of the analysis;</td>
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<tr>
<td>2) Analyze the district's instructional processes and formats using data from staff evaluations that demonstrate adherence to the instructional formats to determine which formats are working and which are not working for student success, reporting any recommendations for change resulting from that analysis; and</td>
<td></td>
</tr>
<tr>
<td>3) Analyze the district's assessment data as they relate to the district's curriculum and instruction and, based on the data, determine what curriculum areas are in need of change and what instructional formats need adjustments, reporting any recommendations for change resulting from that analysis.</td>
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The candidate shall provide a final report to the internship supervisor that includes direct references to changes and improvement in the following areas: cultural competence, achievement of diverse students and personalizing the learning environment with high expectations for all students.
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<th>Standard Category and Standard Elements</th>
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<tr>
<td>Standard Element 2.3</td>
<td>Working with a school district, the candidate will complete the following activities associated with &quot;supervision of instruction&quot;:</td>
</tr>
<tr>
<td>Understand and develop and supervise the instructional and leadership capacity across the district.</td>
<td>1) Meet with principals and district leaders to assess the teaching and learning issues of the district. Based on the findings, develop a plan of action to improve teaching and learning practices. Using evidence-based research, develop a plan that clearly stipulates what practices are to be changed; how the change process will take place; who will be involved; timeline for action; resources needed (human, time and financial) for the plan to be implemented; and the evaluation or assessment activities to be used to determine if the changes are effective.</td>
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<td></td>
<td>2) Meet with a building principal to analyze the building's achievement data and map the alignment of the building's curriculum, instruction and assessments. Based on the findings of the data analysis and mapping, the candidate will make recommendations for alignment changes using evidence-based research to support the recommendations.</td>
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<td></td>
<td>3) Using the recommendations from items 1 and 2, the candidate will develop a budget in consultation with the superintendent and/or chief school business official sufficient for full implementation of the recommendations. The budget should include the following resources: human, time, material and additional outside resources.</td>
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<td></td>
<td>The candidate will work with district leadership to review and map the assessment and accountability system the district uses to monitor student growth. At a minimum, the candidate will include in the map of the district's system the following information: the multiple and varied assessments; the persons responsible for administering the assessments; the data collection system and persons responsible for collection and assimilation of the data; the persons responsible for using the data to improve teaching</td>
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<tr>
<td>Standard Category and Standard Elements</td>
<td>Assessment</td>
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<tr>
<td>and learning and a description of how that process or system works; and a description of how the assessments and data are used in the performance evaluations of teachers and administrators.</td>
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<tr>
<td>The candidate will review the district's professional development plan. If none is available, the candidate will develop a plan that reflects the goals, practices and needs of the district. In collaboration with several district administrators, the candidate will determine what data informed the development of the plan. The candidate will review and analyze that data, or if none is available, determine and document what data should be gathered and analyzed. Based upon the data analysis, the candidate will review the professional development plan again and make recommendations for improvement based on research and the results of that analysis. The candidate will include the recommendations in a reporting format that could be given to the district's board of education. This report will be presented to the candidate's internship supervisor.</td>
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<tr>
<td>The candidate will determine the district's goals about the use of instructional time by consulting local board policy, administrative regulations and/or district leadership. Once the goals specific to instructional time have been determined, the candidate will conduct an &quot;instructional time study&quot; of each school in the district, review the data from this audit and provide a report for improvement with recommendations to the internship supervisor. The candidate will include research that supports the recommendations being made in the report.</td>
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Standard Category and Standard Elements | Assessment
--- | ---
Standard Element 2.4 Understand and promote the most effective and appropriate technologies to support teaching and learning within the district. | The candidate will conduct a technology study of the district that focuses on the integration of technology into content areas. The candidate will review the data from the study and provide a report that includes recommendations for improvement to the districtwide leadership team. The candidate will include research that supports the recommendations being made in the report.

The candidate will create a protocol to use for interviewing the following people in a school district: the superintendent and a sample of district stakeholders (e.g., local board members, principals, parents). The purpose of the interviews is to determine the district's culture of collaboration, trust, learning and expectations for students, staff, administrators and board members.

Comprehensive Instructional Renewal Project | Upon completion of each of the assessments set forth in this Appendix B, the candidate will develop a comprehensive Instructional Renewal Project that integrates the major components and theories of school change and improvement, and the results and information learned from other assessment projects conducted relative to curriculum, instruction and assessments. The candidate will do the following:

1) Conduct a comprehensive analysis of the district improvement plan; professional development plan; cultural assessment; curricular and instructional program improvement process; curriculum, instruction and assessment procedures; supervision of instruction activities; accountability and monitoring system for student support; time study; and technology study.

2) Develop an Instructional Renewal Plan that uses these analyses to determine:
   a) Comprehensive recommendations for districtwide improvement in curriculum, instruction and assessment;
   b) Comprehensive recommendations for improvement in teaching and learning;
   c) Comprehensive recommendations for districtwide
ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED RULES

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<th>Standard Category and Standard Elements</th>
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<td>improvement of systems for data, assessment, technology and the use of time; and</td>
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<tr>
<td></td>
<td>d) Comprehensive recommendations for districtwide improvement in culture, expectations, and the socio-emotional and academic growth of all students.</td>
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Section 33. Appendix C Standard 2: Assessment Rubric

The superintendent preparation program shall rate the candidate's completion of the assessments listed in Appendix B for each standard element of Standard 2: Curriculum, Instruction and Assessment as "meets standard" or "does not meet standard" according to the criteria set forth in the assessment rubric contained in this Appendix C.

| Standard 2: Curriculum, Instruction and Assessment |
|--------------------------------------------------|--------------------------------------------------|
| Standard Category and Standard Elements | Meets Standard | Does Not Meet Standard |
| Standard Element 2.1 Advocate, nurture and sustain a district culture and instructional program conducive to student learning through collaboration, trust and a personalized learning environment with high expectations for students. | The candidate's observation report includes the following:  
  • At least three existing data sources of the district;  
  • An overview of the district's "culture";  
  • Recommendations for improving the district's collaboration and trust efforts; and  
  • Recommendations for improving the district's expectations and learning efforts. | The candidate's observation report fails to include one or more of the following:  
  • At least three existing data sources of the district;  
  • An overview of the district's "culture";  
  • Recommendations for improving the district's collaboration and trust efforts; or  
  • Recommendations for improving the district's expectations and learning efforts. |
<table>
<thead>
<tr>
<th>Standard 2: Curriculum, Instruction and Assessment</th>
<th>Meets Standard</th>
<th>Does Not Meet Standard</th>
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<tr>
<td><strong>Standard Element 2.2</strong>&lt;br&gt;Understand and create and evaluate a comprehensive, rigorous and coherent curricular and instructional program for the district.</td>
<td>The candidate successfully provided evidence of the following:&lt;br&gt;• having worked with multiple district leaders and reviewing the district's curricular and instructional program in one content area;&lt;br&gt;• a successful mapping of the program and its intended outcomes for students;&lt;br&gt;• identification of what data to analyze to determine if student outcomes are being met;&lt;br&gt;• a continuous improvement plan for the curricular and instructional content area based on evidence from research and data available from the district.</td>
<td>The candidate was not successful in providing evidence of one or more of the following:&lt;br&gt;• having worked with multiple district leaders and reviewing the district's curricular and instructional program in one content area;&lt;br&gt;• a successful mapping of the program and its intended outcomes for students;&lt;br&gt;• identification of what data to analyze to determine if student outcomes are being met;&lt;br&gt;• a continuous improvement plan for the curricular and instructional content area based on evidence from research and data available from the district.</td>
</tr>
<tr>
<td><strong>Standard Element 2.3</strong>&lt;br&gt;Understand and develop and supervise the instructional and leadership capacity across the district.</td>
<td>The candidate developed a comprehensive curriculum, instruction and assessment analysis project that integrates the major components and theories of school change and improvement and included all of the following:&lt;br&gt;1) An analysis of the district's curriculum map/sequence utilizing data from the district's curriculum</td>
<td>The candidate failed to develop a comprehensive curriculum, instruction and assessment analysis project that integrates the major components and theories of school change and improvement and failed to include one or more of the following:&lt;br&gt;1) An analysis of the district's curriculum</td>
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### Standard 2: Curriculum, Instruction and Assessment

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<tr>
<th>Standard Category and Standard Elements</th>
<th>Meets Standard</th>
<th>Does Not Meet Standard</th>
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<tbody>
<tr>
<td>evaluation processes to determine what is working and what is not working for student success and including recommendations for change in the report of the analysis;</td>
<td></td>
<td>map/sequence utilizing data from the district's curriculum evaluation processes to determine what is working and what is not working for student success and including recommendations for change in the report of the analysis;</td>
</tr>
<tr>
<td>2) An analysis of the district's instructional processes and formats from data of the district's staff evaluations that demonstrates adherence to the district's instructional formats, identifying which instructional formats are working and which are not working for student success, with recommendations for change;</td>
<td></td>
<td>2) An analysis of the district's instructional processes and formats from data of the district's staff evaluations that demonstrates adherence to the district's instructional formats, identifying which instructional formats are working and which are not working for student success, with recommendations for change;</td>
</tr>
<tr>
<td>3) An analysis of the district's assessment data as they relate to the district's curriculum and instruction; based on the data, the report provides a determination of which curriculum areas are in need of change and which instructional formats need adjustments.</td>
<td></td>
<td>3) An analysis of the district's assessment data as they relate to the district's curriculum and instruction; based on the data, the report provides a determination of which curriculum areas are in need of change and which instructional formats need adjustments.</td>
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</table>

The final report given to the candidate's mentor or map/sequence utilizing data from the district's curriculum evaluation processes to determine what is working and what is not working for student success and including recommendations for change in the report of the analysis;
**Standard 2: Curriculum, Instruction and Assessment**

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<th>Standard Category and Standard Elements</th>
<th>Meets Standard</th>
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<tr>
<td>superintendent provided direct references to changes to and improvements in the following areas: cultural competence; achievement of diverse students; and personalizing the learning environment with high expectations for all students.</td>
<td>The final report given to the candidate's mentor or superintendent failed to provide direct references to changes to and improvements in one or more of the following areas: cultural competence; achievement of diverse students; and personalizing the learning environment with high expectations for all students.</td>
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Standard Element 2.4

Understand and promote the most effective and appropriate technologies to support teaching and learning within the district.

- The candidate successfully completed the following "supervision of instruction" activities.
  1) Met with principals and district leaders to assess the teaching and learning issues facing the district. Based upon the findings, developed a plan of action to improve teaching and learning practices. Using evidence-based research, the candidate developed a plan that clearly stipulates the practices to be changed; how the change process would take place; who would be involved; the time that it would take; what resources (human and financial) would be necessary for the plan to take effect; and what resources (human and financial) would be

- The candidate was unsuccessful in completing one or more of the following "supervision of instruction" activities.
  1) Meeting with principals and district leaders to assess the teaching and learning issues facing the district. Based upon the findings, did not fully develop a plan of action to improve teaching and learning practices. The candidate was unable to develop a plan that clearly stipulated what practices were to be changed; how the change process was to take place; who was to be involved; the time that it would take; what resources (human and financial) would be
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<tr>
<th>Standard Category and Standard Elements</th>
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<tr>
<td>evaluation or assessment activities would be utilized to determine if the changes would be effective.</td>
<td>necessary for the plan to take effect; and what evaluation or assessment activities would be utilized to determine if the changes would be effective.</td>
<td></td>
</tr>
<tr>
<td>Met with a building principal and analyzed the building's achievement data and mapped the alignment of the building's curriculum, instruction and assessments. Based upon the findings of data analysis and mapping, the candidate made recommendations for alignment changes using evidence-based research to support the recommendations.</td>
<td>Met with a building principal and failed to or did not fully analyze the building's achievement data and failed to or did not fully map the alignment of the building's curriculum, instruction and assessments. Based upon the findings of data analysis and mapping, as applicable, the candidate was neither able to make recommendations for alignment changes nor was evidence-based research used to support any of the recommendations made.</td>
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| Utilizing the recommendations from #1 and #2 above, the candidate developed a budget (in consultation with the superintendent or chief school business official) that would allow the building principals of the district to fully and completely initiate the recommendations. Identified in the budget were the following resources: human, time, material and additional outside resources. | Utilizing the recommendations from #1 and #2 above, as applicable, the candidate was unable to develop a budget (in consultation with the superintendent or chief school business official) that would allow the building principals of
Standard 2: Curriculum, Instruction and Assessment

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<tbody>
<tr>
<td>Comprehensive Instructional Renewal Project</td>
<td>The candidate worked with district leadership to review and map the district's assessment and accountability system used to monitor student growth. The candidate included in the map of the district's system the following: multiple and varied assessments; the persons responsible for administering the assessments; the data collection system and persons responsible for collection and assimilation of the data; the persons responsible for using the data to improve teaching and learning and who know how that process or system works and how the assessments and data are used in the professional performance evaluations of teachers and administrators.</td>
<td>The candidate failed to successfully include in the map of the district's system one or more of the following: the multiple and varied assessments; the persons responsible for administering the assessments; the data collection system and persons responsible for collection and assimilation of the data; the persons responsible for using the data to improve teaching and learning and who know how that process or system works and how the assessments and data are used in the professional performance evaluations of teachers and administrators.</td>
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### Standard 2: Curriculum, Instruction and Assessment

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<th>Meets Standard</th>
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<tr>
<td>1) The candidate reviewed the district's professional development plan. If none was available, the candidate developed a plan that reflected what the district was doing and the needs of the district.</td>
<td></td>
<td>1) The candidate reviewed the district's professional development plan. If none was available, the candidate failed to develop a plan that reflected what the district is doing and the needs of the district.</td>
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<tr>
<td>2) In collaboration with several district administrators, the candidate determined what data informed the development of the plan. The candidate reviewed that data (if none was available, the candidate determined and documented what data should have been gathered) and made an analysis.</td>
<td></td>
<td>2) In collaboration with several district administrators, the candidate was unable to determine what data informed the development of the plan. The candidate was unable to review that data and make an analysis.</td>
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<tr>
<td>3) Based upon the data analysis, the candidate reviewed the professional development plan again and made recommendations for improvement based on research and data.</td>
<td></td>
<td>3) The candidate reviewed the professional development plan again but was unable to make recommendations for improvement based on research and data.</td>
</tr>
<tr>
<td>4) The candidate prepared the recommendations into a report that models one that could be given to the district's board of education and that would be presented to the candidate's mentor or superintendent.</td>
<td></td>
<td>4) The candidate failed to prepare recommendations into a report that models one that could be given to the district's board of education and that would be presented to the candidate's mentor or superintendent.</td>
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### Standard 2: Curriculum, Instruction and Assessment

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<td>mentor or superintendent.</td>
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After consulting local board policy, administrative regulations, and/or district leadership, the candidate was able to determine the district's goals for the use of instructional time. Based on the goals for the use of instructional time, the candidate conducted an instructional time study of each school in the district. The candidate reviewed the data from the audit and, based on the data and relevant research, made a report with recommendations for improvement and reported those recommendations to the superintendent or mentor.

The candidate conducted a technology study of the district, which focused on the integration of technology into content areas. The candidate:
- reviewed the data from the study;

The candidate attempted to conduct a technology study of the district, which focused on the integration of technology into content areas. The candidate:
- reviewed the limited data...
### Standard 2: Curriculum, Instruction and Assessment

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</table>
| • presented a report with recommendations for improvement to the districtwide leadership team; and  
  • included research that supported the recommendations in the report.  
  The candidate successfully created a protocol to use for interviewing the following people in the same school district: the superintendent and a sample of district stakeholders (e.g., board members, principals and parents). The purpose of the protocol was to determine the district's culture of collaboration, trust, learning and expectations (for students, staff, administrators and board members). | from the study;  
• presented a report with few recommendations for improvement to the districtwide leadership team; and  
• failed to include research that supported the recommendations in the report.  
The candidate did not successfully create a protocol to use for interviewing the following people in the same school district: the superintendent and a sample of district stakeholders (e.g., board members, principals and parents). The protocol was unable to determine the district's culture of collaboration, trust, learning and expectations (for students, staff, administrators and board members). |  |
<p>| The candidate developed a comprehensive instructional renewal project that integrated the major components and theories of school change and improvement and the results of other assessment projects required in this Appendix C (which were all successfully completed). The candidate successfully completed the | The candidate failed to develop a comprehensive instructional renewal project that integrated the major components and theories of school change and improvement and the other assessment projects required in this Appendix C (which may not have been successfully completed). The |  |</p>
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| following:  
1) Conducted a comprehensive analysis of the following district documents or procedures: district improvement plan; professional development plan; cultural assessment; the process for improving curricular and instructional programs; curriculum, instruction and assessment analysis; supervision of instruction activities; accountability and monitoring system for student support; time study; and technology study.  
2) Developed an instructional renewal plan that used the analyses from all of the above plans and projects that included the following:  
a) Comprehensive recommendations for districtwide improvement in curriculum, instruction and assessment;  
b) Comprehensive recommendations for improvement in teaching and learning;  
c) Comprehensive recommendations for | candidate was unsuccessful in completing one or more of the following:  
1) Conducting a comprehensive analysis of the following district documents or procedures: district improvement plan; professional development plan; cultural assessment; the process for improving curricular and instructional programs; curriculum, instruction, and assessment analysis; supervision of instruction activities; accountability and monitoring system for student support; time study; and technology study.  
2) Developing an instructional renewal plan that used the analyses from all of the above plans and projects that included the following:  
a) Comprehensive recommendations for districtwide improvement in curriculum, instruction, and assessment;  
b) Comprehensive recommendations for improvement in teaching and learning;  
c) Comprehensive recommendations for |
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<td>districtwide improvement of systems for data, assessment, technology and the use of time; and</td>
<td>improvement in teaching and learning; c) Comprehensive recommendations for districtwide improvement of systems for data, assessment, technology and the use of time; and</td>
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<tr>
<td>d) Comprehensive recommendations for districtwide improvement in culture, expectations, and the socio-emotional and academic growth of all students.</td>
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<td>d) Comprehensive recommendations for districtwide improvement in culture, expectations, and the socio-emotional and academic growth of all students.</td>
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TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
       Susie Morrison, Deputy Superintendent and Chief Education Officer
       Nicki Bazer, General Counsel

Agenda Topic: Action Item:
- Rules for Adoption – Emergency Amendments to Part 305
  (School Food Service);
- Rules for Initial Review – Proposed Amendments to Part 305
  (School Food Service)

Materials: Recommended Rules

Staff Contact(s): Beth Hanselman, Assistant Superintendent

Purpose of Agenda Item
The purposes of the agenda item are to present the emergency amendments to Part 305 for
adoption and to present a concurrent set of ordinary amendments for the Board’s initial review.

Relationship to/Implications for the State Board’s Strategic Plan
This agenda item relates to Strategic Goals 1 and 3 (student achievement and healthy learning
environment) by aligning Part 305 to federal nutrition standards (i.e., competitive food
standards) and limiting the number of fundraisers that participating schools may host that sell
food or beverage items that do not meet the standards.

Expected Outcome(s) of Agenda Item
The Board will be asked to adopt two motions, one adopting the emergency amendments and
the other authorizing the solicitation of public comment on the proposed amendments.

Background Information
In January 2014, the State Board discussed options available to the agency to comply with
federal regulations implementing the Richard B Russell National School Lunch Act (42 USC
1751 et seq.) and Child Nutrition Act of 1966 (42 USC 1779 et seq.), as amended by the
Healthy, Hunger-Free Kids Act of 2010 (P.L. 111-296). Those regulations, promulgated by the
U.S. Department of Agriculture (USDA), require that starting July 1, 2014, all schools
participating in the National School Lunch Program and School Breakfast Program comply with
federally established competitive food standards for food and beverages sold on the school
campus during the school day.

Referred to as the "Smart Snack" rules, these competitive food standards also apply to any food
and beverages sold through school-sponsored fundraisers. Under the federal regulations,
participating schools either may sell foods and beverages that meet the standards to students
on the school campus during the school day or may sell food and beverages not meeting the
standards to students "during non-school hours, (on) weekends or (through) off-campus
fundraising events, such as concessions during sporting events and school plays".

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The federal regulations further authorize participating schools to sponsor fundraisers that offer food or beverages not meeting the standards (i.e., "exempted fundraising days") if their respective state education agency (SEA) has set a limit that ensures these type of fundraisers are "infrequent". While USDA did not define "infrequent" in its rules, it did state that any established limit should be such that it would not "impair the effectiveness of the Smart Snack requirements". In the event that a SEA fails or declines to set a limit, then participating schools in that state are prohibited from sponsoring exempted fundraising days.

When considering a limit for exempted fundraising days earlier this year, Nutrition and Wellness Program staff conducted an initial consultation with 500 participating schools. Based on the results of that consultation and direction staff received from the State Board of Education in January, staff initially proposed that participating schools be allowed to set their own limits for exempted fundraising days via a school-board adopted policy. That initial recommendation was shared with USDA for its review and approval; however, USDA staff in late April concluded that a state "may not delegate the authority to specify exempt fundraiser frequency to local education agencies or to school food authorities".

In response to USDA's direction, staff now are proposing limits for exempted fundraising days that would phase in the impact of the Smart Snack standards over the next several school years, culminating in school year 2018-19 with a prohibition for exempted fundraising days for participating schools with grades 8 and below and a limit of nine exempted fundraising days for participating schools with grades 9 through 12. (Further details about the proposal are outlined under "Policy Implications" below).

In May, staff shared the proposed limits for exempted fundraising days with the Illinois Association of School Business Officials, Illinois Association of School Boards, Illinois Association of School Administrators and Illinois Principals' Association. While the groups recognized that the State Board had to adopt a limit on the number of exempted fundraising days that could be held, their representatives continued to urge the State Board to allow as much flexibility as possible.

The proposed amendments are being presented as emergency amendments, since the public interest and welfare is best served by having the rules in place by July 1, 2014, when the Smart Snack standards must be implemented by participating schools. The agency was unable to move forward more expeditiously with a rulemaking while staff were awaiting a response to a proposed policy submitted to USDA in January 2014 regarding the sale of food and beverages not meeting the Smart Snack standards to students on the school campus during the school day. Given that USDA's rejection of the State Board's initial proposal did not occur until late April, ordinary rulemaking will not be in place by the start of the school year. Many participating schools and their student and parent organizations rely heavily on food sales through fundraisers and vending machines. These revenues are used to increase the quality of educational opportunities through the enhancement of school programs and activities. A good number of these fundraisers occur at the beginning of the school year in the fall. Until rules are promulgated, participating schools and their organizations would be unable to plan and sponsor any fundraisers, potentially resulting in a significant loss of revenue.

A concurrent ordinary rulemaking is needed so that the limit on exempted fundraising days will be in place when the 150-day effectiveness of the emergency amendments comes to an end. The ordinary rulemaking, which is identical to the proposed emergency amendments, will be published in the Illinois Register for public comment and once adopted, would replace the emergency amendments.
**Analysis and Implications for Policy, Budget, Legislative Action and Communications**

**Policy Implications:** The proposed amendments set limits on exempted fundraising days that will be fully implemented by the 2018-19 school year (see Section 305.15(b)). The phase-in approach being proposed gives time for participating schools to modify current contracts, agreements and overall operations to ensure a minimal impact on various school activities, clubs and organizations that rely on revenue from these types of fundraisers. This approach also allows the food and beverage industry time to reformulate products to meet the Smart Snack standards that can be sold in place of the items currently sold. Additionally, the proposed amendments encourage participating schools to move in the direction of healthier school environments. Nutrition and Wellness Program staff will work together with school administrators to promote the use of non-food fundraisers and encourage the consumption of healthy foods that meet the Smart Snack standards, such as whole grains, low-fat dairy, fruits, vegetables and healthy protein food options.

The proposed limits were derived as a result of the comments received through the survey conducted in January, and follow up discussions with the Illinois Association of School Business Officials, Illinois Association of School Boards, Illinois Association of School Administrators and Illinois Principals’ Association, Illinois Department of Public Health, and the Illinois School Nutrition Association and conversations with other State Nutrition Offices. Under the proposed amendments, high schools will be allowed to hold approximately one exempted fundraising day during each week school is in session (i.e., 36). After two school years, the number allowed will be reduced by half to 18, eventually moving to one exempted fundraising day a month (i.e., nine annually), starting in the 2018-2019 school year.

For elementary schools, a limit of nine exempted fundraising days will be allowed in the first two years of implementation, reducing to four exempted fundraising days in years three and four, and then none beginning with the 2018-19 school year. Reducing the number of exempted fundraising days at the elementary level to zero aligns to the goal of USDA and the health advocacy groups. The gradual phased-in approach also provides time for school districts with participating schools to identify and adapt to non-food fundraising options.

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The proposed amendments also recognize the difference articulated in the current rules between elementary schools (grade 8 and below) and high schools. Since 2006, Section 305.15 has established food and beverage standards for the sale of foods to students in grades 8 and below. For this reason, the Smart Snack regulations will most likely have a minimal impact on the fundraising efforts in elementary schools.

By contrast, the Smart Snack standards will have a major impact on high schools, to which no state nutrition standards currently apply. The decision to propose a greater number of exempted fundraising days for high schools would minimize the consequences of reduced revenue and its resulting effect on school programs and activities, while providing necessary flexibility at the local level for school boards and administrators to adjust practices and policies to align to the Smart Snack standards. Nutrition and Wellness Program staff also believe that the higher limit for high schools will encourage continued participation in the federal meals programs, since staff have heard anecdotally that school districts may drop their high schools...
from the National School Lunch Program rather than conform to the standards. The proposed amendments for high school limits also respond to feedback received through staff's external consultation urging a greater number of exemptions for high schools due to the increased frequency at which fundraisers are held.

It is important to remember that the limits proposed in the amendments to Part 305 are the maximum number of exempted fundraising days that participating schools may hold, which does not eliminate those schools' flexibility to allow fewer than the maximum allowed.

**Budget Implications:** None

**Legislative Action:** None

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

**Pros and Cons of Various Actions**

By limiting the number of exempted fundraising days that a participating school may host each year, the State Board is complying with a federal mandate for state education agencies to identify a reasonable number, thereby allowing participating schools to continue to have fundraisers that involve the sale to students of foods and beverages that do not meet the federal competitive food standards. The use of the emergency rulemaking process will ensure that participating schools can communicate the change in practice to its student and parent groups that use these types of fundraisers in advance of the 2014-15 school year and work with them to establish practices that ensure compliance and equity.

Should a limit not be established by the State Board, then under federal regulations participating schools would be unable to host any fundraisers that involve the sale of foods and beverages that do not meet the federal competitive food standards. Should the agency choose only to do rulemaking outside of the emergency process, then school districts would be unable to hold any of these types of fundraisers for at least the first semester of the school year.

**Superintendent's Recommendation**

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

**Motion #1**

The State Board of Education hereby adopts the emergency rulemaking for:

School Food Service (23 Illinois Administrative Code 305).

**Motion #2**

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

School Food Service (23 Illinois Administrative Code 305),

including publication of the proposed amendments in the **Illinois Register**.

**Next Steps**

With the Board's authorization, staff will file the emergency amendments with the Secretary of State so that they will go into effect. At the same time, staff will submit the proposed amendments for publication in the **Illinois Register** to elicit public comment. Additional means,
such as the Superintendent’s message and the agency’s website, will be used to inform interested parties of the opportunity to comment.
Section 305.5 Definitions

"Competitive food” means all food and beverages that are offered by any person, organization or entity for sale to students on the school campus during the school day, other than meals reimbursed under programs authorized by the Richard B. Russell National School Lunch Act (42 USC 1751 et seq.) and the Child Nutrition Act of 1966 (42 USC 1771 et seq.), as amended by the Healthy, Hunger-Free Kids Act of 2010 (P.L. 111-296).

"Competitive food standards" means the nutrition standards for competitive food promulgated by the U.S. Department of Agriculture. (See 7 CFR 210.11 (2013).)
“Eligible student” means a student eligible for free or reduced price meals under the School Breakfast Program authorized under the Child Nutrition Act of 1966 (42 USC 1771 et seq.) and/or the National School Lunch Program (42 USC 1751 et seq.) in accordance with federal regulations found at 7 CFR 245.3 (2014).

“Exempted fundraising day” means a school day on which food and/or beverages not meeting competitive food standards may be sold to students on the school campus.

"Food service area” means any area on school premises where reimbursable meals are served and/or eaten.

“Meal period” means the period of time during which breakfast or lunch is regularly served and the time scheduled for the students to eat the meal.

“Participating school” means any public or nonpublic school that participates in the School Breakfast Program or the National School Lunch Program.

“Reimbursable meal” means a meal meeting the definition of a “federal reimbursable meal”, as set forth in regulations governing the School Breakfast Program (7 CFR 220.8 (2014)) or the National School Lunch Program (7 CFR 210.10 (2014)).

"School campus" means all areas of the property under the jurisdiction of the participating school that are accessible to students during the school day.

"School day" means the period of time from the midnight before the start of the official school day until 30 minutes after the end of the official school day.

(Source: Amended by emergency rulemaking at 38 Ill. Reg. _____, effective ____________, for a maximum of 150 days)

Section 305.15 Sale of Competitive Food Foods and Beverages in Participating Schools

EMERGENCY

a) Beginning July 1, 2014, each participating school shall adhere to the competitive food standards for the sale of competitive food sold to students on the school campus of the participating school during the school day, except as permitted under subsection (b). (See 7 CFR 210.11 (2013), the following-
requirements for the sale of foods and beverages to students in grade 8 or below before school and during the regular school day.

1) Beverages sold to students shall include only:

A) flavored or plain whole, reduced fat (2 percent), low-fat (1 percent), or nonfat fluid milk that meets State and local standards for pasteurized fluid milk;

B) reduced fat and enriched alternative dairy beverages (i.e., rice, nut, or soy milk, or any other alternative dairy beverage approved by the U.S. Department of Agriculture (USDA));

C) fruit and vegetable drinks containing 50 percent or more fruit or vegetable juice;

D) water (non-flavored, non-sweetened, and non-carbonated);

E) fruit smoothie (yogurt or ice based) that contains less than 400 calories and no added sugars, and is made from fresh or frozen fruit or fruit drinks that contain at least 50 percent fruit juice; and

F) any beverage exempted from the USDA’s list of Foods of Minimal Nutritional Value (see 7 CFR 210.11(a)(2) and 220.2(i-1) (2008)).

The State Board of Education shall notify participating schools of these exemptions in January of each year; updates to the exemption list shall be provided within 10 calendar days after the State Board receives notification of any updates from USDA.

2) Food sold to students outside of food service areas or within food service areas other than during meal periods shall include only:

A) nuts, seeds, nut butters, eggs, cheese packaged for individual sale, fruits or non-fried vegetables, or low-fat yogurt products; or

B) any food item whose:

i) total calories from fat do not exceed 35 percent;

ii) total calories from saturated fat do not exceed 10 percent;
b) A participating school may annually have no more than the number of exempted fundraising days authorized in this subsection (b). None of the requirements of subsection (a) of this Section shall apply to any food or beverage item sold to students as part of a reimbursable meal or to foods sold within food service areas of school during meal periods.

1) For school year 2014-15 and school year 2015-16, the number of exempted fundraising days shall be limited to:

A) No more than nine exempted fundraising days for participating schools with grades 8 and below; and

B) No more than 36 exempted fundraising days for participating schools with grades 9 through 12.

2) For school year 2016-17 and school year 2017-18, the number of exempted fundraising days shall be limited to:

A) No more than four exempted fundraising days for participating schools with grades 8 and below; and

B) No more than 18 exempted fundraising days for participating schools with grades 9 through 12.

3) For school year 2018-19 and after, exempted fundraising days shall be:

A) prohibited in participating schools with grades 8 and below; and

B) limited to no more than nine exempted fundraising days for participating schools with grades 9 through 12.

4) The provisions of this subsection (b) do not limit the number of foods and beverages that may be sold to students on an exempted fundraising day nor do they limit the number of organizations or clubs to which a
participating school may grant permission to offer competitive food for sale to students on an exempted fundraising day.

c) In order to have exempted fundraising days authorized under subsection (b), a participating school shall: None of the requirements of subsection (a) of this Section shall apply to any food or beverage item sold to a student who presents a written recommendation for that food or beverage item signed by a physician licensed under the Medical Practice Act of 1987 [225 ILCS 60] to practice medicine in all of its branches.

1) adopt a policy stating the procedures to be used to request an exempted fundraising day, and the process and criteria to review and approve or deny a request;

2) include the fundraising policy adopted under subsection (c)(1) in the participating school's local school wellness policy established in accordance with 7 CFR 210.30 (2014); and

3) maintain for no less than three years a listing of the exempted fundraising days held; these records shall be retained in accordance with the requirements of 7 CFR 210.9(b)(17) (2013).

d) If a participating school serves students in both grades 8 and below and students in grades 9 and above, then the participating school shall ensure that food and beverage sales to students in grades 8 and below meet the requirements of this Section.

e) All revenue from the sale of any food or beverage meeting the competitive food standards sold in competition with the School Breakfast Program or National School Lunch Program to students in the food service areas during the meal period shall accrue to the nonprofit school lunch program account.

f) Any participating schools in which classes of grades 5 and below are operating shall prohibit the sale to students of all confections, candy and potato chips during meal periods.

(Source: Amended by emergency rulemaking at 38 Ill. Reg. _____, effective __________, for a maximum of 150 days)
TO: Illinois State Board of Education
FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
Peter Godard, Chief Performance Officer

Agenda Topic: Request for RFSP for Illinois Education Lead Research Entity

Staff Contact(s): Peter Godard

Purpose of Agenda Item
The Center for Performance seeks to issue a Request for Sealed Proposals by which it will procure a contractor to serve as Illinois’ first Education Lead Research Entity.

Relationship to/Implications for the State Board’s Strategic Plan
The Illinois Education Lead Research Entity will conduct research on numerous state education initiatives – those that are statutorily required and not. Its work will inform various ISBE divisions and P-12 Illinois education stakeholders. Accordingly, it is expected that the research studies will support all of the Board’s goals:

Goal 1: Every student will demonstrate academic achievement and be prepared for success after high school.
Goal 2: Every student will be supported by highly prepared and effective teachers and school leaders.
Goal 3: Every school will offer a safe and healthy learning environment for all students.

Expected Outcome(s) of Agenda Item
It is expected the Board will authorize the State Superintendent to release this RFSP subject to staff recommendations.

Background Information
ISBE seeks to maximize the value of its data assets for the purposes of data-informed policy making and program improvement. To this end, ISBE seeks a contractor—the Illinois Education Lead Research Entity - who will perform several different data and policy research-related functions with regards to the State of Illinois’ educational data. The Lead Research Entity will be accountable for achieving the following outcomes:

1. establish and maintain copies of ISBE datasets on licensure, staff, students and schools (the “Data Center”);
2. conduct research of mutual interest to the Lead Research Entity and ISBE and research on behalf of several ISBE divisions;
3. collaborate with ISBE to establish a research agenda;
4. provide professional development and technical assistance to ISBE;
5. communicate research findings with Illinois education stakeholders; and
6. provide data to other researchers as approved by ISBE.

Through these outcomes, the Lead Research Entity will both directly build knowledge, insights and capacity for others to do so.
After entering into a contract with ISBE, the Lead Research Entity must collaborate with Illinois education stakeholders to set a research agenda which addresses ISBE’s mission and three strategic goals.

The Lead Research Entity will thereafter be positioned to receive from ISBE and maintain copies of ISBE datasets on licensure, staff, students and schools (the “Data Center”). By sending these datasets to the Lead Research Entity, ISBE expects that the Lead Research Entity will use the data for its own independent research and will also serve as ISBE’s “go-to” researcher on internal and external ad hoc research questions. ISBE expects that these ad hoc research questions will be addressed through high quality work. However, ISBE does not expect that methods or documentation will be completed in a manner that could necessarily withstand academic peer review. Although some of those research questions are currently answered internally, ISBE does not have the capacity to address all of them at this time.

On an annual basis, beginning on or near January 1, 2015, ISBE will also identify and share with the Lead Research Entity, up to five research questions and, for each question, the Lead Research Entity shall submit a scope of work, a timeline, and a budget (the “terms of the projects”). ISBE and the Lead Research Entity will thereafter agree upon the terms of the projects and execute a contract amendment which reflects these terms of the projects. The work will commence in the subsequent fiscal year (e.g. for research questions identified on or near January 1, 2015, the Lead Research Entity will perform the work between July 1, 2015, and June 30, 2016).

Some examples of research projects are to evaluate the effectiveness of the State of Illinois Pathways of Study program on behalf of ISBE’s College and Career Readiness Division and to conduct a study of how Illinois school districts are using the 5Essentials Survey data for school improvement. These are examples only used to illustrate the type of research ISBE envisions the Lead Research Entity performing.

The Lead Research Entity will be responsible for study design, data collection and analysis, drafting a research report, and presenting the results of its research to ISBE staff.

The Lead Research Entity will also play a role in the professional development and technical assistance of ISBE staff. To that end, the Lead Research Entity must have the capacity to (i) advise ISBE on data quality issues and data collection design; (ii) build ISBE data analysis staff technical and analytic capacity; and (iii) review and provide advice on analysis conducted by ISBE staff with special attention to school and district performance metrics as well as measures of program effectiveness, and provide education policy advice to ISBE executives from a research perspective.

The Lead Research Entity will also be in the unique position of having access to voluminous ISBE data. As such, the Lead Research Entity may utilize this data, subject to ISBE approval, to conduct research studies, publish, present and use the study results gained in the course of its research. In order to fund its research activities, the Lead Research Entity will have the discretion to solicit and accept independent funding so long as all funders are identified in published research reports. Anonymous donors wishing to remain anonymous may do so.

The Lead Research Entity will also serve as an intermediary between ISBE and third-party researchers and may, if it wishes, charge those researchers a reasonable amount to cover the direct cost of data manipulation and handling. Third-party research projects are subject to
ISBE’s approval and will ensue only after an agreement between ISBE and the third party researcher is executed.

**Financial Background**

The Center for Performance requests to issue a RFSP to procure a contractor to serve as Illinois’ first Education Lead Research Entity. The estimated cost of the contract for the initial term upon execution through June 30, 2019, will be $2,500,000. There will be one possible five-year renewal contingent upon a sufficient appropriation for the program and the satisfactory performance of the contractor in the preceding term.

ISBE does not anticipate there will be any cost associated with this contract during Fiscal Year 2015. Beginning in Fiscal Year 2016, the Lead Research Partner will continue to provide services in support of the following outcomes at no cost:

1. establish and maintain copies of ISBE datasets on licensure, staff, students and schools (the “Data Center”);
2. conduct research of mutual interest to the Lead Research Entity and ISBE;
3. collaborate with ISBE to establish a research agenda;
4. provide professional development and technical assistance to ISBE;
5. communicate research findings with Illinois education stakeholders; and
6. provide data to other researchers as approved by ISBE.

In addition, the successful contractor will be paid for its work relating to a maximum of five annual research projects. This option will only be exercised when funds are available and fund sources will be identified on an annual basis based on the topic of the research. For example, Federal Perkins funds could be used if the research topic related to career and technical education. For these projects, the contractor will be responsible for study design, data collection and analysis, drafting a research report, and presenting the results of its research to ISBE staff. All other services under this contract are to be provided to ISBE at no charge.

The contractor is permitted to independently obtain additional funding. In order to fund its research activities, the Lead Research Entity will have the discretion to solicit and accept independent funding so long as all funders are identified in published research reports. The bidder may also, but is not required to, charge non-ISBE researchers a reasonable amount to cover the direct cost of data manipulation and handling for data directly delivered to other researchers.

ISBE’s funding responsibilities with regards to this this proposed contract are illustrated in the table below:

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Business Enterprise Program (BEP)

This contract will not have a business enterprise goal as it will not allow for subcontracting. ISBE expects eligible bidders for this RFSP to handle all of this work within its own organization because ISBE is expecting eligible bidders to take on a large scope of work at no cost.

Effectiveness

ISBE expects several outcomes as a result of this project:

1. A collaboratively established and annually updated research agenda;
2. Ad hoc research on behalf of ISBE;
3. Up to five research studies annually on behalf of ISBE divisions;
4. Lead Research Entity independent research;
5. Professional Development and Technical Assistance to build ISBE staff capacity;
6. Education Policy Advice to ISBE executive staff;
7. Communications with P-12 education stakeholders on research findings of interest;
8. An efficient process for Third Party researchers to request data.

These outcomes are aligned with agency’s internal investments in data collection, data analysis and performance management. As such, ISBE will measure the effectiveness/success of the contract with the Lead Research Entity based on the metrics noted below. Agency staff is currently working to establish a baseline and targets for these metrics.

- Percent of Board actions grounded in research-based evidence
- Percent of ISBE programs capable of connecting activities with outcomes
- Percent of ISBE programs on which a program evaluation has been conducted within 5 years
- Number of research studies conducted annually using ISBE data
- Quality of professional development and technical assistance from Lead Education Research Lead Partner (based on surveys of ISBE staff)
- Satisfaction of ISBE stakeholders with research products (based on surveys of stakeholders)
- Percent of Third Party researchers satisfied with customer service from Lead Research Partner (based on surveys)

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

Policy Implications: None
Budget Implications: The Lead Research Partner contract will be funded with federal funds, as detailed above.
Legislative Action: None
Communication: None

Pros and Cons of Various Actions

Approval of this RFSP will allow for the proposed project to proceed. If this RFSP is not approved, ISBE will not be able to proceed with its vision for a contract with a Lead Research Entity.
**Superintendent’s Recommendation**
I recommend that the following motion be adopted:

The State Board hereby authorizes agency staff to release an RFSP to procure a contractor to serve as Illinois’ first Education Lead Research Entity. The contract will extend from upon execution through June 30, 2019, with one possible five-year renewal thereafter. The contract will not exceed $2,500,000 during the term of upon execution through June 30, 2019.

**Next Steps**
Upon Board authorization, procurement staff will present the RFSP to the Chief Procurement Office (CPO) for review and publication. Upon approval from the CPO, agency staff will release the RFSP in accordance with the approved motion. Agency staff will bring the recommended award to the Board for approval after all proposals are evaluated and prior to the issuance of any award.
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
      Susie Morrison, Deputy Superintendent/Chief Education Officer

Agenda Topic: Contract Exceeding $1 Million: Early Childhood Block Grant Prevention Initiative Monitoring with Erikson Institute

Materials: None

Staff Contact(s): Reyna P. Hernandez, Assistant Superintendent for Language and Early Child Development

Purpose of Agenda Item
The Division of Early Childhood requests the Board to authorize the State Superintendent to award a contract for the monitoring the Early Childhood Block Grant Prevention Initiative Programs which will exceed $1 million over a five year period to the successful bidder, Erikson Institute.

Relationship to/Implications for the State Board’s Strategic Plan
This recommendation aligns with all three goals from the ISBE Mission and Goals Statements:

Goal 1: Every student will demonstrate academic achievement and be prepared for success after high school.
Goal 2: Every student will be supported by highly prepared and effective teachers and school leaders.
Goal 3: Every school will offer a safe and healthy learning environment for all students.

Expected Outcome(s) of Agenda Item
It is expected the Board will authorize the State Superintendent to execute the contract.

Background Information
The Prevention Initiative (PI) program, which was established in 1988, is authorized by Sections 1C-2 and 2-3.89 of the School Code. It is one of two programs currently funded under the Early Childhood Block Grant (ECBG). The ECBG is a birth to age 5 grant program that includes PI and the Preschool for All program. The ECBG's purpose is to provide early, continuous, intensive, and comprehensive evidence-based child development and family support services to help families prepare their young children for later school success.

The PI program is funded with an Infant/Toddler Set-Aside from the ECBG. Under Section 1C-2(c) of the School Code, not less than 11% of the money appropriated for the ECBG must be used to fund programs for children ages 0-3. The law further provides that this percentage will increase to at least 20% by FY 2015. The State Board is exempted from meeting these minimum percentages when, in a given fiscal year, the amount appropriated for the ECBG is insufficient to increase the PI allocation without reducing the amount of the ECBG for existing providers of preschool education programs. Currently, the ECBG Infant/Toddler Set-Aside for PI is 14%.
PI funds are distributed to eligible applicants, including school districts, social service agencies and other entities, on a competitive basis. Section 2-3.89 of the School Code requires PI grantees to implement research-based, comprehensive and intensive prevention services to expecting parents and families with children birth to age 3 who are at-risk of academic failure. Examples of the research-based models currently receiving PI funding are center-based services that adhere to the requirements of Early Head Start, the National Association of the Education of Young Children Standards, Healthy Families Illinois, Parents as Teachers, Baby Talk, and Nurse Family Partnership. All the program models share common components, such as home/personal visits, links to community resources, group connections, screening, and individual family service planning/goal-setting processes. PI programs may be center-based (daycare settings, family literacy programs) or provide home visitation services only.

The PI program is intended for children who have been determined to be at risk for school failure as indicated by their families’ high levels of poverty, illiteracy, unemployment, limited-English proficiency, or other need-related indicators (e.g., school district’s rate of dropouts, retention, truancy, teenage pregnancies and homeless students; high rates of infant mortality, birth trauma, low birth weight or prematurity; and high rates of child abuse or neglect).

The Illinois Early Learning Council provided recommendations to ISBE for the development of an enhanced and coordinated system for monitoring programs serving children birth to age three and their families. The recommendations suggest the monitoring system should be designed to monitor the quality of programs which include:

- Fidelity to the program model;
- Fulfilling productivity expectations;
- Ensuring staff are appropriately qualified, trained, credentialed and supervised;
- Ensuring that outcome goals are met and that programs are having a positive impact on children and families. Specific areas of focus are: child growth and development, parent/child bonding, family wellness and parent self sufficiency.

The Illinois Early Learning Council recommendations regarding the monitoring system include drawing data from three sources of program level data:

- Reporting/data collection;
- Program self-assessments;
- On-site monitoring visits.

The Illinois State Board of Education previously released a Request for Sealed Proposals (RFSP) to contract with a vendor for monitoring of Early Childhood Block Grant Prevention Initiative (Birth to Age 3) programs in 2012. ISBE had one vendor respond which was deemed non-responsive. On December 18, 2013, ISBE approved the release of a revised RFSP for the same purpose. On January 24, 2014, ISBE issued the RFSP and received one bid from Erikson Institute. The proposal was evaluated and considered in accordance with the RFSP. The Division of Early Childhood seeks to enter into a contract with Erikson Institute.

Erikson Institute is a private graduate school and works to improve the lives of children and families through academic programs, online programs, direct services to families, applied research, and community partnerships and initiatives. Erikson had experience working with the ISBE Early Childhood Division during a five-year statewide system evaluation of the ISBE Early Childhood Block Grant Programs (PFA/PI) from FY2008 through FY2012. This evaluation culminated in two reports including:
• Preschool for All: Evaluation of Programs for Children Ages 3 to 5 (http://www.erikson.edu/research/prevention-initiatives-birth-to-three-program-evaluation)
• Prevention Initiative Birth to Three Evaluation (http://www.erikson.edu/research/preschool-for-all-evaluation-of-programs-for-children-ages-3-5).

Erikson Institute has extensive experience implementing large scale assessment projects including:
• Chicago Program Evaluation Project (http://www.erikson.edu/research/chicago-program-evaluation-project)
• Preschool Inputs and Children’s Outcomes Study (https://www.erikson.edu/research/preschool-inputs-and-childrens-outcomes)
• Other infant and toddler research and initiatives (http://www.erikson.edu/research-areas/infants-toddlers)

Erikson has a solid history of producing quality work and has the expertise and experience to implement this monitoring contract.

Financial Background

The anticipated amount for the initial term is $524,411 and the contract period will begin no sooner than July 1, 2014, and will extend from the execution date of the contract until June 30, 2015. The contract includes four optional one-year renewals for a maximum total of $2,620,972. The contract will be funded with state Early Childhood Block Grant Funds.

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

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<tr>
<th></th>
<th>Current Contract State Funding</th>
<th>Current Contract Federal Funding</th>
<th>Requested Additional State Funding</th>
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Business Enterprise Program (BEP)

The request for sealed proposal (RFSP) had a 20% Business Enterprise Program (BEP) goal. Erikson Institute was unable to identify a BEP vendor before the solicitation. The BEP goal will be addressed during contract negotiations.

The BEP Utilization Plan submitted by Erikson identifies two woman-owned businesses that may be able to provide services as subcontractors under this contract award. ISBE will request that these two subcontractors apply for BEP certification. Erikson also identified the need for constructing a web-based data entry program and its intent to solicit BEP certified vendors for this work.
Upon reviewing the cost proposal submitted by Erikson, ISBE has identified other areas in which Erikson can increase its BEP spend. These areas are printing, office supplies, and mailing. All of these areas will be addressed during contract negotiations.

Effectiveness
The contractor will implement the following tasks to ensure Prevention Initiative programs are effectively being monitored and evaluated:

1. Establish realistic timelines which include clearly defined benchmarks for: Planning and Preparation, Pilot Period, Limited Implementation, and Full Implementation.
2. Develop or modify a quality rating instrument to evaluate PI Programs (otherwise known as PIQRI) based on the criteria outlined in the Scope of Work in this RFSP. The contractor will explain how the PIQRI will align with the following: Parents as Teachers, Baby Talk, Healthy Families America, Nurse-Family Partnership, Doula, Early Head Start, NAEYC Standards, Illinois Early Learning Guidelines for Children Birth to Age 3, Illinois ECBG Administrative Rules (23 Ill. Adm. Code 235), and Illinois Birth to 5 Program Standards. The contractor will use the data collected during this five-year project to support a research-based study to validate the use of the PIQRI. The contractor will use this tool with inter-rater reliability.
3. Implement the HOVRS-A+ and ITERS-R quality rating instruments in monitoring with inter-rater reliability.
4. Obtain and maintain a website which houses a safe and secure web-based system for Prevention Initiative reporting and analysis. This website will provide the opportunity for comprehensive and seamless service delivery for PI Program monitoring that includes: access to information, data entry, technical assistance and training, Program Improvement Plans (PIP) and Follow-up Reports (FUR).
5. Collaborate and coordinate (policies and procedures) with ISBE to implement monitoring of programs.
6. Submit reports (monthly, quarterly, and annually).

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

Policy Implications: None
Budget Implications: The contract will be funded by the state Early Childhood Block Grant.
Legislative Action: None
Communication: None

Pros and Cons of Various Actions
Pros: Awarding this contract will allow the Illinois State Board of Education to effectively monitor and evaluate PI programs ensuring services are in compliance with the School Code and administrative rules. The data and information collected about the PI programs will enable ISBE staff to provide continued support, including targeted training and technical assistance, to improve the quality of the services available for children (experiencing multiple at risk factors) and their families.

Cons: Failure of the agency to issue the contract will result in agency staff being unable to provide the type of on-site monitoring and evaluation necessary to ensure that PI programs are of high quality and in compliance with ISBE rules, policies, and grant agreements.

Superintendent’s Recommendation
I recommend that the following motion be adopted:
The State Board of Education hereby authorizes the State Superintendent to enter into a contract with Erikson Institute which was the successful bidder under the RFSP for Monitoring of Early Childhood Block Grant Prevention Initiative Programs (Birth to Age Three). The cost of the initial term of the contract is $524,411 from July 1, 2014, through June 30, 2015. This contract will have four optional one-year renewals for a maximum total not to exceed $2,620,972.

Next Steps
Upon Board authorization, procurement staff will present the award notice to the Chief Procurement Office for review and posting. The notice of contract award will be posted on the Illinois Procurement Bulletin for a maximum of 30 days. Upon approval from the Chief Procurement Office and the Procurement Policy Board, Agency staff will draft and execute a contract.
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
    Susie Morrison, Deputy Superintendent/Chief Education Officer


Materials: None

Staff Contact(s): Amy Jo Clemens, Assistant Superintendent, Center for Innovation & Improvement
    Robin M. Lisboa, Acting Division Administrator, Division of System of Support and District Intervention

Purpose of Agenda Item
The Division of System of Support and District Intervention requests the Board to authorize the State Superintendent to amend and renew the Intergovernmental Agreement (IGA) with Northern Illinois University (NIU) for the continued maintenance and support of Individual Student Data Reports, District and School Rising Star Continuous Improvement Plans, and the 21st Century Community Learning Center Benchmarking Tool for FY15 in the amount of $468,086.

Relationship to/Implications for the State Board’s Strategic Plan
The IGA will support the following Board goals:

Goal 1: Every student will demonstrate academic achievement and be prepared for success after high school.
Goal 2: Every student will be supported by highly prepared and effective teachers and school leaders.
Goal 3: Every school will offer a safe and healthy learning environment for all students.

Expected Outcome(s) of Agenda Item
The Board is expected to authorize the State Superintendent to amend and renew the IGA with NIU.

Background Information
NIU, in partnership with the Illinois State Board of Education (ISBE), designed and implemented the Illinois Innovative Report Card (IIRC), a website which provides schools and districts with an array of informational tools to support improvement activities including display of individual student data. The IIRC features include:

- The new public Illinois Report Card (www.illinoisreportcard.com);
- District Individual Student Data Reports;
- District and School Continuous Improvement Platform Rising Star; and
The 21st Century Community Learning Centers (21st CCLC) benchmarking tool.

In December 2013 a cross-division work group of staff from System of Support and District Intervention (SSDI) and the Center for Performance considered three upcoming concerns: future usefulness of the IIRC; the need to rebid the agreement; and the significant changes that will be needed to the website due to the change in Illinois’ assessment system, accountability system and NCLB Flexibility Waiver (Waiver). The group decided to move forward with re-bidding the IIRC contract in three phases as follows:

1. **Phase I** – New contract for only the new Illinois Report Card feature from FY15 - FY17. ISBE released a separate RFSP for hosting the new Illinois Report Card for FY15-FY17 in April 2014. The RFSP has been awarded to Northern Illinois University and a contract is being negotiated with an anticipated start date of July 1, 2014.

2. **Phase II** – Maintenance of the other three features for FY 15. This memo recommends a contract renewal for FY 15 to maintain and support these three features of the IIRC by NIU for FY 15: Individual Student Data Reports, Rising Star platform, and the 21st CCLC tool. Significant changes will be needed in FY 16, and this maintenance amendment allows time for designing those features without a break in service to the public or our schools.

3. **Phase III** - A new RFSP for updating these three remaining features of IIRC will be released in FY 15. There will need to be significant new design and development for the changes in the individual student data feature due to PARCC, changes in Rising Star due to the Waiver and a few changes in the 21st CCLC tool. This new design and development will be part of the new RFSP. A new contract will include completing these upgrades and launching a redesigned IIRC by July 1, 2015.

The Scope of Work in this renewal is Phase II in the plan above and includes these specific services for FY 15:

- Maintenance and support for the Individual Student Data Reports;
- Maintenance and support for the District and School (Rising Star) Continuous Improvement Plans; and
- Maintenance, and support for the 21st Century Community Learning Center Benchmarking Tool.

**Financial Background**

On June 29, 2012, the ISBE entered into an IGA with NIU to provide interactive school and district report cards, individual student data reports, and school and district ePlans.

Most recently, the Board authorized ISBE to renew and amend the agreement through June 30, 2014, and increase the maximum amount by $1,465,819 for a total agreement maximum of $2,660,818. The amendment allowed for hosting the four features listed above, providing increased maintenance and support for the growth in system users.

This request is for an amendment to extend the end date of the agreement through June 30, 2015, and to request an additional amount of funding for Fiscal Year 2015 of $468,086 for Phase II of the process described above. This amendment would bring the total amount of funding to $3,128,904. The funding will come from a combination of the following funding...
sources: State General Revenue, Federal Special Education IDEA, Federal Title I Administrative, and Federal 21st CCLC.

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

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**Business Enterprise Program (BEP)**
Intergovernmental Agreements are exempt from the agency’s BEP goal because each state agency and university is subject to its own BEP goal.

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

**Policy Implications:** None
**Budget Implications:** The amount of $468,086 is funded through State General Revenue ($308,756.94), Federal Special Education IDEA ($70,465.53), Federal Title I Administrative ($70,465.53) and Federal 21st CCLC ($18,398).
**Legislative Action:** None
**Communication:** None

**Pros and Cons of Various Actions**

**Pros:** Renewal of the extension of the NIU IGA will ensure continued maintenance and support of IIRC through FY 15 without any interruption of services while allowing ISBE the time to release a new RFSP for the significant design and development that will be needed for FY 16 and beyond.

**Cons:** None.

**Superintendent’s Recommendation**
I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to amend and renew the agreement with NIU through June 30, 2015, and to increase the agreement’s amount by $468,086 such that the total amount of the agreement will be $3,128,904 for the purpose of maintaining and supporting the new Illinois Report Card, Student Individual Data, Rising Star Platform and the 21st CCLC Benchmarking Tool.

**Next Steps**
Upon Board authorization, procurement staff will present the IGA to the Chief Procurement Office for review and approval of an intergovernmental exemption. Upon approval, Agency staff will draft and execute an IGA renewal to extend until June 30, 2015.
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
Susie Morrison, Deputy Superintendent/Chief Education Officer

Agenda Topic: Request to Release RFSP for System of Illinois Educator Licensure Tests

Materials: List of All Illinois Educator Licensure Tests
Summary of Aggregate Examinee Performance 2012-2013

Staff Contact(s): Jason Helfer, Assistant Superintendent, Teacher and Leader Effectiveness

Purpose of Agenda Item
The Educator Licensure Division requests the Board to authorize the State Superintendent to issue a Request for Sealed Proposal (RFSP) for the construction, validation, administration, scoring, and reporting of a system of computer-based Illinois educator licensure tests. Passage of the applicable educator licensure tests is required for Illinois licensure. Candidates enrolled in Illinois-approved educator preparation programs must pass such tests at specific junctures in their preparation program.

Relationship to/Implications for the State Board’s Strategic Plan
Goal 2: Every student will be supported by highly prepared and effective teachers and school leaders.

Expected Outcome(s) of Agenda Item
It is expected the Board will authorize the State Superintendent to issue an RFSP for the purpose of contracting with a vendor who shall construct, validate, and administer required licensure exams as well as score and report results to the Illinois State Board of Education (ISBE), Institutions of Higher Education, and candidates of computer-based Illinois educator licensure tests.

Background Information
Per Illinois School Code 105 ILCS 5/21B-30, ISBE, in consultation with the State Educator Preparation and Licensure Board (SEPLB), shall design and implement a system of examinations which shall be required prior to the issuance of educator licenses.

Since 1988, Illinois has required that candidates pass a Test of Basic Skills (now known as the Test of Academic Proficiency—TAP) and one or more Content-Area Tests. Beginning in 2003, Illinois School Code mandated that candidates pursuing an educator license endorsed in a teaching field also pass an Assessment of Professional Teaching (APT).

An initial RFSP was issued in 1988 that resulted in the creation of the Illinois Certification Testing System (ICTS). A second RFSP was issued in 2001 and awarded in 2002. In addition to the Test of Basic Skills and content area exams, the second RFSP included the construction and administration of the Assessment of Professional Teaching (APT).
Since 2006, the contract has been renewed on an annual basis as required deliverables have been met. The name of the system was changed in 2012 to the Illinois Licensure Testing System (ILTS) to reflect the shift from a certification system to a licensure system.

ISBE is in the process of moving all educator licensure tests to computer-based format (CBT). The majority of the CBT tests are offered six days per week at testing centers throughout Illinois, the United States, and many other countries. Low incidence tests, however, are currently offered in testing windows several times per year. All new educator licensure tests shall be offered exclusively in CBT format as this is the preferred mode of delivery throughout the industry. Moreover, CBT provides increased security in the test taking process due to the process in place within the testing sites.¹

Depending upon test construction (i.e., multiple choice) CBT allows the candidate to receive immediate feedback at the conclusion of the test administration.

**Financial Background**
The RFSP will result in a no-cost contract with the successful bidder. Candidates in teacher and administrative preparation programs will bear the cost of this examination. The initial contract will have an anticipated contract term of July 1, 2015, through June 30, 2020. The contract may be renewed for two additional two-year periods contingent upon satisfactory progress in the preceding contract years.

**Business Enterprise Program (BEP)**
As this contract will be a no-cost contract, there will be no Business Enterprise Program (BEP) Percentage Goal.

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

**Policy Implications:** ISBE must secure a vendor to provide a system of computer-based Illinois educator licensure tests based on Illinois standards to ensure that examinees are able to continue to prepare, register, and complete the Illinois educator tests required for licensure in an uninterrupted manner.

**Budget Implications:** None

**Legislative Action:** None

**Communication:** None

**Pros and Cons of Various Actions**
ISBE must release an RFSP for a system of computer-based Illinois educator licensure tests in order to be in compliance with state procurement rules as the contract renewals resulting from the last RFSP have expired. By releasing an RFSP and selecting a qualified vendor, ISBE will continue to meet the requirements of Illinois School Code 105 ILCS 5/21B-30.

**Superintendent’s Recommendation**
I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to issue an RFSP for the purpose of securing a vendor to construct, validate, administer, score and report on all computer-based licensure tests required of Illinois educators.

¹ Paper based tests were administered in local community colleges and IHE sites. CBT occurs in ‘stand alone’ buildings that the testing company oversees for the singular purpose of CBT in various fields in addition to education.
**Next Steps**
Upon Board authorization, procurement staff will present the RFSP to the Chief Procurement Office (CPO) for review and publication. Upon approval from the CPO, agency staff will release the RFSP in accordance with the approved motion. Agency staff will bring the recommended award to the Board for approval after all proposals are evaluated and prior to the issuance of any award.
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
      Susie Morrison, Deputy Superintendent/Chief Education Officer

Agenda Topic: Request to Release RFP for Illinois Mathematics and Science Partnership I-STEM Grant

Materials: None

Staff Contact(s): Amy Jo Clemens, Assistant Superintendent, Innovation and Improvement
               Dora Welker, Division Administrator, College and Career Readiness

Purpose of Agenda Item
The College and Career Readiness Division requests the Board to authorize the State Superintendent to release a Request for Proposals (RFP) whereby one eligible entity is expected to receive an Illinois Mathematics and Science Partnership (IMSP) - Illinois Science, Technology, Engineering and Mathematics (I-STEM) Grant which exceeds $1 million over the term of the grant. The total award over three years will not exceed $3,600,000.

Relationship to/Implications for the State Board’s Strategic Plan
The IMSP I-STEM Grant supports the Agency’s following goals:

   GOAL 1: Every student will demonstrate academic achievement and be prepared for success after high school.
   GOAL 2: Every student will be supported by highly prepared and effective teachers and school leaders.

Expected Outcome(s) of Agenda Item
It is expected the Board will authorize the State Superintendent to execute such RFP subject to staff recommendations.

Background Information
Title II, Part B, Sections 2201-2203, of the Elementary and Secondary Education Act (ESEA) authorizes the Mathematics and Science Partnerships (MSP) program as a means to improve teacher quality in these respective curricular areas. The purpose of the program is to increase the academic achievement of students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers.

The Illinois Mathematics and Science Partnerships Program (IMSP) funds projects provide high quality professional development for math and science teachers. The program began in 2005 and to this point; all of the grants have been $250,000 or less.

The federal legislation identifies five criteria to support the purpose of the MSP program. The purpose of this legislation is to provide funds to improve the academic achievement of students in the areas of mathematics and science by encouraging state educational agencies, institutions
of higher education, local educational agencies, elementary schools, and secondary schools to participate in programs that:

1. improve and upgrade the status and stature of mathematics and science teaching by encouraging institutions of higher education to assume greater responsibility for improving mathematics and science teacher education through the establishment of a comprehensive, integrated system of recruiting, training, and advising mathematics and science teachers;
2. focus on the education of mathematics and science teachers as a career-long process that continuously stimulates teachers' intellectual growth and upgrades teachers' knowledge and skills;
3. bring mathematics and science teachers in elementary schools and secondary schools together with scientists, mathematicians, and engineers to increase the subject matter knowledge of mathematics and science teachers and improve such educators' teaching skills through the use of sophisticated laboratory equipment and work space, computing facilities, libraries, and other resources that institutions of higher education are better able to provide than the elementary schools and secondary schools;
4. develop more rigorous mathematics and science curricula that are aligned with challenging State and local academic content standards and with the standards expected for postsecondary study in engineering, mathematics, and science; and
5. improve and expand training of mathematics and science teachers, including training such teachers in the effective integration of technology into curricula and instruction.

Federal legislation for Title II, Part B, Mathematics and Science Partnerships describes authorized activities for which an eligible partnership may use funds. In Illinois, programs have utilized two models for delivery of professional development. In the first model, colleges and universities establish graduate programs in integrated math and science content for current teachers. Beginning in 2007, 16 colleges and universities delivered master's degree programs in a three-year grant with seven more being added in the following year. The second model, the Workshop/Institute Model (WIP) requires the delivery of 80 hours of intensive, content-based professional development in teaching and learning mathematics and science during each summer followed with at least 4 sessions during the school year to support classroom implementation. Illinois began this model in the summer of 2009 and we currently have one cohort of 10 partnerships finishing in August 2014.

**IMSP I-STEM Network Grant**

*Building capacity for high-quality, K-12 Mathematics and Science Teaching and Learning*

This vision begins with quality teaching and learning aligned to the new Illinois Learning Standards for mathematics and science. In order to achieve this vision, the IMSP I-STEM Network Grant will deliver activities to achieve the following goals:

1. establish the I-STEM Network Lead Partnership which will coordinate collaborative partnerships in each statewide area (7) thereby developing and delivering professional development for teachers in high-quality mathematics and science instruction aligned to the new Illinois Learning Standards (Regional I-STEM Partnerships will be established and funded in a subsequent Request for Proposal that will immediately follow this RFP);
2. improve student academic achievement in mathematics and science through teacher professional development and curricular resources for statewide capacity building;
3. develop classroom culture with rich, highly-integrated learning opportunities for students guided by Illinois' Model Math Curriculum Model and Model Science Curriculum, allowing for a deep conceptual understanding of the application of STEM content and practices;
4. access to scientists, mathematicians, and engineers (along with their technologies and resources) in order to help teachers to develop knowledge, skills and resources; and help high-need LEAs prepare their students to be positioned to be college-and career-ready in an innovative and globally competitive society;

5. promote strong teaching skills by increasing teacher’s understanding and application of scientifically based educational research appropriate to math and science teaching and learning; and

6. complete an in-depth evaluation of the content knowledge and pedagogical skills of participating mathematics and science teachers with regard to the delivery of the mathematics and science curriculum aligned to the new Illinois Learning Standards using research-based instructional practices that includes an assessment of their students skills and knowledge.

Over the three years of the grant, the I-STEM Network Grant will fund the Lead Partnership that will assist ISBE in leading a network of STEM-focused workshops throughout Illinois. Activities will include development and dissemination of resources and leading high-quality professional development aligned to our new Illinois Learning Standards in mathematics and science throughout the I-STEM Network. As part of this grant, these teachers will be connected with university experts and business leaders who are partners in this work. These teachers will then become teacher-leaders charged with mentoring and supporting colleagues as we implement the new Illinois Learning Standards in mathematics and science.

Financial Background
This grant is expected to award up to $1,200,000 in FY 2015. IMSP will provide for continuation awards of up to $1,200,000 during FY 16 and FY 17 contingent upon a sufficient appropriation for the program and satisfactory progress in the preceding grant period. The total award over a three year period will not exceed $3,600,000.

Summary of IMSP Projects from 2007-present:

| 23 | Graduate Programs serving 575 teachers for three years (total impact is 1725) |
| 53 | Workshop / Institute (WIPs 1-5) serving 1,325 teachers for two-three years (total impact is 2650-3975) |

$42.8 M Total federal dollars awarded for IMSP projects (over 7 years = $6.1 M/year average)

As was described more fully above, the IMSP program requires intensive professional development in current math and science content. Participants must spend 80 hours each summer (10 full days) in training and then return for at least 4 full days during the year. This is costly professional development because this type of training includes items like more expensive presenters (with the math and science content knowledge needed), room rental, and full day stipends or university tuition and substitute reimbursements during the school year. The training over the years has also focused on increasing teachers’ abilities to use scientific instruments such as computers, probes, software for analysis and scientific calculators. These were purchased for teachers so they could use them with their students to increase their students’ math and science content knowledge. Additionally, each project had to hire an evaluator to complete statistical analysis on the teachers’ increase in content knowledge to report to ED. Even though this training is more expensive, it is in a high-needs area. Our global competitiveness is dependent on having a “pipeline” of students with the interest and background in math and science entering our colleges and universities.

In the current proposal, emphasis is on developing a statewide network of teachers learning about high quality math and science instruction, curriculum development aligned to our new
Learning Standards and local assessment with less emphasis on scientific instrumentation. This should reduce the costs per teacher overall, but the hourly requirements remain as intensive and the requirement to have math and science professionals as presenters can not be avoided. There will be just one state evaluator and one state program administrator which should also reduce the per participant cost but, in general, the federal IMSP program requirements will continue to make this more expensive per-participant than other professional development ISBE supports.

The current award is illustrated in the table below:

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Business Enterprise Program (BEP) IMSP is a federal formula grant.

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

Policy Implications: Funding the IMSP Grant Program supports improved K-12 student achievement in mathematics and science through development of teacher content and pedagogical knowledge. Providing support for K-12 teachers in science will be essential when science test scores become an accountability measure included in the Illinois NCLB Waiver.

Budget Implications: Funding for the IMSP Grant will draw from the federal Mathematics and Science Partnerships, (MSP) formula grant allocation overseen by the US Department of Education, (ED).

Legislative Action: None
Communication: None

Pros and Cons of Various Actions

Pros: With approval, MSP funds will be used to set up a state-wide network for providing high-quality capacity building support for K-12 teachers and administrators. It is also expected that this system will be scaled up to provide quality support to K-12 teachers throughout Illinois.

An additional outcome will be impacting pre-service programs to better develop teacher-candidates teaching of science. Resources and practices developed in the IMSP I-STEM Network can be implemented in university programs so teachers are better prepared to teach mathematics and science.

Cons: There are no cons apparent at this time.
Superintendent’s Recommendation
I recommend that the following motion be adopted:

The State Board hereby authorizes the State Superintendent to release the Illinois Mathematics and Science Partnership I-STEM Grant RFP with the original allocation amount not to exceed $1,200,000 for FY 2015.

Next Steps
ISBE will identify a grantee through the Request for Proposals (RFP) process. Once Expenditure Review has reviewed and approved, the grant will be executed.
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
Susie Morrison, Deputy Superintendent/Chief Education Officer

Agenda Topic: Approval of 1003(G) School Improvement Grants Exceeding $1 Million

Materials: None

Staff Contact(s): Amy Jo Clemens, Assistant Superintendent, Innovation and Improvement
Robin M. Lisboa, Acting Division Administrator, System of Support and District Intervention

Purpose of Agenda Item
The Division of System of Support and District Intervention requests the Board to authorize the State Superintendent to enter into respective grant agreements for the provision of School Improvement Grants 1003(g) (SIG). See Attachment A.

Relationship to/Implications for the State Board’s Strategic Plan
Goal 1: Every student will demonstrate academic achievement and be prepared for success after high school.
Goal 2: Every student will be supported by highly prepared and effective teachers and school leaders.
Goal 3: Every school will offer a safe and healthy learning environment for all students.

Expected Outcome(s) of Agenda Item
It is expected the Board will authorize the State Superintendent to enter into respective grant agreements for the provision of School Improvement Grants (g) with the entities named in attachment A for FY15 - FY17.

Background Information
School Improvement Grants, as authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (ESEA) and the American Recovery and Reinvestment Act of 2009 (ARRA), are made available from the U.S. Department of Education (ED) to state education agencies (SEAs) to provide sub-grants to local educational agencies (LEAs) for use in Title I schools and Title I eligible secondary schools designated as “priority schools.”

The purpose of the grant program is to assist the state’s lowest performing schools demonstrating the greatest need for the funds and the strongest commitment to using the funds to provide adequate resources in order to substantially raise the achievement of their students, thereby enabling the schools to exit priority status. For each eligible school approved to receive funds under this grant, the LEA must implement one of four school intervention models approved by ED: transformation, turnaround, restart and closure.

On April 7, 2014, the Illinois State Board of Education (ISBE) issued a Request for Proposals (RFP) to launch the competitive grant program for cohort 5 – FY 15 - FY 17. The deadline for
A team of fourteen external reviewers were identified. ISBE staff from the Division of System of Support and District Intervention selected reviewers with extensive experience in both elementary and high school rapid improvement efforts, as well as individuals with district/school level administrative experience or scholarship in this area. The reviewers were trained for inter-rater reliability to test their interpretations of the rubric and scoring conventions. Upon completion of the training, they then conducted an independent review of all proposals from May 9 – May 19 using the scoring criteria and rubrics provided in the RFP. The proposals representing 17 individual schools across ten LEAs met the LEA capacity expectations and a school readiness score of more than 100 (out of 130).

Representatives from finalist teams were invited to attend Commitment Interviews during the week of June 2-12, 2014. The LEA finalists in this recommendation and their participating schools were represented in the interviews by school superintendents or their designees, LEA grant/budget administrators, agents from the selected lead partner entities, school principals, SIG team members, union representatives, local board of education/ school council members, parents, and community members. At the end of these Commitment Interviews, ISBE staff was assured that each of the recommended proposals is in compliance with the key requirements outlined in section 1003(g) of ESEA and defined in the corresponding federal guidance along with a full commitment from all LEA stakeholders. Conditions for funding was also thoroughly vetted and agreed to between ISBE and the LEAs during the Commitment Interviews and will be finalized during the subsequent negotiations.

During the term of the grant, it is anticipated that funds will be available for a one-year grant period (FY15) and two additional one-year continuation periods (FY16 and FY17). Funding in the two continuation periods will be contingent upon a sufficient appropriation for the program and satisfactory progress by the grantee in the preceding grant period.

**Financial Background**
The School Improvement 1003(g) Grant term is 2015-2017 and is a competitive grant process. During the term of the grant, it is anticipated that funds will be available for a one-year grant period and two additional one-year continuation periods. Funding in the two continuation periods will be contingent upon a sufficient appropriation for the program and satisfactory progress by the grantee in the preceding grant period.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Current Grant Federal Funding</th>
<th>Requested Federal Grant Funding</th>
<th>Total Grant per Fiscal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY15</td>
<td>$</td>
<td>$20,906,791</td>
<td>$20,906,791</td>
</tr>
<tr>
<td>FY16</td>
<td>$</td>
<td>$20,906,791</td>
<td>$20,906,791</td>
</tr>
<tr>
<td>FY17</td>
<td>$</td>
<td>$20,906,791</td>
<td>$20,906,791</td>
</tr>
<tr>
<td>Total</td>
<td>$</td>
<td></td>
<td>$62,720,373</td>
</tr>
</tbody>
</table>
Business Enterprise Program (BEP)
RFP’s are not required to have Business Enterprise Program Goals.

Analysis and Implications for Policy, Budget, Legislative Action, and Communications
Policy Implications: None
Budget Implications: The SIG 1003(g) Program is funded entirely by federal Title I School Improvement 1003 (g) funds.
Legislative Action: None
Communication: None

Pros and Cons of Various Actions
Pros: Federal School Improvement Grant 1003 (g) funds will assist the state’s lowest performing schools that have demonstrated the greatest need for the funds and the strongest commitment to use the funds to substantially raise the achievement of their students so as to enable the schools to make annual measurable objectives and exit priority status.
Cons: None

Superintendent’s Recommendation
I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to enter into a new Grant Agreement with grantees in the amount of $62,720,373 based on the allocations in Appendix A, effective July 1, 2014, through June 30, 2017, for transfer of funds for School Improvement Grant 1003 (g).

Next Steps
Upon Board authorization, agency staff will prepare grant agreements to be executed according to the provision of the SIG 1003(g) program. Staff anticipates the execution of grant agreements in July 2014 so that districts can begin pre-implementation activities and be ready for full implementation at the beginning of the 2014-2015 school year.
FY 15 – 17 SIG Recommended for Funding:

<table>
<thead>
<tr>
<th>Local Educational Agency</th>
<th>School</th>
<th>School Total FY 15</th>
<th>School Total FY 15-FY 17</th>
<th>LEA Total FY 15-FY 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bloom HSD 206</td>
<td>Bloom High School</td>
<td>$1,951,020</td>
<td>$5,853,060</td>
<td>$5,853,060</td>
</tr>
<tr>
<td>Brooklyn UD 188</td>
<td>Lovejoy Elementary</td>
<td>$662,440</td>
<td>$1,987,320</td>
<td>$1,987,320</td>
</tr>
<tr>
<td>Chicago Public Schools 299</td>
<td>Holmes Elementary</td>
<td>$1,000,000</td>
<td>$3,000,000</td>
<td></td>
</tr>
<tr>
<td>Chicago Public Schools 299</td>
<td>Burke Elementary</td>
<td>$1,000,000</td>
<td>$3,000,000</td>
<td></td>
</tr>
<tr>
<td>Chicago Public Schools 299</td>
<td>Hirsch High School</td>
<td>$802,415</td>
<td>$2,407,245</td>
<td></td>
</tr>
<tr>
<td>Chicago Public Schools 299</td>
<td>Marshall High School*</td>
<td>$1,250,000</td>
<td>$3,750,000</td>
<td></td>
</tr>
<tr>
<td>Chicago Public Schools 299</td>
<td>Mann Elementary</td>
<td>$1,500,000</td>
<td>$4,500,000</td>
<td>$16,657,245</td>
</tr>
<tr>
<td>East St Louis SD 189</td>
<td>Lincoln Middle School</td>
<td>$1,750,000</td>
<td>$5,250,000</td>
<td></td>
</tr>
<tr>
<td>East St Louis SD 189</td>
<td>Mason-Clark Middle School</td>
<td>$1,750,000</td>
<td>$5,250,000</td>
<td>$10,500,000</td>
</tr>
<tr>
<td>JS Morton HS District 201</td>
<td>JS Morton High School</td>
<td>$1,990,916</td>
<td>$5,972,748</td>
<td>$5,972,748</td>
</tr>
<tr>
<td>Kankakee SD 111</td>
<td>Lafayette Primary School</td>
<td>$1,000,000</td>
<td>$3,000,000</td>
<td>$3,000,000</td>
</tr>
<tr>
<td>Meridian CUSD 101</td>
<td>Meridian High School</td>
<td>$750,000</td>
<td>$2,250,000</td>
<td></td>
</tr>
<tr>
<td>Meridian CUSD 101</td>
<td>Meridian Elementary</td>
<td>$1,500,000</td>
<td>$4,500,000</td>
<td>$6,750,000</td>
</tr>
<tr>
<td>North Chicago SD 187</td>
<td>Neal Math and Science Academy</td>
<td>$1,500,000</td>
<td>$4,500,000</td>
<td>$4,500,000</td>
</tr>
<tr>
<td>Rock Island-Milan SD 41</td>
<td>Rock Island Academy</td>
<td>$1,500,000</td>
<td>$4,500,000</td>
<td></td>
</tr>
<tr>
<td>Rock Island-Milan SD 41</td>
<td>Frances Willard Elementary</td>
<td>$1,000,000</td>
<td>$3,000,000</td>
<td>$7,500,000</td>
</tr>
</tbody>
</table>

$62,720,373
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
      Susie Morrison, Deputy Superintendent/Chief Education Officer

Agenda Topic: NCS Pearson, Inc., Partnership for Assessment of Readiness for College and Careers (PARCC) Initial Contract Award

Materials: None required

Staff Contact(s): Mary O’Brian, Ed.D., Director of Assessment
                 Angela Chamness, Division Administrator, Student Assessment

Purpose of Agenda Item
The Division of Student Assessment requests the Board to authorize the State Superintendent to enter into a four year contract with NCS Pearson, Inc., in an amount not to exceed $160,503,958 for the purpose of developing, administering, scoring and reporting the Partnership for Assessment of Readiness for College and Careers (PARCC) summative assessment aligned to the new Illinois Learning Standards incorporating the Common Core State Standards in English language arts (ELA) and mathematics.

Relationship to/Implications for the State Board’s Strategic Plan
Goal 1: Every student will demonstrate academic achievement and be prepared for success after high school.

The PARCC summative assessment is designed to provide schools with information about the progress of students in grades 3-8 and in high school math and ELA courses in relation to their level of proficiency in mastering the Illinois Learning Standards. The design of the assessment includes both a performance-based component and an end-of-the-year component that are combined to render one summative assessment score to measure progress from year to year. This assessment meets all state and federal accountability requirements.

Expected Outcome(s) of Agenda Item
It is expected the Board will authorize the State Superintendent to enter into a contract with NCS Pearson, Inc., for the development, administration, scoring and reporting of the PARCC assessment aligned to the new Illinois Learning Standards incorporating the Common Core State Standards in ELA and mathematics.

Background Information
On December 30, 2013, the State of New Mexico released a RFSP for the PARCC Operational Assessment. Pursuant to the Governmental Joint Purchasing Act (30 ILCS 525), the Illinois State Board of Education participated in this procurement as one of the PARCC states. On May 1, 2014, the State of New Mexico awarded this solicitation to NCS, Pearson Inc. ISBE is requesting to enter into a contract with NCS, Pearson Inc. as a result of this procurement.
The contract provides the following components for the operational summative assessment (performance-based and end-of-year tests) of the PARCC: test development, assessment administration, psychometric services, reporting, standard setting and program management for paper and computer-based testing at grades 3-8 and in High School courses in Algebra I/Math I, Geometry II/Math II, Algebra II/Math II, ELA I, ELA II and ELA III. The tests are aligned to the new Illinois Learning Standards incorporating the Common Core State Standards and meet all state and federal accountability guidelines.

Financial Background
ISBE is requesting to enter into a contract with NCS, Pearson, Inc. for the term of upon execution through June 30, 2018 with no renewals. The estimated cost for the initial year (upon execution through June 30, 2015) is $34,104,400. Fiscal Years 16, 17, and 18 are estimated to be a maximum of $42,133,186 making the estimated four-year contract maximum $160,503,958.

The annual cost is based on a fixed unit price, which is distributed through monthly payments and reconciled annually. The unit pricing is dependent upon the testing modality, the grade level of students and the overall number of students states commit to test across the consortium, which is recalculated on an annual basis. The consortium is in the low volume pricing tier for the 2014-2015 school year. The base pricing chart is reflected below:

<table>
<thead>
<tr>
<th>Table A – PARCC Student Testing Volume Tiers for an Annual Assessment Period</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low Volume</strong></td>
</tr>
<tr>
<td>5,500,000 to 7,000,000 Students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table B – Per-Student Price for Grade 3-8 Assessments (2 Tests = 1 Student)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Computer Based Test</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Paper Based Test</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table C – Per-Test Price for High School Assessments (1 Test = 0.5 Student)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Computer Based Test</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Paper Based Test</strong></td>
</tr>
</tbody>
</table>

Due to the fact that the annual costs are dependent on the overall consortium student counts, individual state counts and the proportion of computer based testers vs. paper based testers, it is difficult to predict the annual cost for FY16, FY17, and FY18. Provided that state student counts stay consistent and that ISBE is able to transition toward a larger percent of students testing online over the next several fiscal years, it would be reasonable to expect similar costs or even slightly reduced costs at each tested grade level in FY16, FY17, and FY18. However, the overall costs would increase in any given year if additional end-of-course tests for ELA or math were to be added at the high school. The current FY15 costs anticipate making two math and two ELA end-of-course assessments available at high school pending appropriation.
The financial background of this contract is illustrated in the table below:

<table>
<thead>
<tr>
<th></th>
<th>Current Contract State Funding</th>
<th>Current Contract Federal Funding</th>
<th>Requested Additional State Funding</th>
<th>Requested Additional Federal Funding</th>
<th>Total Contract per Fiscal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY15</td>
<td>$23,104,400</td>
<td></td>
<td>$11,000,000</td>
<td>$34,104,400</td>
<td></td>
</tr>
<tr>
<td>FY16</td>
<td>$31,133,186</td>
<td></td>
<td>$11,000,000</td>
<td>$42,133,186</td>
<td></td>
</tr>
<tr>
<td>FY17</td>
<td>$31,133,186</td>
<td></td>
<td>$11,000,000</td>
<td>$42,133,186</td>
<td></td>
</tr>
<tr>
<td>FY18</td>
<td>$31,133,186</td>
<td></td>
<td>$11,000,000</td>
<td>$42,133,186</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>$160,503,958</td>
<td></td>
</tr>
</tbody>
</table>

**Business Enterprise Program (BEP)**

The original solicitation issued in New Mexico did not contain a BEP goal for Illinois since it was not an Illinois request for proposals. ISBE staff are actively working with the contractor in negotiations to contribute toward meeting a BEP goal for Illinois despite the fact that the procurement was issued elsewhere. ISBE does not anticipate the BEP numbers will account for 20% of the contract cost.

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

**Policy Implications:** Approval will require the creation of procedures for determining mode of administration (paper vs. computer-based) as well as procedures for determining which high school courses are appropriate for which end-of-course assessments.

**Budget Implications:** Approval is requested for $34,104,400 to fund the NCS Pearson Inc. portion of the PARCC assessment. An additional $1,971,200 is budgeted for use on PARCC project management and data warehousing administrative costs, which were built into the original cost projections, but will be handled through separate contracts since they are unrelated to Pearson. There are no direct costs to districts to implement the summative PARCC assessments.

**Legislative Action:** This assessment meets the requirements of SB 3412. The total funding amount and therefore the total number of assessments offered for high school courses are contingent upon appropriation.

**Communication:** The Division of Student Assessment will communicate to the field all necessary information in order to implement the PARCC assessment during the 2014-2015 school year.

**Pros and Cons of Various Actions**

**Pros:** Approval will allow the PARCC assessment to be fully operational in grades 3-8 and in at least one ELA and math course at the high school. Additional ELA and math courses at the high school are dependent upon appropriation. PARCC will be a factor in our accountability model. Administration of the PARCC assessment will provide data on Illinois students' mastery of the new Illinois Learning Standards incorporating the Common Core State Standards.

**Cons:** This contract is necessary to provide the assessment that meets federal requirements for assessing all students in the areas of ELA and mathematics. The lack of an assessment could jeopardize federal funding.
Superintendent’s Recommendation
I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to enter into a contract with NCS Pearson, Inc., for the term of upon execution through June 30, 2018 for the test development, assessment administration, psychometric services, reporting, standard setting and program management for the PARCC summative assessment. The estimated maximum cost of the contract through June 30, 2018 is $160,503,958.

Next Steps
Upon Board authorization, procurement staff will present the award notice to the Chief Procurement Office for review and posting. The notice of contract award will be posted on the Illinois Procurement Bulletin for a maximum of 30 days. Upon approval from the Chief Procurement Office and the Procurement Policy Board, Agency staff will draft and execute a contract.
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
       Donald W. Evans, Chief Operations Officer/Director of Human
       Resources and Labor Relations

Agenda Topic: Request to Release RFSP – Information Technology (IT) Programmer
Analysts (Special Education)

Staff Contact(s): Brent Engelman, Division Administrator/Director of Information Technology

Purpose of Agenda Item
The Division of Information Technology seeks to issue a Request for Sealed Proposals to
acquire two programmer analysts on a time and materials basis to assist in the development
and maintenance of various Special Education web-based and LAN-based applications. These
applications include but are not limited to, the Special Education Approval & Reimbursement
System (SEARS), Special Education Database System (SEDS) and IEP Special Education
Tracking & Reporting System (I-Star).

Relationship to/Implications for the State Board’s Strategic Plan
The two programmer analysts will provide critical support to the Special Education applications.
This support is essential for the continuation of high level service to all ISBE divisions and
external stakeholders in addition to reducing risk for the Agency. Accordingly, it is expected that
the development and maintenance provided as a result of this RFSP will support the following
Board goals:

Goal 1: Every student will demonstrate academic achievement and be prepared for success
after high school.
Goal 2: Every student will be supported by highly prepared and effective teachers and school
leaders.

Expected Outcome(s) of Agenda Item
It is expected the Board will authorize the State Superintendent to release this RFSP.

Background Information
The demand for IT services continues to increase as additional processes are automated and
as access to data becomes more critical/necessary to enable internal and external stakeholders
to make informed decisions. In order to meet the continued demand while simultaneously
minimizing risk to the Agency, it is necessary to increase the IT division’s capacity.

Financial Background
The Division of Information Technology requests to issue an RFSP to procure two programmers
on a time and materials basis for the development and maintenance of the Special Education
applications. The contract will begin upon execution and extend through June 30, 2015. There
will be two possible one-year renewals contingent upon a sufficient appropriation and
satisfactory performance of the contractor in the preceding contract year. The estimated total
contract cost including renewals will not exceed $1,075,680. This RFSP will be funded with IDEA Admin funds.

ISBE’s funding responsibilities with regards to this proposed contract are illustrated in the table below:

<table>
<thead>
<tr>
<th></th>
<th>Current Contract State Funding</th>
<th>Current Contract Federal Funding</th>
<th>Requested State Funding</th>
<th>Requested Federal Funding</th>
<th>Total Contract per Fiscal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY15</td>
<td></td>
<td></td>
<td>$358,560</td>
<td>$358,560</td>
<td>$1,075,680</td>
</tr>
<tr>
<td>FY16</td>
<td></td>
<td></td>
<td>$358,560</td>
<td>$358,560</td>
<td>$1,075,680</td>
</tr>
<tr>
<td>FY17</td>
<td></td>
<td></td>
<td>$358,560</td>
<td>$358,560</td>
<td>$1,075,680</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Business Enterprise Program (BEP)**
There will be a 20% Business Enterprise Program (BEP) goal placed on the solicitation.

<table>
<thead>
<tr>
<th></th>
<th>BEP Goal Percentage</th>
<th>BEP Goal Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY15</td>
<td>20%</td>
<td>$71,712</td>
</tr>
<tr>
<td>FY16</td>
<td>20%</td>
<td>$71,712</td>
</tr>
<tr>
<td>FY17</td>
<td>20%</td>
<td>$71,712</td>
</tr>
</tbody>
</table>

**Effectiveness**
Each programmer analyst will be assigned to a project team within the IT Division. These project teams will maintain a project plan that includes clearly defined objectives, tasks and timelines. The programmer analysts will be required to provide weekly status reports and to attend weekly project status meetings. The project team’s progress and accomplishments will be continually measured/evaluated by IT management against the expectations to ensure that each member is performing efficiently at capacity.

**Analysis and Implications for Policy, Budget, Legislative Action, and Communications**
- **Policy Implications:** None
- **Budget Implications:** The contract will be funded with federal funds, as detailed above.
- **Legislative Action:** None
- **Communication:** None

**Pros and Cons of Various Actions**
Approval of this RFSP will allow the IT Division to continue providing a high level of service to all ISBE divisions and external stakeholders and to reduce risk for the Agency.
Superintendent’s Recommendation

I recommend that the following motion be adopted:

The State Board hereby authorizes agency staff to release an RFSP to procure two programmer analysts who will assist in the development and maintenance of the Special Education applications. The initial contract term and two possible one-year renewals will not exceed $1,075,680.

Next Steps

Upon Board authorization, procurement staff will present the RFSP to the Chief Procurement Office (CPO) for review and publication. Upon approval from the CPO, agency staff will release the RFSP in accordance with the approved motion. Agency staff will bring the recommended award to the Board for approval after all proposals are evaluated and prior to the issuance of any award.
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
Donald W. Evans, Chief Operations Officer/Director of Human Resources and Labor Relations

Agenda Topic: Request to Release RFSP – Information Technology (IT) Programmer Analysts (Web)

Staff Contact(s): Brent Engelman, Division Administrator/Director of Information Technology

Purpose of Agenda Item
The Information Technology Division seeks to issue a Request for Sealed Proposal to acquire five programmer analysts on a time and materials basis to assist in the development and maintenance of various agency web-based applications. These applications include but are not limited to:

- ISBE Web Application Security System (IWAS),
- Drivers Education,
- Entity Profile System (EPS), and
- Illinois Longitudinal Data System (ILDS).

The programmer analysts may also be utilized to assist with the support of the Employment Information System (EIS), Student Information System (SIS) and Educator Licensure Information System (ELIS).

Relationship to/Implications for the State Board’s Strategic Plan
The five programmer analysts will provide critical support to various ISBE applications. This support is essential for the continuation of high level service to all ISBE divisions and external stakeholders in addition to reducing risk for the Agency. Accordingly, it is expected that the development and maintenance provided as a result of this RFSP will support the following Board goals:

Goal 1: Every student will demonstrate academic achievement and be prepared for success after high school.
Goal 2: Every student will be supported by highly prepared and effective teachers and school leaders.

Expected Outcome(s) of Agenda Item
It is expected the Board will authorize the State Superintendent to release this RFSP.

Background Information
The demand for IT services continues to increase as additional processes are automated and as access to data becomes more critical/necessary to enable internal and external stakeholders to make informed decisions. In order to meet the continued demand while simultaneously minimizing risk to the Agency, it is necessary to increase the IT division’s capacity.
Financial Background
The Information Technology Division requests to issue an RFSP to procure five programmer analysts on a time and materials basis for the development and maintenance of various web-based applications. The contract will begin upon execution and extend through June 30, 2015. There will be two possible one-year renewals contingent upon a sufficient appropriation and satisfactory performance of the contractor in the preceding contract year. The estimated total contract cost including renewals will not exceed $2,689,200. This RFSP will be funded with GRF Contractual, Indirect and Educator Licensure funds.

ISBE’s funding responsibilities with regards to this proposed contract are illustrated in the table below:

<table>
<thead>
<tr>
<th></th>
<th>Current Contract State Funding</th>
<th>Current Contract Federal Funding</th>
<th>Requested State Funding</th>
<th>Requested Federal Funding</th>
<th>Total Contract per Fiscal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY15</td>
<td></td>
<td>$896,400</td>
<td>$896,400</td>
<td></td>
<td>$896,400</td>
</tr>
<tr>
<td>FY16</td>
<td></td>
<td>$896,400</td>
<td>$896,400</td>
<td></td>
<td>$896,400</td>
</tr>
<tr>
<td>FY17</td>
<td></td>
<td>$896,400</td>
<td>$896,400</td>
<td></td>
<td>$896,400</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>BEP Goal Percentage</th>
<th>BEP Goal Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY15</td>
<td>20%</td>
<td>$179,280</td>
</tr>
<tr>
<td>FY16</td>
<td>20%</td>
<td>$179,280</td>
</tr>
<tr>
<td>FY17</td>
<td>20%</td>
<td>$179,280</td>
</tr>
</tbody>
</table>

Business Enterprise Program (BEP)
There will be a 20% Business Enterprise Program (BEP) goal placed on the solicitation. The BEP estimated projections are illustrated in the table below:

Effectiveness
Each programmer analyst will be assigned to a project team within the IT Division. These project teams will maintain a project plan that includes clearly defined objectives, tasks and timelines. The programmer analysts will be required to provide weekly status reports and to attend weekly project status meetings. The project team’s progress and accomplishments will be continually measured/evaluated by IT management against the expectations to ensure that each member is performing efficiently at capacity.

Analysis and Implications for Policy, Budget, Legislative Action, and Communications
Policy Implications: None
Budget Implications: The contract will be funded with state funds, as detailed above.
Legislative Action: None
Communication: None

Pros and Cons of Various Actions
Approval of this RFSP will allow the IT Division to continue providing a high level of service to all ISBE divisions and external stakeholders and to reduce risk for the Agency.
Superintendent’s Recommendation
I recommend that the following motion be adopted:

The State Board hereby authorizes agency staff to release an RFSP to procure five programmer analysts who will assist in the development and maintenance of various agency web-based applications. The initial contract term and two possible one-year renewals, will not exceed $2,689,200.

Next Steps
Upon Board authorization, procurement staff will present the RFSP to the Chief Procurement Office (CPO) for review and publication. Upon approval from the CPO, agency staff will release the RFSP in accordance with the approved motion. After all proposals are evaluated, agency staff will bring the recommended award to the Board for approval prior to its issuance.
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
      Donald W. Evans, Chief Operations Officer/Director of Human
      Resources and Labor Relations

Agenda Topic: Request to Release RFSP – Information Technology (IT) Programmer
         Analysts (SharePoint/Business Intelligence)

Staff Contact(s): Brent Engelman, Division Administrator/Director of Information Technology

Purpose of Agenda Item
The Division of Information Technology seeks to issue a Request for Sealed Proposals to
acquire three programmers on a time and materials basis to assist in the development and
maintenance of various SharePoint and Business Intelligence applications. These applications
include but are not limited to:

- the Employment Information System (EIS),
- Student Information System (SIS),
- Educator Licensure Information System (ELIS),
- Entity Profile System (EPS),
- Illinois Longitudinal Data System (ILDS),
- Special Education Approval & Reimbursement System (SEARS),
- Special Education Database System (SEDS) and
- IEP Special Education Tracking & Reporting System (I-Star).

Relationship to/Implications for the State Board’s Strategic Plan
The three programmer analysts will provide critical support to various SharePoint and Business
Intelligence applications. This support is essential for the continuation of high level service to all
ISBE divisions and external stakeholders in addition to reducing risk for the Agency.
Accordingly, it is expected that the development and maintenance provided as a result of this
RFSP will support the following Board goals:

Goal 1: Every student will demonstrate academic achievement and be prepared for success
        after high school.
Goal 2: Every student will be supported by highly prepared and effective teachers and school
        leaders.

Expected Outcome(s) of Agenda Item
It is expected the Board will authorize the State Superintendent to release this RFSP.

Background Information
The demand for IT services continues to increase as additional processes are automated and
as access to data becomes more critical/necessary to enable internal and external stakeholders
to make informed decisions. In order to meet the continued demand while simultaneously
minimizing risk to the Agency, it is necessary to increase the IT division’s capacity.
Financial Background
The Division of Information Technology requests to issue an RFSP to procure three programmer analysts to assist on a time and materials basis for the development and maintenance of various SharePoint and Business Intelligence applications. The contract will begin upon execution and extend through June 30, 2015. There will be two possible one-year renewals contingent upon a sufficient appropriation and satisfactory performance of the contractor in the preceding contract year. The estimated total contract cost including renewals will not exceed $1,613,520. This RFSP will be funded with Educator Licensure, Indirect and IDEA Admin funds.

ISBE’s funding responsibilities with regards to this proposed contract are illustrated in the table below:

<table>
<thead>
<tr>
<th></th>
<th>Current Contract State Funding</th>
<th>Current Contract Federal Funding</th>
<th>Requested State Funding</th>
<th>Requested Federal Funding</th>
<th>Total Contract per Fiscal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY15</td>
<td>$80,676</td>
<td></td>
<td>$457,164</td>
<td>$537,840</td>
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</tr>
<tr>
<td>FY16</td>
<td>$80,676</td>
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<td>$457,164</td>
<td>$537,840</td>
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<tr>
<td>FY17</td>
<td>$80,676</td>
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<td>$457,164</td>
<td>$537,840</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>$1,613,520</strong></td>
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</tbody>
</table>

Business Enterprise Program (BEP)
There will be a 20% Business Enterprise Program (BEP) goal placed on the solicitation. The BEP estimated projections are illustrated in the table below:

<table>
<thead>
<tr>
<th></th>
<th>BEP Goal Percentage</th>
<th>BEP Goal Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY15</td>
<td>20%</td>
<td>$107,568</td>
</tr>
<tr>
<td>FY16</td>
<td>20%</td>
<td>$107,568</td>
</tr>
<tr>
<td>FY17</td>
<td>20%</td>
<td>$107,568</td>
</tr>
</tbody>
</table>

Effectiveness
Each programmer analyst will be assigned to a project team within the IT Division. These project teams will maintain a project plan that includes clearly defined objectives, tasks and timelines. The programmer analysts will be required to provide weekly status reports and to attend weekly project status meetings. The project team’s progress and accomplishments will be continually measured/evaluated by IT management against the expectations to ensure that each member is performing efficiently at capacity.

Analysis and Implications for Policy, Budget, Legislative Action, and Communications
Policy Implications: None
Budget Implications: The contract will be funded with state funds, as detailed above.
Legislative Action: None
Communication: None

Pros and Cons of Various Actions
Approval of this RFSP will allow the IT Division to continue providing a high level of service to all ISBE divisions and external stakeholders and to reduce risk for the Agency.
Superintendent’s Recommendation
I recommend that the following motion be adopted:

   The State Board hereby authorizes agency staff to release an RFSP to procure three programmer analysts who will assist in the development and maintenance of various SharePoint and Business Intelligence applications. The initial contract term and two possible one-year renewals will not exceed $1,613,520.

Next Steps
Upon Board authorization, procurement staff will present the RFSP to the Chief Procurement Office (CPO) for review and publication. Upon approval from the CPO, agency staff will release the RFSP in accordance with the approved motion. Agency staff will bring the recommended award to the Board for approval after all proposals are evaluated and prior to the issuance of any award.
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
Susie Morrison, Deputy Superintendent/Chief Education Officer

Agenda Topic: Contract Exceeding $1 million: QRIS Validation and Child Outcomes Study: Frank Porter Graham Child Development Institute (FPG) at the University of North Carolina at Chapel Hill

Materials: None

Staff Contact(s): Reyna Hernandez, Assistant Superintendent, Center for Language and Early Child Development

Purpose of Agenda Item
The Division of Early Childhood requests the Board to authorize the State Superintendent to award a contract to conduct a validation and outcomes study for the Quality Rating and Improvement System (QRIS), which is funded by the Race to the Top-Early Learning Challenge Grant and will exceed $1 million over a three year period, to the successful bidder Frank Porter Graham Child Development Institute (FPG) at the University of North Carolina at Chapel Hill.

Relationship to/Implications for the State Board’s Strategic Plan
The contract supports all three Board Goals:

Goal 1: Every student will demonstrate academic achievement and be prepared for success after high school.
Goal 2: Every student will be supported by highly prepared and effective teachers and school leaders.
Goal 3: Every school will offer a safe and healthy learning environment for all students.

Expected Outcome(s) of Agenda Item
It is expected that the Board will authorize the State Superintendent to execute the contract.

Background Information
Illinois was awarded a Race to the Top-Early Learning Challenge (RTT-ELC) Phase 2 grant by the US Department of Education and Health and Human Services on December 6, 2012. RTT-ELC focuses on improving early learning and development programs for young at-risk children. In Illinois, the grant builds on the state’s strong track record of rigorous evaluation and evidence-based decision making. ISBE works in collaboration with the Office of the Governor, the Department of Human Services, the Department of Children and Family Services, and the Illinois Early Learning Council on this initiative.

Illinois identified the following strategic priorities for the RTT-ELC Project:
1. Deepening the integration of state supports to create a unified framework for all early learning and development programs,
2. Connecting the children who are most at risk with the supports and services they need,
3. Increasing program quality.
ExceleRate Illinois is the State’s new Quality Rating and Improvement System (QRIS) for early childhood programs, which has taken the place of the Quality Counts Quality Rating System. The State began the phase-in of ExceleRate Illinois in June 2013. In an effort to support and motivate programs to achieve and sustain higher levels of program quality and to ensure that all children, particularly those at-risk for poor educational outcomes, receive high-quality services. All Illinois licensed child care programs, Preschool for All programs, center-based Prevention Initiative programs, and center-based Head Start and Early Head Start programs will be included in ExceleRate Illinois. The purpose of this contract is to serve as the entity to conduct a validation and child outcome study of ExceleRate Illinois. The validation study is intended to look at the relationship between the program quality features identified and utilized to rate programs in ExceleRate Illinois and child outcomes, to ensure that the program quality elements promoted by the QRIS system do positively impact children and help close the achievement gap. A validation and child outcomes study is a requirement of the RTT-ELC.

For more information about ExceleRate Illinois, please see www.excelerateillinois.com

ExceleRate Illinois was developed in consultation with key stakeholders in Illinois and was designed to evaluate, recognize, support, and communicate the level of quality in early childhood programs in Illinois. Specifically, ExceleRate Illinois provides:

- A consistent definition of what constitutes high-quality early learning and development programs across a diverse range of settings,
- An accountability framework for programs receiving public funding,
- Pathways and support for continuous improvement, and
- Useful information for parents and families to help them select the best program to meet their needs.

Programs participating in ExceleRate Illinois can demonstrate four levels of increasing quality, known as Circles of Quality, and may earn additional designations known as Awards of Excellence. Each of the levels and designations has a distinct set of requirements that must be met. Requirements for each of the Circles of Quality can be found at http://www.excelerateillinois.com/resources. Below is an abbreviated explanation of the ExceleRate levels.

- Licensing: The first circle of quality equates to compliance with current Illinois licensing standards.
- Bronze Circle of Quality: The Bronze Circle includes additional requirements for training and education.
- Silver Circle of Quality: The Silver Circle includes a rigorous self-assessment and program improvement plan.
- Gold Circle of Quality: The Gold Circle of Quality includes a validation of high quality by an independent assessor.

The Illinois State Board of Education approved a release of a Request for Sealed Proposals (RFSP) for the QRIS Validation and Child Outcomes Study on February 19, 2014, to contract with a vendor to develop a study design to assess the extent to which the ExceleRate Illinois meaningfully distinguishes program quality and the extent to which rating levels and different pathways to rating levels relate to child outcomes. On April 4, 2014, ISBE issued the RFSP and received three bids. The proposals were evaluated in accordance with the RFSP. The review team included a cross-sector group of individuals representing ISBE, the Governor’s Office of Early Childhood Development, the City of Rockford Human Services, University of Illinois at Chicago, and Illinois Action for Children. The Division of Early Childhood seeks to enter into a
contract with Frank Porter Graham Child Development Institute (FPG) at the University of North Carolina at Chapel Hill.

Founded in 1966, the Frank Porter Graham Child Development Institute (FPG) at the University of North Carolina at Chapel Hill has a long history of conducting research, technical assistance, and outreach related to children and families. With over 50 Ph.D. investigators and 200 staff, FPG is the administrative home to over 70 funded projects, and total annual expenditures for the organization exceed $25 million.

Principal Investigators and other researchers at FPG have over 40 years of experience and knowledge of the current research base and best practices in early childhood development and theoretical frameworks for policy development. Dr. Burchinal, co-Principal Investigator of this project, has served as a researcher on a seminal early childhood outcomes study, the North Carolina Abecedarian Project. FPG continues to be a leader in early care and education research by being the primary or one or the primary sites for many of the large early care and education research projects, including the Cost, Quality, and Outcomes Study, NICHD Study of Early Child Care and Youth Development, National Center for Early Learning and Development’s 11-state pre-kindergarten study, evaluation of Educare, the evaluation of North Carolina’s Smart Start program, and evaluations of state pre-kindergarten programs. Furthermore, researchers at FPG are leading the effort to redesign and validate North Carolina’s Quality Rating System, one of the oldest quality rating systems in the country. Currently, the PIs are engaged in multiple projects focused on early care and education, including helping guide states and localities in the validation, evaluation, and design of their QRISs.

**Financial Background**

The anticipated amount for the contract term is $2,500,000 and the contract period will begin no sooner than July 1, 2014, and will extend from the execution date of the contract until December 31, 2016. The contract will be funded with Federal Race to the Top Early Learning Challenge funds.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Current Contract State Funding</th>
<th>Current Contract Federal Funding</th>
<th>Requested State Funding</th>
<th>Requested Federal Funding</th>
<th>Total Contract per Fiscal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$473,135</td>
</tr>
<tr>
<td>FY16</td>
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<td>$1,747,482</td>
<td>$1,747,482</td>
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</tr>
<tr>
<td>FY17</td>
<td></td>
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<td>$279,383</td>
<td>$279,383</td>
<td>$2,500,000</td>
</tr>
<tr>
<td>Total</td>
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<td></td>
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<td></td>
<td>$2,500,000</td>
</tr>
</tbody>
</table>

**Business Enterprise Program (BEP)**

The request for sealed proposal (RFSP) had a 20% Business Enterprise Program (BEP) goal. Frank Porter Graham Child Development Institute (FPG) at the University of North Carolina at Chapel Hill was unable to identify a BEP vendor before the solicitation. The BEP goal will be addressed during contract negotiations.
Upon reviewing the cost proposal submitted by FPG, ISBE has identified areas in which FPG can increase its BEP spend. These areas are printing, office supplies, and mailing. All of these areas will be addressed during contract negotiations.

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

*Policy Implications:* The authority to administer this program comes from the Race to the Top-Early Learning Challenge Grant.

*Budget Implications:* Funds for the contract are available through the Federal Race to the Top-Early Learning Challenge Grant.

*Legislative Action:* None

*Communication:* None

**Pros and Cons of Various Actions**

**Pros:** The QRIS validation and child outcomes study is a requirement of the RTT-ELC. The funding for the study has already been approved by the US Departments of Education and Health and Human Services.

**Cons:** Failure of the agency to issue the contract will prevent the implementation of the RTT-ELC plan.

**Superintendent’s Recommendation**

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to enter into a contract with the Frank Porter Graham Child Development Institute (FPG) at the University of North Carolina at Chapel Hill which was the successful bidder under the RFSP to conduct a validation and outcomes study for the Quality Rating and Improvement System (QRIS). The contract term will begin no sooner than July 1, 2014, and will extend from the execution date of the contract until December 31, 2016. This contract maximum total will not exceed $2,500,000.

**Next Steps**

Upon Board authorization, procurement staff will present the award notice to the Chief Procurement Office for review and posting. The notice of contract award will be posted on the Illinois Procurement Bulletin for a maximum of 30 days. Upon approval from the Chief Procurement Office and the Procurement Policy Board, Agency staff will draft and execute a contract.
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
Susan Morrison, Deputy Superintendent/Chief Education Officer
Matt Vanover, Director of Public Information/Deputy Superintendent

Agenda Topic: Strategic Plan Progress Report - 2014

Materials: DRAFT Strategic Plan Progress Report to Governor Quinn and Illinois General Assembly

Staff Contact(s): Susan C. Morrison
Matt Vanover

Purpose of Agenda Item
The purpose of this agenda item is for the Board to discuss and approve a report on the progress of the Strategic Plan as required by PA 93-1036.

Relationship to/Implications for the State Board’s Strategic Plan
The Strategic Plan Progress Report is used by the Board and agency to guide us in our work and to examine the agency's accomplishments. It allows us to review our work and frame it against the Strategic Plan to ensure actions we undertake align with our guiding principles.

Expected Outcome(s) of Agenda Item
The Board is expected to review and approve the report on the progress of the Strategic Plan.

Background Information
The State Board of Education, pursuant to PA 93-1036, must develop and maintain a continuing 5-year Comprehensive Strategic Plan for Elementary and Secondary Education. The Board is required to update and submit the Strategic Plan to the Governor and the Illinois General Assembly on or before July 1 each year.

Superintendent’s Recommendation
The Superintendent recommends approval of the Draft Strategic Plan Progress Report. After discussion in open session, the Board will direct staff to make any additional revisions prior to the deadline for submittal. Pending that discussion, the Superintendent recommends the following motion be adopted:

The State Board of Education hereby approves the Draft 2014 Strategic Plan Progress Report (as presented, or as revised) per discussion in the June Board meeting.

Next Steps
Staff will forward the approved Strategic Plan Report to the Governor and General Assembly as required by PA 93-1036.
The State Board of Education consists of nine members who are appointed by the Governor with the consent of the Senate.

Board members serve four-year terms, with membership limited to two consecutive terms.

The Board appoints the State Superintendent of Education, who may be recommended by the Governor. Currently there is one vacancy.
June 30, 2014

The Honorable Governor Pat Quinn
The Honorable Members of the Illinois General Assembly
Illinois Statehouse
Springfield, Illinois


Dear Governor Quinn and Members of the General Assembly:

Each year, the Illinois State Board of Education updates its continuing, five-year comprehensive strategic plan for elementary and secondary education, per the Education Reform and Accountability Act of 2004. Annual developments in ISBE’s Comprehensive Strategic Plan for Elementary and Secondary Education, also known as our Progress Report, illustrate how the agency concentrates its efforts and resources into making strides toward fulfilling our Board’s mission and three goals. These are:

**Mission:** The Illinois State Board of Education will 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.

**Goal No. 1:** Every student will demonstrate academic achievement and be prepared for success after high school.

**Goal No. 2:** Every student will be supported by highly prepared and effective teachers and school leaders.

**Goal No. 3:** Every school will offer a safe and healthy learning environment for all students.

In recent years, ISBE has implemented significant education reforms to better prepare and equip each of Illinois’ 2 million students with the knowledge and skills they need to be successful in college and their chosen career path. As part of these efforts, the Board has continued to urge lawmakers to support these reforms by making education funding a priority. Our initiatives are asking more of our school leaders and educators than ever before as they simultaneously face a harsh financial climate in which local revenue sources continue to dwindle and ongoing General State Aid proration leaves more budgets in the red. Statewide data shows that for Fiscal Year 2014, 532 districts – or nearly 62 percent – will deficit spend this year compared to 32.5 percent in 2008. Additionally, many districts have reduced their staff, foregone necessary supplies, delayed facility maintenance and construction projects and eliminated arts and after-school programs in order to meet their financial obligations. Therefore, ISBE continues to work hard to push for a greater investment in our state’s future workforce by the General Assembly and to maximize our existing resources and funding to best meet our goals. The Board’s strategy focuses on four critical areas to achieve our goals for Illinois schoolchildren. The four initiatives include:

1) Implementing internationally benchmarked student learning standards and a new and improved assessment system aligned to college and career readiness standards;
2) Establishing a longitudinal data system that will allow us to collect student data throughout our pre-K to 20 system and ultimately, into the workforce;
3) Implementing program and policy changes to improve teacher and school leader effectiveness; and
4) Targeting statewide interventions and support to our lowest performing schools and districts.
The Board’s mission and goals drive the initiatives and reforms we’re pursing today to ultimately improve the quality of education and post-secondary outcomes for all Illinois children in a competitive 21st-century global economy. This Progress Report provides the opportunity to review our agency’s accomplishments and success amid economic adversity.

Schools across the state are now implementing the new Illinois Learning Standards based on the Common Core, and preparations are underway for a new online assessment based on these more rigorous standards to debut during the 2014-15 school year. These preparations included raising the performance levels of the 2013 Illinois Standards Achievement Test (ISAT) administration in reading and math to align with the higher expectations of our new learning standards. The ISAT is given to all third- through eighth-grade students. Under these higher cut scores, our students continued to make progress over time as well as from one year to the next. Last fall, ISBE also unveiled a redesigned and improved State, District and School Report Card that provides multiple measures of student and school performance for more informed discussions about the unique qualities of our state’s nearly 4,000 public schools and their improvement efforts. Below are just a few of the highlights from the past fiscal year that show how our efforts are paying off:

- In May 2014, the Education Commission of the States (ECS) identified Illinois as the top state in the country for creating school accountability reports that are accessible, understandable and provide sufficient data. Illinois was the only state to make the top picks for both parents and researchers.

- Illinois has become a national leader in closing the equity gap for Latino as well as low-income Advanced Placement test takers. Latino students represented 18.4 percent of Illinois’ Class of 2013 but they represented 19.8 percent of graduates who took at least one AP exam during high school, according to the 10th annual AP Report to the Nation. Furthermore, the number of Latino graduates taking AP courses has more than quadrupled in the last decade with 8,661 in 2013 compared to 1,994 in 2003. The percent of Latino students scoring a 3 or higher is also showing gains with 16.1 percent of those Latino test takers earning a 3 or higher in 2013, compared to 14.6 percent in 2012 and 8.1 percent in 2003. Additionally, low-income students comprised 29.3 percent of graduates who took AP exams in 2013, compared to only 19 percent in 2008 and 12.1 percent in 2003. The number of low-income graduates scoring a 3 or higher nearly tripled in the last five years from 1,969 or 9.7 percent in 2008 to 5,758 or 19.8 percent in 2013. Research shows that minority and low-income students who earn at least a 3 on an AP exam are more likely than their peers to earn higher degrees in college and a college degree within five years of enrolling.

- Illinois’ ACT score ranks among the best in the country as the graduating Class of 2013 achieved a composite score of 20.6, giving Illinois the second highest score among the nine states that give the test to 100 percent of its graduates. Illinois’ ACT composite score is just slightly below the national average of 20.9, which is in contrast, based primarily on the scores of self-selected college-bound students.

- The new Report Card released in October showed that when we analyzed the previous ISAT composite scores for reading and math alone under the new, higher cut scores, we are still able to show that students demonstrated significant growth over the past five years, including overall performance on ISAT reading from 54.8 in 2009 to 59 in 2013. An analysis on ISAT math scores during that same five-year period shows an increase from 55.3 in 2009 to 58.7 in 2013. Meanwhile, the overall composite math and reading score under the new cut scores shows improvement, increasing from 55.1 in 2009 to 58.8 in 2013. Eleventh graders also posted improved scores on the
state’s high school assessment, the Prairie State Achievement Exam (PSAE), which is given to all 11th graders and includes the ACT college admissions test.

The last fiscal year has been filled with initiatives to better prepare students in Illinois for success after high school graduation. We recently received approval from the U.S. Department of Education on our Elementary and Secondary Education Act (ESEA) waiver. We had already begun moving forward with many of the initiatives that are outlined in the waiver and aligned to our strategic goals, with the approval we will be able to move forward on all initiatives, and districts will receive relief to better serve students at the local level.

In addition to implementing the more rigorous new Illinois Learning Standards and raising the ISAT performance levels, Illinois has added a new assessment metric, the value tables growth model, to show how much schools have improved from one year to the next. During the spring, we conducted a field test for the new Partnership for the Assessment of Readiness for College and Careers (PARCC) assessment, with more than 1,800 schools in about 650 districts participating. The practice tests gave students the opportunity to try the new testing format before it counts and will help test designers evaluate the fairness, validity and accuracy of the questions and format. ISBE also administered the 5Essentials Survey for the second time to collect valuable feedback on school learning conditions and climate. Illinois also won an additional $18 million Race to the Top – Early Learning Challenge award to supplement the original $35 million grant to improve infrastructure, raise program quality for all children and ensure that the highest need children have access to high quality early learning experiences. ISBE also awarded $22 million in School Improvement Grants to four schools in three Illinois school districts to launch comprehensive changes to improve achievement in math and literacy.

On behalf of the State Board of Education, we thank you for your commitment to education, without which none of these achievements would have been possible. The challenges facing our state are many, and we believe that a continued investment in Illinois’ schoolchildren will yield the highest possible dividends for years to come. We appreciate the opportunity and look forward to work together with you to ensure that every child is prepared for success in college and careers thanks to highly-qualified and dedicated teachers and school leaders in supportive, collaborative and safe learning communities.

Sincerely,

Christopher A. Koch
State Superintendent of Education

Gery J. Chico
Chairman
STRATEGIC PLAN UPDATE

Illinois State Board of Education
The Illinois State Board of Education’s 2014 Comprehensive Strategic Plan is the agency’s 10th such report as required by Public Act 93-1036. The first plan focused on ISBE’s three primary goal areas: enhancing literacy, improving educator quality for all children and expanding data-driven management and school support practices. Since 2005, agency staff members revisit the plan each year to review the agency’s accomplishments and to update and refine our strategies to ensure every student in the state is prepared for success after high school graduation. In 2008, the Board updated their vision for education in Illinois, establishing a new mission and goals. These are:

Our mission

*The Illinois State Board of Education will 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.*

Our goals

1. *Every student will demonstrate academic achievement and be prepared for success after high school.*
2. *Every student will be supported by highly prepared and effective teachers and school leaders.*
3. *Every school will offer a safe and healthy learning environment for all students.*

Our core mission statement and three primary goals continue to be the focus of our reform agenda as well as the agency’s daily activities to provide each child a high-quality, 21st century education in a safe and healthy learning environment. In recent years, the State Board of Education’s strategy has focused on four critical areas to achieve these goals for Illinois schoolchildren. These initiatives are:

- Implementing internationally benchmarked student learning standards and a new and improved assessment system aligned to college and career readiness standards;
- Establishing a longitudinal data system that will allow us to collect student data throughout our pre-K to 20 system and ultimately, into the work force;
- Implementing program and policy changes to improve teacher and school leader effectiveness; and
- Targeting statewide interventions and support to our lowest performing schools and districts.

The State Board of Education is moving forward with these initiatives aligned to our strategic goals, first and foremost as we implement the new Illinois Learning Standards for K-12
education in math and English language arts. The new standards, based on the more rigorous Common Core State Standards, were approved in June 2010 and replaced the previous Illinois standards that were last updated in 1997. The new standards are clearer, fewer and more rigorous, focused on equipping students with the skills and knowledge they need to be successful in college and careers. They emphasize critical thinking, concept mastery and the application of skills and knowledge. Districts fully implemented these standards during the 2013-2014 school year and already, many have experienced the benefits of more engaged learning and improved understanding of core concepts. To guide implementation, ISBE has developed a Professional Learning Services repository for professional development resources and tools. This past spring, 100 percent of the questions on the Illinois Standards Achievement Test (ISAT) for third-through eighth-graders were written to the new Illinois Learning Standards. In 2014-2015, students will take a new online assessment that goes beyond the traditional fill-in-the-bubble exam, is aligned to the new learning standards and will better measure student progress over time rather than provide a single snapshot of a student’s performance at one point in time.

Illinois is also one of 26 states that volunteered to be a Lead State Partner for the development of the Next Generation Science Standards (NGSS), which were released in April 2013. The NGSS are internationally-benchmarked, offer a new vision for K-12 education in science and engineering and make way for a significant shift in how those subjects are viewed and taught. In February, the Board adopted the new standards, which are based on the “Framework for K–12 Science Education” developed by the National Research Council. A new social studies framework is also in development.

Advancements steadily continue in ISBE’s second major reform area to develop and implement the Illinois Statewide Longitudinal P-20 Data System. Through collaboration with six other state agency partners, this project will enable the research and analysis necessary to measure the agency’s progress toward achieving our mission and goals by linking student data from pre-kindergarten through college and the workforce to track student outcomes. This longitudinal data, while protecting student privacy consistent with applicable protection laws, will support an in-depth, comprehensive view of student progress and will help guide policymakers on where to invest time, energy and resources to most effectively improve student achievement in Illinois.

ISBE also continues to make strides in our third critical initiative to adopt program and policy changes to improve teacher and school leader effectiveness. Staff continues to work with stakeholders to enact the Performance Evaluation Reform Act, and the Performance Evaluation Advisory Council (PEAC) is developing a teacher evaluation model related to demonstrating growth. The state contracted with the Consortium for Educational Change (CEC) to develop and implement a training program for evaluators of teachers and principals. Since June 2012, more than 16,000 Illinois educators have been trained or are in the process of being trained to provide quality evaluations of teachers and/or principals and assistant principals. Additionally, more than 26 institutions of higher education and not-for-profit entities have completed the requirements for the design of a new principal preparation program that focuses on the preparation of the principal as an instructional leader. The Illinois State Educator Preparation and Licensure Board (SEPLB) has also approved 13 new programs for the preparation of the Teacher Leader Endorsement to date. In addition to working with various stakeholders to redesign preparation and leadership programs for superintendents and special education, early childhood and gifted
teachers, Illinois is one of six original states to pilot the Teacher Performance Assessment (edTPA). The edTPA is a performance and knowledge assessment for pre-service teachers that gathers and uses evidence of the qualities of teaching performance to improve teaching and teacher preparation.

Through the fourth initiative, ISBE constantly looks at ways to pool resources and best practices to intervene when schools and districts are struggling academically. The Board created the Illinois Center for School Improvement (Illinois CSI) to coordinate the delivery of high-quality, research-based resources and services designed to increase district capacity, improve student performance and close achievement gaps in our state’s lowest performing schools. Last summer, ISBE awarded $22 million in School Improvement Grants to four schools in three school districts to help them overhaul programs to improve student outcomes and transform their school culture. These awardees joined 20 schools in eight districts that are in the process of similar transformations through federal grant and state resources. ISBE staff and State Board members regularly visit grant recipients to monitor their progress.

The Board also remains committed to see positive change since intervening in East St. Louis School District 189 and North Chicago School District 187 in 2012. ISBE removed North Chicago’s school board and appointed an Independent Authority to run the district. In East St. Louis, a court order provides enhanced state oversight into the district. Both districts are also under Financial Oversight Panels (FOP) in order to help the districts achieve financial stability. The work needed in these districts is substantial and requires a great deal of time and resources. However, the Board believes these efforts, though not easy, are necessary to turnaround these poor performing districts and will not stop until they achieve solid financial footing and their students are sufficiently prepared for college and careers.

The Illinois State Board of Education’s mission and goals drive our efforts to ensure each student in the state receives a well-rounded, world-class education that prepares them for post-secondary success in a global economy. We have taken significant steps toward this end through an aggressive reform agenda that’s raised the bar on what we expect our students to learn at each grade level as well as the quality of instruction, preparation and leadership provided by our educators and administrators. Though these initiatives pose initial challenges, we cannot afford to demand anything but excellence from our educational system. The state’s long-term economic health and prosperity rely on the talents and abilities of our most precious resource, our children. ISBE will continue to provide leadership and advocacy to make our children the state’s top priority and to give them a bright and prosperous future.
Every student will demonstrate academic achievement and be prepared for success after high school.

*Initiative - Improving internationally benchmarked student learning standards and a new and improved assessment system aligned to college and career readiness standards*

**New Illinois Learning Standards**

**The Need**

The Illinois State Board of Education adopted new Illinois Learning Standards for K-12 education in English language arts and mathematics in June 2010. The new Illinois Learning Standards, based on the more rigorous Common Core State Standards, will better prepare our students for success in college and careers, replacing the former Illinois standards that were developed in 1997. The new standards are higher, clearer and fewer. The Board also adopted new science standards earlier this year, and new social studies standards are under development.

These new standards meant that our current elementary assessment needed to be remapped to the new expectations and revised as much as possible. In January 2013, the State Board of Education
raised the performance levels of the Illinois Standards Achievement Test (ISAT) for elementary and middle school students. These new performance levels or “cut scores” align with the more robust and challenging new Illinois Learning Standards in English language arts and math.

The ISATs, which have been used as part of the state and federal accountability system, assess students in math, reading and science each spring but did not prove to be a strong indicator of college and career readiness. Previously, a disconnect existed between the higher scores of the ISAT results, at 82 percent of students meeting or exceeding standards statewide in 2012, and the lower scores of the Prairie State Achievement Exam (PSAE,) given to all 11th graders, at only 51 percent statewide in 2012. ISBE wanted to remedy that disconnect by raising expectations earlier to provide a more accurate indication of whether a student is on track for postsecondary success.

As expected, the higher expectations of the new ISAT cut scores caused a sharp decline in the number of students who meet or exceed standards. According to the 2013 ISAT results, the statewide composite score for students meeting and exceeding standards on the ISAT given to elementary students dropped from 82.1 in 2012 to 61.9 in 2013. However, when we map student performance over time on the new performance levels, we are seeing steady growth in certain areas.

In reading, the percentage of grade 3-8 students meeting state standards grew 0.2 percentage points to 59 percent. Hispanic/Latino students showed improvement in reading, while students who qualify for free or reduced-price lunch also demonstrated gains. Meanwhile, high school students’ academic performance showed improvement, with the percentage of juniors meeting or exceeding state standards in reading increasing 4.1 percentage points to 54.8 percent. The percentage of juniors meeting or exceeding state standards in math improved 0.2 percentage points to 51.8 percent, and all of the historically disadvantaged or underperforming subgroups showed improvement in FY 13.

The tables on the next two pages provide greater detail on key indicators for elementary and high school performance.
## Elementary Grades Performance

<table>
<thead>
<tr>
<th>Performance Metric</th>
<th>Actual (Old Cut Scores)</th>
<th>Actual (New Cut Scores)</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FY 10</td>
<td>FY 11</td>
<td>FY 12</td>
</tr>
<tr>
<td><strong>Academic Proficiency (Absolute)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illinois Standards Achievement Test (ISAT)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 3-8 meets/exceeds in reading</td>
<td>77.5%</td>
<td>79.0%</td>
<td>79.3%</td>
</tr>
<tr>
<td>Grades 3-8 meets/exceeds in math</td>
<td>84.7%</td>
<td>85.6%</td>
<td>85.7%</td>
</tr>
<tr>
<td>Grade 3 meets/exceeds standards in reading</td>
<td>73.7%</td>
<td>74.7%</td>
<td>76.1%</td>
</tr>
<tr>
<td>Grade 3 meets/exceeds standards in mathematics</td>
<td>86.3%</td>
<td>87.3%</td>
<td>87.7%</td>
</tr>
<tr>
<td>Grade 8 meets/exceeds standards in reading</td>
<td>84.1%</td>
<td>85.0%</td>
<td>86.2%</td>
</tr>
<tr>
<td>Grade 8 meets/exceeds standards in mathematics</td>
<td>83.7%</td>
<td>86.3%</td>
<td>85.0%</td>
</tr>
<tr>
<td><strong>Academic Proficiency (Growth)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISAT growth model score in reading (Scale=0-200)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>ISAT growth model score in math (Scale=0-200)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Academic Proficiency (Historically Disadvantaged or Underperforming Subgroups)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISAT grades 3-8 meets/exceeds standards in reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td>62.4%</td>
<td>64.9%</td>
<td>64.9%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>65.2%</td>
<td>69.8%</td>
<td>70.6%</td>
</tr>
<tr>
<td>Students who qualify for free/reduced priced lunch</td>
<td>65.2%</td>
<td>68.0%</td>
<td>68.7%</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>41.7%</td>
<td>42.0%</td>
<td>41.2%</td>
</tr>
<tr>
<td>ISAT grades 3-8 meets/exceeds standards in math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td>69.4%</td>
<td>72.1%</td>
<td>72.2%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>79.2%</td>
<td>80.7%</td>
<td>81.1%</td>
</tr>
<tr>
<td>Students who qualify for free/reduced priced lunch</td>
<td>76.0%</td>
<td>77.7%</td>
<td>78.0%</td>
</tr>
<tr>
<td><strong>Goal</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>56.1%</td>
<td>56.8%</td>
<td>55.9%</td>
</tr>
</tbody>
</table>
### High School Grades Performance

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Entering freshmen graduating within 5 years</td>
<td>NA</td>
<td>NA</td>
<td>84.0%</td>
<td>87.0%</td>
<td>90.1%</td>
<td>93.3%</td>
</tr>
<tr>
<td><strong>College Readiness</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average ACT Composite Score (Scale=1-36)</td>
<td>20.5</td>
<td>20.6</td>
<td>20.6</td>
<td>20.3</td>
<td>20.6</td>
<td>20.7</td>
</tr>
<tr>
<td>% Graduates ready for college coursework</td>
<td>NA</td>
<td>NA</td>
<td>47.6%</td>
<td>45.7%</td>
<td>47.0%</td>
<td>48.1%</td>
</tr>
<tr>
<td>In English</td>
<td>NA</td>
<td>NA</td>
<td>62.5%</td>
<td>61.0%</td>
<td>62.7%</td>
<td>64.0%</td>
</tr>
<tr>
<td>In social science</td>
<td>NA</td>
<td>NA</td>
<td>39.6%</td>
<td>38.9%</td>
<td>39.9%</td>
<td>41.1%</td>
</tr>
<tr>
<td>In math</td>
<td>NA</td>
<td>NA</td>
<td>43.1%</td>
<td>40.1%</td>
<td>41.5%</td>
<td>43.1%</td>
</tr>
<tr>
<td>In science</td>
<td>NA</td>
<td>NA</td>
<td>33.7%</td>
<td>33.9%</td>
<td>36.9%</td>
<td>39.1%</td>
</tr>
<tr>
<td><strong>Academic Proficiency (Absolute)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSAE Grade 11 meets/exceeds in Reading</td>
<td>54.0%</td>
<td>51.0%</td>
<td>50.7%</td>
<td>54.8%</td>
<td>59.2%</td>
<td>64.0%</td>
</tr>
<tr>
<td>PSAE Grade 11 meets/exceeds in Math</td>
<td>52.7%</td>
<td>51.3%</td>
<td>51.6%</td>
<td>51.8%</td>
<td>52.0%</td>
<td>52.2%</td>
</tr>
<tr>
<td><strong>Academic Proficiency (Historically Disadvantaged or Underperforming Subgroups)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSAE Grade 11 meets/exceeds in Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td>27.6%</td>
<td>24.8%</td>
<td>24.2%</td>
<td>29.0%</td>
<td>34.8%</td>
<td>41.7%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>33.2%</td>
<td>33.1%</td>
<td>33.5%</td>
<td>37.5%</td>
<td>42.0%</td>
<td>47.0%</td>
</tr>
<tr>
<td>Students who qualify for free/reduced priced lunch</td>
<td>31.8%</td>
<td>29.9%</td>
<td>30.7%</td>
<td>35.1%</td>
<td>40.1%</td>
<td>40.9%</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>17.2%</td>
<td>15.6%</td>
<td>16.4%</td>
<td>17.9%</td>
<td>19.5%</td>
<td>21.3%</td>
</tr>
<tr>
<td>PSAE Grade 11 meets/exceeds in Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td>20.4%</td>
<td>20.2%</td>
<td>20.9%</td>
<td>21.2%</td>
<td>21.5%</td>
<td>21.8%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>33.8%</td>
<td>34.9%</td>
<td>36.2%</td>
<td>36.2%</td>
<td>37.5%</td>
<td>39.0%</td>
</tr>
<tr>
<td>Students who qualify for free/reduced priced lunch</td>
<td>29.0%</td>
<td>28.8%</td>
<td>30.3%</td>
<td>31.3%</td>
<td>32.3%</td>
<td>33.4%</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>13.3%</td>
<td>12.1%</td>
<td>13.3%</td>
<td>14.2%</td>
<td>15.2%</td>
<td>16.2%</td>
</tr>
</tbody>
</table>
In addition to aligning to the new Illinois Learning Standards, the new cut scores prepare for the higher expectations of a new assessment system to replace the ISAT in English language arts and math. The Partnership for Assessment of Readiness for College and Careers (PARCC) assessments are set to debut in 2014-2015.

**Implementation**

Since the adoption of the new Illinois Learning Standards for English language arts and math, ISBE has moved forward with implementation. During the 2010-2011 school year, activities focused on communication regarding the adoption of the new standards and coordination with stakeholders. The following school year, efforts continued with ongoing communication, and content teams were established to assist with Resource Design and Design of Implementation System. The Transition, Implementation and Technical Assistance phase is in progress and continues with the development of professional learning, resources and technical assistance to support districts transitioning to the new standards.

The new standards will help achieve the goal of preparing every child to succeed in careers and postsecondary education. Under the new standards, teachers and local school officials can develop their own education plans to help students achieve these new benchmarks. Students and parents will clearly understand the knowledge students are expected to gain each year. The standards will better prepare students for success in college and careers by combining what students need to know and how this information is applied to real-world situations. Standards are internationally benchmarked to high-performing countries to help children compete globally.

The implementation of the new Illinois Learning Standards for English language arts and math continues with various statewide activities and the development of resources to support local-level efforts. ISBE has established four content teams to support implementation. The teams include data and assessment, math, English language arts and learning supports. Each team has produced resources and is facilitating professional development. The Professional Learning Series located on the ISBE website ([www.isbe.net/common_core/](http://www.isbe.net/common_core/)) includes presentations, facilitator guides, webinars and accompanying resources to support implementation of the learning standards. The Professional Learning Series currently houses 50 web pages, with more than 500 resources in the areas of math, English language arts, assessment and learning support.
A series of nine shift kits were developed, focusing on the English language arts (ELA) instructional shifts. Statewide training was developed and delivered to provide an overview of the kits. To support district professional learning efforts, a website was developed for the ELA shift kits. The website includes more than 300 resources. PowerPoints with notes, facilitator guides and handouts, research, recommended books, handouts and links to websites, videos and podcasts are available for ten separate topics including an administrator kit. A full set of kits was distributed to the Regional Offices of Education/Intermediate Service Centers for use in training.

The English language arts documents, “Features of a Standards Based Classroom,” are also aligned to the instructional shifts. The document provides guidance to the level of implementation against the shifts in teaching practice and rigor. It is intended to serve as a connection in thinking for the teacher or administrator to formulate a synthesis from the shifts of the new Illinois Learning Standards to practice in the classroom.

ISBE also developed middle and high school mathematics curriculum models to aid school districts and teachers in implementing Illinois Mathematics state standards for all students. The work was completed in conjunction with a committee representing a team of middle school mathematics teachers and a team of high school mathematics teachers. ISBE expanded the Model Curriculum Development Project to include scope-and-sequences and units for grades K-5 and assessments, model lessons and lesson documents for grades K-8 and Integrated Math 1, 2 and 3 high school courses. Earlier this year, the following grade level units were completed and made available on the ISBE website:

- **Elementary:** Kindergarten - 9 units; 1st grade - 7 units; 2nd grade - 7 units; 3rd grade - 7 units; 4th grade - 5 units; 5th grade - 6 units
- **Middle School:** 6th grade - 8 units; 7th grade - 8 units; 8th grade - 8 units
- **High School:** Math 1 - 10 units; Math 2 - 9 units; Math 3 - 9 units; Math 4 – Suggested course options

A series of documents were developed to determine the level of implementation for the mathematics learning standards. The Implementation Considerations are rubrics based on 23 specific education concepts, including: classroom, assessment, key shifts and mathematical practice standards. This document serves as a guide to navigate the full spectrum of implementation of the New Illinois Learning Standards for Mathematics. Rubrics are available by grade band, including K-2, 3-5, 6-8 and high school documents.

The New Illinois Learning Standards Conference was planned for June in Springfield, with the Illinois Association for Regional Superintendents of Schools (IARSS) as co-sponsor. This two-day conference featured teachers, practitioners and experts in the field of standards and assessment. A planning committee was established with the IARSS to assist with identifying sessions and topics.
ISBE is also providing informational support for the transition to a standards-based reporting system with a Standards-Based Reporting page. A two-day statewide professional development session was held in November 2013, featuring Thomas Guskey, an expert in the field of Standards-Based Grading. More than 400 individuals attended the session, which provided an overview of a standards-based reporting system. A website was launched on the topic, where participants will find information on where to begin, considerations for the transition to a standards-based report card, next steps, resources and suggested literature to support districts as they progress towards standards-based grading.

Standards-based reporting PowerPoints, an overview bulletin and reading list are just some of the items currently available. Additional resources will continue to be added.

The Next Generation Science Standards (NGSS), which were adopted in February by the State Board of Education, are available at www.nextgenscience.org. Illinois is one of 26 states that volunteered to be a Lead State Partner for the development of the NGSS. As a lead state, Illinois convened the Illinois Lead State Review Committee, a broad-based team charged with providing feedback to the NGSS Writing Team and guidance to the state throughout the standards development process. In addition to six reviews by the lead states and their committees, hundreds of experts performed confidential reviews of the NGSS during development, and tens of thousands of members of the general public participated in two public review periods.

The NGSS combine the learning of Disciplinary Core Ideas through Science and Engineering Practices, in the context of Crosscutting Concepts. Students will demonstrate their scientific proficiency by engaging in actual scientific practices that demonstrate the ability to apply scientific concepts and ideas in any context.

Illinois is part of a multistate collaboration called Building Capacity for State Science Education (BCSSE) through the leadership of the Council of State Science Supervisors (CSSS), and our staff members are active participants. The BCSSE initiative engages members in discussions and activities designed to create and identify resources for states as they begin the work of implementation of NGSS. ISBE staff has participated with entities in the state to share ideas to ensure that initiatives align with the vision of NGSS. ISBE is planning a curriculum development initiative focused on integrating science curriculum at the middle school level, which began in March.
All Illinois K-12 students will be better prepared for entrance into college and careers resulting from effective teaching and learning in all disciplines. With the strategies and resources for effective implementation of the new Illinois Learning Standards for English language arts and math, along with the adoption of the new Illinois Learning Standards for Science, Illinois has made tremendous strides in the initiative to provide world-class standards for all students.

The National Council for Social Studies published the College, Career and Civic Life (C3) Framework for Social Studies Standards in 2013. The four dimensions of the C3 framework are:

1. Developing questions and planning inquiries
2. Applying disciplinary tools and concepts
3. Evaluating sources and using evidence
4. Communicating conclusions and taking informed action

**Partnership for the Assessment of Readiness for College and Careers**

New assessments are being developed as ISBE continues implementation of the new Illinois Learning Standards. Illinois is one of 15 states and the District of Columbia serving on the Partnership for the Assessment of Readiness for College and Careers’ (PARCC) governing board, which is providing leadership and oversight to the development of new assessments for use by states that have adopted the Common Core State Standards. PARCC member states are coming together to create an internationally benchmarked assessment system to be ready for the 2014-15 school year. These assessments will go beyond the traditional paper-pencil, fill-in-the-bubble tests, using new, innovative computer-based items and more extensive constructed response items. The alignment between curriculum, instruction and assessment will be stronger. Implementation of the new assessment system will contribute to greatly increasing the number of graduating students ready to succeed in college and the work force.

ISBE is working with Education Super Highway to collect data in support of planning for instruction and the PARCC online assessments this year. The information gained by this voluntary testing will be used to assist ISBE in its planning to improve statewide technology infrastructure and will also assist district planning. The School Speed Test has been endorsed by the State Educational Technology Directors Association, the U.S. Department of Education and the Council of Chief State School Officers as an effective way to accurately determine the
network infrastructure needs of districts and schools. ISBE is also using information gained from the PARCC Tech Readiness Tool to help determine school and district readiness to administer online assessments. At the current time, according to information gathered by the Tech Readiness Tool, about 60 percent of Illinois districts have the infrastructure and devices to administer the online test.

PARCC also developed the sample of districts/schools and classrooms that administered the field test to students in grades 3 through 11. More than 650 districts in Illinois, with more than 1,800 schools represented, participated in the field tests this past spring in English language arts or math. Almost 12 percent of Illinois students in testing grades were involved in some aspect of the field test, which allowed students to “test the test” before it counts. The field tests also allowed designers to determine the fairness, validity and accuracy of the questions and format to ensure a more meaningful assessment system focused on concept mastery and real-world applications.

ISBE has presented workshops on the new standards and the new assessment throughout the state. The Educator Leader Cadre (ELC) is a group of trained educators who have provided information through multiple venues about the PARCC assessment. Webinars on the standards and the test have been provided to thousands of educators throughout the state. Members of the ELC continue to speak about PARCC and the standards to various stakeholder groups.

ISBE staff has also been working on dissemination of the PARCC accessibility and accommodations manual and accompanying information. Copies of the manual have been distributed to special education personnel throughout the state.

ISBE staff as well as educators from across the state continue to work with educators from other states on the development of the PARCC tests. Items are reviewed and revised using input from Illinois.

**Race to the Top**

In order to provide financial support for projects and activities aligned to the Board’s three strategic goals, Illinois submitted a successful proposal for the federally-funded Race to the Top (RtT) competitive grant program in 2011. Through Race to the Top, the Department of Education aims to increase student achievement and close persistent achievement gaps by creating the conditions for greater innovation in states and school districts. Illinois’ grant proposal included commitments to projects and activities that were aligned both to the ISBE goals and the vision for the federal Race to the Top program.
Illinois was awarded a $42.8 million phase three RttT grant in December 2011 after being a finalist in the competition’s first two rounds. Under the grant, ISBE is using half of the awarded funds for state projects with the remaining half set aside for 34 participating districts who agreed to serve as leaders, innovators and early implementers for an ambitious set of educational systems improvements. These districts have committed to meet 17 RttT expectations over the course of the four-year grant, which ends in December 2015. Each district’s share is based on a required federal formula directing funds to those with the greatest number of low-income students.

The scope of work planned through Race to the Top is ambitious and broad, incorporating projects aligned to each of ISBE’s three goals. The table below describes the Race to the Top projects, many of which are highlighted in greater detail elsewhere in this strategic plan update.

<table>
<thead>
<tr>
<th>Goal 1: Every student will demonstrate academic achievement and be prepared for success after high school.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P-20 Programs Of Study and STEM Learning Exchanges</strong></td>
</tr>
<tr>
<td>P-20 Programs of Study (POS) serve as a vehicle for improving academic achievement, increasing graduation rates, and improving transitions to postsecondary education and employment. STEM Learning Exchanges are a new innovative public-private partnerships that include students and representatives from various educational institutions, research centers, business and industry leaders, labor and professional organizations, state governmental agencies, and community partners statewide organized to support local implementation of P-20 STEM Programs of Study.</td>
</tr>
<tr>
<td><strong>The Illinois Shared Learning Environment (ISLE)</strong></td>
</tr>
<tr>
<td>Student data will be linked across instructional systems via ISLE, allowing educators to create integrated learner profiles that can support learning plans and other personalized learning tools. ISBE will also create a professional development training plan for ISLE’s implementation and use.</td>
</tr>
<tr>
<td><strong>Pathways Resource Center (PRC)</strong></td>
</tr>
<tr>
<td>The Pathways Resource Center (PRC) serves as a centralized resource and assistance center for both the STEM Learning Exchanges and school districts establishing P-20 STEM Programs of Study (POS). The PRC provides services including coordinating applications and funding proposals for federal and foundation resources and statewide technical assistance and training in implementing STEM POS.</td>
</tr>
<tr>
<td><strong>College And Career Readiness (CCR) Program</strong></td>
</tr>
<tr>
<td>The College and Career Readiness (CCR) program is designed to increase alignment between high school and college curriculums and support student pathways from high school to postsecondary education. Seven colleges and Participating LEAs with students that feed into those colleges will participate in the CCR program.</td>
</tr>
<tr>
<td><strong>Goal 2: Every student will be supported by highly prepared and effective teachers and school leaders.</strong></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>Redesign Of Teacher Preparation Programs</strong></td>
</tr>
<tr>
<td><strong>Performance Evaluation Reform Act (PERA) Pre-Qualification Program And Supports</strong></td>
</tr>
<tr>
<td><strong>Induction And Mentoring Supports</strong></td>
</tr>
<tr>
<td><strong>Performance Evaluation Reform Act (PERA) Research-Based Study</strong></td>
</tr>
<tr>
<td><strong>Performance Evaluation Advisory Council (PEAC) Supports For Accelerated PERA Implementation</strong></td>
</tr>
</tbody>
</table>

**Goal 3: Every school will offer a safe and healthy learning environment for all students.**

| **Illinois 5Essentials Survey** | Beginning in 2013, the Illinois 5Essentials Survey is administered yearly for teachers, students, and parents to reflect on learning conditions and school climate. The online survey will help the state’s nearly 4,000 schools better identify strengths and areas needing improvement. |
| **Local Assessment Strategy (LAS) Supports** | A Local Assessment Support (LAS) management entity will be selected to work with ISBE and to make commercial assessments available to districts to support the measurement of student growth for performance evaluations. In addition, the management entity will work with ISBE and teachers to develop local assessment resources that will be made available through a shared resources bank. |
Beyond the Three Board Goals: Cross-Cutting Support

<table>
<thead>
<tr>
<th>Project</th>
<th>Status</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illinois Collaborative For Education Policy Research (ICEPR)</td>
<td></td>
<td>ISBE will collaborate with a Lead Partner institution, who will establish a research agenda in line with ISBE’s three goals. The Lead Partner will serve as a research resource for ISBE staff and executives, and produce its own research using ISBE data; they will also establish a process for third-parties access to data. With the Lead Partner, ISBE will develop a more robust connection between data, research, and practice.</td>
</tr>
<tr>
<td>Redesign Of The State Report Card</td>
<td></td>
<td>ISBE, in consultation with the P-20 Council redesigned the annual School Report Card so that information about schools and districts is accessible and parent-friendly. This project also provides support to principals about how to understand and engage families with the data. Visit the website: illinoisreportcard.com</td>
</tr>
<tr>
<td>Illinois Center for School Improvement</td>
<td></td>
<td>The Center will provide supports to Participating LEAs in the implementation of the RttT Expectations, including Common Core State Standards (CCSS), curriculum alignment, improvement of instructional practices, and support through the Rising Star continuous improvement process. This support is in the context of Illinois CSI’s general services to districts receiving focus, priority, and foundational services.</td>
</tr>
</tbody>
</table>

ISBE measures the performance of the Race to the Top initiative in several ways. First, we track the progress of each of the state-level projects toward completion compared to our planned scope of work. A summary of our progress on each project is included in the table below. Second, we have developed a performance agreement for each of the state projects. These performance agreements include measures of project success and implementation quality. For those projects highlighted in more detail elsewhere in this strategic plan update, we have included measures of project success and implementation quality in the detailed project descriptions.

<table>
<thead>
<tr>
<th>Project</th>
<th>Status</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 Center for School Improvement</td>
<td>OT</td>
<td>All RttT districts are supported in their Rising Star work and development of Common Core content. Also, recently identified “priority” districts will receive technical assistance this year. Following changes in approach, the project will is on track with an amended scope.</td>
</tr>
<tr>
<td>2.3 State Report Card Redesign</td>
<td>OT HQ</td>
<td>The new State Report Card website successfully launched on October 31, 2013; district support continues through 2015 for understanding and engagement.</td>
</tr>
<tr>
<td>6.1 Local Assessment</td>
<td>OT</td>
<td>Despite delays in procuring services, 6.1 is moving forward by finalizing a model process for the Student Learning Objective (SLO) process, and planning to provide district training and resources. With an amended scope to reflect the recent selection of a vendor, the project is now on track.</td>
</tr>
<tr>
<td>Goal</td>
<td>Number</td>
<td>Description</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>-------------</td>
</tr>
<tr>
<td>6.2</td>
<td>STEM Learning Exchanges</td>
<td>Nine regional STEM Learning Exchanges are approved, and support to districts is provided.</td>
</tr>
<tr>
<td>6.3</td>
<td>Pathways Resource Center</td>
<td>The PRC is providing technical support to districts, as well as capturing Programs of Study choices of RttT districts.</td>
</tr>
<tr>
<td>6.4</td>
<td>College and Career Readiness</td>
<td>CCR continues to provide support through Summer Bridge programs and Spring Interventions.</td>
</tr>
<tr>
<td>9.1</td>
<td>ISLE Data Integration</td>
<td>RttT districts have continued to integrate student data into ISLE; the Dashboard application recently piloted in Bloomington SD 87. Following an amendment to scope and timeline, the project is on track.</td>
</tr>
<tr>
<td>9.2</td>
<td>ICEPR</td>
<td>Despite delays due to change in vendors, the project is on track to provide ISBE with a strong research partner by December 2014.</td>
</tr>
<tr>
<td>9.3</td>
<td>PERA Research Based Study</td>
<td>Project 9.3 contractor Westat continues to work on the study with RttT districts with report delivery due in early fall 2014.</td>
</tr>
<tr>
<td>11.1</td>
<td>PERA Prequalification</td>
<td>ISBE continues to provide technical and programmatic support, and is conducting a follow up study of training effectiveness.</td>
</tr>
<tr>
<td>11.2</td>
<td>Survey of Learning Conditions</td>
<td>ISBE administered the Illinois 5Essentials Survey for the second time in March and April, 2014. The 2014 survey incorporated changes from the continuous improvement process.</td>
</tr>
<tr>
<td>11.3</td>
<td>PEAC Supports</td>
<td>Operational; released in early 2014 includes Type II assessment, ELL, and SPED guidance. American Institute of Research, project partner, is composing a long term plan into 2015.</td>
</tr>
<tr>
<td>12.1</td>
<td>Teacher Prep/HPHM</td>
<td>Although behind schedule, recent changes to approach reflected in a submitted amendment will put 12.1 on track to developing new teacher preparation programs in line with the CCSS and ISLE.</td>
</tr>
<tr>
<td>14.1</td>
<td>Induction and Mentoring</td>
<td>Although behind schedule, a new RFSP was recently released to provide support to districts for Induction and Mentoring programs. The project is now on track with and amended scope.</td>
</tr>
</tbody>
</table>

**Status Abbreviations:**
- OT HQ – On Track, High Quality
- OT – On Track
- OFT – Off Track
- S OFT – Significantly Off Track
During the first two years of the grant, the 34 districts who have signed on as leaders, innovators, and early implementers have made great strides. These districts signed on to the work for a relatively modest appropriation of funds. Given this and the ambitious nature of the expectations, some districts have struggled to complete all they set out to achieve. The chart below demonstrates the distribution of progress among our 34 participating school districts.

As the chart demonstrates, some of our districts have had great success in what they set out to do. Among the promising practices these leading districts have begun are the following:

Beginning with the Race to the Top grant, participating district Bensenville SD 2 has developed a sophisticated Peer Evaluation Program to provide teachers with useful and ongoing support. As a three-step process, the peer evaluator and partnered teacher will meet in the fall, winter, and spring to set goals and self-reflect. In this system, the teacher can see that instruction is a skill to be continuously assessed, and most importantly have an important, supportive resource in their peer evaluator.

In Race to the Top district Freeport SD 145, Superintendent Roberta Selleck realized that “one size fits all is an inappropriate construct for learning.” Using this frame of mind, Freeport is slowly introducing the concept of personalized mastery, which allows for the district’s diverse set of students to master content at their own pace, instead of levels based on time or student age. Effective professional development opportunities have allowed this new approach to teaching gradually take hold in Freeport SD 145. To complement the bold initiatives Freeport SD 145 is taking, ISBE is able to provide foundational support for districts through the Center for School Improvement, such as professional development on the Common Core State Standards, access to content specialists, networking around key Illinois initiatives such as new performance evaluations, and support for district continuous improvement practices.

Both districts demonstrate the unique practices started to support improved student outcomes, and serve as exemplary models among Race to the Top districts and statewide.
New Report Card

On Oct. 31, 2013, ISBE unveiled a new, improved Report Card that changes how we report student and school results to offer a more complete picture of student learning and school climate in a more consumer-friendly format. The redesign offers much more than a new look. The State, District and School Report Cards now provide multiple measures of student and school performance for more informed discussions about the unique qualities of public schools and school improvement efforts. They also reflect our transition toward higher performance expectations at an earlier age and greater rigor in the classroom to make sure Illinois K-12 students are on track for success in college and careers.

ISBE developed a new website, www.illinoisreportcard.com, which was redesigned from the ground up to target parents, community members and the general public with a streamlined, visually fresh and easy-to-navigate format. The report card is available in two new formats:

- An online Report Card with an interactive tool for exploring school performance data. The tool includes simple, intuitive displays as well as detailed data views and descriptions for each school and district. The online Report Card continues to offer information on student demographics and performance. Users can search by school or district name.

- An At-a-Glance Report Card, found on each school’s online Report Card, offers a two-page snapshot that can be downloaded, printed and distributed to local families and community members.

The new report card provides at-a-glance information about school performance, school conditions and learning environment. New metrics include “Student Academic Growth” by elementary school and district according to a new growth model using value tables that shows how much academic progress students have demonstrated from one year to the next in reading and math. Based on feedback from education experts, ISBE believes the growth model approach will improve our understanding of student learning and provide a more nuanced accountability system than simply the percentage of students meeting or exceeding standards on one state test.

The value table was used on an advisory basis in 2013-2014 to calculate student growth at the district- and school-level in grades 3 through 8 based on two years of performance on the Illinois
Standards Achievement Test (ISAT). The table has four performance categories and considers student growth to be movement from a lower proficiency level to a higher proficiency level.

ISBE collaborated with educators across the state to set growth scores for the value table, which awards more points to students who maintain or increase achievement at the meets or exceeds levels and gives lower scores to worsening or slower-paced progress. This approach acknowledges the difficulty in students consistently performing at the upper level of achievement and provides points to recognize continued excellence.

Below is the generic value table for the state:

![Generic Value Table for the State](image)

For 2013, the statewide average K-8 Student Academic Growth score for math was 101.4 and 102.1 for reading. Student Academic Growth scores were initially reported on an advisory basis, not as part of the state’s accountability system. Schools that score below the average are not meeting the state average growth, and those scoring above are exceeding the average growth for a school. In 2013, 1,823 schools or 63 percent demonstrated positive growth in reading and 1,620 schools or 56 percent showed positive growth in math.

The growth score simply indicates the average amount of growth for students in a district or school and adds more context to the Adequate Yearly Progress measure and other metrics. It is
also another way we can measure how effective school and district academic programs are at preparing children for college and careers.

The new report card also features the academic courses, career development courses and programs, special programs of study, athletics, school awards, physical education, health and wellness and other programs and activities that make each school unique. The 2013 report card also provided summary responses to the first statewide learning conditions and school climate survey, called the 5Essentials, that was first administered in spring 2013. With more accessible and user-friendly information than ever before about each school’s programs, performance and activities, the redesigned report card encourages a model of school improvement where all members have an opportunity to contribute to better outcomes. It also aims to foster more discussions and interest in school improvement.

As ISBE makes the transition from its current assessment system to one that is fully aligned with the new Illinois Learning Standards, the measures of performance displayed on the report card will be further improved. New measurements – such as the percentage of students entering college after high school, the percentage of students enrolling in remedial coursework during their first year in college and the percentage of students entering kindergarten ready to learn – will also be added as new data come online.

ISBE has established three goals against which to measure the success of the new report card. These are:

1. Families, educators and the public have a shared understanding of school performance enabled by an easily accessible report card that includes multiple dimensions of school performance and environment.

2. Family and community engagement improves through school leaders’ use of the new report card and through additional engagement support provided to districts.

3. Stakeholders at all levels (state, regional and local) refer to report card measures for purposes of accountability and measuring program effectiveness, thereby improving alignment of purpose throughout the system.

ISBE is currently collecting baseline data to assess the following outcomes for the new report card in future years:

- **Usage**: Parents and the public are reaching and using the report card site (as of Feb. 28, 2014, more than 100,000 unique visitors have used the new report card site).

- **Accessibility**: Report card users find that the information on the new report card is more accessible and meaningful (Seventy-eight percent of principals report the new report card’s appearance and displays make data accessible and easy for parents to understand).
• **Engagement:** The report card is used as a tool to increase parental and community engagement (Forty percent of principals report their school currently uses the report card as a tool to increase engagement with families and communities and 46 percent report that they plan to do so in the 2014-15 school year).

**The Illinois 5Essentials Survey**

This past school year was the second in which ISBE administered an online, statewide survey to collect feedback on individual schools’ learning conditions and environment. The 5Essentials Survey is an evidence-based system designed to drive school improvement by measuring change and providing individualized, actionable reports for each school. The 5Essentials is for all certified pre-kindergarten through 12th grade teachers and students in sixth through 12th grades across the state, and all responses are anonymous. The survey is based on 20-plus years of research by the University of Chicago Consortium on Chicago School Research on five components found to be critical for school success:

1. **Effective Leaders:** The principal works with teachers to implement a clear and strategic vision for school success.
2. **Collaborative Teachers:** The staff is committed to the school, receives strong professional development and works together to improve the school.
3. **Involved Families:** The entire school staff builds strong relationships with families and communities to support learning.
4. **Supportive Environment:** The school is safe and orderly. Teachers have high expectations for students. Students are supported by their teachers and peers.
5. **Ambitious Instruction:** Classes are academically demanding and engage students by emphasizing the application of knowledge.

ISBE is statutorily required to provide and each school district is required at least biennially to administer a learning conditions survey to help provide a more complete picture of what happens in the classroom. Beyond this legal requirement, this survey implementation is guided by three goals. Our first priority is school improvement – we want schools and districts to have stronger plans for improvement based on incorporating measures of learning conditions. Second, we seek improved targeting of supports through the Statewide System of Support based on use of survey data in the needs assessment process. Finally, we seek to engage all stakeholders in the school improvement planning process by including the data from the 5Essentials on the State School Report Card.
During the first administration last year, 87 percent of all public schools in the state met the required 50 percent participation threshold to receive survey results. More than 70 percent of all teachers and eligible students across the state took part in the 2012-2013 survey.

In 2014, only districts participating in Race to the Top and those that did not participate in the survey last year were required to participate. Any district that had teacher or student responses in 2013 was not required to participate. However, all districts had the option to participate and were strongly encouraged to do so as a second year of data could help a school confirm patterns, inform improvement efforts and keep parents, students and teachers engaged in the school and district’s larger goals and needs to move towards improvement. Districts once again also had the option of asking parents to participate in the survey.

The information collected through the survey is rigorously reviewed and analyzed to generate a 5Essentials Report for each school. The 5Essentials Report includes a breakdown of teacher and student responses and, most importantly, provides a comprehensive picture of the school environment based on the five components listed above in a meaningful context of similar and successful schools. The 2014 results, collected from March 17 through April 25, will be shared publicly through the State School Report Card in late October.

The performance measures in the table below assist ISBE in measuring progress toward the goals of this project. Since 2013 was the first year of administration, it will serve as a benchmark against which to compare future results. In addition, ISBE has partnered with the Illinois Education Research Council to conduct a study on best practices for use of these survey data, which will be published in September. This study will help us better understand progress toward the first and most important of the project’s three goals: school improvement.

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>2013 Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers Completing Survey</td>
<td>77%</td>
</tr>
<tr>
<td>Students Completing Survey</td>
<td>71%</td>
</tr>
<tr>
<td>Schools Receiving Report</td>
<td>87%</td>
</tr>
<tr>
<td>Principals Who Found Teacher Survey Data Valuable</td>
<td>49%</td>
</tr>
<tr>
<td>Principals Who Found Student Survey Data Valuable</td>
<td>49%</td>
</tr>
<tr>
<td>Principals Who Reported Using 5Essentials Data in Improvement Planning</td>
<td>48%</td>
</tr>
<tr>
<td>Principals Who Reported Modifying Their School Improvement Plan Based on 5Essentials Data</td>
<td>28%</td>
</tr>
<tr>
<td>Principals Reporting They Shared Data with Teachers</td>
<td>80%</td>
</tr>
<tr>
<td>Principals Reporting They Shared Data with Parents</td>
<td>44%</td>
</tr>
<tr>
<td>Principals Reporting They Discussed Data with Parents</td>
<td>21%</td>
</tr>
<tr>
<td>Superintendents Reporting They Reviewed Results at a District Leadership Level</td>
<td>82%</td>
</tr>
<tr>
<td>Superintendents Reporting They Reviewed the Results at a School Board Meeting</td>
<td>59%</td>
</tr>
</tbody>
</table>
Career/Technical Education Curriculum Revitalization

The Career/Technical Education (CTE) program aims to develop academic, career and technical skills for the secondary education students who elect to enroll in career and technical education programs. ISBE is working with CTE stakeholders to revitalize the CTE curriculum to infuse courses with 21st-century literacy skills and meet core academic requirements, including the new Illinois Learning Standards. This initiative - which is a partnership between ISBE, the Facilitating Council for Agricultural Education, the Southern Illinois University Center for Workforce Development and the Center for Agricultural Research and Training - is led by the College and Career Readiness Division.

The project, now in its eighth year, develops online tools that allow teachers to plan standards-based instruction, document the standards addressed in their curriculum, deliver via an attractive contemporary online format and assess student performance. The assessment data generated enables teachers to individualize instruction to the needs of students. Any Illinois teacher can access and use the online tools at no cost.

The project currently hosts 1,617 lesson plans with accompanying PowerPoints, test items and student electronic units in 17 content libraries and three pullout libraries. A minimum of 200 additional sets of curriculum materials are expected to be posted to the website in FY 14. This will increase the total inventory to approximately 1,817 sets, including new content from Illinois Career Counselors for the next school year. In addition, 40 CTE-specific, content-specific CCSS Mathematics Integration Activities will be added to enhance math skills. The lessons can be viewed at www.mycaert.com.

The CTE curriculum project provides continuous consultation with educators, business and industry leaders from across Illinois and includes professional development activities for both teachers and guidance counselors. The CTE curriculum project also provides professional development for the implementation of the new Illinois Learning Standards and other national content standards that are aligned with business and industry organizations. Also, this project currently has several math, English and science instructors, as well as counselors utilizing the web materials. The www.ilcte.org website provides information regarding professional development and resources. The future forecast of the CTE curriculum project is promising as efforts increase to make other high school instructors aware of the resources.
### Performance Measure

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>School Year 2011</th>
<th>School Year 2012</th>
<th>School Year 2013</th>
<th>School Year 2014 (estimate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of CTE concentrators who completed secondary education</td>
<td>91.5%</td>
<td>94%</td>
<td>95.6%</td>
<td>94%</td>
</tr>
<tr>
<td>Percentage of CTE concentrators who passed the technical skills assessments</td>
<td>63.5%</td>
<td>70.9%</td>
<td>75.4%</td>
<td>74.8%</td>
</tr>
<tr>
<td>(aligned with industry-recognized standards)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTE student enrollment</td>
<td>-</td>
<td>262,982</td>
<td>262,950</td>
<td>262,900</td>
</tr>
<tr>
<td>Percentage of CTE concentrators who were placed in post-secondary education or training</td>
<td>73.5%</td>
<td>56.9%</td>
<td>65.9%</td>
<td>60%</td>
</tr>
<tr>
<td>Percentage of CTE concentrators who attained proficient or advanced levels</td>
<td>-</td>
<td>52.1%</td>
<td>49.6%</td>
<td>50%</td>
</tr>
<tr>
<td>in reading/language arts on statewide high school assessments</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### Initiative - Establishing a longitudinal data system that will allow us to collect student data throughout our pre-K to 20 system and ultimately, into the workforce.

**Illinois Statewide Longitudinal P-20 Data System**

ISBE continues to work together with six other state agencies to develop and implement the Illinois Statewide Longitudinal P-20 Data System (ILDS). The ILDS will enable the research and analysis necessary to measure the agency’s progress toward achieving the Board’s mission and goals. The ILDS will achieve this by linking student data from pre-kindergarten through college and the workforce while protecting student privacy consistent with applicable privacy protection laws.

In April 2014, ISBE and its partner agencies published an inaugural annual report and 18-month strategic plan for the ILDS. Subject to availability of funds, the agencies have agreed to the following plan for making the vision for longitudinal data a reality:

1. **Centralized Demographic Dataset (CDD) Administrator Services:** A CDD Administrator will be identified and charged with developing a process through which data can be regularly matched across the agencies participating in the ILDS. The CDD Administrator will also be charged with maintaining the security of student data in compliance with applicable data privacy laws.
2. **Intra-agency Enhancements**: As financially feasible, each agency will make enhancements to its data collection systems to enable effective data sharing with the CDD Administrator and each other. Through the work described in more detail below, ISBE has made substantial investments in this area and has built a solid foundation for collecting, warehousing and reporting on its components of the ILDS.

3. **End-user Services**: With the support of the interagency data governance body and as financially feasible, the ILDS agencies will collaborate to produce public reports and research datasets in five areas of initial focus: early childhood, high school to college success, community college feedback, career pathways and college/career certificate completion. The table below details the planned work in these areas:

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Fall 2014 Goals</th>
<th>18-Month Focus</th>
</tr>
</thead>
</table>
| **Early Childhood**         | - Merge Child Care data maintained by DHS, Preschool for All data maintained by ISBE, and Head Start data to identify an unduplicated count of children receiving services through these programs. This process will identify data quality issues and other barriers that can be addressed by the LDS Agencies moving forward. | - Publicly available dashboard reports and other reports addressing key policy questions and other questions as needed.  
- Early learning analytical portal available to appropriate ISBE, DHS, INCCRRRA, and Governor’s Office of Early Childhood staff. |
| **High School to College Success** | - Include college enrollment information on fall 2014 Illinois Report Card.  
- Develop remediation rate metrics and determine whether data quality allows for report card publication. | - Redesigned High School to Postsecondary Success reports produced by the agencies.  
- Analytical portal available to appropriate ISBE, ICCB, and IBHE staff. |
| **Community College Feedback** | - Prototype of community college feedback report for several pilot community colleges. | - Community College Feedback reports for the entire system produced by the agencies.  
- Analytical portal available to appropriate ICCB, IBHE, and ISAC staff. |
### Focus Area

<table>
<thead>
<tr>
<th>Fall 2014 Goals</th>
<th>18-Month Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Publicize the availability of the CTE Earnings and Employment web portal</td>
<td>- Enhance and expand the CTE Earnings and Employment web portal to:</td>
</tr>
<tr>
<td>- Prototype reports for the WDQI Pathways Metrics project</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Align employment outcome measures to IDES recommendations; and</td>
</tr>
<tr>
<td></td>
<td>o Add pre-degree earnings, industry codes, and baccalaureate transfer and degree information</td>
</tr>
<tr>
<td></td>
<td>- Analytical portal available to appropriate ISBE, ICCB, IBHE, IDES, DCEO, and ISAC staff</td>
</tr>
</tbody>
</table>

#### Career Pathways

- Publicize the availability of current tracking processes
- Perform a supply and demand analysis
- Utilize data shared through the LDS governance processes to track performance toward the goal
- Establish and track ISBE Grade 9 benchmark
- Analytical portal available to appropriate ISBE, ICCB, IBHE, IDES, DCEO and ISAC staff

In parallel with the interagency strategic planning, ISBE has worked to complete its data warehouse containing data on students, educator employment, educator licensure and school and district entities. The warehouse, scheduled for completion in June 2014, builds on work completed by the agency over the last decade to establish high-quality data collections about student enrollment, course taking, course grades, disciplinary incidents and program participation as well as educator licensure, employment, salary and evaluation. The new data warehouse includes a link between students and educators as well as between educators and the preparation programs they attended.

In Fiscal Year 2015, ISBE plans to launch an ILDS reports portal to house reports produced through the ILDS effort. Building on the successful implementation of the State School Report Cards (www.illinoisreportcard.com), the ILDS reports portal will provide public access to education data aggregated to protect student privacy. The site will provide user-friendly
navigation to these data, access to a data dictionary and links to research completed with ILDS data.

ISBE has also developed an internal data stewardship program to ensure complete and accurate data are collected through the agency’s systems. In the past year, the data stewards have worked to improve the quality of the agency’s data by eliminating redundant data collections, refining data definitions, clarifying business requirements, improving communications to school districts and establishing a data collection help desk.

To date, ISBE has measured the outcome of its investments in longitudinal data based on the completion of the projects associated with the initiative. As we move into FY 2015, the agency is working to establish performance measures to gauge the ongoing performance of this initiative. These measures will demonstrate the agency’s progress toward the following goals:

- Policy research relevant to the agency’s goals is compiled on a timely basis and utilized in decision making at the Board and legislative levels.
- Data collection is efficient and results in high-quality (i.e., complete and accurate) data.
- The data needs of a wide variety of stakeholders are met, stakeholders regularly access reports and data tools created from the ILDS and stakeholders report that data and information are easy to find.
- ILDS data are used regularly as part of internal performance management and program operations.

Initiative - Targeting statewide interventions and support to our lowest performing schools and districts.

The Illinois Center for School Improvement

ISBE partnered with the American Institutes for Research (AIR) to establish the Illinois Center for School Improvement (Illinois CSI) to coordinate the delivery of high-quality, research-based resources and services designed to increase district capacity, improve student performance and close achievement gaps.
**Roundtable**

The ISBE Roundtable was established as a cross-divisional leadership committee that provides oversight, guidance, alignment and support to the Illinois CSI to ensure that the center’s goals and practices support ISBE’s vision and improvement initiatives.

Illinois CSI regularly updates the ISBE Roundtable on its developments and seeks continual feedback from the Roundtable on how best to advocate for top ISBE priorities, such as:

- a. Building state capacity to support and improve low-performing schools
- b. Adopting more rigorous standards and assessments at the school district level
- c. Recruiting, evaluating and retaining highly effective teachers and principals
- d. Creating accurate and actionable data systems that measure student success

**Research Council**

The Research Council for Illinois CSI is comprised of national education content experts, representatives from national educational organizations and experts of national standing from AIR. All Research Council members are able to speak authoritatively to at least one of the Eight Essential Elements of School Improvement as defined by ISBE – Comprehensive Planning, Leadership, Conditions for Learning, Family and Community Engagement, Professional Development, Instruction, Curriculum and Assessment.

The Research Council was established to provide research-based guidance and timely input into resources and services provided by Illinois CSI. Council members may also participate in Quarterly Research Forum meetings and provide detailed answers to questions posed by districts.

Research Council members are responsible for informing the work of Illinois CSI individually or in collaboration with their peers by engaging in the following activities:

- a. Incorporate knowledge and expertise – individual and collective – into Illinois CSI product design
- b. Act in a quality-assurance role to guide the direction of technical assistance plans and sessions and to offer suggestions for improvement and change
- c. Participate and inform the Quarterly Research Forums as appropriate
d. Offer research-based contributions to Illinois CSI clientele by participating in research forums, Illinois CSI issue brief publications and other communications

The Illinois CSI research base is grouped around 10 areas (the Eight Essential Elements of Effective Education plus two additional, School and District Turnaround and Closing the Achievement Gap) central to effective education in Illinois. Each topic includes resources that examine numerous factors that affect education in the United States. Topics are organized into themes specific to the issues and perspectives that emerged from each topic area.

An annotated bibliography accompanies each topic and is currently available online and as a downloadable PDF document at www.illinoisci.org.

Foundational Services

Illinois CSI Foundational Services support all school districts in Illinois. Foundational Services are designed to target student achievement and continuous improvement through the Eight Essential Elements of Effective Education, with specific emphasis on the new Illinois Learning Standards based on the Common Core State Standards for grades K-12, and implementing the school improvement process through Rising Star, Illinois’ tool for continuous improvement planning. Foundational Services provide resources that guide and promote practices necessary to successfully implement Rising Star improvement plans.

Services and resources:

a. Statewide resources aligned to the Eight Essential Elements

b. Statewide virtual training and professional development on implementing the Eight Essential Elements and new Illinois Learning Standards in English language arts and math (Common Core State Standards)

c. Regional training and professional development on implementing the Eight Essential Elements and the new Illinois Learning Standards in English language arts and math (Common Core State Standards)
Illinois CSI Foundational Staff Resources:

- Statewide content specialists who create resources, tools and professional development in the areas of: English language arts, mathematics, data and assessment and learning supports

Focus Services

In addition to having access to the Foundational Services available to all Illinois districts, districts receiving Focus Services and Priority Services will receive additional resources and services. For districts receiving Focus Services, Illinois CSI efforts are designed to target achievement gaps.

Services and resources:

- A district needs assessment will be used to create a District Service Agreement that will prescribe targeted coaching based on areas of need.

District Leadership Team (DLT) Learning Network will connect colleagues from districts with similar needs and will emphasize Illinois CSI's improvement principles:

a. Collaborative leadership teams
b. Data systems that drive decisions
c. Deep implementation
d. Intentional monitoring and feedback

Customized coaching will support the implementation of the District Service Agreement’s priority areas and further the implementation of the DLT Learning Networks with particular emphasis on data systems, monitoring and feedback.

Staffing:

- District Liaisons for districts receiving Focus Services will coordinate and implement statewide supports and lead district assistance teams in providing strategic coaching to school districts.

- District Assistance Teams will provide direct support to ISBE-designated districts which receive Focus Services. These teams work with district leadership teams on building their capacity and may be involved in planning, implementing and refining district improvement plans.
Priority Services

In addition to the Foundational Services available to all Illinois districts, districts receiving Priority Services will receive similar resources and services available to districts receiving Focus Services but will also benefit from more intensive coaching time and attention. For districts receiving Priority Services, Illinois CSI efforts are designed to target large-scale systems change and governance for overall teaching and learning effectiveness.

Services and resources:

- A district needs assessment is used to create a District Service Agreement which is based on priority areas and determines areas of targeted coaching.

A District Leadership Team (DLT) Learning Network will connect colleagues from districts with similar needs and will place emphasis on Illinois CSI's improvement principles:

  a. Collaborative leadership teams
  b. Data systems that drive decisions
  c. Deep implementation
  d. Intentional monitoring and feedback

Customized coaching will support the implementation of the District Service Agreement's priority areas and further the implementation of the DLT Learning Network, with particular emphasis on data systems, monitoring and feedback.

Staffing:

- District Liaisons service districts receiving Priority Services will coordinate and implement statewide supports and lead district assistance teams in providing strategic coaching.

- District Assistance Teams will provide direct support to ISBE-designated districts that receive Priority Services. These teams will work with district leadership teams on building their capacity and may be involved in planning, implementing and refining district improvement plans.
• There are 30 districts and 147 schools designated to receive Priority Services. District Needs Assessments (DNA) are currently being conducted in these districts. Their customized service agreements and coaching will be based upon the key findings of the DNA.

**Internal Evaluation Overview**

As part of Illinois CSI's mission to lead the delivery of high-quality, research-based services designed to raise student performance by increasing district-level capacity for exceptional teaching and learning, a comprehensive evaluation plan consisting of an audit and an internal evaluation was designed to ensure transparency and effectiveness of Illinois CSI operations and to support improvement.

The baseline needs assessment for the internal evaluation was informed by a Statewide System of Support (SSOS) audit in spring 2013. The second component of the Illinois CSI evaluation plan, the internal evaluation, utilized the results of the audit (and annual follow-up) to set, track and revise Illinois CSI evaluation goals. Through frequent formative feedback and other sources of evaluation data such as surveys, site analytics and district and school documents, the internal evaluation will enable ongoing performance monitoring that will inform and improve service delivery over the course of the grant.

**Least Restrictive Environment (LRE) Data Cohort**

ISBE’s Special Education Services Division began conducting the Least Restrictive Environment (LRE) Data Cohort as a way for districts to improve their school climate so that students with Individualized Education Programs (IEPs) would have greater access to the general education environment and to create a more robust continuum of alternative placement options. As a whole, Illinois lags behind other states in the placement of students with disabilities in the Least Restrictive Environment. This initiative allows participating districts to delve into their data to determine possible reasons why many students with IEPs are not being placed appropriately.

In 2013, ISBE conducted two data cohorts. Thirteen districts participated in cohort 2 and showed an average increase in the percentage of students with IEPs served in the general education classroom 80 percent or more of the day by 1.5 percentage points, according to the data districts submitted in December 2013. This data also showed that eight districts participated in cohort 3 and showed an average increase in the percentage of students with IEPs served in the general
education classroom 80 percent or more of the day by 1.9 percentage points. When enrollment for the fourth cohort began in early 2014, 19 districts volunteered to participate.

Each district develops their own action plan to promote general education placement opportunities. Some of these include implementing/increasing co-taught classes, analyzing why there is a higher trend to placing students in a more restrictive environment in higher grade levels, adjusting their bell-to-bell minutes to provide more academic instruction within the school day and providing needed accommodations and modifications within the general education setting.

**Illinois Virtual School**

The Illinois Virtual School (IVS) contributes to the goal of college and career readiness by expanding learning opportunities for students throughout the state.

IVS provides online, teacher-facilitated courses to public, private and home-schooled students in grades 5-12. All courses are standards-aligned and taught by certified Illinois teachers. Upon completion of an IVS course, schools and students receive a Completion Certificate. The local school determines the final grade and awards course credit.

IVS offers a number of courses in the curricular areas of Business and Economics, Career Planning, Computer Technology and Information Technology, Fine Arts, Health, Language Arts, Mathematics, Science, Social Studies and World Languages.

The cost of teachers is covered by the fees paid by the districts or students. The investment of the Illinois State Board of Education supports the technology and infrastructure.

IVS served 2,255 students in 2012-13, through 3,185 course enrollments. These include:

- Opportunities to enroll in courses that could not fit into their daily school schedule
- Courses not offered by a student’s face-to-face school, such as Advanced Placement, world languages and other enrichment opportunities
- Options to retain resident students looking for an online option or who may have previously dropped out of school
- Credit recovery options for students to graduate on time

When a student requests an IVS course, they must indicate one of the following reasons for taking a course:
GOAL 1

- Enrichment (11 percent)
- Need to Retake (13 percent)
- Not Offered at My School (19 percent)
- School Requirement (39 percent)
- Other (18 percent)

**Illinois Virtual School Outcomes**

<table>
<thead>
<tr>
<th></th>
<th>FY 2011</th>
<th>FY 2012</th>
<th>FY 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Course Enrollments Receiving a Completion Certificate</td>
<td>97%</td>
<td>98%</td>
<td>98%</td>
</tr>
<tr>
<td>Percentage of Course Enrollments Completed with Passing Grade</td>
<td>92%</td>
<td>91%</td>
<td>90%</td>
</tr>
<tr>
<td>Total Cost per Unit of Service (includes state and local funds)</td>
<td>$509</td>
<td>$445</td>
<td>$467</td>
</tr>
<tr>
<td>Percentage of Students Making Adequate Progress from Pre- to Post-Assessment (in development)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Percent of Students Reporting Satisfaction with Online Learning</td>
<td>66%</td>
<td>74%</td>
<td>N/A</td>
</tr>
<tr>
<td>Percentage of Districts Reporting Satisfaction with IVS Services (in development)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Other Key IVS Facts**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Fee per Full-Service Course</td>
<td>$250</td>
<td></td>
</tr>
<tr>
<td>Student Fee per Credit Recovery Course</td>
<td>$70</td>
<td></td>
</tr>
<tr>
<td>FY 2013 Course Enrollments</td>
<td>3,185</td>
<td>(increasing each year since 2,530 since FY 2010)</td>
</tr>
<tr>
<td>Full-Service Online Courses</td>
<td>147</td>
<td>Semester Courses Recognized by the NCAA and College Board</td>
</tr>
<tr>
<td>Participating Districts</td>
<td>285</td>
<td>Districts</td>
</tr>
<tr>
<td>Participating Schools</td>
<td>417</td>
<td>Schools (373 public, 44 private)</td>
</tr>
<tr>
<td>Certified Teachers Employed by IVS</td>
<td>59</td>
<td>Teachers</td>
</tr>
</tbody>
</table>

**Early Childhood Education**

The Division of Early Childhood continues to administer and improve programs under the Early Childhood Block Grant, despite ongoing budget constraints. The ECBG was level-funded in FY 14 after being cut by $25 million during the previous year, and a total of 75,623 preschool children were served statewide. In addition to previous cuts, the ECBG has lost a collective $80 million since FY09 and is serving 19,500 fewer preschool children than five years ago. ISBE has continued to move forward with infrastructural and quality improvements, including strengthening the Program Improvement Plan process and targeting low-rated preschool programs with instructional coaching.
<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Early Childhood Block Grant (ECBG)*</th>
<th>Students Served, Preschool 3-5 only</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2009</td>
<td>$380,261,400</td>
<td>95,123</td>
</tr>
<tr>
<td>FY 2010</td>
<td>$342,235,300</td>
<td>87,580</td>
</tr>
<tr>
<td>FY 2011</td>
<td>$342,235,300</td>
<td>82,150</td>
</tr>
<tr>
<td>FY 2012</td>
<td>$325,123,500</td>
<td>78,607</td>
</tr>
<tr>
<td>FY 2013</td>
<td>$300,192,400</td>
<td>75,623</td>
</tr>
<tr>
<td>FY 2014</td>
<td>$300,192,400</td>
<td>70,032 (Estimated)</td>
</tr>
</tbody>
</table>

*Includes funding for Prevention Initiative Birth to Age 3 Years old Programs

During 2013, the Early Childhood Division continued to work closely with the Governor’s Office of Early Childhood Development, the Illinois Department of Human Services (IDHS), the Illinois Department of Child and Family Services, the Illinois Early Learning Council and other public and private partners to implement the Race to the Top-Early Learning Challenge-Phase 2 (ELC) grant plan. ISBE regularly coordinated with other agencies through the Intergovernmental Agency Team convened by the Governor’s Office. Interagency coordination focused on developing a Quality Rating and Improvement System that will include all Preschool for All programs, incorporating teachers into the Gateways to Opportunity Registry, coordinating trainings and trainers from each of the state-funded systems and laying the foundations for the Unified Early Childhood Data System.

ISBE also engaged in a variety of initiatives in support of the ELC grant and ISBE’s own board goals. The Kindergarten Individual Development Survey (KIDS) pilot was completed in the summer of 2013, with 64 school districts participating and nearly 400 teachers administering KIDS to approximately 7,000 kindergarten children. A comprehensive, two-day training on observational assessment and on the KIDS instrument was provided to more than 600 individuals, including all participating teachers, some administrators and locally assigned coaches.

In the fall, ISBE began the second-year expanded administration of KIDS and the field study. For the second-year administration of KIDS, 127 districts are participating and 771 kindergarten teachers and 277 school administrators and other district personnel have been trained to use KIDS. Observations were also performed on more than 13,000 kindergarten students. ISBE also funded several initiatives to support the implementation of the revised Early Learning and Development Standards for Three- to Five-Year-Olds and Early Learning Guidelines for Birth to Three-Year-Olds, including enhanced teacher training, translated materials and parent tip sheets.
Family Engagement

ISBE believes that when families, schools and communities come together to promote learning and healthy development for all children, schools flourish and individual student outcomes improve. Research shows that students perform better academically when their parents are engaged in their education, whether in school or at home. To strengthen partnerships between families and schools, ISBE has developed a shared framework guide for engaging families.

In August 2013, ISBE held a Family Engagement Symposium to present the new Family Engagement Framework Guide to support family involvement and participation in education. The guide and framework are the result of a committee representing multiple programs and perspectives, charged with improving collaboration to enhance engagement efforts. The framework is research-based and presents four core principles of effective family engagement: developing a family engagement system, building a welcoming and supportive environment, enhancing communication and including parents in decision making. It then applies these principles across the eight essential elements of school improvement - Comprehensive Planning, Leadership, Curriculum, Assessment, Instruction, Professional Development, Conditions for Learning and Family and Community – to demonstrate how schools and districts can incorporate engagement into their core initiatives. ISBE is currently collecting feedback on the guide. In 2014, ISBE will finalize the guide, host a series of webinars and develop complementary trainings and resources for districts.
Every student will be supported by highly prepared and effective teachers and school leaders.

Initiative - Implementing program and policy changes to improve teacher and school leader effectiveness.

Performance Evaluation of Educators and School Leaders

The Illinois State Board of Education continues to work with stakeholders to enact the Performance Evaluation Reform Act (PERA), which is a cornerstone of teacher and principal enhanced accountability. The Performance Evaluation Advisory Council (PEAC) continues to work to develop a teacher evaluation model related to demonstrating growth. The state contracted with the Consortium for Educational Change (CEC) to develop and implement a training program for evaluators of teachers and principals. Since June 2012, more than 16,000 Illinois educators have been trained or are in the process of being trained to provide quality evaluations of teachers and/or principals and assistant principals.

The Growth Through Learning Illinois System, which has a website at www.growththroughlearningillinois.org, provides further information about the training. There
are five modules for each of the trainings. Each online, self-paced training module is designed to be taken individually. Each module includes narration and is interactive with practice exercises focusing on the minimum requirements outlined in the module. All modules for both the Teacher and Principal Evaluator Training support the framework of: Module 1 – Understand the foundation for evaluation through PERA, SB7 and school code; Module 2 – Validate through observations and evidence collection; Module 3 – Collaboration through professional conversations; Module 4 – Reflection and reaching summative rating; and Module 5 – Student growth.

Each module has downloadable reference guides/guidebooks and available resource materials. All modules reference the minimum requirements based on the administrative rules by using an icon of an exclamation point on the page and all best practices will be identified with an icon of a star. The assessment for each module is based on the minimum requirements set forth by the administrative rules.

Since July 2012, PEAC has provided support for moving ahead on providing resources for districts as they begin implementation of PERA. Through the support of the American Institute of Research (AIR), PEAC has developed and began dissemination of a variety of guidance documents to assist superintendents, principals, teachers and others who are involved in the implementation of PERA. The guidance documents address the following areas and can be found at www.isbe.net/peac:

- Guidance on Using Illinois 5Essentials Survey Data in Principal Evaluation
- Guidance on Collecting Evidence of Teacher Practice Not Observable During Classroom Observations in Teacher Evaluation Systems
- Guidance on District Decision Making
- Guidebook on Student Learning Objectives for Type III Assessments
- Guidance on Student Learning Objectives in Teacher Evaluation: Fact Sheet
- Model Teacher Evaluation System - Measuring Student Growth Using Type III Assessments
• Guidance on Alignment of Three Factors in Principal Evaluation

• Guidance on Measuring Student Growth for First-Year Principals in Principal Evaluation Systems

• Model Teacher Evaluation System - Creating a Summative Rating

• Guidance on Creating Operating Guidelines for Student Growth Models in Teacher Evaluation Systems

• Guidance on Creating a Summative Rating in Teacher Evaluation Systems


• Guidance on Teacher Evaluation Systems for Beginning (Novice) Teachers in Illinois

• Guidebook on Implementing the Student Growth Component in Teacher and Principal Evaluation Systems

• DRAFT Student Learning Objective Template

Work is ongoing to develop free training modules for districts to utilize in the implementation of the Student Learning Objective Templates as the measurement tool for Type III assessments. PEAC and ISBE are also in progress with developing an item bank of assessment items for use in Type II assessments.

Below is a snapshot of where trainings stood as of February 2014:

Teacher Evaluation

• **10,988** evaluators are qualified to evaluate teachers without using student growth in their overall evaluations

• **8,053** are qualified to evaluate any teacher, including those who have student growth as part of their evaluation
- Illinois has **4,495** evaluators in the process of training at one point or another (Growth Through Learning Illinois contains five modules total for training)

**Principal Evaluation**

- **2,702** principal evaluators have completed the entire five modules of Growth Through Learning Illinois for Principal Evaluation
- Another **1,165** are still enrolled in the training

**Improving Educator Preparation**

ISBE aims to enhance and strengthen teacher and leader preparation to expand and improve the pool of highly-qualified and effective educators for the 21st century.

**Principal Preparation Redesign**

Through the efforts of ISBE, in collaboration with the Illinois Board of Higher Education, more than 26 institutions of higher education and not-for-profit entities have completed the requirements for the design of a new principal preparation program that focuses on the preparation of the principal as an instructional leader. The principal preparation is based on Section 21B-60 of Public Act 097 0607, which stresses that an essential element of improving student learning is supporting and employing effective school principals in leadership roles who can improve teaching and learning and increase academic achievement for all students. Part 30 of the ISBE rules (available on our website at www.isbe.net/rules/archive/pdfs/30ARK.pdf) addresses programs for the preparation of principals in Illinois.

**Teacher Leader Preparation Programs**

The Illinois State Educator Preparation and Licensure Board (SEPLB), under the direction of ISBE, has approved 13 new programs for the preparation of the Teacher Leader Endorsement to date. This advanced program provides candidates who are interested in adding the Teacher Leader Endorsement to their Professional Educator License, an opportunity to increase their quality of leadership as well as teaching and learning practices. The inception of this endorsement provides an opportunity for districts to recognize the critical importance that leadership by teachers brings to the overall school improvement mission of the school and its personnel. The teacher leader endorsement creates a career path to retain and develop high-performing teachers for leadership roles; formalize, define and build the competencies necessary
for high-quality leadership to improve student learning; and recognize and encourage shared leadership and decision-making in schools to maximize outcomes for children.

A teacher leader is defined as an individual with the capacity and skills to:

1. Harness the collective knowledge of teachers to have a positive impact on teaching and learning and school and student success
2. Promote shared governance and leadership in schools by working effectively with the principal and other adults in the school, with a consistent focus on student learning and achievement
3. Model excellence in teaching with a strong foundation in improving the climate of the school and classroom, curriculum, instruction, assessment and intervention
4. Provide guidance, coaching, mentoring, influence, direction and support to teachers to improve the effectiveness of teaching and learning
5. Promote and influence change to improve school and student outcomes.

A teacher leader may serve in a variety of roles within the school district, including but not limited to:

1. Curriculum specialist (i.e., identifying, designing and implementing curriculum and school and district improvement)
2. Coach (i.e., providing coaching to other teachers and staff on instructional practice and methods)
3. Mentor teacher (i.e., providing mentoring to new teachers or others in need of assistance)
4. Department chair or lead teacher
5. Content specialist (i.e., leading instructional programs in a specific content area)
6. Teacher leaders responsible for supervising others, provided that a supervisory endorsement is not required pursuant to 23 Ill. Adm. Code 1.705 (Requirements for Supervisory and Administrative Staff) for the position to which the teacher leader is assigned
7. Program leaders (i.e., relative to the climate of the school and classroom, curriculum, instruction or assessment)
8. Other areas of responsibility as identified by school districts

Superintendent Preparation Redesign

A group of educational stakeholders and experts from the field was formed in 2012 to look at requirements for the current school superintendent licensure requirements. The many changes to the education landscape – such as the implementation of the new Illinois Learning Standards based on the Common Core, performance evaluation requirements, increasing financial constraints and the ever-changing needs of students and their families and communities – led to the formation of this group to review the current preparation programs for superintendents and decide what should be expected or required to best prepare tomorrow’s superintendents. The Superintendent Advisory Group (SAG) met until the end of May 2013 when they finalized their recommendations to ISBE for rule changes and implementation. These recommendations contain information on the standards and competencies for superintendent preparation and requirements of new programs with administrative rules being promulgated at this time.

Special Education Teacher Preparation & Director of Special Education Preparation Redesign

ISBE is partnering with higher education institutions and stakeholders with expertise in the field to develop recommendations for changes to special education teacher preparation programs and director of special education leadership programs. The recommendations produced by this newly formed advisory group will be based on current research in the field as well as the needs of schools, students and communities and will eventually inform administrative rule changes to the requirements of the preparation programs for these educator endorsements as well as recommendations to the preparation programs for all educators regarding special education students.
Elementary and Middle Grades Teacher Preparation Redesign

A devoted group of educational stakeholders and preparation experts, known as the Elementary and Middle Grades Advisory Group (EMAG), developed standards and requirements for endorsements in the elementary grades and the middle grades based on the Common Core and Illinois Professional Teaching Standards as well as other pertinent professional standards. This work led to the promulgation of new administrative rules and requirements for elementary and middle grade teacher preparation programs with Illinois’ first-ever dedicated middle grades preparation program requirements. These new requirements reduce the number of grade levels each type of teacher is being prepared to teach so they can have a deeper and more targeted training in content and pedagogy for those grade spans. This reduction allows new teachers to have more focused training on the grades and content they are endorsed to teach rather than an extremely broad preparation, which did not provide the depth of knowledge in both content and pedagogy needed for teachers to be able to be as effective as needed in today’s educational environment. The new grade spans for elementary preparation programs are grades 1-6 and middle grades are grades 5-8. These new spans mean that teachers coming out of the newly-approved elementary programs and middle grade programs will be endorsed to teach in these grades.

Early Childhood Education Teacher Preparation Redesign

Building on the work of the EMAG, the Early Childhood Advisory Group (ECAG) also developed a set of recommendations related to endorsements for early childhood. This group of stakeholders has considered the needs of our earliest learners and their parents within the context of their communities. The incorporation of the Illinois Professional Teaching Standards and strategies for building early readiness in students for success with the new Illinois Learning Standards are priorities of the work along with coordinating the various community resources and educational resources that are often working in conjunction with one another. The recommendations of this group of experts will be moving into the rule writing stage in the near future.

Gifted Teacher Preparation Standards and Preparation Program Requirements Developed

Recognizing that all students should be served by highly prepared and effective teachers, standards and preparation requirements for endorsements in gifted education have been disseminated. Two endorsements, one for a gifted teacher and one for a gifted specialist, have
been carefully designed by the Gifted Advisory Council (GAC) based on programming standards developed by the National Association for Gifted Children.

**Teacher Performance Assessment**

Illinois was one of six original states to pilot the Teacher Performance Assessment (edTPA). The edTPA is a performance and knowledge assessment for pre-service teachers that gathers and uses evidence of the qualities of teaching performance to improve teaching and teacher preparation.

The edTPA was legislated by 105 ILCS 5/21B-30 (f) (from Senate Bill 1799) to require that starting on Sept. 1, 2015, all candidates completing teacher preparation programs in this state must pass an evidence-based assessment of teacher effectiveness. All recognized institutions offering approved teacher preparation programs were required to begin phasing in the approved teacher performance assessment no later than July 1, 2013. Student teachers must pass this assessment to be considered a completer of their teacher preparation program and to be eligible for entitlement by the college or university for their teaching license. As such, the 58 teacher preparation programs in Illinois are at some level of setting the groundwork to meet the timeline required in the School Code.

Public schools are integral in the preparation of our future teachers. The edTPA is meant to evaluate the level at which these pre-service teachers meet the performance standards in a consistent and comparable way within an authentic setting.

Pearson, ISBE’s testing partner, is responsible for the assessment of the edTPA. They are in the process of training evaluators and providing ongoing professional development for these evaluators. Quality control, including statistical validity and reliability, is Pearson’s responsibility.

The edTPA targets five key competencies: planning, assessment, instruction, reflection and academic language. The process used is similar to the process used for National Board Certification. The student teacher must provide a professional portfolio, which is uploaded to a
Pearson secure site. Specific artifacts reflecting the six competencies must be included in the portfolio, including video recordings of the student teacher’s interaction with students in the classroom. More information is available on our website at www.isbe.net/licensure/html/higher-education.htm.

New ELIS System

The Educator Licensure Information System (ELIS) is Illinois’ new credentialing system and database software. The P20 Longitudinal Education Data System Act [PA 96-0107] required the redesign of the former Teacher Service Record (TSR) and Teacher Certification Information System (TCIS) to establish the necessary capacity for linkage to other data systems as part of the Illinois longitudinal data system. The resulting ELIS, in tandem with the newly designed Educator Information System (EIS), connects data from all existing systems to create a user-friendly environment for educators to manage and track their credentials.

The ability to customize queries, reports, timelines, letters and imaging in a dynamic fashion will enable efficiency, accuracy and confidentiality throughout the reporting and credentialing process. This system will enhance the work of ISBE staff in providing assistance to external stakeholders by 1) streamlining the entitlement process for institutions of higher education; 2) providing timely and accurate information for State and federal reporting and other purposes; and 3) simplifying the licensure process for all education stakeholders.

One example of increased efficiency the system affords is that applications will be held in queue until all required documentation is on file. Previously, an evaluator may have had to review the same application several times as documentation often arrives in a piecemeal fashion. ELIS will now more closely tie licensure information with employment information. As a result, the new licensure system will better represent the content areas and grade levels that a teacher is qualified to teach or specific positions that can be held by licensed administrators and school service personnel.

ELIS was implemented on July 1, 2013, in tandem with the transition from the previous certification system to a licensure system. Training and technical assistance was provided to all internal and external stakeholders to assist in the transition from certification to licensure. Training and technical assistance continues as ELIS is refined and enhanced.
In the past, Illinois educator certificates sometimes caused confusion for teachers and administrators as it was not always clear from the certificate which subjects or grade levels the holder was qualified to teach. The transition to the licensure system clarifies this confusion by reducing 60 types of educator certificates and endorsements to only three types of licenses: Professional Educator License (PEL), Educator License with Stipulations (ELS) and Substitute License. On July 1, all Illinois teaching, administrative, and school service personnel certificates were converted to a license with corresponding endorsements. Educators did not lose any of their credentials or endorsements in this transition.

Since Illinois moved to licensure, the following credentials have been issued on average each month:

- Professional Educator License (by evaluation) – 86
- Professional Educator License (by entitlement) – 433
- Educator License with Stipulations endorsed as a Provisional Educator – 51
- Educator License with Stipulations endorsed as a Paraprofessional – 560
- Substitute License – 800

With the implementation of licensure, educators who were prepared outside of Illinois and are seeking Illinois licensure for the first time are now required to have completed six semester hours in courses that prepare them to teach reading skills and reading in content areas such as social science, math and science, one course in instructional strategies for English language learners and one course in methods of instruction for special education students.

New educators from approved Illinois preparation programs must complete coursework that meets state standards in the areas of reading methods, reading in the content area and methods of instruction for special education. Additionally, in accordance with Section 21B-30 of the School Code, all substitute teachers must now pass a test of basic skills in order to renew their licenses.

**National Board Certification**

The process of obtaining National Board for Professional Teaching Standards is a priority for Illinois as a means of professional development and growth for our teachers. The state continues
to be a national leader in the number of teachers who hold this advanced credential of professional excellence. Since Nov. 30, 1995, 5,842 of Illinois’ teachers have earned National Board Certification. Our state also continues to recognize National Board Certified Teachers (NBCTs) as master teachers, with a special designation on the Professional Educator License (PEL).

<table>
<thead>
<tr>
<th>National Board for Professional Teaching Standards (NBPTS)</th>
<th>School Year 2011</th>
<th>School Year 2012</th>
<th>School Year 2013</th>
<th>School Year 2014 (Target)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of NBCTs in Illinois</td>
<td>5,155</td>
<td>5,582</td>
<td>5,842</td>
<td>6,180</td>
</tr>
<tr>
<td>Percentage of candidate applicants from targeted schools: Academic Early Warning list, Academic Watch list or schools with 50 percent or more students on free or reduced lunch program</td>
<td>92%</td>
<td>91%</td>
<td>92%</td>
<td>93%</td>
</tr>
</tbody>
</table>

Achieving National Board Certification is a huge professional milestone. ISBE encourages educators to tap into the expertise of the more than 5,800 NBCTs teaching in Illinois schools. They are a great resource for principals and school administrators as they serve as mentors, coaches and classroom leaders. As Illinois moves forward with critically important state initiatives including the Danielson Framework and the new Illinois Learning Standards based on the Common Core, Illinois schools can draw on the leadership of National Board Certified Teachers (NBCTs).

Below is the number of teachers who achieved National Board Certification by year since FY 2006:

<table>
<thead>
<tr>
<th>FY 06</th>
<th>FY 07</th>
<th>FY 08</th>
<th>FY 09</th>
<th>FY 10</th>
<th>FY 11</th>
<th>FY 12</th>
<th>FY 13</th>
<th>FY 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>431</td>
<td>511</td>
<td>704</td>
<td>732</td>
<td>771</td>
<td>461</td>
<td>436</td>
<td>261</td>
<td>TBD</td>
</tr>
</tbody>
</table>

**Illinois Statewide System of Support**

The purpose of the Statewide System of Support (SSOS) is to supply a comprehensive continuum of research-based support services and resources designed to improve student outcomes for Illinois districts and schools. This work is focused around: School Improvement Grants 1003 (g), Rising Star Continuous Improvement Planning and District Interventions.
School Improvement Grants (SIG), as authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (ESEA), are made available from the U.S. Department of Education to provide grants to districts for use in the lowest performing schools. In awarding such grants, ISBE gives priority consideration to those districts that demonstrate the greatest need for school improvement funds and the strongest commitment to use the funds to provide adequate resources in order to substantially raise their students’ achievement so as to enable the schools to make Adequate Yearly Progress and exit improvement status.

Selected grantees are required to implement one of four approved school intervention models for each participating school: restart, closure, turnaround or transformation. Most of the state’s awarded schools have chosen to implement transformation as their model. This model is characterized by having strong leadership with the operational flexibility to change existing structures that led to the poor performance along with engaged parent and community members, job-embedded professional development, delivery of a curriculum aligned to high standards, and data use from quality classroom assessments to make changes in instruction and provide student interventions.

The first group to receive these grants finished their work on June 30, 2013. These six schools were awarded a total of $57.1 million. Their accomplishments include:

- While the state’s graduation rate declined, five of these awardees increased their graduation rates between .3 and 17 percent. Attendance also improved by between 1.5 and 23 percent.
- Four of the schools showed more students meeting standards in reading with between a 1.6 to 10.2 percent increase
- For math, five of the schools showed between .1 and 16 percent more students meeting standards.

Our largest group of schools (13) will be completing their third year of transformational activities on June 30, 2014, and final data on their increased achievement and graduation results will be calculated. This group has been awarded a total of $74.9 million for the past three years of activities.
Two groups of awardees are still implementing their intervention model. Seven awardees are in their second year of implementation, with a total award of $37 million and four schools just started this year. Over the next two years, this new group will be awarded up to $22 million for transformation. A list of all schools and awards is available on our website at http://isbe.net/sos/htmls/sip_1003.htm.

The Rising Star Continuous Improvement Planning platform is in full implementation. More than 820 of the state’s 860-plus districts have enrolled in the system and have more than 6,000 users registered. These users visited their plans more than 23,000 times during August through October. For school improvement plans, 2,570 of our 3,875 schools are enrolled with more than 19,000 users. These users visited their school plans more than 37,000 times during the same time this fall.

In anticipation of the federal waiver to ESEA, ISBE last fall completed a Rising Star Survey with more than 2,900 respondents. Approximately 200 respondents participated in focus groups for more in-depth conversation about the usefulness and effectiveness of this platform. This information will be used to consider updates, revisions or other changes to the platform this next year.

Additionally, District Interventions staff has made considerable changes to their work this year. Not only has the Illinois Center for School Improvement been fully launched but professional development in four key ISBE initiatives is being rolled out through the Regional Offices of Education/Intermediate Service Centers. Resources for the new Illinois Learning Standards in English language arts and math, continuous improvement planning and balanced assessment systems were rolled in April 2014. More than $2.2 million is available for statewide delivery of ISBE- approved training in these topics.

Important partners such as the Illinois Association of School Boards and Illinois Association of School Business Officials continue to add expertise in key areas for our low-performing districts. Additionally, ISBE entered into a partnership with the Illinois Principals Association to provide access for 11,000 Illinois administrators into the Ed Leaders Network, an online professional development and communication platform. Content experts have been working to load webinars and other resources into the system. Training is being provided through Illinois CSI and SSOS.
Illinois Virtual School-Professional Development

In January 2011, the Illinois Virtual School (IVS) began to offer an online delivery system for statewide professional development for Illinois educators, using the same technology built to provide student courses. IVS has partnered with ISBE and regional agencies to deliver and host professional development (PD) opportunities for educators statewide. Professional development opportunities are also offered to Illinois educators for license renewal purposes. Eleven online courses were available for educators in FY 2013.

The IVS-PD platform allows for a variety of professional development models, including blended, self-paced and instructor/facilitator-led training. In developing this platform, the goal was to make a robust registration and content delivery system available for agencies to use as a one-stop location for state and regional educator professional development. IVS-PD currently delivers the following online professional development:

- ISBE’s Reading First Academy series for kindergarten through third grade
- ISBE’s EFAST – Effective Formative Assessment for Students and Teachers
- Fundamentals of Literacy Instruction for Students – ROEs/ISCs
- Introduction to Online Learning – IVS
- Teaching Online 101 – IVS
- Teaching Online 102 – IVS
- ISTAC - Project Choices
  - Getting Started with Co-Teaching
  - Teaching for Success: Differentiating Instruction for ALL Learners
- Intel Teach Elements series, which includes:
  - Project-Based Approaches
  - Assessment in the 21st Century Classrooms
  - Collaboration in the Digital Classroom
  - Educational Leadership in the 21st Century
  - Thinking Critically With Data
- Pre-School Mathematics course
IVS, in conjunction with ISBE and the Regional Offices of Education, is planning for the development for the following online professional development opportunities:

- IATTAP’s online Autism Training Course – up to 1,500 enrollments anticipated
- Course for non-licensed registered nurses regarding special education services

**English Language Learning Professional Development**

In 2013, English Learners comprised approximately 9.5 percent of Illinois’ total student population. The following chart lists the number of English Learners in the state for the last five school years:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2010</td>
<td>193,023</td>
</tr>
<tr>
<td>FY 2011</td>
<td>172,532</td>
</tr>
<tr>
<td>FY 2012</td>
<td>178,277</td>
</tr>
<tr>
<td>FY 2013</td>
<td>207,413</td>
</tr>
<tr>
<td>FY 2014</td>
<td>201,068</td>
</tr>
</tbody>
</table>

The Division of English Language Learning (DELL) implemented several new initiatives to further support the field in providing high-quality services to English Learners. DELL enhanced its professional development offerings to make them more accessible to the field, including new free or low-cost workshops, leadership institutes and regional institutes throughout the state. The division also developed a new technical assistance program to support selected districts with on-site consultation to improve their services.

Additionally, DELL has revised internal protocols and developed additional guidance for the field to improve program administration. The division has streamlined its compliance procedures and adopted more user-friendly report and corrective action plan templates and committed to a timely response to monitored districts. DELL has also enhanced its grant application review process, providing districts with an earlier timeline to apply and access their funds.

As an initial effort to improve communication, the division launched a newsletter to regularly update program directors on new initiatives and developments in the field, which include updates on legislation, professional development and funding opportunities and different events of interest to the field. DELL is also co-convening a group that will help develop new teacher preparation standards for bilingual and ESL endorsed teachers, which will improve the quality and consistency of teacher preparation programs.
The following table represents the number of teachers from districts that receive state and/or federal funds who qualify to teach English Learners by type of certification:

<table>
<thead>
<tr>
<th>Type of Certificate</th>
<th>School Year 2011-2012</th>
<th>School Year 2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate with ESL endorsement and/or Approval</td>
<td>2,052</td>
<td>2,279</td>
</tr>
<tr>
<td>Certificate with Bilingual endorsement and/or Approval</td>
<td>2,096</td>
<td>1,539</td>
</tr>
<tr>
<td>ESL and Bilingual Endorsement</td>
<td>2,057</td>
<td>3,766</td>
</tr>
<tr>
<td>Other certification</td>
<td>1,209</td>
<td>2,011</td>
</tr>
</tbody>
</table>

**Improving Charter School Certification Process**

The Illinois State Board of Education monitors charter schools and authorizers on an ongoing basis. Our agency is now developing rules to remove an authorizer’s power to authorize charter schools if the authorizer has not demonstrated a commitment to high-quality authorization practices. The draft rules were presented during the State Board’s May meeting and will then follow the Joint Committee for Administrative Rules (JCAR) process for public comment, etc.

Since November 2010, ISBE has only denied one certification. At the January 2014 State Board of Education meeting, staff recommended that the Board deny recertification to Tomorrow’s Builders YouthBuild Charter School in East St. Louis School District 189 and order the district to close the charter school at the end of the 2013-2014 academic year. Board members voted unanimously (8-0) to do so. ISBE has also issued a number of certificates where certification or recertification was conditioned on the charter school meeting certain performance goals.

Until the new rules to remove an authorizer’s power are codified, we will not take action against an authorizer. Thus, no authorizer (either a local school district or the State Charter Commission) to date has had its authorization powers revoked by ISBE.

ISBE has taken steps to improve the certification process by hiring a new employee to manage the certification process for new charter schools, charter schools that have been renewed and material modifications to already-certified charter agreements. This hire increased the Charter Division staff to nearly two full-time positions.
Our agency has also developed a consistent certification path for charters to follow, which includes certain required forms pertaining to the charter school’s proposed budget and its plan for the implementation of special education services. ISBE’s certification requirements and required forms are available on the ISBE charter webpage at www.isbe.net/charter.

In addition, ISBE has developed internal rubrics that are utilized consistently by ISBE program staff to evaluate certain components of charter proposals, including curriculum, budget, special education services and overall compliance with the Charter Schools Law (Article 27A of the School Code). Staff use these tools to evaluate whether all required components are included in the proposal and sufficiently clarified.

Charter staff has worked diligently to communicate certification requirements well before the school opens (or begins its renewal process) in order to prevent charter schools from operating with a certificate in pending status. For example, in April and November of 2013, staff participated in two conference calls facilitated by the Illinois Network of Charter Schools for all charter schools outside of Chicago. During these calls, ISBE staff walked through certification requirements, including the location of required forms, timelines, etc.

With our new certification processes in place, ISBE has issued 15 charter certifications since June 30, 2013. All charter schools outside of Chicago, and all charter schools authorized by the State Charter School Commission, are currently certified. Within Chicago, there is a backlog of charter certifications of eight schools. Since November 2010, Chicago Public Schools has opened 10 new charter schools and approved four additional charters to open in fall 2014, and all of these new schools required ISBE certification. Additionally, CPS has renewed between five and 10 charters each year during the same time period. Charter schools that have been renewed by an authorizer also require ISBE certification. For schools that remain in the backlog, either the school or the district has failed to submit documentation requested by ISBE to complete the certification process. The backlog does not include new charters approved to open in 2013, charters renewed for a term starting in fall 2013 or any charter school that was approved by CPS but has not yet entered into a charter agreement with the district. All of these applications are pending as CPS has not timely submitted required materials and the applications are thus considered incomplete.
Every school will offer a safe and healthy learning environment for all students.

*Initiative: Targeting statewide interventions and support to our lowest performing schools and districts.*

**Improving and Expanding Educator Misconduct Work**

In recent years, the Illinois State Board of Education has made it a priority to provide agency staff with the resources to investigate evidence of teacher and administrator professional misconduct. Historically, the agency has not had the necessary resources for these types of investigations, nor has there been an effective reporting mechanism for the agency to be notified when accusations of misconduct arise.

Within the past few years, ISBE has made great strides to address educator misconduct. In Fiscal Year 2009, for the first time and at the specific request of the State Board, the agency budget included a dedicated line item to address “Educator Misconduct.” The line item was funded in FY 2009 at $375,000 and was funded in FY 2010 and FY 2011 at the same level. With funds from this line item, ISBE retained the law firm Shefsky & Froelich (Shefsky) to handle
investigations of alleged educator misconduct and, where appropriate, to prosecute matters before hearing officers.

In FY 2012, the line item was funded at $184,000. The State Board recommended the line remain at $375,000 in FY 2013, but the line item was approved again at $184,000. The appropriation for FY 2014 remains at $184,000. In FY 2014, ISBE hired a full-time investigator and has been able to conduct all investigations in-house. Also in FY 2014, ISBE retained the law firm Laner Muchin to prosecute educator misconduct hearings.

During FY 2009, the State Board adopted as one of its legislative proposals Senate Bill 2071, which was signed into law Aug. 13, 2009, as Public Act 96-431. This initiative did the following:

- Clarified and streamlined the investigation and hearing system
- Improved the reporting of information of actual and possible misconduct to the State Board
- Added training requirements for school districts related to educator ethics and teacher-student conduct.

In FY 2013, upon the action of the State Superintendent, the State Educator Preparation and Licensure Board (SEPLB, formerly the State Teacher Certification Board) processed the automatic revocation of certificates for 16 educators pursuant to Section 21B-80 of the School Code (automatic revocations relate to convictions for one or more offenses enumerated in Section 21B-80). Furthermore, Shefsky was sent approximately 100 cases for review to determine whether the State Superintendent had sufficient evidence to initiate certificate action pursuant to Section 21B-75 (where the educator has the right to notice and an opportunity for hearing). Of those 100 cases, the State Superintendent issued 22 Notices of Opportunity for Hearing. And of those, in 10 cases the certificate holder did not require a hearing or voluntarily surrendered his or her certificate.

While only one hearing occurred during FY 2013, several matters were pending before hearing officers in the pre-hearing/discovery stage and carried over into FY 2014, and four cases either resulted in a settlement agreement or the certificate holder’s withdrawal of his or her request for hearing.
Thus far in FY 2014, upon the action of the State Superintendent, the SEPLB has processed the automatic revocation of certificates for 21 educators pursuant to Section 21B-80 of the School Code. The State Superintendent has issued 26 Notices of Opportunity for Hearing. Of those 26 Notices, in 13 cases the licensee did not request a hearing, resulting in eight suspensions and five revocations being imposed. Eight of the revocations were based on the licensee’s voluntary surrender of his or her license. Of the 13 cases where hearings were requested, one case was resolved via settlement outside of hearing, and several more are in settlement negotiations.

The State Board and agency staff, with the assistance of outside counsel, continue to make sure that allegations of educator misconduct are reviewed, investigated and, where appropriate, prosecuted, so that individuals found to have engaged in misconduct are sanctioned.

The below table provides a summary of our agency’s efforts in recent years:

<table>
<thead>
<tr>
<th>Educator Misconduct</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014 (Estimated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eliminating from the classroom and field all teachers who commit serious acts of misconduct through suspension or revocation of license</td>
<td>18</td>
<td>35</td>
<td>39</td>
<td>45</td>
</tr>
<tr>
<td>Investigate all allegations of misconduct in a timely manner</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Investigate all allegations of misconduct in an effective manner</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**School and Campus Security Training Program**

Every day, parents entrust our state’s schools with providing a safe, welcoming and healthy environment for their children to learn and develop the skills and knowledge they need to be successful after high school graduation and beyond. To meet this great responsibility, schools and districts must work together and undergo training to identify potential threats, emergencies and disasters, prepare for them and develop plans that ensure quick, efficient responses with the best possible outcome for students and staff members’ well-being.
The Illinois School and Campus Security Training Program (SCSTP) is a collaborative effort of the Illinois Law Enforcement Alarm System, Illinois Terrorism Task Force, Illinois Emergency Management Agency and the Illinois State Board of Education. The program was created to help schools and higher education institutions improve their ability to prevent, protect, mitigate, respond to and recover from any hazard or critical incident. Its goal is to “provide practical, accurate and best practices information regarding school or higher education institution emergency management planning.” The program achieves this through continuing education and training opportunities to update school and campus emergency plans. Training opportunities aim to improve educational institution’s response capabilities by enhancing key staff knowledge, skills and abilities to manage emergencies until first responders arrive, work in collaboration with them to resolve the incident and implement post-event recovery efforts to resume the educational process as soon as possible.

The program completed its eighth year in 2013 and has expanded to include 17 different courses designed to address the updating of emergency operations and response plans for various scenarios, such as fires, bomb threats or bus accidents. An all-time high of 82 courses were delivered in 2013, and high demand continues with 18 courses scheduled through June of this year. All courses are updated annually to reflect the latest research, lessons learned from real events and best practices. The program also relies on a multi-disciplinary corps of expert instructors who represent state and local law enforcement, K-12 and higher education administration, psychologists, fire services and emergency management.

Since 2005, the SCSTP project has provided 471 courses for K-12 schools with 13,884 participants. This participation represents 92 percent of all public school districts and 40 percent of non-public schools.

Significant accomplishments achieved in 2013 include:

- Delivery of **82** trainings attended by **3,330** participants from schools, higher education institutions, local law enforcement and fire services and local emergency management staff.
• An offering of 56 courses for K-12 schools with 2,596 participants attending. The most requested courses included: Student Behavioral Threat Assessment; Advanced Student Threat Assessment; Creating an Action Plan: Forming Critical Incident Teams; Introduction to Incident Command for Schools (IS100SCa) & NIMS (IS700a); Planning for an Active Shooter; and Multi-hazard Emergency Planning for Schools (two-day course).

• A total of 26 planning courses for higher education institutions were delivered to 734 participants.

• Delivery of workshops at eight Illinois Emergency Management Regional Coordinators meetings attended by 171 local emergency management staff. The sessions included a review of the School Safety Drill Act and amendments to required law enforcement drills, an overview of the minimal components of School Emergency and Crisis Response Plans and Campus Emergency Operations Plan; and training available to assist schools and higher education institutions increase preparedness.

• A Behavioral Threat Assessment Summit was delivered Nov. 6, 2013, co-sponsored by Heartland Community College and State Farm Insurance. The event featured nationally recognized experts in the field of behavioral threat assessment and showcased best practices in school, campus and workplace violence prevention.

• Delivery of eight bomb threat response planning courses in partnership with the Transportation Security Administration and Secretary of State Bomb Squad to provide live explosive demonstrations. The courses are designed to help schools and higher education institutions update bomb threat response plans, identification of improvised explosive devices or components, search techniques and threat assessment to determine appropriate actions including shelter-in-place, evacuation or partial evacuation considering factors of time, distance and shielding.

• “The School Safety Drill: Best Practices and Procedures” DVD was developed to visually depict immediate response actions for school personnel when alerted to lockdown, evacuation, reverse evacuation, shelter-in-place, off-campus evacuation and family
reunification. More than 3,000 DVDs were distributed to 863 public school districts and more than 640 non-public schools, 35 Regional Offices of Education, local law enforcement agencies, fire departments and local emergency management agencies statewide.

- School and campus security director and co-directors provided interviews for media concerning school safety topics. In addition, technical assistance was provided to schools seeking guidance on updating emergency and crisis response plans.

School Health Services

The School Health Services program within ISBE’s Special Education Services Division serves as the primary contact for the coordinated school health objectives in school health services, health education and physical education and environment as well as the Center for Disease Control’s Division of Adolescent Health project.

This past year, School Health Services partnered with the Illinois Department of Public Health to provide low-income students more access to dental care. ISBE provided a letter of support and sought assistance from school nurses to facilitate the dental clinics. The program also created a web-delivered course for registered nurses who do not hold certification in school nursing to increase competency and skills in evaluating students for special education services. The course launched in April 2014.

School Health Services has facilitated school districts’ increased access to life-saving medication for students experiencing severe food allergies. The program also improved protection for all students from vaccine-preventable diseases by enforcing requirements related to exemptions from vaccination.

Additionally, the program adopted new standards for instruction in physical development and health. The previous standards had been unchanged since the 1980s, when childhood obesity was less prevalent, abuse of drugs (both illicit and legal) was not as high and HIV was only recently diagnosed. The new standards move physical education away from concepts based primarily on competitive sports toward concepts of individual health and wellness, whether engaged in team sports or not.
Strides were also made in suicide prevention as School Health Services led school staff toward increased training in recognizing the signs and symptoms of suicide in adolescents. Such training meets state law mandating some instruction of school staff on critical health issues of students. The program also resurrected the previously dormant Critical Health Problems and Comprehensive Health Education Advisory Committee, which now is serving an active role in evaluating ISBE’s provision of health education. The committee has a goal of providing some recommendations for improvement next fall.

Through the Centers for Disease Control and Prevention project on adolescent health to reduce HIV/STD and teen pregnancy, ISBE is providing professional development and technical assistance to teachers to elevate the content of sex education to more effectively reach today’s adolescents, to increase access for teens to sexual health services, independently or with their parents, and to provide all students with a safe and supportive emotional environment. The goal for a safe and supportive environment is directed toward students who identify differently from the norm on gender issues.

**Financial Consulting and Technical Assistance**

ISBE’s School Business Services Division provides financial consulting and technical assistance to school districts in need. In instances of poor financial health and mismanagement, ISBE will establish a Financial Oversight Panel (FOP) that exercises financial control over a school district and provides financial management expertise to help the district meet obligations to creditors and debt holders. Currently, the state operates FOPs in three districts: East St. Louis School District, North Chicago School District and Proviso School District. ISBE staff works with these districts on a continual basis. The FOPs hold their meetings with district administration at least once a month or more if special needs arise.

Since the Proviso School District petitioned ISBE in December 2008 to create an FOP, the district has made continued financial improvements. This year was the fourth the district has realized the highest designation of Financial Recognition on the state’s annual Financial Profile of the state’s public schools. With the assistance of the FOP, the district is in the process of finalizing its five-year financial projections, which will include funding options for their facility health/life and safety needs.

In North Chicago, where the FOP was named in June 2012, the panel is helping the district review its budget for necessary reductions. The district is in the process of closing two schools to decrease its staffing needs. The district also continues to spend more than it takes in, resulting in
less fund balances. With continued budget reductions and an economic turn, ISBE hopes North Chicago’s finances will see an improvement.

The East St. Louis administration has made significant budget reductions since its FOP was put in place in May 2012 and is currently updating its five-year financial projections as well. The plan will include additional budget reductions, closing of schools and funding for necessary building health/life and safety needs. As reflected on the 2014 Financial Profile, because of an extremely low tax base, this district continues to struggle. East St. Louis realized the designation of Financial Review only due to the supplemental appropriation the district received from the state. Without an FOP, it is unlikely East St. Louis would have been able to receive these supplemental funds.

Meanwhile, ISBE continues to work with two districts that are currently certified in financial difficulty: Cahokia School District and Harrisburg School District. Lemont-Bromberek School was removed from this list by the Illinois State Board of Education in May. The district has made steady improvements over the past four years, moving from the lowest Financial Profile designation of Financial Watch in 2011 to the highest category of Financial Recognition for 2014.

The economic strain is apparent in Harrisburg. The district improved from earning the lowest Financial Profile designation of Financial Watch from 2004 through 2008 to receiving the second highest category of Financial Review in 2012. However, Harrisburg reverted back to the second lowest category of Financial Early Warning for the 2013 and 2014 Financial Profiles. Cahokia is experiencing similar struggles. The district has a low tax base with a very high property tax for the equalized assessed value. Nine of the past 11 Financial Profiles designated the district in the lowest category of Financial Watch. In 2014, the district improved slightly to the Financial Early Warning category. As with the FOPs, ISBE staff continues to meet with these districts on a continual basis and give assistance with cash flow projections, financial projections, enrollment projections, tax levies and any other financial technical assistance as needed.

**Building and Maintenance Assistance**

**School Maintenance Project Grant**

As a part of the Illinois Jobs Now! Capital Program, Gov. Pat Quinn released $50 million in February 2012 and an additional $50 million in August 2013 for the School Maintenance Grant Program. The School Maintenance Grant Program is a dollar-for-dollar program that provides up to $50,000 in matching funds for the maintenance and upkeep of buildings or structures used for educational purposes.
The program, supported under the state’s School Construction Funds, can go toward an array of improvement activities, such as replacing windows, heating and electrical systems, re-sealing parking lots, removing asbestos, replacing playground equipment, repairing bleachers and more. All school districts, cooperative high schools and Type 40 area vocational centers were eligible to apply for a grant. Under the terms of the program, Chicago Public Schools (CPS) receives 20 percent of the allocation.

The program has had four rounds since 2012:

- More than 1,500 grants have been awarded to date, resulting in $81.5 million going to school districts and vocational centers for the upkeep of their facilities (This includes $13.5 million allocated to CPS for their 20 percent).
- A final round was offered in February 2014 to award the remaining funding. In that final round, 292 districts submitted applications, requesting approximately $12 million in funding. CPS received about $2.5 million from this latest round. ISBE is currently in the process of reviewing the applications from the latest round.

Under law, the School Construction Funds was created as a special fund in the State Treasury, which receives bond proceeds from the state’s sale of General Obligation Bonds for the purpose of financing school maintenance and construction.

School Energy Efficiency Project Grant:

In FY 2010, the governor signed the Capital Bill providing $50 million for Energy Efficiency Grants. The School Energy Efficiency Project Grant is a dollar-for-dollar program that provides up to $250,000 in matching funds for projects that are designed to improve, repair, alter or better any building or facility owned or operated by an eligible applicant by reducing energy consumption. This grant is open to any school district, charter school, public university laboratory school, area vocational center or special education cooperative.

- During Round 1 in 2011, $30 million was awarded and distributed to 158 districts.
- Round 2 was awarded in January 2014, with **95 districts** being awarded the remaining **$20 million**.
- Under the terms of the program, **CPS** receives 20 percent of the allocation or about **$8.3 million**.

**National School Lunch Program**

ISBE administers the National School Lunch, School Breakfast, Special Milk, After-School Snack, Illinois Free Lunch and Illinois Free Breakfast programs, which are all aimed at promoting healthy eating habits for Illinois’ more than 2 million students. The agency also supports safe meals for children by offering workshops to schools participating in the school-based child nutrition programs on developing a school food safety plan, based on the Hazard Analysis Critical Control Points (HACCP) principles. Training is provided to participating schools on a variety of regulatory topics through in-person workshops and webinars as well as technical assistance via telephone calls, email and onsite visits.

Millions of meals and snacks are provided to children throughout the state. During the 2012-2013 school year, more than 192 million lunches were served as part of the National School Lunch Program, more than 60 million breakfasts were served and about 4.7 million after-school snacks were served.

The table below provides a historic look at National School Lunch Program participation in Illinois over the last five years:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Total Participation</th>
<th>Total Lunches Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 (preliminary)</td>
<td>1,153,540</td>
<td>189,779,272</td>
</tr>
<tr>
<td>2012</td>
<td>1,142,443</td>
<td>190,142,378</td>
</tr>
<tr>
<td>2011</td>
<td>1,162,998</td>
<td>194,482,208</td>
</tr>
<tr>
<td>2010</td>
<td>1,167,580</td>
<td>195,217,462</td>
</tr>
<tr>
<td>2009</td>
<td>1,148,891</td>
<td>190,133,762</td>
</tr>
</tbody>
</table>

*Source: U.S. Department of Agriculture Food and Nutrition Service Program Data*

**Fresh Fruit and Vegetable Program**

ISBE continues to administer the Fresh Fruit and Vegetable Program (FFVP) grant in Illinois, which is currently in its sixth year. The FFVP is a grant funded through the U.S. Department of Agriculture (USDA), which provided $4.9 million to 239 Illinois schools during the 2013-14 school year. The FFVP exposed more than 99,500 students to fresh fruits and vegetables throughout the 2013-14 school year. The program requires that schools receive $50 to $75 per enrolled student to use towards the purchase of fresh fruits and vegetables to be consumed at school, as a snack, at times other than during the meal periods. Illinois funded at $50.03 per student to allow the most eligible schools to participate for 2013-2014.
### HealthierUS School Challenge

The USDA recognizes schools that promote healthier food, nutrition and physical activity for students through the HealthierUS School Challenge. The voluntary national certification initiative, HUSSC application and update requirements are available online at [www.fns.usda.gov/hussc/healthierus-school-challenge](http://www.fns.usda.gov/hussc/healthierus-school-challenge). Team Nutrition schools participating in the National School Lunch Program and School Breakfast Program are eligible to apply for this recognition at the following award levels: Bronze, Silver, Gold and Gold of Distinction. The initiative includes nutrition standards, minimum average daily participation levels (exception for bronze level) and nutrition education and physical activity requirements. Awardees are certified for a four-year period and receive financial incentives, national recognition on the USDA’s webpage, a certificate and wall-size banner. Since its inception in 2004, Illinois has received 279 HUSSC applications. The application and approval process is ongoing. Currently, 213 schools in 23 Illinois districts have received the HUSSC award.

<table>
<thead>
<tr>
<th>School Year (July through June)</th>
<th>HealthierUS School Challenge Certified Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>2</td>
</tr>
<tr>
<td>2011</td>
<td>57</td>
</tr>
<tr>
<td>2012</td>
<td>52</td>
</tr>
<tr>
<td>2013</td>
<td>96</td>
</tr>
<tr>
<td>2014</td>
<td>9*</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>207</strong></td>
</tr>
<tr>
<td><strong>Denied</strong></td>
<td><strong>23</strong></td>
</tr>
</tbody>
</table>

*40 applications under review or awaiting review

The criteria used to review these HUSSC applications include participation in the school breakfast program, an “other criteria for excellence” category and NSLP meal pattern requirements. Schools must meet two to eight “other criteria” for different award levels. The criteria include program outreach, physical activity, nutrition education and school and community involvement in wellness efforts. The graph below shows Illinois’ HUSSC participation compared to other states in the Midwest Region:
Illinois leads the Midwest Region with 213 HealthierUS School Challenge certified schools. That accounts for 36 percent of the 587 certified schools in the Midwest Region.

Annual Illinois School Wellness and Recognition Conference

For the last seven years, ISBE has hosted an annual spring Illinois School Wellness and Recognition Conference in central Illinois with several partners, including Action for Healthy Kids of Illinois, Midwest Dairy Council and others. This annual event continues to recognize the many Illinois schools that provide health and wellness to foster healthy students who engage in healthy habits. The Recognition Conference was held in response to Public Act 094-0190, School Health Recognition.

Attendees representing early childhood educators through high school staff learn about successful health and wellness initiatives, such as coordinated school health, School Breakfast Program success stories, the USDA’s HealthierUS School Challenge, strategies for increasing physical activity in school and grant opportunities. Annually, four to eight individuals are recognized during the lunch recognition program for their efforts to strengthen the school health and wellness environment. Attendees also receive Take Back-to-School tips to use in their own environments. The seventh conference, entitled “Every Kid Healthy,” took place on April 30, 2014, in Champaign.
School Breakfast

A healthy breakfast is an essential component of a student’s overall well-being and ability to learn and focus in the classroom. ISBE has three initiatives underway to increase the number of school children who receive breakfast each morning:

School Breakfast Challenge

Research strongly shows that children who eat a nutritious breakfast perform better in school, have lower rates of absences and tardiness and fewer behavior problems. In order to increase participation in the School Breakfast Program (SBP) in Illinois, ISBE, the Illinois No Kid Hungry Campaign and the Midwest Dairy Council partnered in a private-public partnership to sponsor the new School Breakfast Challenge 2013-14.

All Illinois schools participating in the School Breakfast Program (SBP) were eligible to participate and were automatically entered in the Illinois Breakfast Challenge. Participation increases will be calculated by comparing the average daily participation (ADP) rates for SBP from 2012-2013 to 2013-2014. Schools must have a minimum ADP of 10 and an increase of at least 20 percent to qualify. The challenge has four tiers, with each tier awarding three prizes: $5,000, $3,000 and $1,000.

Breakfast Summits

ISBE held six Breakfast Summits throughout Illinois from January to March to provide an opportunity to inform attendees about the Breakfast Challenge, new grant opportunities and administration of the SBP. These summits together had more than 170 participants representing 45 school districts.

School Breakfast Program Expansion Grant

The USDA provided a one-time allocation to Illinois of $187,000 for grants of up to $10,000 per eligible School Food Authorities to increase breakfast participation in qualifying schools. A qualifying school was one that had more than 40 percent of their students eligible for free and
reduced-price meals in school year 2011-2012. The application period ended Feb. 14, 2014, and grantees were notified by the end of March.

### Average Daily School Breakfast Program Participation in Illinois

<table>
<thead>
<tr>
<th>Year</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>257,627</td>
</tr>
<tr>
<td>2006-07</td>
<td>267,427</td>
</tr>
<tr>
<td>2007-08</td>
<td>275,469</td>
</tr>
<tr>
<td>2008-09</td>
<td>290,745</td>
</tr>
<tr>
<td>2009-10</td>
<td>331,175</td>
</tr>
<tr>
<td>2010-11</td>
<td>341,953</td>
</tr>
<tr>
<td>2011-12</td>
<td>393,816</td>
</tr>
<tr>
<td>2012-13</td>
<td>418,044</td>
</tr>
</tbody>
</table>

**Summer Food Service Program**

ISBE wants to ensure that when school is out for the summer, no child is left without access to healthy meals. The agency administers the USDA’s “Summer Food Service Program,” also known as “Summer Meals,” which is designed to bridge the summer nutrition gap by offering free nutritious breakfasts, lunches or snacks to children age 18 and younger. ISBE works to promote and increase awareness of free summer meals each year by encouraging school districts, local government entities and non-profits to become a summer food site sponsor and/or site to provide free, healthy meals and snacks to low-income children.

During the summer of 2012, nearly 95,000 low-income Illinois children ate free meals through summer food programs. Those children represent 12.8 percent of the roughly 740,000 children who ate free or reduced-priced meals during the 2011-2012 school year. Nationally, the U.S.
Department of Agriculture reports that only 2.8 million children received summer meals on an average day during the summer. The total number of children participating in summer nutrition nationally saw a small increase of 13,000 meals in July 2012 from July 2011. However, only one in seven children who receive regular year school lunch is getting summer nutrition. During summer 2013, Illinois had more than 1,700 summer food service program sites and 150 participating sponsors across the state, which served a total of nearly 5.6 million meals.

Enhance Physical Education Taskforce

Public Act 97-1102 created the Enhance Physical Education Task Force (EPETF). The purpose of this task force was to promote and recommend enhanced physical education programs that can be integrated with a broader wellness strategy and health curriculum in elementary and secondary schools in this state, including:

- Educating and promoting leadership on enhanced physical education among school district and school district officials
- Developing and utilizing metrics to assess the impact of enhanced physical education
- Promoting training and professional development in enhanced physical education for teachers and other school and community stakeholders
- Identifying and seeking local, state and national resources to support enhanced physical education
- Other strategies as may be identified by the task force

In August 2013, the task force submitted its recommendations to the governor and the General Assembly on Goals 19-24 of the Illinois Learning Standards for Physical Development and Health. The task force focused on updating the standards based on research in neuroscience that affects the relationship between physical activity and learning. The report, along with member listings and minutes from meetings, is available at www.isbe.net/EPE/html/EPETF.htm.

ISBE is also currently working with the Illinois Public Health Institute to apply for a U.S. Department of Human Services grant that would assist in implementing both the recommendations of the EPETF and the revised Illinois Learning Standards related to health.
Illinois State Board of Education

PROGRESS REPORT 2014

Published by the Public Information Division, June 2014
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
      Matt Vanover, Director of Public Information/Deputy Superintendent

Agenda Topic: 2015 Board Meeting Dates

Materials: Proposed 2015 Calendar

Staff Contact(s): Katherine Galloway, Board Services Coordinator

Purpose of Agenda Item
The purpose of this agenda item is for the Board to review proposed dates for 2015. Other boards and advisory groups are beginning to schedule their 2015 meeting dates and wish to work around meetings of the State Board of Education.

Relationship to/Implications for the State Board’s Strategic Plan
Action at meetings of the State Board of Education allows for the implementation of all aspects of the Board’s Strategic Plan.

Background Information
We are proposing that during the months of February, April, and August a date be held for a meeting to be held via video conference. We have prepared the 2015 proposed calendar to have meetings held throughout the geographic areas of the state.

Two-day meetings are recommended in January and September (Board Retreat).

Throughout the year opportunities will be scheduled for the Board to interact with the Student Advisory Council at Board Meetings.

Analysis and Implications for Policy, Budget, Legislative Action and Communications
Policy Implications: None
Budget Implications: None
Legislative Action: None
Communication: Staff will make logistical arrangements and be in communication with the Board.

Pros and Cons of Various Actions
The approval of the proposed calendar will allow staff to plan for the 2015 Board dates and make plans accordingly.

Superintendent’s Recommendation
The Superintendent leaves this to Board discussion. Sample motion follows:

The State Board of Education hereby approves the 2015 dates for State Board of Education meetings.

Next Steps
Staff will make logistical arrangements for 2015 meetings of the Illinois State Board of Education.
# PROPOSED 2015 Board of Education Meeting Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 21-22</td>
<td>Springfield (2 day meeting)</td>
</tr>
<tr>
<td>February 11</td>
<td>via video-conference (Springfield &amp; Chicago ISBE v-tel) (1 day meeting)</td>
</tr>
<tr>
<td>March 18</td>
<td>Springfield (1 day meeting)</td>
</tr>
<tr>
<td>April 15</td>
<td>via video-conference (Springfield &amp; Chicago ISBE v-tel rooms) (1 day meeting)</td>
</tr>
<tr>
<td>May 14</td>
<td>Springfield (1 day meeting)</td>
</tr>
<tr>
<td>June 17</td>
<td>Northern Illinois (location to be determined) (1 day meeting)</td>
</tr>
<tr>
<td>July</td>
<td>No Board Meeting</td>
</tr>
<tr>
<td>August 19</td>
<td>via video-conference (Springfield &amp; Chicago ISBE v-tel rooms) (1 day meeting)</td>
</tr>
<tr>
<td>September 16-17</td>
<td>Board Strategic Agenda Planning Session (2 day meeting)</td>
</tr>
<tr>
<td>October 21</td>
<td>Southern Illinois (location to be determined) (1 day meeting)</td>
</tr>
<tr>
<td>November 20</td>
<td>Chicago – Hyatt Regency (as needed) (1 day meeting)</td>
</tr>
<tr>
<td>December 16</td>
<td>Springfield (1 day meeting)</td>
</tr>
</tbody>
</table>
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education

Susie Morrison, Deputy Superintendent/Chief Education Officer

Agenda Topic: Appointment of State Educator Preparation Licensure Board Members

Materials: None

Staff Contact(s): Jason Helfer, Assistant Superintendent for Educator Effectiveness

Purpose of Agenda Item
The Division of Preparation and Evaluation requests the Board to authorize the State Superintendent to review and act upon the recommendations for appointment to the Illinois State Educator Preparation and Licensure Board.

Relationship to/Implications for the State Board’s Strategic Plan
The Illinois State Educator Preparation Licensure Board has the responsibility to make recommendations to the State Board of Education on matters that directly relate to ensuring that “Every student will be supported by highly prepared and effective teachers and school leaders.” The State Educator Preparation Licensure Board reviews educator and school leader programs and educational preparation units for quality and compliance with rule and school code.

Goal 2: Every student will be supported by highly prepared and effective teachers and school leaders.

Expected Outcome(s) of Agenda Item
The anticipated outcome of this agenda item is the appointment of new members to the Illinois State Educator Preparation and Licensure Board for three-year terms beginning August 1, 2014.

Background Information
Section 21-13 of the School Code requires that the State Board of Education appoint members to the Illinois State Educator Preparation and Licensure Board. An appointment to the Licensure Board is for a three-year term and members have traditionally served no more than two terms.

Appointments to the Illinois State Educator Preparation and Licensure Board are to represent specified categories of educators as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative or faculty members of public or private colleges and universities in Illinois</td>
<td>5</td>
</tr>
<tr>
<td>Administrators in the public schools</td>
<td>3</td>
</tr>
<tr>
<td>Public school classroom teachers</td>
<td>10</td>
</tr>
<tr>
<td>Regional Superintendent of Schools</td>
<td>1</td>
</tr>
</tbody>
</table>

The law further requires that at least one of the administrators and three classroom teachers shall be employees of a school district subject to the provisions of Article 34.
Recommendations are submitted by professional organizations representing higher education, teachers, administrators, and regional offices of education.

In accordance with the nomination procedures set forth in statute, the State Superintendent has received nominations, conducted interviews and recommends the following individuals for membership on the SEPLB:

Hattie Doyle - Illinois Principal Association: Principal New Berlin High School (reappointment)


D. Antonio Cantu – Institutions of Higher Education – Private (Illinois Association for Teacher Education in Private Colleges): Chair and Professor of Teacher Education, Bradley University (new appointment)

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

Policy Implications: With the approval of these recommendations, the Illinois State Educator Preparation and Licensure Board will have a portion of the open seats appointed and be more closely aligned to the required composition of the board.

Budget Implications: None

Legislative Action: None

Communication: None

Pros and Cons of Various Actions

Pros: By approving the recommendations, the Illinois State Educator Preparation and Licensure Board will be able to continue in its duties to ensure that students will have highly prepared and effectiveness teachers and school leaders.

Superintendent’s Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby approves the following recommended appointments to the Illinois State Educator Preparation and Licensure Board: Hattie Doyle, Amee Adkins, Stephen Lucas, and D. Antonio Cantu.

Next Steps

Upon Board authorization, Agency staff will notify the nominees and their sponsoring organizations about the action taken by the State Board of Education. In addition, the members of the Illinois State Educator Preparation and Licensure Board will be notified and the State Board of Education and the Illinois State Educator Preparation and Licensure Board websites will be appropriately updated.
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
Robert Wolfe, Chief Financial Officer

Agenda Topic: FY 2015 Budget Update

Materials: FY 2015 General Assembly Appropriation

Staff Contact(s): Robert Wolfe

Purpose of Agenda Item
The purpose of this agenda item is to update the Board on the status of the FY 2015 budget.

Relationship to/Implications for the State Board’s Strategic Plan
The FY 15 Budget will directly impact successful implementation of all three areas of the Board’s Strategic Plan.

Expected Outcome(s) of Agenda Item
The Board will review the FY 2015 Budget. This item is for informational purposes only.

Background Information
The General Assembly passed FY 2015 Education Budget for Pre-K through 12 contained House Bill 6093 before adjourning on May 31, 2014. As of this writing, the bill has not been acted upon by the Governor.

The FY 2015 Pre-K through 12 Budget based upon General Assembly Action includes $6.605 billion in General Funds and $200 million from the new Fund for the Advancement of Education fund for a total appropriation of $6.805 billion which represents a $118.3 million increase when compared to FY 2014 appropriation levels.

The General Assembly also passed House Bill 6060 which makes supplemental Fiscal Year 2014 appropriations of $400,000 to ISBE for District Consolidation incentive obligations not funded in the original Fiscal Year 2014 appropriation.

Grants
- $4.523 billion for General State Aid which is estimated to result in a proration amount of 89%. Mandated Categorical Reimbursements – Proration amounts will be finalized when claims are submitted and final. Table 1 describes current estimates of Fiscal Year 2015 prorations. Based upon preliminary projections, the General Assembly appropriated the minimum amount needed in Special Education to comply with the Federal IDEA Maintenance of Effort requirements. Those calculations will be finalized in late August when a final determination will be made as to the need for a supplemental appropriation to correct the shortfall (if identified) in state effort.
Table 1

<table>
<thead>
<tr>
<th>Program</th>
<th>Estimated Proration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education – Personnel</td>
<td>100.0%</td>
</tr>
<tr>
<td>Special Education – Funding for Children</td>
<td>100.0%</td>
</tr>
<tr>
<td>Special Education – Private Tuition</td>
<td>95.0%</td>
</tr>
<tr>
<td>Special Education – Orphanage</td>
<td>100.0%</td>
</tr>
<tr>
<td>Special Education – Summer School</td>
<td>77.7%</td>
</tr>
<tr>
<td>Special Education - Transportation</td>
<td>97.3%</td>
</tr>
<tr>
<td>Transportation – Reg/Voc</td>
<td>71.7%</td>
</tr>
<tr>
<td>Illinois Free Lunch and Breakfast</td>
<td>22.6%</td>
</tr>
<tr>
<td>Regular Orphanage 18-3</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

- Level funding for Early Childhood, Bilingual and Career and Technical Education
- $13.10 million was appropriated for District Interventions (East St. Louis SD 189 and North Chicago CUSD 187 for ordinary and contingent expenses)
- $3.39 million for District Consolidation incentives
- $3.20 million was appropriated for Legislative Targeted Initiatives

Action by the General Assembly did not provide funding for programs recommended by the Board such as the Longitudinal Data System, Homeless Education, Extended Learning Time, Diversified Educator Recruitment, Teacher Instructional Support, Performance Evaluations, Principal or Teacher Mentoring.

Regional Office of Education
All costs associated with the Regional Offices of Education (ROE) are funded through Personal Property Tax Replacement Fund. The ROE School Services and Bus Driver Training line items are funded at $5.020 million for FY 2015 as recommended by the Board.

Operations
The operations budget for ISBE was flat funded at FY 2014 levels. House Bill 6093 includes individual line item appropriations for each operational cost object for FY 2015, whereas the FY 2014 operations appropriation was a lump sum which provided greater flexibility in meeting day to day needs within the agency. This change significantly reduces administrative flexibility and creates budget management challenges.

The General Revenue Fund Assessment line item was funded for FY 2015 at $44.60 million which will fund new assessment through the Partnership for the Assessment of Readiness for College and Careers for grades 3 through 8 and one grade in high school as well as ACT including the writing and work keys assessments.

Capital Budget
The General Assembly passed House Bill 3793 which appropriates funds for capital expenditures for Fiscal Year 2015. The bill makes new appropriations of $40 million for school maintenance projects for districts other than the Chicago Public School District #299 (CPS) and $35 million for maintenance projects at CPS. The funding for CPS is appropriated to the Illinois Secretary of State for a grant to CPS.
The bill also makes re-appropriations from the previous capital budget of $59.1 million for school maintenance projects and $25 million for school construction projects, or so much thereof as may be necessary and remains unexpended at the close of business on June 30, 2014. These amounts will be reconciled to available funding after the close of FY 2014. Table 2 describes current estimates of remaining funds available from the prior capital bill for both school maintenance and school construction projects.

**Table 2**

<table>
<thead>
<tr>
<th>Program</th>
<th>Re-Appropriation</th>
<th>Estimated Remaining Bond Proceeds Available</th>
<th>Amount of Funds Obligated to Chicago Public School System</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Maintenance</td>
<td>$59.1 million</td>
<td>$20.9 million</td>
<td>$16.0 million</td>
</tr>
<tr>
<td>School Construction</td>
<td>$25 million</td>
<td>$25 million</td>
<td>NA</td>
</tr>
<tr>
<td>Energy Efficiency Grants*</td>
<td>$20.1 million</td>
<td>$3.4 million</td>
<td>$3.3 million</td>
</tr>
</tbody>
</table>

*Appropriation to Capital Development Board

**Next Steps**

Staff has commenced the process of obtaining preliminary appropriation codes from the Office of the Comptroller. They are working with ISBE divisions to finalize internal allocations of FY 2015 appropriations and populating the internal accounting system in anticipation of the July 1, 2014, effective date. Staff will update the Board on any actions taken by the Governor related to the budget.
## GENERAL FUNDS

<table>
<thead>
<tr>
<th>Statutory Foundation Level</th>
<th>FY14 $</th>
<th>FY15 Governor's Recommended Budget $</th>
<th>FY15 Budget HB6093 Enrolled $</th>
<th>FY14 to FY15 Increase/Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSA Formula Grant</td>
<td>2,436,349.2</td>
<td>3,022,748.4</td>
<td>2,597,451.6</td>
<td>(469,898.7) -15.5%</td>
</tr>
<tr>
<td>PTELL Adjustment</td>
<td>266,135.5</td>
<td>302,928.9</td>
<td>161,800.3</td>
<td>(141,128.2) -46.3%</td>
</tr>
<tr>
<td>GSA Supplemental Low-Income Grant</td>
<td>1,712,100.1</td>
<td>2,085,581.1</td>
<td>1,777,480.5</td>
<td>(308,100.6) -14.8%</td>
</tr>
<tr>
<td>Net Adjustments</td>
<td>27,613.5</td>
<td>25,000.0</td>
<td>30,000.0</td>
<td>5,000.0 20.0%</td>
</tr>
<tr>
<td><strong>Subtotal, General State Aid</strong></td>
<td>4,442,198.3</td>
<td>5,321,528.2</td>
<td>4,522,530.5</td>
<td>(80,332.3) -1.8%</td>
</tr>
</tbody>
</table>

### Mandated Categoricals

<table>
<thead>
<tr>
<th>Category</th>
<th>FY14</th>
<th>FY15</th>
<th>FY15</th>
<th>FY14 to FY15 Increase/Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sp Ed - Personnel Reimbursement</td>
<td>440,200.0</td>
<td>442,600.0</td>
<td>440,500.0</td>
<td>300.0 0.1% (2,100.0) -0.5%</td>
</tr>
<tr>
<td>Sp Ed - Funding for Children Requiring Sp Ed Services</td>
<td>303,091.7</td>
<td>309,928.9</td>
<td>309,928.9</td>
<td>(6,837.2) -2.2% 0.0 0.0%</td>
</tr>
<tr>
<td>Sp Ed - Orphanage Tuition</td>
<td>105,000.0</td>
<td>95,000.0</td>
<td>95,000.0</td>
<td>(10,000.0) -9.5% 0.0 0.0%</td>
</tr>
<tr>
<td>Sp Ed - Private Tuition</td>
<td>218,947.7</td>
<td>218,947.7</td>
<td>230,192.4</td>
<td>11,244.7 5.1% 2,192.4 1.0%</td>
</tr>
<tr>
<td>Sp Ed - Summer School</td>
<td>10,100.0</td>
<td>13,000.0</td>
<td>10,100.0</td>
<td>0.0 0.0% (3,900.0) -32.6%</td>
</tr>
<tr>
<td>Sp Ed - Transportation</td>
<td>1,844,900.0</td>
<td>462,900.0</td>
<td>450,000.0</td>
<td>10,000.0 2.3% (12,000.0) -2.7%</td>
</tr>
<tr>
<td><strong>Subtotal, Special Ed Categoricals</strong></td>
<td>1,517,839.4</td>
<td>1,544,428.9</td>
<td>1,535,376.6</td>
<td>11,381.9 0.7% (15,207.6) -1.0%</td>
</tr>
<tr>
<td>Illinois Free Lunch/Breakfast</td>
<td>14,300.0</td>
<td>14,300.0</td>
<td>14,300.0</td>
<td>(5,300.0) -37.1% (5,300.0) -37.1%</td>
</tr>
<tr>
<td>Transportation - Regular/Vocational</td>
<td>205,608.9</td>
<td>246,193.5</td>
<td>205,608.9</td>
<td>0.0 0.0% (30,885.6) -14.9%</td>
</tr>
<tr>
<td><strong>Subtotal, Mandated Categoricals</strong></td>
<td>1,749,948.3</td>
<td>1,806,922.4</td>
<td>1,767,485.5</td>
<td>6,081.9 0.3% (50,892.2) -2.8%</td>
</tr>
</tbody>
</table>

### Standards and Assessments

<table>
<thead>
<tr>
<th>Category</th>
<th>FY14</th>
<th>FY15</th>
<th>FY15</th>
<th>FY14 to FY15 Increase/Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessments</td>
<td>27,400.0</td>
<td>54,534.4</td>
<td>44,600.0</td>
<td>17,200.0 62.8% (9,934.4) -18.2%</td>
</tr>
<tr>
<td>Growth Model</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>(0.0) -100.0% 0.000 NA</td>
</tr>
<tr>
<td>Longitudinal Data System</td>
<td>0.0</td>
<td>2,311.3</td>
<td>2,311.3</td>
<td>0.0 0.0% (2,311.3) -100.0%</td>
</tr>
<tr>
<td>Learning Stds &amp; Assessments/Std Materials &amp; Training</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>(0.0) -100.0% 0.0 NA</td>
</tr>
<tr>
<td><strong>Subtotal, Standards, Assessments and Accountability</strong></td>
<td>27,400.0</td>
<td>56,845.7</td>
<td>44,600.0</td>
<td>17,200.0 62.8% (12,245.7) -21.5%</td>
</tr>
</tbody>
</table>

### Academic Improvement

<table>
<thead>
<tr>
<th>Category</th>
<th>FY14</th>
<th>FY15</th>
<th>FY15</th>
<th>FY14 to FY15 Increase/Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education</td>
<td>300,192.4</td>
<td>325,123.5</td>
<td>300,192.4</td>
<td>0.0 0.0% (24,931.1) -7.7%</td>
</tr>
<tr>
<td>Arts and Foreign Language</td>
<td>0.0</td>
<td>500.0</td>
<td>500.0</td>
<td>500.0 100.0% NA 0.0%</td>
</tr>
<tr>
<td>Extended Learning Time</td>
<td>0.0</td>
<td>10,000.0</td>
<td>0.0</td>
<td>(10,000.0) -100.0% NA</td>
</tr>
<tr>
<td>Gifted Education</td>
<td>0.0</td>
<td>65.0</td>
<td>0.0</td>
<td>(65.0) -100.0% 0.0%</td>
</tr>
<tr>
<td>Bilingual Education</td>
<td>63,381.2</td>
<td>75,652.0</td>
<td>63,681.2</td>
<td>300.0 0.5% (11,970.8) -15.8%</td>
</tr>
<tr>
<td></td>
<td>FY14 ISBE Appropriation</td>
<td>FY 15 Governor’s Recommended Budget</td>
<td>FY15 Budget HB6093 Enrolled</td>
<td></td>
</tr>
<tr>
<td>------------------------------</td>
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<td>$000s</td>
<td>$000s</td>
<td>$000s</td>
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</tr>
<tr>
<td></td>
<td>Increase (Decrease)</td>
<td>Increase (Decrease)</td>
<td>Increase (Decrease)</td>
<td></td>
</tr>
<tr>
<td>FY 15 Governor’s FY15 Budget</td>
<td>$ %</td>
<td>$ %</td>
<td>$ %</td>
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<tr>
<td>ISBE Board Recommended</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### College and Career Readiness
- **Advance Placement Classes**: 500.0<br>  FY14: 500.0<br>  FY15: 500.0<br>  Increase: 0.0%<br>  GA Action: Increase<br>  HB6093 Enrolled: 500.0<br>  Comparison: Increase (Decrease): 0.0%<br>
- **Low-Income Advanced Placement**: 0.0<br>  FY14: 2,000.0<br>  FY15: 2,000.0<br>  Increase: 0.0%<br>  GA Action: NA<br>  HB6093 Enrolled: (2,000.0)<br>  Comparison: Decrease (Increase): -100.0%
- **Agricultural Education**: 1,250.0<br>  FY14: 2,000.0<br>  FY15: 1,750.0<br>  Increase: 44.0%<br>  GA Action: Increase<br>  HB6093 Enrolled: 1,800.0<br>  Comparison: Increase (Decrease): -10.0%
- **Career and Technical Education Programs**: 38,062.1<br>  FY14: 38,062.1<br>  FY15: 38,062.1<br>  Increase: 0.0%<br>  GA Action: Increase<br>  HB6093 Enrolled: 38,062.1<br>  Comparison: Increase (Decrease): 0.0%
- **Subtotal, Academic Improvement**: 39,812.1<br>  FY14: 42,562.1<br>  FY15: 40,362.1<br>  Increase: 550.0<br>  GA Action: Increase<br>  HB6093 Enrolled: 550.0<br>  Comparison: Increase (Decrease): -5.2%

### School Reform and Accountability
- **Lowest Performing Schools**: 1,002.8<br>  FY14: 5,000.0<br>  FY15: 5,000.0<br>  Increase: 0.0%<br>  GA Action: NA<br>  HB6093 Enrolled: (3,997.2)<br>  Comparison: Decrease (Increase): -79.9%
- **Children’s Mental Health Partnership**: 300.0<br>  FY14: 300.0<br>  FY15: 300.0<br>  Increase: 0.0%<br>  GA Action: NA<br>  HB6093 Enrolled: 0<br>  Comparison: Decrease (Increase): 0.0%
- **State and District Technology Support**: 2,500.0<br>  FY14: 5,600.0<br>  FY15: 5,600.0<br>  Increase: 0.0%<br>  GA Action: NA<br>  HB6093 Enrolled: (3,100.0)<br>  Comparison: Decrease (Increase): -55.4%

### Subtotal, School Reform and Accountability
403,385.7<br>  FY14: 453,385.7<br>  FY15: 420,385.7<br>  Increase: 550.0<br>  GA Action: Increase<br>  HB6093 Enrolled: 1,350.0<br>  Comparison: Increase (Decrease): -5.2%

### Targeted Special Education
- **Autism**: 100.0<br>  FY14: 100.0<br>  FY15: 100.0<br>  Increase: 0.0%<br>  GA Action: NA<br>  HB6093 Enrolled: 0<br>  Comparison: Decrease (Increase): 0.0%
- **Blind and Dyslexic**: 816.6<br>  FY14: 846.6<br>  FY15: 846.6<br>  Increase: 0.0%<br>  GA Action: NA<br>  HB6093 Enrolled: (30.0)<br>  Comparison: Decrease (Increase): -3.5%
- **Community and Residential Services Authority**: 592.3<br>  FY14: 592.3<br>  FY15: 592.3<br>  Increase: 0.0%<br>  GA Action: NA<br>  HB6093 Enrolled: 0<br>  Comparison: Decrease (Increase): 0.0%
- **Materials Center for the Visually Impaired**: 3,577.8<br>  FY14: 3,577.8<br>  FY15: 3,577.8<br>  Increase: 0.0%<br>  GA Action: NA<br>  HB6093 Enrolled: 0<br>  Comparison: Decrease (Increase): 0.0%

### Subtotal, Targeted Special Education
6,507.8<br>  FY14: 6,537.8<br>  FY15: 6,537.8<br>  Increase: 0.0%<br>  GA Action: NA<br>  HB6093 Enrolled: (30.0)<br>  Comparison: Decrease (Increase): -0.5%

### Educator Quality and Support
- **National Board Certification**: 1,000.0<br>  FY14: 1,000.0<br>  FY15: 1,000.0<br>  Increase: 0.0%<br>  GA Action: NA<br>  HB6093 Enrolled: 0<br>  Comparison: Decrease (Increase): 0.0%
- **Teach for America**: 1,000.0<br>  FY14: 1,950.0<br>  FY15: 1,950.0<br>  Increase: 0.0%<br>  GA Action: (950)<br>  HB6093 Enrolled: -48.7%
- **Diversified Educator Recruitment**: 0.0<br>  FY14: 700.0<br>  FY15: 700.0<br>  Increase: 0.0%<br>  GA Action: NA<br>  HB6093 Enrolled: (700)<br>  Comparison: Decrease (Increase): -100.0%
- **Teacher Instructional Support**: 0.0<br>  FY14: 10,000.0<br>  FY15: 5,000.0<br>  Increase: 0.0%<br>  GA Action: NA<br>  HB6093 Enrolled: (10,000)<br>  Comparison: Decrease (Increase): -100.0%
- **Performance Evaluations**: 0.0<br>  FY14: 200.0<br>  FY15: 200.0<br>  Increase: 0.0%<br>  GA Action: NA<br>  HB6093 Enrolled: (200)<br>  Comparison: Decrease (Increase): -100.0%
- **Principal Mentoring Program**: 0.0<br>  FY14: 1,000.0<br>  FY15: 1,000.0<br>  Increase: 0.0%<br>  GA Action: NA<br>  HB6093 Enrolled: (1,000)<br>  Comparison: Decrease (Increase): -100.0%
- **Teacher and Administrator Mentoring Program**: 0.0<br>  FY14: 5,000.0<br>  FY15: 5,000.0<br>  Increase: 0.0%<br>  GA Action: NA<br>  HB6093 Enrolled: (5,000)<br>  Comparison: Decrease (Increase): -100.0%

### Subtotal, Educator Quality and Support
2,000.0<br>  FY14: 19,850.0<br>  FY15: 14,850.0<br>  Increase: 2,000.0<br>  GA Action: (17,850)<br>  HB6093 Enrolled: -89.9%

### Other Statewide District Categorical Assistance
- **District Consolidation Costs**: 2,500.0<br>  FY14: 3,900.0<br>  FY15: 3,900.0<br>  Increase: 3,385.0<br>  GA Action: 885.5<br>  HB6093 Enrolled: 35.4%<br>  Comparison: Decrease (Increase): -14.7%
- **East St. Louis District 189**: 3,000.0<br>  FY15: 13,000.0<br>  FY15: 13,000.0<br>  Increase: 13,000.0<br>  GA Action: (3,000.0)<br>  HB6093 Enrolled: -100.0%
- **Emergency Relief for School Districts**: 0.0<br>  FY14: 5,000.0<br>  FY15: 5,000.0<br>  Increase: 0.0<br>  GA Action: NA<br>  HB6093 Enrolled: (5,000)<br>  Comparison: Decrease (Increase): -100.0%
- **Regional Consolidation Incentive Fund**: 0.0<br>  FY14: 10,000.0<br>  FY15: 10,000.0<br>  Increase: 0.0<br>  GA Action: NA<br>  HB6093 Enrolled: (10,000)<br>  Comparison: Decrease (Increase): -100.0%
- **School District Emergency Financial Assistance Fund Deposit**: 1,500.0<br>  FY14: 0.0<br>  FY15: 0.0<br>  Increase: 1,500.0<br>  GA Action: (1,500.0)<br>  HB6093 Enrolled: -100.0%
- **Temporary Relocation Expenses Revolving Grant Fund Deposit**: 0.0<br>  FY14: 350.0<br>  FY15: 350.0<br>  Increase: 0.0<br>  GA Action: NA<br>  HB6093 Enrolled: (350)<br>  Comparison: Decrease (Increase): -100.0%

### Subtotal, Other Statewide District Categorical Assistance
7,000.0<br>  FY14: 32,410.0<br>  FY15: 17,060.0<br>  Increase: 16,475.5<br>  GA Action: 9,475.5<br>  HB6093 Enrolled: 135.4%
  Comparison: Decrease (Increase): -49.2%
## Student Health and Safety Initiatives

<table>
<thead>
<tr>
<th>Initiative</th>
<th>FY14 ISBE Board</th>
<th>FY15 Governor’s Recommended</th>
<th>FY15 Budget HB6093 Enrolled</th>
<th>% Increase/Decrease</th>
<th>% Increase/Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Learning/Regional Safe Schools</td>
<td>6,300.0</td>
<td>16,682.0</td>
<td>11,500.0</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Homeless Education</td>
<td>0.0</td>
<td>3,000.0</td>
<td>3,000.0</td>
<td>0.0</td>
<td>NA</td>
</tr>
<tr>
<td>Truant Alternative and Optional Education</td>
<td>11,500.0</td>
<td>18,070.0</td>
<td>15,000.0</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Subtotal, Health &amp; Safety Initiatives</strong></td>
<td><strong>17,800.0</strong></td>
<td><strong>37,752.0</strong></td>
<td><strong>29,500.0</strong></td>
<td><strong>0.0</strong></td>
<td><strong>0.0%</strong></td>
</tr>
<tr>
<td><strong>Subtotal, Student Health and Safety Initiatives</strong></td>
<td><strong>17,984.0</strong></td>
<td><strong>37,936.0</strong></td>
<td><strong>29,684.0</strong></td>
<td><strong>0.0</strong></td>
<td><strong>0.0%</strong></td>
</tr>
</tbody>
</table>

## Miscellaneous

<table>
<thead>
<tr>
<th>Initiative</th>
<th>FY14 ISBE Board</th>
<th>FY15 Governor’s Recommended</th>
<th>FY15 Budget HB6093 Enrolled</th>
<th>% Increase/Decrease</th>
<th>% Increase/Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>After School Matters</td>
<td>2,000.0</td>
<td>0.0</td>
<td>2,000.0</td>
<td>0.0</td>
<td>NA</td>
</tr>
<tr>
<td>Targeted Initiatives</td>
<td>350.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>NA</td>
</tr>
<tr>
<td>Tax Equivalent Grants</td>
<td>222.6</td>
<td>222.6</td>
<td>222.6</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Illinois Coalition for Immigrant and Refugee Rights</td>
<td>1,000.0</td>
<td>0.0</td>
<td>1,000.0</td>
<td>(1,000.0)</td>
<td>-100.0%</td>
</tr>
<tr>
<td>Southwest Organizing Project</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>1,500.0</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Subtotal, Miscellaneous</strong></td>
<td><strong>3,572.6</strong></td>
<td><strong>222.6</strong></td>
<td><strong>3,222.6</strong></td>
<td><strong>(3,350.0)</strong></td>
<td><strong>-99.6%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiative</th>
<th>FY14 ISBE Board</th>
<th>FY15 Governor’s Recommended</th>
<th>FY15 Budget HB6093 Enrolled</th>
<th>% Increase/Decrease</th>
<th>% Increase/Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subtotal Grants without GSA/MCATS</strong></td>
<td><strong>471,652.9</strong></td>
<td><strong>618,604.7</strong></td>
<td><strong>586,887.7</strong></td>
<td><strong>503,528.4</strong></td>
<td><strong>31,875.5</strong></td>
</tr>
</tbody>
</table>

## TOTAL - GRANTS

<table>
<thead>
<tr>
<th>FY15 Provisions</th>
<th>FY14 Appropriation</th>
<th>FY15 Governor’s Recommended</th>
<th>FY15 Budget HB6093 Enrolled</th>
<th>% Increase/Decrease</th>
<th>% Increase/Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,663,799.5</strong></td>
<td><strong>7,747,055.3</strong></td>
<td><strong>6,954,478.4</strong></td>
<td><strong>6,782,089.1</strong></td>
<td><strong>118,289.7</strong></td>
</tr>
</tbody>
</table>

## ADMINISTRATION --GENERAL FUNDS

<table>
<thead>
<tr>
<th>Initiative</th>
<th>FY14 ISBE Board</th>
<th>FY15 Governor’s Recommended</th>
<th>FY15 Budget HB6093 Enrolled</th>
<th>% Increase/Decrease</th>
<th>% Increase/Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total, Lump Sums</strong></td>
<td><strong>23,180.9</strong></td>
<td><strong>23,787.7</strong></td>
<td><strong>23,787.7</strong></td>
<td><strong>23,180.9</strong></td>
<td><strong>0.0%</strong></td>
</tr>
</tbody>
</table>

## TOTAL, including Fund for the Advancement of Education

<table>
<thead>
<tr>
<th>FY15 Provisions</th>
<th>FY14 Appropriation</th>
<th>FY15 Governor’s Recommended</th>
<th>FY15 Budget HB6093 Enrolled</th>
<th>% Increase/Decrease</th>
<th>% Increase/Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total, including Fund for the Advancement of Education</strong></td>
<td><strong>6,686,980.4</strong></td>
<td><strong>7,770,843.0</strong></td>
<td><strong>6,978,266.1</strong></td>
<td><strong>6,805,270.1</strong></td>
<td><strong>118,289.7</strong></td>
</tr>
</tbody>
</table>

A: House Bill 6093 requires $200 million of the GSA appropriation to come from the Fund for the Advancement of Education, a non-General Fund
<table>
<thead>
<tr>
<th>Fund Description</th>
<th>FY14 Appropriation</th>
<th>FY 15 Governor's Recommended Budget</th>
<th>FY15 Budget GA Action HB6093 Enrolled</th>
<th>Comparison of FY 2015 HB6093 to FY14 Appropriation $</th>
<th>% Increase (Decrease)</th>
<th>Comparison of FY 2015 HB6093 to FY15 Board Recommendation $</th>
<th>% Increase (Decrease)</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTHER STATE FUNDS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADMINISTRATION--OTHER STATE FUNDS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ordinary &amp; Contingent Expenses - Indirect Cost Recovery</td>
<td>7,015.2</td>
<td>7,015.2</td>
<td>7,015.2</td>
<td>7,015.2</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Ordinary &amp; Contingent Expenses - Chicago Teacher Cert. Fees</td>
<td>2,208.9</td>
<td>2,208.9</td>
<td>2,208.9</td>
<td>2,208.9</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Ordinary &amp; Contingent Expenses - Teacher Certificate Fees</td>
<td>5,000.0</td>
<td>5,000.0</td>
<td>5,000.0</td>
<td>5,000.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Ordinary &amp; Contingent Expenses - School Infrastructure Fund</td>
<td>600.0</td>
<td>600.0</td>
<td>600.0</td>
<td>600.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Subtotal, Lump Sums</td>
<td>14,824.1</td>
<td>14,824.1</td>
<td>14,824.1</td>
<td>14,824.1</td>
<td>0.0</td>
<td>0.0</td>
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</tr>
<tr>
<td>TOTAL - ADMINISTRATION</td>
<td>14,824.1</td>
<td>14,824.1</td>
<td>14,824.1</td>
<td>14,824.1</td>
<td>0.0</td>
<td>0.0</td>
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</tr>
<tr>
<td>GRANTS--OTHER STATE FUNDS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After School Rescue Fund</td>
<td>200.0</td>
<td>200.0</td>
<td>200.0</td>
<td>200.0</td>
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<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Charter Schools Revolving Loan Fund</td>
<td>20.0</td>
<td>20.0</td>
<td>20.0</td>
<td>20.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Drivers Education Fund</td>
<td>15,000.0</td>
<td>15,000.0</td>
<td>15,000.0</td>
<td>15,000.0</td>
<td>2,900.0</td>
<td>19.3</td>
<td>2,900.0</td>
</tr>
<tr>
<td>Personal Property Replacement Tax Fund - ROE Salaries</td>
<td>12,400.0</td>
<td>12,650.0</td>
<td>12,650.0</td>
<td>12,650.0</td>
<td>250.0</td>
<td>2.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Personal Property Replacement Tax Fund - ROE Services</td>
<td>2,225.0</td>
<td>4,950.0</td>
<td>4,950.0</td>
<td>4,950.0</td>
<td>2,725.0</td>
<td>122.5</td>
<td>0.0</td>
</tr>
<tr>
<td>Personal Property Replacement Tax Fund - Bus Driver Training</td>
<td>70.0</td>
<td>70.0</td>
<td>70.0</td>
<td>70.0</td>
<td>0.0</td>
<td>0.0</td>
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</tr>
<tr>
<td>School District Emergency Financial Assistance Fund</td>
<td>16,140.0</td>
<td>15,000.0</td>
<td>15,000.0</td>
<td>1,500.0</td>
<td>(14,640.0)</td>
<td>-90.7</td>
<td>0.0</td>
</tr>
<tr>
<td>School Technology Revolving Loan Fund</td>
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<td>5,000.0</td>
<td>5,000.0</td>
<td>5,000.0</td>
<td>0.0</td>
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<tr>
<td>State Board of Education Special Purpose Trust Fund</td>
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<td>8,484.8</td>
<td>8,484.8</td>
<td>8,484.8</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Temporary Relocation Expenses Revolving Grant Fund</td>
<td>1,400.0</td>
<td>1,400.0</td>
<td>1,400.0</td>
<td>1,400.0</td>
<td>0.0</td>
<td>0.0</td>
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</tr>
<tr>
<td>State Charter School Commission Fund</td>
<td>600.0</td>
<td>600.0</td>
<td>600.0</td>
<td>600.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Subtotal, Grants</td>
<td>62,089.8</td>
<td>49,874.8</td>
<td>49,874.8</td>
<td>52,774.8</td>
<td>(9,315.0)</td>
<td>-15.0</td>
<td>2,900.0</td>
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Plenary Packet - Page 357
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TO: Illinois State Board of Education
FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
Nicki Bazer, General Counsel

Agenda Topic: 2014 Legislative Session
Materials: Synopsis of Education-Related Legislation

Staff Contact(s): Nicole Wills, Governmental Relations
Amanda Elliott, Governmental Relations

Purpose of Agenda Item
The purpose of the agenda item is to provide the Board with a summary of the Spring 2014 legislative session and an update on the Board’s 2014 legislative agenda.

Relationship to/Implications for the State Board’s Strategic Plan
The Legislative Agenda will implement changes that align with all three goals identified within the Board’s Strategic Plan.

Expected Outcome(s) of Agenda Item
The Board will be informed of tracked legislation and Board initiatives.

Summary of Spring 2014 Legislative Session
The General Assembly has adjourned the Spring legislative session. Below is a summary of agency initiatives, the Fiscal Year 2015 (FY15) budget, and education related legislation that has passed both houses and education related legislation that is still pending.

Summary of Board Initiatives

- SB 3412 (Steans/Davis, W.) amends the assessment provisions of the School Code to remove specific references to the Illinois Standards Achievement Test (ISAT) and Prairie State Achievement Examination (PSAE) to allow for new state assessments aligned with new Illinois Learning Standards.
  Status: This legislation has passed the General Assembly and awaits action by the Governor.

- HB 4527 (Chapa LaVia/Lightford) amends Article 27A to make it explicit that charters are subject to all state laws, regulations and rules regarding Special Education and English Language Learning instruction.
  Status: This legislation has been signed by the Governor – PA 98-639.

- SB 3081 (Biss/Burke) amends Article 27A to align the beginning of the fiscal year for charter schools with State and school district fiscal years and make changes regarding the review of material modifications to charter agreements.
  Status: This legislation has passed the General Assembly and awaits action by the Governor.
• HB 4262 (Fine/Delgado) aligns Tuberculosis (TB) screening requirements for school district employees in the School Code with screening requirements in Illinois Department of Public Health (IDPH) rules.
  *Status:* This legislation has passed the General Assembly and awaits action by the Governor.

• SB 2710 (Cunningham/Walsh) clarifies that non-public schools are required to conduct a minimum of one annual meeting regarding safety drill programs. This would align safety drill requirements for state-recognized non-public schools with public school requirements.
  *Status:* This legislation has passed the General Assembly and awaits action by the Governor.

• HB 5588 (Mauntio/Biss) is a continuation of ISBE’s efforts to streamline the 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.
  *Status:* This legislation has passed the General Assembly and awaits action by the Governor.

• HB 5546 (Nekritz/Harmon) amends the elections provisions of the School Code. While developing a legislative fix for an April 2013 DuPage Regional Board of School Trustees election concern during the spring legislative session, it became apparent that the School Code was silent on several additional related issues which could cause election questions in the future. Changes to Articles 6 would help remedy the deficiencies in the statutory language, thus preventing a need to address potential future concerns through special legislation after the fact.
  *Status:* This legislation passed the House and Senate committee. The legislation was then amended to include the SB 7 trailer language which went back to the House for concurrence without the elections language.

• HB 5537 (Currie/Steans) amends Section 3.25(f) of the School Code to clarify ISBE’s authority to intervene in failing school districts. This legislation will be similar to SB 2340 which did not move through the House during the Spring 2013 legislative session.
  *Status:* HB 5537 was approved by the House and was not acted on by the Senate. Governmental Relations staff will request action on this legislation during the Fall Veto Session.

• SB 2711 (Sullivan/Davis, W.) provides explicit authority in the State Finance Act [30 ILCS 105] for State Board of Education to process payments for federal grants provided primarily by the United States Department of Education, Agriculture or any other federal agency in subsequent state fiscal year(s). There is no actual change in policy for school districts that will take place as a result of this change, but it will allow ISBE to operate without potential audit issues when processing federal funds.
  *Status:* SB 2711 was approved by the Senate and was not acted on by the House. Government Relations staff will request action on this legislation during the Fall Veto Session.

**Budget**

• HB 6093 (Madigan/Cullerton) contains the FY 15 appropriations for ISBE operations and grants. The ISBE General Funds budget is increased by $118.0 million over FY 14. An updated budget chart is attached. Highlights are below.
General State Aid is appropriated at $4.522 billion GRF. Preliminary estimates indicate that the General State Aid claims payable in FY 15 will be prorated at 89.0%.

The programs that make up the special education Maintenance of Effort (MOE) are funded at $1.54 billion GRF which represents an increase of 0.75% over FY 14. Budget staff estimates this will meet federal MOE requirements.

Transportation is level funded at $205.8 million which will result in an estimated proration of 72%.

Early childhood education is level funded at $300.1 million.

Bilingual education was funded at $63.68 million, an increase of $300,000 when compared to the FY 14 appropriation.

Career and Technical Education is level funded at $38.0 million GRF.

The line item for assessments is funded at $44.6 million which we anticipate will allow ISBE to cover the cost of the PARCC assessment in grades K-8 and once in high school as well as ACT, ACT Writing, and WorkKeys.

Funding for ISBE GRF administration is flat funded at $23.2 million. This funding was appropriated in line items rather than a lump sum which will reduce the agency's flexibility to meet needs as they arise throughout the fiscal year.

Regional Safe Schools and Truant Alternative and Optional Education are flat funded under this proposal at $6.3 million and $11.5 million respectively.

Funding for Targeted Initiatives is $3.2 million, an increase of $2.85 million (814.3%) when compared to the FY 14 appropriation.

The following line items were not funded for FY 15: Longitudinal Data Systems, Homeless Education, Diversified Educator Recruitment, Low Income AP programs and the Board recommended mentoring programs.

- HB 6060 (Harris/Steans) appropriates $400,000 GRF in FY 14 supplemental funding to the State Board of Education for district consolidation costs. This line item was prorated at 83.0% in FY 14.
- HB 3793 (Currie/Steans) among other appropriations to State agencies, HB 3793 appropriates $75.0 million in capital funding to the State Board of Education. Of this amount $40.0 million is for downstate school maintenance grants and $35.0 million is for grants to CPS for school construction.
- SB 220 (Kotowski/Madigan) is the FY 2015 Budget Implementation Bill. In August, 2013 the TRS board chose to lower the school district's rate to 7.4% from the FY 2014 level of 35.41% citing (among several reasons) the state's continued underfunding of the pension system as the cause for this exponential increase. One of the provisions of SB 220 would reverse this action and local school districts would again pick up the cost.

**Legislative Summary – Passed Both Houses**

Below is a summary of legislation that has passed both houses of the General Assembly.

- **Reports, Task Forces, Commissions, etc.**
  - HB 5330 (Chapa LaVia/Lightford) – Requires the Superintendent to appoint a committee to review state assessments, as well as any local assessments used. The committee must make a report and recommendations annually to the State Superintendent and General Assembly.
  - HB 1152 (Ford/Munoz) – Creates the Chicago Educational Governance Task Force for the purpose of recommending the best structure and procedure for the governance of CPS 299. CPS 299 is responsible for providing staff support for this Task Force.
- HB 3700 (Osmond/Bush) – Requires the State Board of Education, subject to appropriation, to establish an advisory committee to create a training module to provide education and professional development teachers, school administrators, and other education professionals regarding multi-sensory, systematic, and sequential instruction in reading. Also requires ISBE to incorporate an international definition of dyslexia into its administrative rules.
- HB 3748 (Davis, M/Jones) – Extends the repeal date for the Commission to End the Disparities Facing the African-American Community Act from July 1, 2014 to July 1, 2016. ISBE has a representative on this Commission.
- HB 4542 (Manley/Cullerton, T.) – Expands the scope of the Young Adults Heroin Use Task Force. ISBE has a representative on this Task Force.
- HB 4612 (Sandack/Raoul) – Requires ISBE to study the feasibility and benefits of a school district incentive program for consolidated transportation services (see Transportation).
- HB 5397 (Mayfield/Delgado) – Among other requirements, requires ISBE to convene a 15-member task force to make recommendations to ISBE regarding the implementation of physical fitness assessments (see Assessments).
- HB 5892 (Mussman/Manar) – Among other requirements, requires ISBE to submit an annual report on the use of stock epinephrine auto-injectors to the General Assembly (see Student Safety).
- SB 2728 (Cullerton, T./Jakobsson) – Amends the School Code to provide for an extension of the Task Force on Civic Education. The Task Force’s final report is now due on December 31, 2014 (previously May 31, 2014).
- SB 2747 (Bivins/Stewart) – Recreates the School Security and Standards Task Force within the State Board of Education. Requires the Task Force to submit recommendations to the General Assembly on or before January 1, 2015.
- SB 2793 (Hutchinson/Davis, W.) – Requires ISBE to prepare a report on student discipline. Requires school districts that fall in the top quartile for racial disproportionality in student discipline to submit a report to ISBE regarding plans to address the disproportionality in student discipline (see Discipline / Bullying).
- SB 3129 (Silverstein/Feigenholtz) – Makes changes to the existing Holocaust Commission by increasing membership. ISBE has a representative on this Commission.

Transportation
- HB 3662 (Flowers/Lightford) – Allows parents of CPS students who walk along “Safe Passage” routes to claim for parent guardian transportation reimbursement if funding is appropriated.
- HB 4612 (Sandack/Raoul) – Requires ISBE to study the feasibility and benefits of a school district incentive program for consolidated transportation services.

Discipline / Bullying
- HB 4207 (Fine/Silverstein) – Prohibits students from being subjected to bullying through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program (cyber-bullying).
- HB 5707 (Cassidy/Steans) – Makes changes concerning the creation, maintenance, and implementation of a policy on bullying.
- SB 2793 (Hutchinson/Turner) – Requires ISBE to prepare a report on student discipline. Requires school districts that fall in the top quartile for racial disproportionality in student discipline to submit a report to ISBE regarding plans to address the disproportionality in student discipline (see Reports, Task Forces, Commissions, etc.).
Assessments

- HB 5330 (Chapa LaVia/Lightford) – Creates the Assessment Review Task Force.
- HB 5397 (Mayfield/Delgado) – Requires all public schools to use during the 2016-17 school year and each school year thereafter a physical fitness assessment and report fitness information to ISBE to assess student fitness indicators (see Reports, Task Forces, Commissions, etc.).
- SB 3412 (Steans/Currie) – Includes amendments to the assessment provisions in the School Code to remove specific references to the Illinois Standards Achievement Test (ISAT) and Prairie State Achievement Examination (PSAE) to allow for new state assessments aligned with new Illinois Learning Standards. This is an initiative of the State Board of Education.

Curriculum / Standards

- HB 3695 (Dunkin/Link) – Allows for AP Computer Science to be counted as part of the math or science requirements for a high school diploma.
- HB 3724 (Burke/Mulroe) – Requires all secondary schools in Illinois to train students on how to properly administer CPR and how to operate an AED.
- HB 4522 (Chapa LaVia/Holmes) – Allows 2 or more (instead of 4 or more) contiguous school districts to jointly operate a science and mathematics partnership school for serving students in grades K-8.

Licensure / Evaluation

- HB 5286 (Bost/Bertino-Tarrant) – Would allow individuals with 4 years of experience as school service personnel to qualify for principal preparation programs until June 30, 2019.
- HB 5393 (McAsey/Bush) – Makes changes regarding the National Board Professional Teaching Standards.
- HB 4262 (Fine/Delgado) – Aligns Tuberculosis (TB) screening requirements for school district employees in the School Code with screening requirements in Illinois Department of Public Health (IDPH) rules. This is an initiative of the State Board of Education.
- HB 4767 (Chapa LaVia/Biss) – Corrects a drafting error included in Public Act 98-603 that extended timelines for alternative certification programs.
- HB 5288 (Chapa LaVia/Martinez) – Removes existing language from the School Code to revise description of who can provide school counseling services and the description of services a school counselor may provide.
- HB 5546 (Chapa LaVia/Lightford) – Amends the School Code to give recall rights to teachers in group 2 with one needs improvement evaluation for 6 months following the reduction in force and to require the State Board of Education to offer at least 2, but not more than 3 alternative survey of learning conditions instruments (SB 7 trailer language).
- SB 2972 (Bertino-Tarrant/Crespo) – Expands the qualifications for superintendent candidates.
- SB 2989 (Delgado/Cassidy) – Makes changes regarding Illinois licensure for out-of-state school psychologists.
- SB 3274 (Holmes/Kifowit) – Allows a teacher who teaches physical education or health education to meet requirements for highly qualified status that apply to teachers who teach in core academic subjects pursuant to NCLB.
Charter Schools
- HB 3937 (Chapa LaVia/Collins) – Extends the moratorium on virtual charter schools from April 1, 2014 to December 31, 2016.
- HB 4591 (Martwick/Collins) – Provides that if a charter school dismisses a pupil from the charter school after receiving a quarterly payment from the school district, the charter school shall return to the school district an amount equal to 100% of the school district's per capita student tuition, on a pro rata basis, for the time the student is not enrolled at the charter school.
- HB 3232 (Collins/Welch) – makes a number of changes to the Charter Schools Law to provide for greater transparency and accountability in charter schools' use of public funds. The bill prohibits a charter from employing staff who are simultaneously employed at a charter management organization, increases transparency provisions regarding charter lotteries, and requires all public schools, including charter schools, to include a disclaimer that public funds were used in any advertisement that was created using public funds.
- SB 3081 (Biss/Burke) – Amends Article 27A to align the beginning of the fiscal year for charter schools with State and school district fiscal years and make changes regarding the review of material modifications to charter agreements. This is an initiative of the State Board of Education.
- HB 4527 (Chapa LaVia/Lightford) – Amends Article 27A to make it explicit that charters are subject to all state laws, regulations and rules regarding Special Education and English Language Learning instruction. This is an initiative of the State Board of Education.

Funding
- HB 2747 (Crespo/Kotowski) – Creates the Grant Accountability and Transparency Act. The legislation: eliminates duplicative, conflicting, and outdated rules for State agencies and grantees; adopts the federal rules for grants at the State level; and, creates a unit of grant oversight and accountability within GOMB to provide training and guidance to providers and grantees to ensure compliance with the federal rules.
- HB 3777 (Mussman/Kotoswki) – Allows special education cooperatives to qualify for school maintenance grants.
- HB 4440 (Chapa LaVia/Lightford) – Provides that not less than 14% (instead of 11%) of the Early Childhood Education Block Grant shall be used to fund programs for children ages 0-3.
- HB 4995 (Mitchell/Rose) – Allows Monitcello CUSD 25 to issue bonds with an aggregate principal amount not to exceed $35.0 million if certain conditions are met.
- HB 5283 (Harms/Barickman) – Allows Milford THSD 223 to issue bonds with an aggregate principal amount not to exceed $17.5 million if certain conditions are met.
- SB 2945 (Harmon/Nekritz) – Requires the Illinois purchased Care Review Board to accept the rate of a specific out of state special education private facility if there are 12 or fewer Illinois students enrolled instead of setting the rate through the Board’s normal procedures.
- SB 3554 (Morrison/McAsey) – Adds one non-voting member to the Illinois Purchased Care Review Board. Requires the member to be an administrator of a private, nonpublic, special education school.

Student Safety
- HB 4616 (Cavaletto/Manar) – Allows a school board to use remaining funds on hand in the Fire Prevention and Safety Fund for required safety inspections.
• HB 5431 (Sente/Kotowski) – Requires the IHSA to develop an online certification for high school coaching personnel and athletic directors in concussion awareness and reduction of repetitive sub-concussive hits and concussions.

• HB 5716 (Brauer/Manar) – Allows a school district to utilize electronic applications when sharing a school building’s emergency and crisis response plans with local law enforcement.

• HB 5892 (Mussman/Manar) – Requires districts to maintain a supply of epinephrine auto-injectors. Also requires ISBE to submit a report on the use of stock epinephrine auto-injectors (see Reports, Task Forces, Commissions, etc.)

• SB 2710 (Cunningham/Walsh) – Clarifies that non-public schools are required to conduct a minimum of one annual meeting regarding safety drill programs. This would align safety drill requirements for state-recognized non-public schools with public school requirements.

• SB 2934 (Stadelman/Walsh) – Provides that IEMA may make grants to IHEs, public school districts, and vocational centers, special education cooperatives, regional safe schools, and non-public schools for safety and security improvements.

Elections
• HB 105 (Currie/Harmon) – Contains various elections provisions, including an amendment to Article 9 of the School Code to make clear that the county clerk or election commission will conduct the lottery to determine the ballot order for school board elections.

• HB 3199 (Cassidy/Steans) – For schools that are utilized as polling places, encourages school districts to close the school or hold a teachers institute on the day of an election.

Miscellaneous
• HB 1711 (Harris, Jones) – Clarifies that the chief administrative officer of Intermediate Service Centers has the same duties and responsibilities as regional superintendents of education.

• HB 3939 (Jackson/Bush) – Extends the State’s participation in the Educational Opportunity for Military Children Compact.

Legislative Summary – Pending Legislation
Below is a summary of legislation that has not passed both houses of the General Assembly.

Data
• SB 3092 (Delgado) – Makes changes to the P-20 Longitudinal Education Data System Act by proposing limitations on the disclosure of personally identifiable information regarding students, as defined in FERPA, and personally identifiable information of educators and administrators other than publicly available school-related information. SB 3092 is assigned to the House Higher Education Subcommittee on Special Issues.

• HB 4558 (Drury) – Makes changes to the Illinois Student Records Act to prohibit sharing of student data to anyone for the purpose of research or statistical reporting unless the parent of the student provides consent each time. HB 4558 is assigned to the House Rules Committee.

Reports
• HB 5333 (Davis, M/Lightford) – Requires the State Board of Education to prepare and file a statewide report on the instruction of Black History in Illinois public schools no later
than December 31, 2014. This legislation is on the order of non-concurrence in the Senate.
Transportation
- HB 5967 (Sosnowski/Jones) – Provides that a school board shall provide free transportation for pupils residing at a distance of 2 miles (instead of 1.5) or more from school. This legislation passed the House and is assigned to the Senate Committee on Assignments.
- SB 928 (Manar) – Allows students in grades K-12 and have an IEP to be transported in a multi-function school activity bus. This legislation has not yet passed the Senate. This legislation is assigned to the Senate Committee on Assignments.

Discipline/Bullying
- HB 4655 (W. Davis) / SB 3004 (Lightford) – Makes changes regarding student discipline in schools. HB 4655 is assigned to the House Rules Committee; SB 3004 is assigned to the Senate Committee on Assignments.
- HB 4775 (Hoffman/Cullerton, J.) – Allows school districts to expel or suspend pupils that are convicted of a violent felony. This legislation passed the House and is assigned to the Senate Committee on Assignments.
- SB 2760 (Lightford) – Creates a Student Bill of Rights which pertains to the questioning of students by law enforcement authorities. This legislation is assigned to the Senate Committee on Assignments.

Assessments
- SB 3460 (Cunningham) – Prohibits the State Board of Education and school districts from administering State-developed assessments or other comparable assessments to students enrolled in kindergarten, grade one, or grade 2 that are being used for any reason other than diagnostic purposes. This legislation is assigned to the Senate Committee on Assignments.
- SB 2156 (Cunningham) – Limits the number of standardized tests that a student can take to 4 per school year. This legislation is assigned to the Senate Committee on Assignments.

Curriculum / Standards
- HB 5838 (Mitchell/Kotowski) – Requires alternative and optional education programs for truants, the IHOPE program, and graduation incentives programs to accept dropouts under the age of 24 (currently under 20 for graduation incentives and through the age of 21 for the IHOPE and alternative and optional education programs). This legislation passed the House and is assigned to the Senate Committee on Assignments.
- SB 3214 (Syverson/Burke) – Includes automated external defibrillators to first aid educational topics that may be included in a comprehensive health education program in all elementary and secondary schools. This legislation passed the Senate and is assigned to the House Rules Committee.
- SB 3033 (Frerichs/Mayfield) – Subject to appropriation, requires ISBE to identify industries and occupations that face workforce shortages and award incentive grants to school districts in the amount of $1,000 per student that graduates high school while participating in an industry-recognized certification program. This legislation passed the Senate and is assigned to the House Rules Committee.

Licensure / Evaluation
- SB 3374 (Sullivan/Davidsmeyer) – Would allow retired teachers to return to work for more than 100 days per year in subject area shortages without impairing his or her
retirement status or retirement annuity. This legislation passed the Senate and is assigned to the House Rules Committee.

- SB 3497 (Cunningham) – Makes changes regarding student teacher background checks. This legislation is assigned to the Senate Committee on Assignments.

Charter Schools

- HB 3754 (Chapa LaVia/Lightford) – Repeals the Charter School Commission and establishes a Charter School Appeal Board within the State Board of Education to review charter school appeals. Grants the State Board of Education the ability to overturn any decision of the Appeal Board. Allows the State Board of Education to charge a fee to authorized charter schools for operations. Senate Committee Amendment 1 Motion to Concur failed in the House.

- HB 3957 (Burke) – Implements the findings of the Charter Funding Task Force. Makes changes concerning a charter school contracting with an educational management organization or an educational service provider, charter school access to unused school district or State facilities, the creation of the Charter School Facilities Fund to be used by the State Board of Education for credit enhancement for charter schools, the time frame for executing a charter contract, funding for charter schools authorized by the State Charter School Commission, a charter school authorizer charging a charter school an administrative fee, appealing to the Commission if a school board and charter school applicant or renewal charter school applicant cannot agree on the terms of the charter contract, the duration of the renewal of a charter, and local financing, including the use of a charter funding calculation and student-based budgeting. This legislation is assigned to the House Rules Committee.

- SB 2779 (Holmes) – Removes the existing appeals process for charter school applicants that are denied by local school boards. This legislation passed the House and is assigned to the Senate Committee on Assignments.

Funding

- HB 4492 (Hammond) – Requires the General Assembly to fully appropriate funds for district consolidation incentives. This legislation is assigned to the Senate Committee on Assignments.

- SB 16 (Manar/Chapa LaVia) – Includes a new model for school funding. SB 16 creates a weighted student formula with approximately 95% of funds going through one funding stream that is equalized to account for district property wealth. This legislation passed the Senate and is assigned to the Senate Committee on Assignments.

- SB 589 (Lightford) – When appropriations are not sufficient to fully fund General State Aid, requires the State Board of Education to reduce a district’s allocation by either a per pupil amount of a percentage of the district’s operating expenditure per pupil. This legislation is assigned to the Senate Committee on Assignments.

- SB 3664 (Righter) – When appropriations are not sufficient to fully fund General State Aid, requires the State Board of Education to apply all of the funding shortfall to the Supplemental Low-Income GSA (SGSA) grant, rather than applying proration to total GSA (Equalization Formula + SGSA). This legislation is assigned to the Senate Committee on Assignments.

- SB 2711 (Sullivan/Davis, W.) – Provides explicit authority in the State Finance Act [30 ILCS 105] for State Board of Education to process payments for federal grants provided primarily by the United States Department of Education, Agriculture or any other federal agency in subsequent state fiscal year(s). There is no actual change in policy for school districts that will take place as a result of this change, but it will allow ISBE to operate
without potential audit issues when processing federal funds. This is an initiative of the State Board of Education. This legislation passed the Senate and is assigned to the House Rules Committee.

- **SJR 44 (Lightford)** – Encourages the General Assembly to pass legislation that would equitably spread any education reductions among school districts by evenly cutting dollars on a per-pupil basis or using another non-regressive approach. This resolution is assigned to the Senate Committee on Assignments.

**Elections**

- **HB 5546 (Nekritz/Harmon)** amends the elections provisions of the School Code. While developing a legislative fix for an April 2013 DuPage Regional Board of School Trustees election concern during the spring legislative session, it became apparent that the School Code was silent on several additional related issues which could cause election questions in the future. Changes to Articles 6 would help remedy the deficiencies in the statutory language, thus preventing a need to address potential future concerns through special legislation after the fact. This legislation passed the House and the Senate Education Committee. The legislation was then amended to include the SB 7 trailer language which went back to the House for concurrence without the elections language.

**Next Steps**

Governmental Relations staff will continue to monitor legislation.
HB 105

Short Description:  COLLEGE VOTER REGISTRATION

House Sponsors

Senate Sponsors
(Sen. Don Harmon-Michael W. Frerichs-Jacqueline Y. Collins-Mattie Hunter-Kwame Raoul)

Synopsis As Introduced
Amends the Election Code. Provides that, for each even-numbered year that a general election is to be held, each public institution of higher learning shall send an electronic message to each student enrolled in the institution devoted exclusively to information on voter registration. Sets forth requirements concerning the content of the message and when it should be sent. Provides that the Board of Higher Education shall issue a notice to each public institution of higher learning of the requirements concerning the electronic message in August of each even-numbered year during which a general election is held. Amends the Board of Higher Education Act. Provides that the Board of Higher Education shall include specified information concerning college voter registration on its Internet website. Effective January 1, 2014.

Fiscal Note (Illinois Board of Higher Education)
HB 105 creates an administrative burden with an indeterminate fiscal impact. This legislation will place an administrative burden on public institutions and the Illinois Board of Higher Education (IBHE), and requires the IBHE to provide guidance on an issues where no historical expertise exists. As a result, the IBHE would have to closely collaborate with the Illinois State Board of Elections regarding voter registration issues and appropriate voter registration guidance language to be provided to the institutions, and will require diversion from IBHE's central mission and purpose. The institutions' cost of sending emails to students with various links and voter registration is indeterminate and would be measured in terms of staff time and effort required to carry out this mandate.

State Mandates Fiscal Note (Dept. of Commerce & Economic Opportunity)
HB 105 does not create a State mandate.

Senate Floor Amendment No. 1
Provides that the electronic message shall include a link for a downloadable voter registration application from the State Board of Elections that may be used for any election authority in the State (in the engrossed bill, the message shall include a downloadable voter registration application). Provides that the electronic message shall inform the student that he or she may choose to register to vote at his or her campus address or at a prior address in the State if he or she intends to maintain that prior address as a residence.

Senate Floor Amendment No. 2
Replaces everything after the enacting clause. Creates the Minimum Wage Increase Referendum Act. Requires the State Board of Elections to cause a statewide advisory public question to be submitted to the voters at the November 4, 2014 general election asking whether the minimum wage in Illinois for adults over the age of 18 should be raised to $10 per hour by January 1, 2015. Provides that if the provision of the Act conflicts with any other law, the Act controls. Repeals the Act on January 1, 2015. Amends the Election Code. Provides that each appropriate election authority shall, in addition to the voting conducted at locations otherwise required by law, conduct in-person absentee voting on election day in a high-traffic location on the campus of a public university within the election authority's jurisdiction. Provides that such polling places shall have voting equipment that can accommodate registered voters who may case an in-person absentee ballots. Provides that each public university shall make the space available in a high-traffic area for, and cooperate and coordinate with the appropriate election authority in, the establishment of such polling places. Extends the grace period for registration through election day for the 2014 general election. Provides that during the 2014
general election, an unregistered qualified elector may register to vote, and a registered voter may submit a change of address form, in person at any permanent polling place for early voting through election day. Provides that certificates of nomination and nomination papers for the nomination of candidates for school district offices to be filled at consolidated elections shall be filed with the election authority in which the principal office of the school district is located not more than 113 nor less than 106 days before the consolidated election. Provides that 2 copies of objector’s petitions are required to be filed or the petitions will not be accepted. Provides that within 60 days after the effective date this amendatory Act of the 98th General Assembly, each election authority shall transmit to the principal office of the State Board of Elections and publish on any website maintained by the election authority maps in electronic portable document format (.PDF) showing the current boundaries of all the precincts within its jurisdiction. Provides that whenever election precincts in an election jurisdiction have been redivided or readjusted, the county board or board of election commissioners shall prepare maps in electronic portable document format (.PDF) showing such election precinct boundaries no later than 90 days before the next scheduled election. Provides that the maps shall show the boundaries of all political subdivisions and districts. The county board or board of election commissioners shall immediately forward copies thereof to the chairman of each county central committee in the county, to each township, ward, or precinct committee, and each local election official whose political subdivision is wholly or partly in the county and, upon request, shall furnish copies thereof to each candidate for political or public office in the county and shall transmit copies thereof to the principal office of the State Board of Elections and publish copies thereof on any website maintained by the election authority. Provides that an employer may not require an employee to use earned vacation time or any form of paid leave time to serve as an election judge. Provides that a person who claims to be a registered voter is entitled to cast a provisional ballot if the voter registered to vote during the grace period on the day before election day or on election day during the 2014 general election or the voter votes on election day at a polling place established under a specified provision under the Code. Provides that any elector may by mail or electronically on the website of the appropriate election authority, not more than 90 nor less than 5 days prior to the date of such election, or by personal delivery not more than 90 nor less than one day prior to the date of such election, make application to the county clerk or to the Board of Election Commissioners for an official ballot for the voter’s precinct to be voted at such election. Provides that the URL address at which voters may electronically request an absentee ballot shall be fixed no later than 90 calendar days before an election and shall not be changed until after the election. Provides that, during each general primary and general election, each election authority in a county with a population of over 100,000 but under 250,000 persons shall establish at least one polling place for early voting by personal appearance. Establishes requirements for hour of operation of permanent polling places for early voting. Provides that a provision providing that an applicant’s identity must be verified by the applicant’s presentation of an Illinois driver’s license, a non-driver identification card issued by the Illinois Secretary of State, a photo identification card issued by a university or college, or another government-issued identification document containing the applicant’s photograph does not apply to the 2014 general election. Amends the School Code. Provides that the county clerk or the board of election commissioners, as the case may be, of the jurisdiction in which the principal office of the school district is located shall conduct a lottery to determine the ballot order of candidates for full terms in the event of any simultaneous petition filings. Provides that 2 or more petitions filed within the last hour of the filing deadline shall be deemed filed simultaneously. Makes other changes. Contains a severability clause. Effective immediately.

Last Action

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HB 671

Short Description: CHILDREN-TECH

House Sponsors

Senate Sponsors
(Sen. Melinda Bush-Pamela J. Althoff)

Synopsis As Introduced
Amends the Early Intervention Services System Act. Makes a technical change in a Section concerning the short title.

House Floor Amendment No. 1
Replaces everything after the enacting clause. Amends the Children’s Privacy Protection and Parental Empowerment Act.
Provides that the Act’s prohibition against the sale or purchase of personal information concerning an individual known to be a child absent parental consent does not apply when the sale or purchase is made under a criminal investigation that is otherwise lawful. Repeals a provision that (i) creates a presumption of parental consent to the sale or purchase of information concerning a child unless the parent withdraws consent; (ii) requires a person who brokers or facilitates the sale of personal information concerning children to, upon written request from a parent, provide the parent with procedures that the parent must follow in order to withdraw consent to use personal information relating to the child; and (iii) exempts certain government agencies, the National Center for Missing and Exploited Children, and certain educational institutions and not-for-profit entities from the withdrawal of consent requirements.

Senate Floor Amendment No. 1
Expands the exemption provided in the underlying bill to include the sale or purchase of a child’s personal information made under a civil investigation that is otherwise lawful.

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HB 1152

Short Description: SCH CD-CHI EDUC GOVERNANCE

House Sponsors

Senate Sponsors
(Sen. Antonio Muñoz and Martin A. Sandoval)

Synopsis As Introduced
Amends the School Code. Creates the Chicago Educational Governance Task Force for the purpose of recommending the best structure and procedure for the governance of City of Chicago School District 299. Sets forth the composition of the Task Force and the duties of the Task Force. Requires the Task Force to report its recommendation to the General Assembly on or before May 30, 2014 as to which governance structure is best designed to serve the students of the City of Chicago. Abolishes the Task Force and repeals these provisions on May 31, 2014.

House Committee Amendment No. 1
Replaces everything after the enacting clause. Reinserts the contents of the bill with the following changes. Changes the membership of the task force. Requires the State Board of Education to provide administrative and other support to the task force. Abolishes the task force and repeals the task force provisions on May 31, 2015 (instead of May 31, 2014).

House Floor Amendment No. 2
Requires the Chicago Board of Education (instead of the State Board of Education) to provide administrative and other support to the task force.

Senate Committee Amendment No. 1
Replaces everything after the enacting clause. Reinserts the contents of the bill as engrossed, with the following changes. Makes changes to the General Assembly’s findings. Provides that the Chicago Educational Governance Task Force is created for the purpose of recommending the best structure and procedure for the governance of City of Chicago School District 299 in order to ensure the best educational outcomes for City of Chicago School District 299 students (instead of in order to protect the welfare of the students of the City of Chicago). Requires the Task Force to commence meeting in June of 2015. Requires the Task Force to report to the General Assembly on or before May 30, 2016 (instead of on or before May 30, 2015). Abolishes the Task Force and repeals the Task Force provisions on May 31, 2016 (instead of May 31, 2015).

Last Action

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Plenary Packet - Page 373
HB 1711

Short Description: LOCAL GOVERNMENT-TECH

House Sponsors

Senate Sponsors
(Sen. Napoleon Harris, III)

Synopsis As Introduced

House Floor Amendment No. 2
Replaces everything after the enacting clause. Amends the Illinois Municipal Code. Provides that only policemen in municipalities shall be conservators of the peace (now, mayors, aldermen, presidents, trustees, marshals, and deputy marshals are also conservators of the peace). Replaces a reference to "those persons and others authorized by ordinance" with "conservators of the peace". Deletes references to marshals. Effective immediately.

Senate Committee Amendment No. 1
Replaces everything after the enacting clause. Amends the School Code. In provisions concerning the abolition of the office of the regional superintendent of schools in educational service regions containing 2,000,000 or more inhabitants and the transfer of rights, powers, duties, and responsibilities to educational service centers, provides for transfer to the chief administrative officer of the educational service centers instead. Makes related changes. Effective immediately.

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HB 2747

Short Description: FOIA-ELECTRONIC REQUESTS

House Sponsors

Senate Sponsors
(Sen. Dan Kotowski-Pamela J. Althoff-Michael E. Hastings-Andy Manar)

Synopsis As Introduced
Amends the Freedom of Information Act. Provides that a public body that employs on a part-time, full-time, or contractual basis 5 or more employees shall respond to any request for inspection or copies that is made by electronic mail.

House Committee Amendment No. 1
Replaces everything after the enacting clause. Amends the Freedom of Information Act. Authorizes written FOIA requests to be
submitted to a public body by electronic mail. Requires each public body to post an email address where requests for public records may be directed.

Senate Floor Amendment No. 3

Replaces everything after the enacting clause. Creates the Grant Accountability and Transparency Act. Provides that the purpose of the Act is to establish uniform administrative requirements, cost principles, and audit requirements for State and federal pass-through awards to non-federal entities. Provides that on or before July 1, 2015, the Governor's Office of Management and Budget, with the advice and technical assistance of the Illinois Single Audit Commission, shall adopt rules which adopt the Uniform Guidance at 2 CFR 200. Provides for the following: (1) the adoption of federal rules applicable to grants; (2) conflicts of interest; (3) mandatory disclosures; (4) supplemental rules; (5) applicability of the Act; (6) State grant-making agency responsibilities; (7) responsibilities of the Grant Accountability and Transparency Unit; (8) audit requirements; (9) review date; (10) State agency implementation; (11) State program exceptions; and (12) an annual report that demonstrates the efficiencies, cost savings, and reduction in fraud, waste, and abuse as a result of the implementation of the Act. Repeals the Act 5 years after the effective date of the Act. Provides that on and after July 1, 2015, in the event of a conflict between the Grant Funds Recovery Act and the provisions of the Act, the Act shall prevail; makes a corresponding change in the Grant Funds Recovery Act. Further amends the Grant Funds Recovery Act and re-creates the Illinois Single Audit Commission with changes. Amends the Governor's Office of Management and Budget Act to create the Grant Accountability and Transparency Unit. Effective immediately.

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HB 3199

Short Description: CMAP-ANNUAL HEARING-COGFA

House Sponsors
Rep. Kelly M. Cassidy

Senate Sponsors
(Sen. Heather A. Steans)

Synopsis As Introduced

Amends the Regional Planning Act. Requires the Commission on Government Forecasting and Accountability to hold a public hearing within 30 days after the Governor's Budget Address to the General Assembly to consider CMAP's annual report and its impact on the State budget. Sets forth notification requirements. Effective immediately.

Fiscal Note (Government Forecasting & Accountability)

HB 3199 could potentially cost the Commission on Government Forecasting and Accountability an amount that cannot be determined depending on the location of the hearing.

Senate Floor Amendment No. 1

Replaces everything after the enacting clause. Amends the Election Code. Provides that school districts are encouraged to (i) close the school or (ii) hold a teachers institute on that day with students not in attendance. Provides that a government agency which makes a public building under its control available for use as a polling place shall (i) ensure the portion of the building to be used as the polling place is accessible to handicapped and elderly voters and (ii) allow the election authority to administer the election. Effective immediately.

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HB 3658

Short Description: $ISBE-TRANSPORTATION-PARENT

House Sponsors
Rep. Mary E. Flowers and La Shawn K. Ford

Synopsis As Introduced
Appropriates $11,954,700 from the General Revenue Fund to the State Board of Education for the Parent-Guardian Transportation Reimbursement Program. Effective July 1, 2014.

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HB 3662

Short Description: SCH CD-TRANSPORT-SAFE PASSAGE

House Sponsors
Rep. Mary E. Flowers-Linda Chapa LaVia-Marcus C. Evans, Jr.-La Shawn K. Ford-Esther Golar, Monique D. Davis, Kenneth Dunkin, Camille Y. Lilly, Rita Mayfield and Derrick Smith

Senate Sponsors
(Sen. Kimberly A. Lightford-William Delgado-Donne E. Trotter-Martin A. Sandoval)

Synopsis As Introduced
Amends the Transportation Article of the School Code. Requires the Chicago Board of Education to provide free transportation to and from a pupil's assigned school and a pick-up point for any pupil who must walk or otherwise travel along a safe passage route, as designated by the Board, to reach school or return home. Effective immediately.

Senate Committee Amendment No. 1
Replaces everything after the enacting clause. Amends the Transportation Article of the School Code. In provisions that entitle a custodian of a qualifying pupil to reimbursement for qualified transportation expenses, provides that "qualifying pupil" includes a Chicago public school pupil who must walk or otherwise travel along a safe passage route, as designated by the school board, to reach school or return home.

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HB 3663

Short Description: BDS & COMMS-SEVERANCE AGRMNTS

House Sponsors

Synopsis As Introduced
Amends the Gubernatorial Boards and Commissions Act. Provides that a severance agreement entered into after the effective date of the amendatory Act by a board or commission and an employee of the board or commission is a public record. Prohibits boards and commissions from entering into a confidential severance agreement with employees. Provides that if a board or commission enters into a confidential severance agreement after the effective date of the amendatory Act, the agreement is void and moneys paid to an employee under that agreement shall be forfeited to the board or commission, as applicable. Requires each severance agreement entered into by a board or commission after the effective date of the amendatory Act to contain a provision authorizing public disclosure of the agreement in its entirety. Defines "severance agreement" and "confidential severance agreement". Effective immediately.

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HB 3664

Short Description: FOIA-SEVERANCE AGREEMENTS

House Sponsors

Senate Sponsors
(Sen. Pamela J. Althoff)

Synopsis As Introduced
Amends the Freedom of Information Act. Provides that a settlement agreement that is funded in whole or part by public moneys or that releases a claim against a public body shall not require or impose any condition on any party to keep allegations, evidence, settlement amounts, or any other information confidential, except that which is necessary to protect a trade secret, proprietary information, or information that is otherwise exempt from disclosure under the Act. Provides that a severance agreement that is funded in whole or part by public moneys or that releases a claim against a public body shall not require or impose any condition on any party to keep allegations, evidence, settlement amounts, or any other information confidential, except that which is necessary to protect a trade secret, proprietary information, or information that is otherwise exempt from disclosure under the Act. Defines "settlement agreement" and "severance agreement".

House Committee Amendment No. 1
Provides that the provisions barring publicly-funded confidential settlement or severance agreements do not apply to agreements signed before the effective date of the amendatory Act.

House Floor Amendment No. 3
Replaces everything after the enacting clause with the provisions of the introduced bill, and makes the following changes: (1) relocates the new provisions to the Section of the Act concerning settlement agreements; and (2) provides that the changes made by the amendatory Act do not apply to agreements signed before the effective date.

House Floor Amendment No. 4
Deletes all amendatory provisions concerning settlement agreements.

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HB 3669
**Short Description:** CONCEALED CARRY-SCHOOL-PENALTY

**House Sponsors**
Rep. Deborah Conroy-Martin J. Moylan-Kathleen Willis-Jaime M. Andrade, Jr., Maria Antonia Berrios, Silvana Tabares, Michelle Mussman and Anna Moeller

**Synopsis As Introduced**
Amends the Firearm Concealed Carry Act. Provides that a licensee who knowingly carries a firearm on or into a building, real property, or parking area under the control of a public or private pre-school, elementary or secondary school, college, or university is guilty of a Class 4 felony for a first offense and a Class 3 felony for a second or subsequent offense.

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**HB 3674**

**Short Description:** SCH CD-CHICAGO-SCH NAME CHANGE

**House Sponsors**
Rep. Monique D. Davis

**Synopsis As Introduced**
Amends the Chicago School District Article of the School Code. Requires the Chicago Board of Education to approve a change to the name of a school building if a petition is filed with the board requesting a change to the school building's name and the petition is signed by at least 5,000 members of the community in which the building is located. Effective June 1, 2014.

**Last Action**

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**HB 3678**

**Short Description:** PROP TX-INCREASED RATE

**House Sponsors**
Rep. Jack D. Franks

**Synopsis As Introduced**
Amends the Property Tax Code. Provides that if in any levy year (1) the tax rate for the sum of all of the funds that are included in a taxing district's aggregate levy exceeds the district's tax rate for those funds in the previous levy year, and (2) the district is not otherwise required to hold a Truth in Taxation hearing, then the corporate authorities of the taxing district must approve, by ordinance or resolution, the total tax rate and hold a public hearing. Contains provisions concerning notice. Effective immediately.

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Plenary Packet - Page 378
HB 3680

Short Description: SCH CD-CHICAGO-SCH NAME CHANGE

House Sponsors
Rep. Monique D. Davis

Synopsis As Introduced
Amends the Chicago School District Article of the School Code. Provides that the Chicago Board of Education may approve a change to the name of a school building only if a petition is filed with the board in favor of changing the school building's name and the petition is signed by at least 2,000 members of the community in which the building is located. Provides that if the board has approved a change to the name of a school building after June 1, 2012 and before June 1, 2014, then the board shall rescind that approval and the original name of the school building must be restored. Effective June 1, 2014.

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HB 3683

Short Description: PROCUREMENT-INTERGOVERNMENTAL

House Sponsors
Rep. Ron Sandack

Synopsis As Introduced
Amends the Illinois Procurement Code. Provides that contracts of $250,000 or more between (i) the State and its political subdivisions, (ii) the State and other governments, or (iii) State governmental bodies are not exempt from the Code. Effective immediately.

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HB 3687

Short Description: SCH CD-CHICAGO-SCH NAME CHANGE

House Sponsors
Rep. Monique D. Davis

Synopsis As Introduced
Amends the Chicago School District Article of the School Code. Requires the Chicago Board of Education to approve a change to the name of a school building if a petition is filed with the board requesting a change to the school building's name and the petition is signed by at least 5,000 members of the community in which the building is located. Provides that if the board has approved a change to the name of a school building after January 1, 2013 and before September 1, 2013, then the board shall rescind that approval and the original name of the school building must be restored. Effective June 1, 2014.
HB 3690

Short Description:  SCH CD-BLOCK GRANTS-CHICAGO

House Sponsors

Synopsis As Introduced
Amends the School Code. Removes language that provides that the Block Grants Article does not apply to the Chicago school district. Repeals the Block Grants for Chicago Article. Makes related changes. Effective immediately.

Last Action
Date Chamber  Action
10/22/2013 House  Referred to Rules Committee

HB 3691

Short Description:  SCH CD-CHI BLOCK GRANT-PROG

House Sponsors

Synopsis As Introduced
Amends the Block Grants for Chicago Article of the School Code. Removes provisions that require the educational services block grant to include Special Education, funding for children requiring special education services, and Summer School. Makes related changes. Effective immediately.

Last Action
Date Chamber  Action
10/22/2013 House  Referred to Rules Committee

HB 3692

Short Description:  SCH CD-BLOCK GRANTS-REPORTING

House Sponsors
Synopsis As Introduced

Amends the School Code. With respect to the report that a school district submits to the State Board of Education if the district receives an Early Childhood Education Block Grant and the report that the Chicago school district submits to the State Board on the use of its general education and educational services block grants, provides that if the district does not submit the report to the State Board in a timely manner then the State Board shall withhold all payments owed to the district until the report is submitted, reviewed, and made public by the State Board. Effective July 1, 2014.

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HB 3695

Short Description:  SCH CD-GRAD REQ-COMP SCIENCE

House Sponsors

Senate Sponsors
(Sen. Terry Link, Pamela J. Althoff and Julie A. Morrison)

Synopsis As Introduced

Amends the School Code. Provides that one of the 3 years of mathematics that a pupil must successfully complete as a prerequisite to receiving a high school diploma may be an Advanced Placement computer science course. Provides that one of the 2 years of science that a pupil must successfully complete as a prerequisite to receiving a high school diploma may be an Advanced Placement computer science course. Provides that if a school district offers an Advanced Placement computer science course to high school students, then the school board must designate that course as equivalent to a high school mathematics or science course and must denote on the student's transcript that the Advanced Placement computer science course qualifies as a mathematics-based, quantitative course for students. Effective immediately.

House Committee Amendment No. 1

Provides that a pupil must successfully complete Algebra II or an integrated mathematics course with Algebra II content in order for one of the 3 years of mathematics to be an Advanced Placement computer science course. Removes the amendatory language that allows one of the 2 years of science to be an Advanced Placement computer science course; makes related changes.

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HB 3699

Short Description:  SCH CD-AP COMPUTER SCIENCE

House Sponsors
Rep. Norine Hammond
Synopsis As Introduced
Amends the School Code. Permits school boards to approve Advanced Placement (AP) computer science courses as equivalent to high school mathematics or science. If approved, requires a school district to denote on a student's transcript that AP computer science qualifies as a math-based, quantitative course for students who take the course in their senior year. Provides that, in order for a school board to approve AP computer science as equivalent to high school mathematics, the student must be concurrently enrolled in or have successfully completed Algebra II.

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HB 3700

Short Description: SCH CD-READING DISABILITIES

House Sponsors

Senate Sponsors

Synopsis As Introduced
Amends the School Code. Requires the State Board of Education to distribute to each school board information on screening instruments available to identify students who exhibit potential indicators of dyslexia and other reading disabilities. Requires a school board to select and implement age-appropriate screening instruments for the early diagnosis of dyslexia and other reading disabilities and to ensure that each kindergarten student enrolled in the school district is screened for dyslexia and other reading disabilities. Requires the State Board to develop and distribute to each school board guidance on appropriate intervention strategies for students diagnosed with dyslexia or other reading disabilities. Provides that, in the event that a student is determined to exhibit potential indicators of dyslexia or another reading disability, the school board shall ensure that the student receives a comprehensive assessment for the learning disorder and, in the event that a diagnosis is confirmed, the school board shall provide appropriate intervention strategies to the student. Sets forth requirements concerning professional development related to reading disabilities, the incorporation of the International Dyslexia Association's definition of dyslexia into administrative rules, and an additional written test for certain educator licensure candidates. Effective immediately.

House Committee Amendment No. 1
Replaces everything after the enacting clause. Amends the School Code. Requires the State Board of Education to adopt rules that incorporate an international definition of dyslexia into the special education provisions of the Illinois Administrative Code. Subject to specific State appropriation or the availability of private donations, requires the State Board to establish an advisory group to develop a training module or training modules to provide education and professional development to teachers, school administrators, and other education professionals regarding multi-sensory, systematic, and sequential instruction in reading. Provides that the advisory group shall complete its work before July 31, 2015 and is abolished on July 31, 2015. Effective immediately.

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HB 3701

Plenary Packet - Page 382
Short Description: $ISBE-WEST 40 REGIONAL

House Sponsors
Rep. La Shawn K. Ford

Synopsis As Introduced
Appropriates $300,000 from the General Revenue Fund to the State Board of Education for the purpose of awarding grants to West 40 Intermediate Service Center No. 2. Effective July 1, 2014.

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HB 3710

Short Description: VEH CD-APPROACHING SCHOOL BUS

House Sponsors
Rep. Raymond Poe-Kathleen Willis

Synopsis As Introduced
Amends the Illinois Vehicle Code. Provides that a person convicted of violating the required procedures when approaching, overtaking, or passing a school bus is guilty of a Class 4 felony if the offense causes the death of another or severe injury to another person.

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HB 3718

Short Description: MIN WAGE-INCREASE 2014-2016

House Sponsors

Synopsis As Introduced
Amends the Minimum Wage Law. Increases the minimum wage to $9.25 per hour on October 1, 2014, $10 per hour on July 1, 2015, and $10.65 per hour on July 1, 2016. Effective immediately.

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HB 3722

Short Description: CRIMINAL HISTORY-STATE EMPLOYMT

House Sponsors
Rep. Bill Mitchell

Synopsis As Introduced
Creates the Criminal History in Public Hiring Act. Provides that all State agencies, boards, and commissions under the jurisdiction of the Governor or any other executive branch officer must request the conviction information of all applicants. Requires all applicants for employment to authorize the release of that information. Provides criteria for the use of criminal history information in hiring. Defines "conviction information". Effective immediately.

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HB 3724

Short Description: HEALTH ED-CPR/AED TRAINING REQ

House Sponsors

Senate Sponsors

Synopsis As Introduced
Amends the Critical Health Problems and Comprehensive Health Education Act. Provides that training on how to properly administer cardiopulmonary resuscitation and how to use an automated external defibrillator shall be included as a basis for health education curricula in all secondary schools in this State and shall be a prerequisite to receiving a high school diploma. Effective July 1, 2014.

House Floor Amendment No. 2
Removes the amendatory language that provides that training on how to properly administer cardiopulmonary resuscitation and how to use an automated external defibrillator shall be a prerequisite to receiving a high school diploma.

House Floor Amendment No. 3
Provides that no pupil shall be required to receive training on how to properly administer cardiopulmonary resuscitation or how to use an automated external defibrillator if his or her parent or guardian submits written objection thereto, and refusal to take or participate in the training shall not be reason for suspension or expulsion of the pupil.

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HB 3726

Short Description: PROP TX-FALLING EAV

House Sponsors

Synopsis As Introduced
Amends the Property Tax Extension Limitation Law in the Property Tax Code. Provides that if (i) the total equalized assessed value of all taxable property in the taxing district for the current levy year is less than the total equalized assessed value of all taxable property in the taxing district for the previous levy year, or (ii) the median equalized assessed value of all taxable property in the taxing district for the current levy year and the 2 levy years immediately preceding the current levy year is less than the median equalized assessed value of all taxable property in the taxing district for the 3 levy years immediately preceding that 3-year period, then the extension limitation is (a) 0% or (b) the rate of increase approved by voters (instead of the lesser of 5% or the percentage increase in the Consumer Price Index during the 12-month calendar year preceding the levy year or the rate of increase approved by the voters). Effective immediately.

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HB 3727

Short Description: PROP TX-FALLING EAV

House Sponsors

Synopsis As Introduced
Amends the Property Tax Extension Limitation Law in the Property Tax Code. Provides that, if the total equalized assessed value of all taxable property in the taxing district for the current levy year (excluding new property, recovered tax increment value, and property that is annexed to or disconnected from the taxing district in the current levy year) is less than the total equalized assessed value of all taxable property in the taxing district for the previous levy year, then the extension limitation is (a) 0% or (b) the rate of increase approved by voters (instead of the lesser of 5% or the percentage increase in the Consumer Price Index during the 12-month calendar year preceding the levy year or (b) the rate of increase approved by voters). Provides that a referendum to increase the extension limitation may not be conducted at a general primary or a consolidated primary election. Provides that certain supplemental information must be provided on the referendum ballot. Effective immediately.

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<td>10/30/2013</td>
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HB 3729

Short Description: END DISPARITIES COMM-EXTENSION
House Sponsors
Rep. Monique D. Davis

Synopsis As Introduced
Amends the Commission to End the Disparities Facing the African-American Community Act. Extends the reporting date of the Commission to December 31, 2015 (now December 31, 2013). Extends the date of repeal to July 1, 2016 (now July 1, 2014). Effective immediately.

Last Action

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HB 3732

Short Description: MIN WAGE-$15 PER HOUR

House Sponsors
Rep. Mary E. Flowers

Synopsis As Introduced
Amends the Minimum Wage Law. Increases the minimum wage to $15 per hour on October 1, 2014. Effective immediately.

Last Action

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HB 3741

Short Description: SCH CD-EPINEPHRINE AUTO INJECT

House Sponsors
Rep. Kenneth Dunkin-Michael J. Zalewski

Synopsis As Introduced
Amends the School Code. Requires (instead of allows) a school district or nonpublic school to maintain at a school a supply of epinephrine auto-injectors. Effective immediately.

Last Action

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HB 3742

Short Description: SCH CD-CHI-FACILITY MASTR PLAN

House Sponsors
Rep. Cynthia Soto
Synopsis As Introduced
Amends the Chicago School District Article of the School Code. Makes changes concerning the Educational Facility Master Plan. Provides that updates to the plan must be reviewed and approved 2 1/2 years after the approval of the initial plan (instead of requiring updates 2 1/2 years after approval). Provides that the first revision to the plan must be completed and approved on or before January 1, 2015, and the district is prohibited from completing any sale of vacant school buildings identified in the initial master plan until this first revision is approved. Requires each revision and update to the plan to include certain data and analysis. Requires the chief executive officer to prepare a summary for each school prior to approving a plan or update; specifies what the summary must include. Requires the district to hold local school council meetings, meet with its community action councils, work with a task force, the Chicago Teachers Union, and the Chicago Principals & Administrators Association, and hold public hearings before the approval of a plan or update. With respect to the first revision and update to the plan, provides that the revised draft master plan must be published on or before October 1, 2014 and must be immediately followed by a public comment period of at least 15 days. Effective immediately.

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HB 3743

Short Description: JUV CT-HOME CONFINEMENT

House Sponsors
Rep. La Shawn K. Ford

Synopsis As Introduced
Amends the Juvenile Court Act of 1987. Provides that if a minor is found to be guilty of a non-violent crime, the court shall first consider home confinement or an alternative sentence instead of: (i) incarceration in a facility of the Department of Juvenile Justice or (ii) confinement in a juvenile detention home. Provides that the court shall order a conference to be held to determine the alternative sentencing plan. Provides that the conference shall be held with representatives of the Illinois State Board of Education, the Department of Children and Family Services, the prosecutor of the minor, the court, the Department of Juvenile Justice, and the parent or legal guardian of the minor. Based upon recommendations made at the conference, the court shall order an alternative sentencing plan that meets the needs of the minor and leads the minor toward useful and non-criminal activities. Provides that the court may commit the minor to the Department of Juvenile Justice or place the minor in detention if the minor violates the terms and conditions of the home confinement or alternative sentence or if the family or household situation presents a danger to the minor that makes home confinement infeasible. Defines "non-violent crime" as an offense that is not a violent crime as defined in the Rights of Crime Victims and Witnesses Act and that is not a violation of the Dangerous Weapons Article of the Criminal Code of 2012 involving the illegal possession or use of a firearm.

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HB 3745

Short Description: VOCATIONAL ACADEMY-CHARTER SCH

House Sponsors
Rep. La Shawn K. Ford
Synopsis As Introduced
Amends the School Code and the Vocational Academies Act. Requires alternative schools and charter schools to establish vocational academies for students in grades 10 through 12, in partnership with school districts, community colleges, local employers, and community-based organizations. Sets forth requirements concerning these academies. Permits the State Board of Education to adopt any rules necessary to implement and administer these provisions.

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HB 3748

Short Description:  DISPARITIES COMM-REPEAL EXT

House Sponsors

Senate Sponsors
(Sen. Emil Jones, III)

Synopsis As Introduced
Amends the Commission to End the Disparities Facing the African-American Community Act. Provides that the Commission shall submit its findings and specific recommendations to the General Assembly on or before December 31, 2015 (now December 31, 2013). Extends the date of repeal to July 1, 2016 (now July 1, 2014). Effective immediately.

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HB 3754

Short Description:  SCH CD-ST CHARTER SCH COMM

House Sponsors
Rep. Linda Chapa LaVia-Stephanie A. Kifowit-Kelly M. Cassidy, Robert F. Martwick, Kenneth Dunkin, Ann Williams, Esther Golar, Maria Antonia Berrios, Barbara Flynn Currie, La Shawn K. Ford, Arthur Turner, Mary E. Flowers, Rita Mayfield, Greg Harris, Cynthia Soto, Lawrence M. Walsh, Jr., William Davis and Elizabeth Hernandez

Senate Sponsors

Synopsis As Introduced
Amends the Charter Schools Law of the School Code and the State Finance Act. Repeals provisions in the Charter Schools Law and the State Finance Act concerning the State Charter School Commission; makes related changes. Removes a provision allowing a school board to develop its own process for receiving charter school proposals. Requires the State Board of Education to compile annual evaluations of charter schools received from school boards and prepare an annual report on charter schools (instead of requiring school boards to submit to the State Board any information required by the State Board pursuant to rule). Makes changes concerning the report the State Board issues to the General Assembly and the Governor. Effective July 1, 2014.

House Committee Amendment No. 1
Provides that on the effective date of the amendatory Act, the State Charter School Commission is abolished and the terms of all members end. Provides that all of the powers, duties, assets, liabilities, contracts, property, records, and pending business of the Commission are transferred to the State Board of Education. Makes related changes. Effective July 1, 2014.

State Mandates Fiscal Note, House Committee Amendment No. 1 (Dept. of Commerce & Economic Opportunity)

Does not create a State mandate.

Home Rule Note, House Committee Amendment No. 1 (Dept. of Commerce & Economic Opportunity)

Does not pre-empt home rule authority

Fiscal Note, House Committee Amendment No. 1 (Illinois State Board of Education)

If HB 3754 transfers the appeals process for charter school denials back to the Illinois State Board of Education (ISBE), ISBE will experience an increase in workload proportionate to the amount of work currently managed by the State Charter School Commission. The Commission is staffed by two full time employees. At present the State Board has one full time employee and one .8 FTE employee working on charter school matters; these two employees handle all of the State Board's responsibilities for charter school work, including but not limited to certification of all charter schools, technical assistance for various constituencies including members of the General Assembly, compiling and reporting through the Biennial Charter Report, applying to the U.S. Department of Education for various charter school program grants, and multiple other discrete functions. The operations of the State Charter School Commission are currently not funded by any State General Revenue Funds. Instead the operations are covered by private donations and a fee paid by charters authorized by the Commission. In both FY 13 and FY 14 revenue generated by these two means was approximately $337,000 and $417,000 respectively. The State Board of Education would not have the authority under House Amendment 1 to HB 3754 to charge a fee to schools it had authorized or to fundraise in the same way as the Commission. Without additional appropriation from some resources to assume the duties of the Commission, existing ISBE staff will be pressed to take on additional responsibilities.

Senate Committee Amendment No. 1

Replaces everything after the enacting clause. Amends the State Finance Act and the Charter Schools Law of the School Code. Abolishes the State Charter School Commission and transfers all of the powers, duties, assets, liabilities, contracts, property, records, and pending business of the Commission to the State Board of Education; makes related changes. Makes changes concerning the definition of “authorizer” and an authorizer’s powers and duties; the virtual-schooling report; the State Charter School Commission Fund (renamed the State Board Charter Appeal and Charter Authorization Fund); decisions to renew, not renew, or revoke a charter and appeals; the creation of a Charter School Appeals Board; the issuance of a report to the General Assembly and the Governor; charter schools authorized by the State Board; and annual appropriations and fees.

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HB 3756

Short Description: ARRESTED UNDER 18-SERVICES

House Sponsors
Rep. La Shawn K. Ford

Synopsis As Introduced

Amends the Children and Family Services Act. Provides that within 72 hours after the arrest or detention by a law enforcement officer of a minor who was under 18 years of age at the time of the arrest or detention and who is not in State custody for an offense, other than a minor traffic offense, in which the law enforcement agency keeps a record of the arrest or detention, the Department shall convene a meeting with representatives of the school district where the minor resides and the Department of Juvenile Justice, to establish supportive services plans for the person to meet the needs of that person and his or her family. The supportive services plans shall include a behavior health intervention plan, an education plan, a parental support plan, and any other services plans benefiting the person and his or her family. Defines “minor traffic offense” as a petty offense, business

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Amends the Juvenile Court Act of 1987 and the Code of Criminal Procedure of 1963. Provides that immediately after the arrest or taking into custody of a minor who is not in State custody if the arrest or taking into custody is for an offense, other than a minor traffic violation, in which the law enforcement agency has kept a record of that arrest or taking into custody, the law enforcement agency whose officer has arrested or taken the minor into custody shall notify the Department of Children and Family Services that the minor has been arrested or taken into custody. Provides that the Department of Children and Family Services shall notify the school district where the minor resides and the Department of Juvenile Justice that the minor has been arrested or taken into custody. Changes the confidentiality provisions of the Juvenile Court Act of 1987 to permit disclosure of the law enforcement records to the Department of Children and Family Services, the school district where the minor resides, and the Department of Juvenile Justice.

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HB 3763

Short Description: SCH CD-SPECIAL ED-INTERGOV AGR

House Sponsors

Synopsis As Introduced

Amends the Children with Disabilities Article of the School Code. Allows an elementary school district with a student population of no more than 200 to enter into an intergovernmental agreement with an elementary school district with a student population of at least 5,200 for the delivery of any or all special education services if the 2 elementary districts have an adjacent boundary. Sets forth employment and reimbursement provisions and what the agreement must include. Provides that no more than 2 school districts may be a party to such an agreement at any one time, and no school district may have in effect at any one time more than one such agreement. Effective immediately.

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HB 3793

Short Description: $LEG IG-TECH

House Sponsors
Rep. Barbara Flynn Currie-Greg Harris

Senate Sponsors
(Sen. Dan Kotowski, Jacqueline Y. Collins, Napoleon Harris, III and Donne E. Trotter-Andy Manar)

Synopsis As Introduced


House Floor Amendment No. 2

Replaces everything after the enacting clause. Makes appropriations and reappropriations for various projects, improvements, programs, grants, loans, assistance, and other purposes. Effective July 1, 2014.
HB 3933

Short Description: EDUCATION-TECH

House Sponsors
Rep. Elizabeth Hernandez

Synopsis As Introduced
Amends the School Code. Makes a technical change in a Section concerning the members of the State Board of Education.

House Committee Amendment No. 1
Replaces everything after the enacting clause. Amends the School Code. In provisions concerning the debt limitations of school districts, allows Berwyn South School District 100 to issue bonds with an aggregate principal amount not to exceed $51,500,000 if, among other conditions, the voters of the district approve a proposition for the bond issuance at an election held on or after March 18, 2014 and the school board determines that the improvement of the sites of, the building and equipping of additions to, and the altering, repairing, and equipping of existing buildings is required as a result of the size, age, and condition of existing school buildings. Provides that the debt incurred on the bonds and on any bonds issued to refund or continue to refund such bonds shall not be considered indebtedness for purposes of any statutory debt limitation and that the bonds and any bonds issued to refund or continue to refund such bonds must mature within not to exceed 30 years from their date. Effective immediately.

HB 3934

Short Description: EDUCATION-TECH

House Sponsors
Rep. Kenneth Dunkin

Synopsis As Introduced
Amends the School Code. Makes a technical change in a Section concerning the School Code's construction.

HB 3935

Short Description: EDUCATION-TECH

House Sponsors
Rep. Michael J. Madigan
Synopsis As Introduced
Amends the School Code. Makes a technical change in a Section concerning the federal No Child Left Behind Act of 2001.

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HB 3936

Short Description: EDUCATION-TECH

House Sponsors
Rep. Michael J. Madigan

Synopsis As Introduced
Amends the School Code. Makes a technical change in a Section concerning regional superintendents of schools.

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HB 3937

Short Description: EDUCATION-TECH

House Sponsors
Rep. Linda Chapa LaVia

Senate Sponsors
(Sen. Jennifer Bertino-Tarrant-Linda Holmes)

Synopsis As Introduced
Amends the School Code. Makes a technical change in a Section concerning boards of education.

House Committee Amendment No. 1
Replaces everything after the enacting clause. Amends the Charter Schools Law of the School Code. Extends the moratorium on the establishment of charter schools with virtual-schooling components in school districts other than the Chicago school district through December 31, 2017 (instead of through April 1, 2014). Effective immediately.

Senate Committee Amendment No. 1
Changes the definition of "virtual-schooling" to mean a cyber school where students engage in online curriculum and instruction via the Internet and electronic communication with their teachers at remote locations and with students participating at different times (instead of defining the term as the teaching of courses through online methods with online instructors, rather than the instructor and student being at the same physical location, and including within that definition instruction provided by full-time, online virtual schools).

Senate Committee Amendment No. 2
Extends the moratorium on the establishment of charter schools with virtual-schooling components in school districts other than the Chicago school district through December 31, 2016 (instead of through December 31, 2017).
HB 3938

Short Description: EDUCATION-TECH

House Sponsors
Rep. Michael J. Madigan

Synopsis As Introduced
Amends the School Code. Makes a technical change in a Section concerning the conversion and formation of school districts.

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HB 3939

Short Description: EDUCATION-TECH

House Sponsors

Senate Sponsors
(Sen. Melinda Bush-Kimberly A. Lightford)

Synopsis As Introduced
Amends the School Code. Makes a technical change in a Section concerning the Common School Fund.

House Floor Amendment No. 3
Replacing everything after the enacting clause. Amends the School Code, the Illinois School Student Records Act, and the Educational Opportunity for Military Children Act. With respect to a child submitting proof of having a health examination or immunization, makes changes concerning out-of-state transfer students. Makes changes concerning allowing out-of-state transfer students to use unofficial transcripts for admission to a school until official transcripts are obtained. With respect to the Educational Opportunity for Military Children Act, makes changes concerning the purpose of the Act and the findings of the General Assembly; the definition of "non-custodial parent"; tuition for children of active duty military personnel who are transfer students; educational records for children of active duty military personnel; enrollment and the entrance age for children of active duty military personnel; course placement, program placement, placement flexibility, graduation, extracurricular activities, and absences related to deployment activities for children of active duty military personnel; and members of the State Council. Repeals the Section of the Educational Opportunity for Military Children Act that repeals the Act on June 30, 2015. Effective immediately.

Senate Committee Amendment No. 1
Replacing everything after the enacting clause. Reinserts the contents of the bill as engrossed, but makes changes concerning the membership of the State Council. Effective immediately.

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**HB 3940**

**Short Description:** EDUCATION-TECH

**House Sponsors**
Rep. Michael J. Madigan

**Synopsis As Introduced**
Amends the Chicago School District Article of the School Code. Makes a technical change in a Section concerning the application of the Article and definitions.

**Last Action**

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**HB 3941**

**Short Description:** EDUCATION-TECH

**House Sponsors**
Rep. Michael J. Madigan

**Synopsis As Introduced**
Amends the School Code. Makes a technical change in a Section concerning licensure of educators.

**Last Action**

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**HB 3942**

**Short Description:** EDUCATION-TECH

**House Sponsors**

**Senate Sponsors**
(Sen. Pat McGuire)

**Synopsis As Introduced**
Amends the Board of Higher Education Act. Makes a technical change in a Section concerning creation of the Board.

**House Floor Amendment No. 1**
Replaces everything after the enacting clause. Amends the School Code. Provides that, notwithstanding the requirements of
any other applicable law and without further referendum approval, Chaney-Monge School District 88 is authorized to issue bonds in not to exceed the amount of $3,000,000 to provide for the improvement, alteration, and repair of schoolhouses and to fund the local share as required for a Capital Development Board school construction grant to fund school additions and associated construction and equipment with respect to which a referendum was passed on March 18, 2014. Effective immediately.

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HB 3951

Short Description: EDUCATION-TECH

House Sponsors
Rep. Deborah Conroy

Synopsis As Introduced
Amends the Higher Education Student Assistance Act. Makes a technical change in a Section concerning establishment of the Illinois Student Assistance Commission.

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HB 3957

Short Description: EDUCATION-TECH

House Sponsors
Rep. Michael J. Madigan

Synopsis As Introduced
Amends the Children with Disabilities Article of the School Code. Makes a technical change in a Section concerning definitions.

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HB 4187

Short Description: PROCUREMENT-INTERGOVERNMENTAL

House Sponsors
Rep. Dwight Kay

Synopsis As Introduced
Amends the Illinois Procurement Code. Provides that on and after the effective date of this Act, contracts of $250,000 or more

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between the State or any State agency and another state or the federal government may be entered into only by a separate Act of the General Assembly. Provides that a contract executed before the effective date of this amendatory Act valued at more than $250,000 between the State or any State agency and another state or the federal government may be renewed or extended only by a separate Act of the General Assembly. Provides that copies of such contract shall be filed with the Index Department of the Office of the Secretary of State upon execution. Effective immediately.

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### HB 4191

**Short Description:** SCH CD-STUDENT RIGHTS-POLICE

**House Sponsors**
Rep. Emanuel Chris Welch-Elgie R. Sims, Jr.-Rita Mayfield-Linda Chapa LaVia-La Shawn K. Ford, Greg Harris, Robert F. Martwick, Monique D. Davis and Robert Rita

**Synopsis As Introduced**
Amends the School Code. Provides that (i) prior to being asked any question or being requested to make any statement while in the presence of a police officer, a student must be informed of the right not to answer any question or to make any statement in the presence of a police officer; (ii) prior to being asked any question or being requested to make any statement while in the presence of a police officer, a student must be informed of the right to have a parent, a guardian, or an attorney present during such questioning or request for a statement; (iii) prior to being asked any question or being requested to make any statement while in the presence of a police officer, a student must be informed that any information given in the presence of a police officer may result in an arrest and in the issuing of a summons and may be used in school discipline and in criminal prosecution; (iv) prior to the presence of a police officer during the questioning of a student or of a request for a statement, the school principal shall approve the presence of the police officer during the questioning of or while making a request for any statement from the student; and (v) prior to the presence of a police officer during the questioning of or while making a request for any statement from a student, a parent or guardian of the student must be given notification of the opportunity to be present during the questioning. Sets forth provisions concerning the notification, school principal and police officer consultation, and tracking and reporting data. Effective July 1, 2014.

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### HB 4205

**Short Description:** PROC CD-RESPONSIVE BIDDER

**House Sponsors**
Rep. Anna Moeller-Jay Hoffman

**Senate Sponsors**
(Sen. Gary Forby)

**Synopsis As Introduced**
Amends the Illinois Procurement Code. Provides that the requisite notice regarding every contract that is let shall include the number of unsuccessful bidders (currently unsuccessful responsive bidders). Effective immediately.
HB 4207

Short Description: SCH CD-BULLYING PREVENTION

House Sponsors

Senate Sponsors
(Sen. Ira I. Silverstein-Melinda Bush, William Delgado-Kimberly A. Lightford and Martin A. Sandoval)

Synopsis As Introduced
Amends the School Code. In provisions concerning bullying prevention, prohibits a student from being subjected to bullying through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by a school district or school if the bullying substantially interferes with or limits the victim's ability to participate in or benefit from the services, activities, or opportunities offered by a school or substantially disrupts the educational process or orderly operation of a school. Provides that the definition of bullying includes cyber-bullying; defines "cyber-bullying". Provides that a school district's or non-public, non-sectarian elementary or secondary school's policy on bullying shall include a process to investigate whether a reported act of bullying is within the scope of the district or school and, if not, a process for referral of such an act to the appropriate jurisdiction. Requires computers without web-filtering software or computers with web-filtering software that is disabled to be used when complaints of cyber-bullying are investigated. Effective immediately.

House Committee Amendment No. 1
Removes the amendatory language that prohibits a student from being subjected to bullying through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by a school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. Removes the amendatory language that requires computers without web-filtering software or computers with web-filtering software that is disabled to be used when complaints of cyber-bullying are investigated. Changes the effective date to January 1, 2015 (instead of effective immediately).

House Floor Amendment No. 2
Replaces everything after the enacting clause. Amends the School Code. In provisions concerning bullying prevention, prohibits a student from being subjected to bullying through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by a school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. Provides that the definition of bullying includes cyber-bullying; defines "cyber-bullying". Provides that a school district's or non-public, non-sectarian elementary or secondary school's policy on bullying shall include a process to investigate whether a reported act of bullying is within the permissible scope of the district's or school's jurisdiction and shall require that the district or school provide the victim with information regarding services that are available within the district and community, such as counseling, support services, and other programs. Effective January 1, 2015.

House Floor Amendment No. 3
Replaces everything after the enacting clause. Amends the School Code. In provisions concerning bullying prevention, prohibits a student from being subjected to bullying through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by a school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. Provides that the definition of bullying includes cyber-bullying; defines "cyber-bullying". Provides that a school district's or non-public, non-sectarian elementary or secondary school's policy or implementing procedure on bullying shall
include a process to investigate whether a reported act of bullying is within the permissible scope of the district's or school's jurisdiction and shall require that the district or school provide the victim with information regarding services that are available within the district and community, such as counseling, support services, and other programs. Effective January 1, 2015.

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HB 4213

Short Description: EDUCATION-TECH

House Sponsors
Rep. Charles E. Jefferson

Synopsis As Introduced
Amends the School Code. Makes a technical change in a Section concerning the School Code's construction.

Last Action

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HB 4228

Short Description: SCH CD-INTERFUND TRANSFERS

House Sponsors
Rep. Dwight Kay

Synopsis As Introduced
Amends the School Code. With respect to a school district other than the Chicago school district, provides that through June 30, 2017 (instead of June 30, 2016), surplus life safety taxes and interest earnings thereon may be transferred to the Operations and Maintenance Fund for building repair work if a public hearing has been held. Extends the time period during which a school district other than the Chicago school district may transfer moneys from specified funds for any purpose from June 30, 2016 to June 30, 2017. Effective immediately.

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HB 4231

Short Description: EDUCATION-TECH

House Sponsors
Rep. Daniel J. Burke
Synopsis As Introduced

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HB 4237

Short Description: SCH CD-CHARTER SCH-REFERENDUM

House Sponsors

Synopsis As Introduced
Amends the Charter Schools Law of the School Code. Provide that if the State Charter School Commission or any other State entity to which an appeal may be submitted under the Law reverses a local school board's decision to deny, revoke, or not renew a charter, the reversal may not be implemented unless the question of whether a charter school shall be established or continue operating has been submitted to the electors of the school district at a regular election and approved by a majority of the electors voting on the question. Sets forth requirements for the referendum.

State Mandates Fiscal Note (Dept. of Commerce & Economic Opportunity)
Does not create a State mandate.

Home Rule Note (Dept. of Commerce & Economic Opportunity)
Does not pre-empt home rule authority.

House Floor Amendment No. 1
Replaces everything after the enacting clause. Amends the Charter Schools Law of the School Code. Removes provisions allowing the State Charter School Commission to reverse a school board's decision to deny, revoke, or not renew a charter; makes related changes. In a provision concerning a charter school proposed to be jointly authorized by 2 or more school districts and the school boards unanimously denying the charter school proposal with a statement that the school boards are not opposed to the charter school, but that they yield to the Commission in light of the complexities of joint administration, allows the charter applicant to submit the proposal to the Commission and requires the Commission to follow the same process and be subject to the same timelines for review as a school board.

Fiscal Note (Illinois State Board of Education)
According to the State Board of Elections, to the extent that a school referendum would need to be added to the ballot at an even year election, there would be some modest extra cost to the election authorities - relating to programming and printing the extra ballot style(s) for a school referendum when the school district is not otherwise a part of the ballot (for electing officers). The charter school operator may experience a financial impact if a school district revokes a charter and that decision is overturned by the Charter School Commission. HB 4237 requires that the reversal cannot be implemented pending the outcome of the referendum, which means that the charter may have to shut down temporarily and reopen if the decision to reverse the school district decision is upheld via referendum.

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HB 4251

Short Description: PROP TX-LEVY REDUCTION

House Sponsors
Rep. Dwight Kay

Synopsis As Introduced
Amends the Property Tax Code. Provides that, beginning in taxable year 2014 and concluding in taxable year 2017, the county clerk shall reduce the property taxes levied by each taxing district to a level that is not greater than that taxing district's levy in the previous taxable year. Provides that the county clerk may increase or decrease the portion of a total tax levy paid by any individual taxpayer, provided that the increase or decrease in the individual taxpayer's tax bill is based solely on a change in the equalized assessed value of the taxpayer's property. Effective immediately.

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HB 4257

Short Description: ADVANCED PLACEMENT EXAM-CREDIT

House Sponsors
Rep. Linda Chapa LaVia, Barbara Flynn Currie, Cynthia Soto, Elizabeth Hernandez, Maria Antonia Berrios and Fred Crespo

Synopsis As Introduced
Amends the College and Career Success for All Students Act. Provides that a student who takes a College Board Advanced Placement examination and receives a score of 3 or higher on the examination is entitled to receive postsecondary level course credit at a public institution of higher education. Requires each public institution of higher education to comply with the same standard of awarding course credit to any student receiving a score of 3 or higher on a College Board Advanced Placement examination and applying the credit to meet a corresponding course requirement for degree completion at that institution of higher education. Effective immediately.

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HB 4260

Short Description: SCH CD-INSTRUCTIONAL MANDATES

House Sponsors
Rep. Thomas Morrison

Synopsis As Introduced
Amends the School Code. If any payments from this State to a school district are delayed for at least one payment cycle, then allows the school board to discontinue, by publicly adopted resolution, any instructional mandate in the Courses of Study Article of the School Code during that time (with exceptions). Provides that if a student requests information on any instructional mandate that has been discontinued, then the school district shall provide the student with the requested information. Effective immediately.
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**HB 4262**

**Short Description:** SCH CD-EMPLOYEE-FITNESS-GROWTH

**House Sponsors**
Rep. Laura Fine

**Senate Sponsors**
(Sen. William Delgado and Donne E. Trotter)

**Synopsis As Introduced**
Amends the Employment of Teachers Article of the School Code. Makes changes to a Section concerning physical fitness and professional growth. Defines "employee". Removes a requirement that new employees provide evidence of freedom from tuberculosis. Provides instead that a new or existing employee may be subject to additional health examinations, including screening for tuberculosis, as required by rules adopted by the Department of Public Health or by order of a local public health official. Provides that school boards may require employees (instead of teachers in their employ) to furnish evidence of continued professional growth. Effective immediately.

**House Floor Amendment No. 1**
Restores current law to provide that school boards may require teachers in their employ (instead of employees) to furnish evidence of continued professional growth.

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**HB 4287**

**Short Description:** SCH CD-CHI-SUP EARLY CHILD ED

**House Sponsors**
Rep. La Shawn K. Ford-Linda Chapa LaVia and Mary E. Flowers

**Synopsis As Introduced**
Amends the Chicago School District Article of the School Code. On or before July 1, 2015 and thereafter, requires the Chicago Board of Education to appoint a superintendent of early childhood education. Provides that persons appointed to that office shall serve pursuant to a performance-based contract for a term ending on June 30th of the third calendar year after appointment. Provides that the superintendent of early childhood education shall have charge and control of the provision of early childhood education by the district, subject to the approval of the board. With regard to the provision of early childhood education by the district, provides that, on July 1, 2015, all powers, duties, assets, liabilities, employees, contracts, property, records, pending business, and unexpended funds of the general superintendent of schools, the chief executive officer, or persons appointed by the general superintendent of schools or chief executive officer are transferred to the superintendent of early childhood education. Sets forth other provisions with respect to this transfer.
HB 4292

Short Description: SCH CD-TRUSTEE OF SCH-WITHDRAW

House Sponsors
Rep. Emanuel Chris Welch, Stephanie A. Kifowit and Frances Ann Hurley

Synopsis As Introduced
Amends the Trustees of Schools Article of the School Code. Allows the school board of any school district whose territory forms a part of a Class II county school unit to withdraw from the jurisdiction and authority of the trustees of schools of the township in which the school district is located and the township treasurer, provided that the school board elects or appoints its own school treasurer. Makes related changes.

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HB 4301

Short Description: SCHOOLS AS POLLING PLACES

House Sponsors
Rep. William Davis

Synopsis As Introduced
Amends the School Code. Provides that if a school board determines that it is infeasible for a school to act as a polling place while enforcing its written and standard policies regarding persons who are not students of nor employed by the school entering the school, the school board shall notify the appropriate officer or board having responsibility for providing polling places for elections that the school may not be used as a polling place. Amends the Election Code. Provides that schools that have asserted the right to not be used as a polling place under the School Code shall not be required to make the school available as a polling place. Effective immediately.

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HB 4306

Short Description: EDUCATION-TECH

House Sponsors
Rep. Scott Drury

Synopsis As Introduced
Amends the School Code. Makes a technical change in a Section concerning the School Code's construction.
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HB 4307

Short Description: EDUCATION-TECH

House Sponsors
Rep. Scott Drury

Synopsis As Introduced
Amends the School Code. Makes a technical change in a Section concerning the School Code's construction.

Last Action

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HB 4308

Short Description: EDUCATION-TECH

House Sponsors
Rep. Scott Drury

Synopsis As Introduced
Amends the School Code. Makes a technical change in a Section concerning the School Code's construction.

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HB 4330

Short Description: SCHOOL CHOICE SCHOLARSHIP

House Sponsors
Rep. La Shawn K. Ford

Synopsis As Introduced
Creates the School Choice Act and amends the Illinois Lottery Law, the State Finance Act, and the Illinois Income Tax Act. Provides findings and declarations of policy. Establishes the School Choice Program. Provides that under the program the custodian of a qualifying pupil is entitled to a School Choice Scholarship to pay for qualified education expenses at participating nonpublic elementary schools. Requires the principal of each public school to notify custodians of qualifying pupils of the availability of scholarships. Requires custodians to apply to the State Board of Education for a scholarship and provide documentation as to eligibility. Requires the State Board to issue a scholarship to custodians who have made proper application and to honor the scholarship offer.
scholarship when presented for payment by a nonpublic school. Provides for the amount of a scholarship. Provides that the scholarship may be renewed each year through the 8th grade so long as the pupil and custodian remain eligible. Requires the Department of the Lottery to offer a special instant scratch-off game for the funding of scholarships. Provides that the amount received under the program shall not be considered base income for purposes of Illinois’ income tax. Requires the State Board to submit a report to the General Assembly on or before December 31, 2017. Provides criminal penalties for certain violations. Requires the State Board to adopt rules to implement the Act. Repeals the Act on January 1, 2018. Effective immediately.

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**HB 4336**

**Short Description:** HIGH SCHOOL EQUIVALENCY TEST

**House Sponsors**
Rep. Naomi D. Jakobsson-Linda Chapa LaVia-Sandra M. Pihos-Eddie Lee Jackson, Sr., Marcus C. Evans, Jr., Esther Golar, Monique D. Davis, Barbara Wheeler and Emanuel Chris Welch

**Synopsis As Introduced**

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**HB 4339**

**Short Description:** EDUCATION-TECH

**House Sponsors**
Rep. Sara Feignenholtz

**Synopsis As Introduced**
Amends the School Code. Makes a technical change in a Section concerning the School Code’s construction.

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HB 4362

Short Description: EDUCATION-TECH

House Sponsors

Synopsis As Introduced
Amends the School Code. Makes a technical change in a Section concerning the School Code's construction.

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HB 4366

Short Description: EDUCATION-TECH

House Sponsors

Synopsis As Introduced
Amends the Chicago School District Article of the School Code. Makes a technical change in a Section concerning the application of the Article and definitions.

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HB 4367

Short Description: EDUCATION-TECH

House Sponsors

Synopsis As Introduced
Amends the School Code. Makes a technical change in a Section concerning charter schools.

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HB 4380

Short Description: WEDLOCK TO NONMARITAL CHILDREN
House Sponsors
Rep. Natalie A. Manley, Jack D. Franks, Sam Yingling, Frances Ann Hurley, Kathleen Willis, Martin J. Moylan and Deborah Conroy

Senate Sponsors
()

Synopsis As Introduced
Amends the Illinois Pension Code, the School Code, the Illinois Insurance Code, the Health Maintenance Organization Act, the Voluntary Health Services Plans Act, the Illinois Public Aid Code, the Crime Victims Compensation Act, the Illinois Marriage and Dissolution of Marriage Act, the Emancipation of Minors Act, the Adoption Act, the Probate Act of 1975, and the Line of Duty Compensation Act. Replaces references to children born out of wedlock with references to nonmarital children and a reference to children born in wedlock with a reference to marital children. Prohibits the use of the word “nonmarital” in an adoption proceeding.

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<td>Senate</td>
<td>Placed on Calendar Order of First Reading April 8, 2014</td>
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HB 4424

Short Description: SCH CD-EXCUSE PUPILS FROM P.E.

House Sponsors
Rep. Michael W. Tryon-Ron Sandack-Mike Fortner

Synopsis As Introduced
Amends the School Code. Permits a school board to excuse pupils in grades 9 through 12 from engaging in physical education courses if those pupils request to be excused and are enrolled in 2 or more Advanced Placement (AP) courses.

House Committee Amendment No. 1
Replaces everything after the enacting clause. Reinserts the provisions of the bill with the following additions. Permits a school board to excuse pupils in grades 9 through 12 from engaging in physical education courses if those pupils request to be excused and are enrolled in a dual credit course with an institution of higher learning. Permits a school board to excuse pupils in grades 9 through 12 from engaging in physical education courses if those pupils request to be excused in accordance with a Response to Intervention (RTI).

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HB 4426

Short Description: PROP TX-FALLING EAV

House Sponsors

Synopsis As Introduced
Amends the Property Tax Extension Limitation Law in the Property Tax Code. Provides that if (i) the total equalized assessed

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value of all taxable property in the taxing district for the current levy year is less than the total equalized assessed value of all taxable property in the taxing district for the previous levy year, or (ii) the median equalized assessed value of all taxable property in the taxing district for the current levy year and the 2 levy years immediately preceding the current levy year is less than the median equalized assessed value of all taxable property in the taxing district for the 3 levy years immediately preceding that 3-year period, then the extension limitation is (a) 0% or (b) the rate of increase approved by voters (instead of the lesser of 5% or the percentage increase in the Consumer Price Index during the 12-month calendar year preceding the levy year or the rate of increase approved by the voters). Effective immediately.

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HB 4429

Short Description: PROP TX-FALLING EAV

House Sponsors

Synopsis As Introduced
Amends the Property Tax Extension Limitation Law in the Property Tax Code. Provides that, if the total equalized assessed value of all taxable property in the taxing district for the current levy year (excluding new property, recovered tax increment value, and property that is annexed to or disconnected from the taxing district in the current levy year) is less than the total equalized assessed value of all taxable property in the taxing district for the previous levy year, then the extension limitation is (a) 0% or (b) the rate of increase approved by voters (instead of the lesser of 5% or the percentage increase in the Consumer Price Index during the 12-month calendar year preceding the levy year or (b) the rate of increase approved by voters). Provides that a referendum to increase the extension limitation may not be conducted at a general primary or a consolidated primary election. Provides that certain supplemental information must be provided on the referendum ballot. Effective immediately.

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HB 4430

Short Description: PROCUREMENT-INTERGOVERNMENTAL

House Sponsors
Rep. Ron Sandack

Synopsis As Introduced
Amends the Illinois Procurement Code. Provides that contracts of $250,000 or more between (i) the State and its political subdivisions, (ii) the State and other governments, or (iii) State governmental bodies are not exempt from the Code. Effective immediately.

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HB 4432

**Short Description:** EDUCATION-TECH

**House Sponsors**
Rep. Kelly M. Cassidy-Rita Mayfield, Emanuel Chris Welch, Arthur Turner, Greg Harris, Marcus C. Evans, Jr., Maria Antonia Berrios and Elizabeth Hernandez

**Synopsis As Introduced**
Amends the School Code. Makes a technical change in a Section concerning criminal history records checks.

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HB 4437

**Short Description:** OPEN MTGS-NOTIFICATION

**House Sponsors**
Rep. Brad E. Halbrook

**Synopsis As Introduced**
Amends the Open Meetings Act. Deletes a provision which provided that if a notice or agenda is not continuously available for the required period due to actions outside of the control of the public body, then that lack of availability does not invalidate any meeting or action taken at a meeting. Effective immediately.

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HB 4440

**Short Description:** SCH CD-EARLY CHILDHOOD GRANT

**House Sponsors**

**Senate Sponsors**

**Synopsis As Introduced**
Amends the School Code with respect to block grants for school districts other than the Chicago school district. Provides that
not less than 14% (instead of 11%) of the Early Childhood Education Block Grant shall be used to fund programs for children ages 0-3, which percentage shall increase to at least 20% by Fiscal Year 2016 (instead of 2015). Effective July 1, 2014.

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HB 4450

Short Description: PROP TX-LEVY REDUCTION

House Sponsors
Rep. John M. Cabello

Synopsis As Introduced
Amends the Property Tax Code. Provides that, beginning in taxable year 2014 and concluding in taxable year 2018, the county clerk shall reduce the property taxes levied by each taxing district to a level that is not greater than that taxing district's levy in the previous taxable year. Provides that the county clerk may increase or decrease the portion of a total tax levy paid by any individual taxpayer, provided that the increase or decrease in the individual taxpayer's tax bill is based solely on a change in the equalized assessed value of the taxpayer's property. Effective immediately.

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HB 4480

Short Description: SCHOOLS AS POLLING PLACES

House Sponsors

Synopsis As Introduced
Amends the School Code. Provides that if a school board determines that it is infeasible for a school to act as a polling place while enforcing its written and standard policies regarding persons who are not students of nor employed by the school entering the school, the school board shall notify the appropriate officer or board having responsibility for providing polling places for elections that the school may not be used as a polling place. Amends the Election Code. Provides that schools that have asserted the right to not be used as a polling place under the School Code shall not be required to make the school available as a polling place. Effective immediately.

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HB 4492

Short Description: SCH CD-REORGANIZE DIST-APPROP
House Sponsors
Rep. Norine Hammond

Synopsis As Introduced
Amends the Conversion and Formation of School Districts Article of the School Code. Requires the General Assembly to appropriate a sufficient amount each fiscal year to fully fund the payments required to be made under a Section concerning incentives. Effective immediately.

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HB 4493

Short Description: $SUPP-ISBE-DIST CONSOLIDATION

House Sponsors
Rep. Norine Hammond

Synopsis As Introduced
Makes a supplemental appropriation of $400,000 from the General Revenue Fund to the State Board of Education for supplemental payments for district consolidation costs. Effective immediately.

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HB 4496

Short Description: JUV CT-COURT REVIEW

House Sponsors

Senate Sponsors
(Sen. Emil Jones, III)

Synopsis As Introduced
Amends the Juvenile Court Act of 1987. Provides that if the minor is in the custody of the Department of Juvenile Justice, the case plan shall include: (1) information as to the minor's physical, mental, and emotional health condition; (2) summary of the physical and mental health services provided to the minor; (3) unmet physical and mental health and education needs which have been identified by the Department; (4) information as to the Department's efforts to secure post-release placement of the minor after release from the Department; (5) identification of the minor's grade level and educational history, including a determination if the minor has in the past, or is currently receiving special education services; (6) identification of educational goals, educational needs, and identifiable educational problems; and (7) determination as to the need for a case study evaluation. Provides that upon receipt, the court shall review the report and determine whether a hearing would serve the minor's best interests. Provides that when the court has set a hearing on the case plan, the clerk shall mail notice of the hearing to the Director of Juvenile Justice and where the court record includes their last known addresses, to the minor's parents and guardian. Provides that if after receiving
evidence, the court determines that the services contained in the plan are not reasonably calculated to prepare the minor for a successful reentry into the community, the court shall put in writing the factual basis supporting the determination and enter specific findings based on the evidence. Provides that the court also shall enter an order for the Department to develop and implement a new service plan or to implement changes to the current service plan consistent with the court's findings. Provides that the new service plan shall be filed with the court and served on all parties within 45 days of the date of the order. Provides that the court shall continue the matter until the new service plan is filed. Provides that unless otherwise specifically authorized by law, the court may not order specific placements, specific services, or specific service providers to be included in the plan.

House Committee Amendment No. 1
Replaces everything after the enacting clause. Reinserts the provisions of the bill. Provides that the Department of Juvenile Justice shall file updated case plans with the court every 6 months. Provides that the plan shall also be provided to the minor's court appointed guardian ad litem, when the Department has received written notice of the appointment and a copy of the order making the appointment. Provides that when the court record includes last known addresses for the minor's parents and guardian, the Department shall send a notice to the parents or guardian that the plan is available and the Department shall provide the plan to the parents or guardian upon request. Provides that if the minor is in the custody of the Department of Juvenile Justice, the case plan shall: (1) specifically state whether the minor remains in the physical custody of the Department solely because a post-release placement has not been secured; (2) contain a description of the minor's general well-being, including whether any information exists that the minor has been abused or neglected while in the custody of the Department; (3) contain a description of the minor's general well-being, including whether any information exists that the minor has been abused or neglected while in the custody of the Department; and (4) contain a summary of the services provided to the minor to address the minor's physical, mental, and emotional health.

House Committee Amendment No. 2
Provides that the new provisions shall not be construed to authorize violation of the minor's federal and State rights to privacy and confidentiality. Provides that the Department of Juvenile Justice shall adopt rules to ensure that the materials and information contained in the plan do not violate the minor's federal and State rights to privacy and confidentiality and shall establish procedures in which these rights may be expressly waived in writing by the minor or the minor's guardian, if waiver is authorized by law.

House Floor Amendment No. 3
Replaces everything after the enacting clause. Amends the Juvenile Court Act of 1987. Provides that the Department of Juvenile Justice shall file a critical incident report with the court within 10 days of the occurrence of a critical incident involving a youth committed to the Department. Provides that critical incidents are incidents that involve a serious risk to the life, health, or wellbeing of the youth, including, but not limited to, accidents or suicide attempts resulting in serious bodily harm or hospitalization, psychiatric hospitalization, alleged or suspected abuse, or escape or attempted escape from custody. Provides that the report shall contain a brief description of the incident, a summary of the actions the Department took as a result of the incident, and relevant information regarding the youth's current physical, mental, and emotional health. Provides that if the minor is in the physical custody of the Department of Juvenile Justice, the Department shall file updated case plans with the court every 6 months.
HB 4522

Short Description: SCH CD-SCIENCE/MATH PARTNERSHIP

House Sponsors
Rep. Linda Chapa LaVia-Robert W. Pritchard and Stephanie A. Kifowit

Senate Sponsors
(Sen. Linda Holmes and Jim Oberweis)

Synopsis As Introduced
Amends the School Code. Allows 2 or more (instead of 4 or more) contiguous school districts with all or a portion of their territory located within the geographic boundaries of the same municipality to jointly operate, through an institution of higher education located in the municipality, a science and mathematics partnership school for serving some or all of grades kindergarten through 8. Effective immediately.

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HB 4524

Short Description: SCH CD-FOOD ALLERGY DISCLOSURE

House Sponsors
Rep. Silvana Tabares

Synopsis As Introduced
Amends the School Code. Provides that no later than January 1, 2015, each school board shall require that parents identify and disclose any food allergies of the student. Provides that the required disclosures shall be distributed to all relevant school personnel. Further provides that in the case of a life-threatening food allergy, the school shall implement an individualized health care and food allergy action plan for the student. Effective immediately.

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HB 4526

Short Description: PENS CD-TRS-RETURN TO TEACHING

House Sponsors
Rep. Jil Tracy

Synopsis As Introduced
Amends the Downstate Teacher Article of the Illinois Pension Code. In the provision defining "eligible employment" for the
purpose of allowing a teacher to return to teaching in subject shortage areas without impairing his or her retirement status or retirement annuity, changes the ending date of the employment from no later than June 30, 2013 to no later than June 30, 2018. Provides that any benefit increase that results from the amendatory Act is excluded from the definition of "new benefit increase". Amends the State Mandates Act to require implementation without reimbursement by the State. Contains a nonacceleration provision. Effective immediately.

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HB 4527

Short Description:  SCH CD-CHARTER SCH-ENG LEARNER

House Sponsors

Senate Sponsors

Synopsis As Introduced
Amends the Charter Schools Law of the School Code. Requires a charter school to comply with all federal and State laws and rules applicable to public schools that pertain to special education and the instruction of English language learners. Effective immediately.

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HB 4531

Short Description:  NOTICES-ELECTRONIC PUBLICATION

House Sponsors
Rep. Joe Sosnowski

Synopsis As Introduced
Amends the Notice By Publication Act. Provides that whenever a governmental unit is required to provide notice by publication in a newspaper by law, order of court, or contract, the governmental unit may publish the notice on an official government website instead of in a newspaper. Provides conditions concerning the availability and format of the notice web page. Repeals a Section concerning the placement of published notices on a statewide website and makes corresponding changes throughout the Act and in the Newspaper Legal Notice Act. Effective immediately.

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HB 4542

Short Description: SCH CD-HEROIN USE TASK FORCE

House Sponsors
Rep. Natalie A. Manley-Sam Yingling-Frances Ann Hurley-Deborah Conroy-Dennis M. Reboletti, Kathleen Willis, Ron Sandack, Patricia R. Bellock, Sara Feigenholtz, Katherine Cloonen and Jerry F. Costello, II

Senate Sponsors
(Sen. Thomas Cullerton-Julie A. Morrison-Karen McConnaughay-William Delgado-Kyle McCarter, Donne E. Trotter and Sue Rezin)

Synopsis As Introduced
Amends the School Code. Requires the Young Adults Heroin Use Task Force to conduct a study on the heroin use problem in grades 6 through 12 (instead of in high schools); makes related changes. Effective immediately.

Last Action
Date Chamber Action
5/21/2014 House Passed Both Houses

HB 4555

Short Description: AMERICAN-MADE VEHICLES

House Sponsors
Rep. Mike Smiddy-Jerry F. Costello, II, Lawrence M. Walsh, Jr. and Katherine Cloonen

Synopsis As Introduced
Amends the Procurement of Domestic Products Act. Provides that all vehicles purchased or leased by a State agency must have a Vehicle Identification Number indicating that the vehicle was manufactured in the United States. Effective January 1, 2015.

Last Action
Date Chamber Action
3/28/2014 House Rule 19(a) / Re-referred to Rules Committee

HB 4558

Short Description: SCHOOL STUDENT RECORDS-RELEASE

House Sponsors

Synopsis As Introduced
Amends the Illinois School Student Records Act. Provides that the definition of "School Student Record" includes the following information used by or assigned to an individual student: (i) any unique identification number; (ii) any unique user name, other than the student's name itself; and (iii) any other unique information used to identify an individual student. Provides that school student records or information contained in the records may be released, transferred, disclosed, or otherwise disseminated to any person or entity (instead of to any person) for the purpose of research, statistical reporting, planning, audit, or evaluation (instead of for the purpose of research, statistical reporting, or planning). Adds as a condition that the parent or eligible student (defined as a student who has reached 18 years of age) provide prior, specific, dated, written consent designating the person to whom the records may

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be released and, at the time any such consent is requested or obtained, the parent or eligible student is first advised in writing of the specific purpose of the release, transfer, disclosure, or dissemination and has the right to inspect and copy such records, to challenge their contents, and to limit any such consent to designated records or designated portions of the information contained in the records. Provides that a separate, prior, specific, dated, written consent shall be required from the parent or eligible student for each release, transfer, disclosure, or dissemination of school student records or information.

### HB 4569

**Short Description:** COMPT-PETTY CASH

**House Sponsors**
Rep. Robert W. Pritchard

**Senate Sponsors**
(Sen. Dave Syverson)

**Synopsis As Introduced**
Amends the State Comptroller Act. Provides that the Office of the Comptroller shall define reporting requirements and thresholds to be used by State agencies in the Comptroller's Statewide Accounting Management System (SAMS) manual. Amends the State Finance Act. Provides that for purposes of petty cash funds, single transactions shall be limited to amounts less than $100 (currently $50). Effective immediately.

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### HB 4573

**Short Description:** $ISBE-TEXTBOOKS

**House Sponsors**
Rep. Kelly Burke

**Synopsis As Introduced**
Appropriates $12,500,000 from the General Revenue Fund to the State Board of Education for the textbook block grant program, which provides secular textbooks listed for use by the State Board of Education free of charge to any student in the State who is enrolled in any of grades kindergarten through 12 at a public school or at a State-recognized non-public school. Effective July 1, 2014.

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### HB 4583

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Synopsis Report

Short Description: SEC OF STATE-INTERNET POSTING

House Sponsors
Rep. Dwight Kay

Synopsis As Introduced
Amends the Secretary of State Act. Requires the Secretary of State to post all contracts between the State or any State agency and another state or the federal government, or an agency thereof, on the Secretary of State's Internet website. Provides that the information shall include, but is not limited to, the total cost of the agreement, the contracting agency, and the date of expiration of the contract. Requires the Secretary of State to adopt rules to implement this requirement. Effective immediately.

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HB 4591

Short Description: SCH CD-CHARTER SCH-FINANCING

House Sponsors

Senate Sponsors
(Sen. Jacqueline Y. Collins and Donne E. Trotter)

Synopsis As Introduced
Amends the Charter Schools Law of the School Code. Provides that if a charter school dismisses a pupil from the charter school after receiving a quarterly payment from the school district, the charter school shall return to the school district an amount equal to 100% of the school district's per capita student tuition, on a pro rata basis, for the time the student is not enrolled at the charter school. Effective immediately.

House Floor Amendment No. 1
Replaces everything after the enacting clause. Amends the Charter Schools Law of the School Code. Provides that if a charter school dismisses a pupil from the charter school after receiving a quarterly payment from the school district, the charter school shall return to the school district, on a quarterly basis, the prorated portion of public funding provided for the education of that pupil for the time the student is not enrolled at the charter school. Provides that if a pupil transfers to a charter school between quarterly payments, the school district shall provide, on a quarterly basis, a prorated portion of the public funding to the charter school to provide for the education of that pupil. Effective immediately.

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HB 4603

Short Description: STATE INSURANCE-ENROLLMENT
House Sponsors

Synopsis As Introduced
Amends the State Employees Group Insurance Act of 1971. Sets forth provisions regarding health benefits for TRS benefit recipients, TRS dependent beneficiaries, community college benefit recipients, and community college dependent beneficiaries. Permits eligible benefit recipients and dependent beneficiaries to elect not to participate in the program of health benefits during the benefit recipient's annual open enrollment period. Permits a benefit recipient and the dependent beneficiary to re-enroll in the Department of Central Management Services program of health benefits upon showing a qualifying change in status without evidence of insurability and with no limitations on coverage for pre-existing conditions, provided that there was not a break in coverage of more than 63 days. Permits a benefit recipient and the dependent beneficiary who elected not to participate in the program of health benefits to re-enroll in the program of health benefits during any annual benefit choice period, without evidence of insurability. Provides that benefit recipients who elect not to participate in the program of health benefits shall be furnished with a written explanation of the requirements and limitations for the election not to participate in the program and for re-enrolling in the program. Further provides that the Director shall not limit re-enrollment in a manner that is inconsistent with this amendatory Act. Makes other technical changes. Effective immediately.

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HB 4612

Short Description: SCH CD-TRANS-COTERMINOUS DIST

House Sponsors
Rep. Ron Sandack and Linda Chapa LaVia

Senate Sponsors
(Sen. Kwame Raoul-Karen McConnaughay)

Synopsis As Introduced
Amends the Transportation Article of the School Code. Provides that any 2 or more school districts that share the same boundaries may combine transportation activities to achieve savings to these school districts as well as this State. Provides that for any school districts electing to combine such transportation, the State Board of Education shall reimburse the school districts in an amount in addition to any other transportation reimbursement or other moneys owed to the school districts. Sets forth provisions concerning calculating the reimbursement, dividing the reimbursement, entering into contracts, and applying for reimbursement. Effective July 1, 2014.

House Floor Amendment No. 3
Replaces everything after the enacting clause. Amends the Transportation Article of the School Code. Requires the State Board of Education to study shared services contracts in current student transportation in this State, as well as the opportunity for increased savings for future shared services contracts, and report its findings to the General Assembly on or before January 1, 2015. Requires the study to look at school districts that have entered into shared services contracts for student transportation and to examine school districts with shared boundaries and apply examples of savings that a school district could save if it entered into a shared services contract. Provides that the State Board need not examine school districts on a statewide basis, but may use individual representative examples in completing this study. Repeals these provisions on January 1, 2016. Effective immediately.

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HB 4616

Short Description: SCH CD-FIRE PREV SAFETY FUND

House Sponsors
Rep. John D. Cavaletto-Donald L. Moffitt

Senate Sponsors
(Sen. Andy Manar, Jason A. Barickman and David S. Luechtefeld-Jennifer Bertino-Tarrant)

Synopsis As Introduced
Amends the School Code. Allows a school board to use remaining funds on hand in the Fire Prevention and Safety Fund for required safety inspections. Effective immediately.

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HB 4655

Short Description: SCH CD-STUDENT DISCIPLINE

House Sponsors

Synopsis As Introduced
Amends the School Code with respect to the suspension and expulsion of pupils. Provides for the expulsion of pupils by removing a pupil from a school or educational setting for a period of more than 10 school days for posing a significant threat of imminent serious harm to other pupils or to staff (instead of providing for the expulsion of pupils guilty of gross disobedience or misconduct). Provides for the suspension of pupils by removing a pupil from a school or educational setting for a period of not more than 10 days for a serious act of misconduct (instead of providing for the suspension of pupils guilty of gross disobedience or misconduct); makes related changes. Sets forth limitations on out-of-school suspensions. Requires behavioral support services and alternative educational services to be provided to certain students. Provides that, unless otherwise required by statute for a specific criminal offense, a student may not be arrested or otherwise cited for a criminal offense committed during school hours while on school grounds, in a school vehicle, or at a school activity or school-sanctioned event unless the offense constitutes a felony or the student has committed an identical offense within the preceding 6 months. Requires reports to be made for certain incidents. Provides that students may not be counseled by any school employee to leave school voluntarily in order to avoid formal disciplinary proceedings or because of any other disciplinary concerns. Provides that a student may not be issued a monetary fine or fee as a disciplinary consequence. Provides for charter school and alternative school application.

House Committee Amendment No. 1
Replaces everything after the enacting clause. Amends the School Code. Makes changes concerning student discipline policies and the parent-teacher advisory committee, the creation of memoranda of understanding with local law enforcement agencies that clearly define law enforcement's role in schools, the actions for which a student may be expelled, what an expulsion order must include, the actions for which a student may be suspended, the duration of a suspension from riding the school bus, what a suspension order must include, the use of school exclusions by school officials, a prohibition on zero-tolerance policies, when out-of-school suspensions of 3 days or less may be used, when out-of-school suspensions of longer than 3 days may be used, when expulsions and disciplinary removals to alternative schools may be used, the provision of appropriation behavioral support services, the continuation of educational services for suspended or expelled students, professional development on the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, and developmentally appropriate disciplinary methods that promote positive and healthy school climates, a prohibition on a student being arrested or otherwise cited for a criminal offense committed during school hours while on school grounds, in school vehicles, or at school activities or school-sanctioned events unless certain offenses are involved, school
employees and officials retaining their authority and discretion under existing law to address situations through the existing school
discipline structure, a written report for all incidents resulting in an out-of-school suspension longer than 3 days, expulsion, removal
to an alternative setting, school-based arrest, or school-based criminal citation, a prohibition on school officials advising or
encouraging students to disenroll from school voluntarily due to behavioral or academic difficulties, and a prohibition on issuing a
monetary fine or fee as a disciplinary consequence. Effective immediately.

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**HB 4656**

**Short Description:** LOCAL GOVT-BILL APPROVAL

**House Sponsors**
Rep. Al Riley

**Synopsis As Introduced**
Amends the Local Government Prompt Payment Act. Provides that the appropriate local governmental official or agency
receiving goods or services must approve or disapprove a bill from a vendor or contractor within 35 days (currently, 30 days) after
the receipt of such bill or within 35 days (currently, 30 days) after the date on which the goods or services were received.

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**HB 4670**

**Short Description:** EDUCATION SAVINGS ACCOUNT PROG

**House Sponsors**
Rep. Thomas Morrison

**Synopsis As Introduced**
Creates the Education Savings Account Act. Requires the State Board of Education to create the Education Savings Account
Program. Provides that a parent of an eligible student (defined as any elementary or secondary student who was eligible to attend a
public school in this State in the preceding semester or is starting school in this State for the first time and who is a member of a
household whose total annual income does not exceed an amount equal to 2.5 times the income standard used to qualify for a free
or reduced-price lunch under the national free or reduced-price lunch program) shall qualify for the State Board to make a grant to
his or her child's Education Savings Account by signing an agreement. Requires the State Board to deposit into an Education
Savings Account some or all of the State aid under the State aid formula provisions of the School Code that would otherwise have
been provided to the resident school district for the eligible student had the student enrolled in the resident school district. Provides
that parents participating in the Program shall agree to use the funds deposited in their eligible students' accounts for certain
qualifying expenses to educate the eligible student. Sets forth provisions concerning the calculation of grant amounts and other
basic elements of the Program, administration of the Program, accountability standards for participating schools, and the
responsibilities of the State Board and resident school districts.

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HB 4671

Short Description: SCH CD-EXEMPT P.E.-SHOW CHOIR

House Sponsors
Rep. Ron Sandack

Synopsis As Introduced
Amends the School Code. Authorizes a school board to excuse pupils enrolled in grades 9 through 12 (currently 11 through 12) from engaging in physical education courses for participation in an interscholastic athletic program or to enroll in certain academic classes. Permits a school board to excuse pupils in grades 9 through 12 enrolled in a show choir program for credit from participating in physical education courses upon request of the pupil.

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HB 4676

Short Description: HUMAN RIGHTS-ARREST RECORDS

House Sponsors
Rep. Ron Sandack

Synopsis As Introduced
Amends the Illinois Human Rights Act. Provides that the prohibition against the use of the fact of an arrest in making employment decisions shall not be construed to apply to inquiries regarding arrests for which criminal charges are pending at the time of the inquiry.

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HB 4680

Short Description: SCH CD-MAXIMUM TAX RATE

House Sponsors
Rep. Robert W. Pritchard

Synopsis As Introduced
Amends the School Code. Provides that no elementary or high school district established pursuant to the Conversion and Formation of School Districts Article may levy taxes for educational purposes at a rate greater than 2.0% of the value as equalized or assessed by the Department of Revenue or for operations and maintenance purposes at a rate greater than 0.375% of the value as equalized or assessed by the Department of Revenue. Provides that in districts maintaining grades 1 through 8 or grades 9 through 12, the maximum rate for educational purposes shall not exceed 3.5% of the value as equalized or assessed by the Department of Revenue for taxes levied for 2015 or prior years, shall not exceed 3.2% for taxes levied for 2016, shall not exceed...
2.9% for taxes levied for 2017, shall not exceed 2.6% for taxes levied for 2018, shall not exceed 2.3% for taxes levied for 2019, and shall not exceed 2.0% for taxes levied for 2020 or thereafter (now, the maximum rate is 3.5%). Provides that in districts maintaining grades 1 through 8 or grades 9 through 12, the maximum rate for operations and maintenance purposes shall not exceed 0.55% for taxes levied for 2015 or prior years, shall not exceed 0.475% for taxes levied for 2016, shall not exceed 0.45% for taxes levied for 2017, shall not exceed 0.425% for taxes levied for 2018, shall not exceed 0.40% for taxes levied for 2019, and shall not exceed 0.375% for taxes levied for 2020 or thereafter (now, the maximum rate is 0.55%).

House Committee Amendment No. 1
Replaces everything after the enacting clause. Amends the School Code. Provides that the combined maximum annual authorized tax rate for both grade K through 8 and grade 9 through 12 educational purposes included in the petition to establish a combined high school - unit district shall not exceed 7.0% (instead of 4.0%), and the combined rate for both grade K through 8 and grade 9 through 12 operations and maintenance purposes shall not exceed 1.10% (instead of 0.75%). Provides that the combined maximum annual authorized tax rate for both grade K through 8 and grade 9 through 12 educational purposes included in the petition to establish an optional elementary unit district shall not exceed 7.0% (instead of 4.0%), and the combined rate for both grade K through 8 and grade 9 through 12 operations and maintenance purposes shall not exceed 1.10% (instead of 0.75%). In provisions allowing the school board in any district having a population of less than 500,000 inhabitants to cause a proposition to increase the annual tax rate for educational purposes or for operations and maintenance purposes to be submitted to the voters of the district at a regular scheduled election, provides that in districts maintaining grades 1 through 12 the maximum rate for educational purposes shall not exceed 7.00% (instead of 4.00%) of the value as equalized or assessed by the Department of Revenue and the maximum rate for operations and maintenance purposes shall not exceed 1.10% (instead of .75%). Removes provisions concerning the maximum tax rate for educational purposes and for operations and maintenance purposes with respect to a single elementary district and a secondary district having boundaries that are coterminous forming a community unit district and a unit district being established from an elementary district or districts and a high school district.

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HB 4696
Short Description: EDUCATION-TECH

House Sponsors
Rep. Cynthia Soto

Synopsis As Introduced
Amends the School Code. Makes a technical change in a Section concerning the State Board of Education.

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HB 4710
Short Description: EDUCATION-TECH

House Sponsors
Rep. Cynthia Soto

Synopsis As Introduced
Amends the School Code. Makes a technical change in a Section concerning the School Code’s construction.
HB 4737

Short Description: EDUCATION-TECH

House Sponsors
Rep. Barbara Flynn Currie

Synopsis As Introduced
Amends the School Code. Makes a technical change in a Section concerning block grants for school districts other than the Chicago school district.

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HB 4738

Short Description: EDUCATION-TECH

House Sponsors
Rep. Barbara Flynn Currie

Synopsis As Introduced
Amends the School Code. Makes a technical change in a Section concerning the evaluation of certified employees.

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HB 4739

Short Description: PLACEMENT-CHILDREN

House Sponsors
Rep. Sara Feigenholtz

Synopsis As Introduced
Creates the Voluntary Placement for Children with Serious Mental Illnesses or Developmental Disabilities Act. Provides that the Department of Children and Family Services, the Division of Mental Health within the Department of Human Services, the Division of Developmental Disabilities within the Department of Human Services, and the Department of Healthcare and Family Services shall enter into an interagency agreement, the purpose of which is to prevent children in psychiatric lock-out from entering the child welfare system for a time-limited, out-of-home placement for treatment of the child's serious mental illness, serious emotional
disturbance, or developmental disability when there is no evidence of abuse or neglect of the child, and place the child in a time-limited out-of-home placement under the most appropriate State agency. Provides that the Department of Children and Family Services shall establish a voluntary placement program, in which a child is voluntarily placed into the care of the Department of Children and Family Services under a voluntary placement agreement for the purpose of out-of-home placement of the child for the treatment of a serious mental illness, serious emotional disturbance, or developmental disability. Provides that the out-of-home placement may not exceed 180 days without juvenile court approval. Provides that the Department of Children and Family Services shall refer all cases voluntarily placed under the Act to the Community and Residential Services Authority for review as soon as the child is voluntarily placed to enable the Authority to annually review why cases were voluntarily placed in the Department of Children and Family Services rather than routed to a more appropriate agency for treating the child's disability.

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### HB 4746

**Short Description:** ETHICS-EIG-SUMMARY REPORT

**House Sponsors**

Rep. Fred Crespo

**Synopsis As Introduced**

Amends the State Officials and Employees Ethics Act. Provides that within 60 days after receipt of a summary report and response from the ultimate jurisdictional authority or agency head, if the conduct at issue in the report resulted in a suspension of at least 3 days or termination of employment, or if an Executive Inspector General determines that the conduct at issue in the report resulted in the loss of public funds in an amount of $5,000 or more, the Executive Ethics Commission shall make available to the public the report and response or a redacted version of the report and response. Further provides that the Commission shall redact information in the summary report that may reveal the identity of witnesses, complainants, or informants or if the Commission determines that the identity of any person named in the report is unnecessary. Effective January 1, 2015.

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### HB 4747

**Short Description:** ETHICS-DISCLOSE INVESTIGATION

**House Sponsors**

Rep. Fred Crespo and Kay Hatcher

**Synopsis As Introduced**

Amends the State Officials and Employees Ethics Act. Provides that investigatory files and reports of the Office of an Executive Inspector General may be divulged to the head of the State agency affected by or involved in the investigation when an Executive Inspector General determines that it involves a risk to public safety or is in the best interest of the State. Effective January 1, 2015.

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HB 4764

**Short Description:**  E-VERIFY REQUIRE EMPLOYER

**House Sponsors**
Rep. Adam Brown

**Synopsis As Introduced**
Amends the Right to Privacy in the Workplace Act. Requires every employer, after hiring an employee, to verify the employment eligibility of the employee through the E-Verify program. Provides that, in addition to any other requirement for an employer to receive a grant, loan, or performance-based incentive from any government entity, the employer shall register with and participate in the E-Verify program. Provides that before receiving the economic development incentive, the employer shall provide proof to the government entity that the employer is registered with and is participating in the E-Verify program. Provides that the State, its political subdivisions, and units of local government, including home rule units, shall require each employer to use an Employment Eligibility Verification System as a condition of receiving a government contract or a business license.

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HB 4766

**Short Description:**  CTY CD-SCHOOL FACILITY TAX

**House Sponsors**
Rep. John M. Cabello

**Synopsis As Introduced**
Amends the Counties Code. Modifies the format of the referendum question for counties seeking to impose a school facility occupation tax to include a brief description of the project for which the revenue from the tax will be used and a definite period of time during which the tax will be imposed.

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HB 4767

**Short Description:**  SCH CD-ALTERNATIVE CERT-EXTEND

**House Sponsors**
Rep. Linda Chapa LaVia

**Senate Sponsors**
(Sen. Daniel Biss)

**Synopsis As Introduced**
Amends the Teacher Certification Article of the School Code. With respect to a Section concerning Alternative Route to
Teacher Certification programs, makes changes to provide that (i) no one may be admitted to an alternative certification program after September 1, 2014, and those alternative certification candidates who are admitted on or before September 1, 2014 must complete their coursework before January 1, 2016 and be entitled to certification on or before September 30, 2016; (ii) an alternative certification program shall provide the State Board of Education with the names of the candidates who will be eligible for certification; and (iii) the Section is repealed on January 1, 2017. Effective immediately.

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HB 4768

Short Description: EDUCATION-TECH

House Sponsors
Rep. Linda Chapa LaVia

Synopsis As Introduced
Amends the School Code. Makes a technical change in a Section concerning the Department of Juvenile Justice School District.

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HB 4773

Short Description: DCFS YOUTH ADVISORY BOARD ACT

House Sponsors

Senate Sponsors
(Sen. Mattie Hunter)

Synopsis As Introduced
Creates the Department of Children and Family Services’ Statewide Youth Advisory Board Act. Requires the Department of Children and Family Services to convene and maintain a Statewide Youth Advisory Board and regional youth advisory boards. Provides that each regional youth advisory board shall work with the Department or its designee to determine how to best provide services to current and former youth in foster care living within each of the regions; and that the Statewide Youth Advisory Board shall advise the Department and the General Assembly with respect to all matters involving or affecting current and former youth in foster care. Sets forth the responsibilities of the Statewide Youth Advisory Board. Contains provisions concerning membership, meetings, operations, and reporting requirements. Provides that meetings of the Statewide Youth Advisory Board and the regional youth advisory boards shall be closed to the public and shall not be subject to the Open Meetings Act. Provides that records and information provided to and maintained by the Statewide Youth Advisory Board and the regional youth advisory boards shall be confidential and not subject to the Freedom of Information Act. Amends the Open Meetings Act and the Freedom of Information Act to exclude the Statewide Youth Advisory Board and the regional youth advisory boards from the definition of "public body".

House Committee Amendment No. 1
Provides that the Department of Children and Family Services shall not provide a Statewide Youth Advisory Board or a regional youth advisory board with any records or information that a public body may withhold or redact pursuant to a specified provision of
the Freedom of Information Act. Provides that records and information "produced by" the Statewide Youth Advisory Board and each regional youth advisory board, "except a specified report submitted to the General Assembly", shall be confidential and not subject to the Freedom of Information Act (rather than records and information provided to and maintained by the Statewide Youth Advisory Board and each regional youth advisory board shall be confidential and not subject to the Freedom of Information Act).

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HB 4775

Short Description:  SCH CD-SUSPEND/EXPEL STUDENT

House Sponsors
Rep. Jay Hoffman

Senate Sponsors
(Sen. John J. Cullerton-Kimberly A. Lightford)

Synopsis As Introduced

Amends the School Code. Allows a school board to suspend or authorize the superintendent of the district or the principal, assistant principal, or dean of students of a school to suspend a student for a period not to exceed 10 school days or to expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case-by-case basis, if the student has been charged with a violent felony and the charges are pending or if the student has been convicted of a violent felony. Defines "violent felony". Effective immediately.

House Committee Amendment No. 1

Replaces everything after the enacting clause. Amends the School Code. In addition to a school board's power to expel or suspend a student found guilty of gross disobedience or misconduct, allows a school board to suspend or authorize the superintendent of the district or the principal, assistant principal, or dean of students of a school to suspend a student for a period not to exceed 10 school days or to expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case-by-case basis, if (i) the student has been charged with a violent felony or convicted of a violent felony and (ii) the board or, as authorized by board policy, the superintendent of the district or the principal, assistant principal, or dean of students of the school determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. Defines "violent felony". Provides that if the charge has been dropped or the student has been found not guilty, the student may be fully reinstated in school. Effective immediately.

House Floor Amendment No. 3

Replaces everything after the enacting clause. Reinserts the provisions of House Amendment No. 1 with changes. Allows a school board to suspend or authorize the superintendent of the district or the principal, assistant principal, or dean of students of a school to suspend a student for a period not to exceed 10 school days or to expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case-by-case basis, if (i) the student has been convicted of (rather than charged with) a violent felony and (ii) the board or, as authorized by board policy, the superintendent of the district or the principal, assistant principal, or dean of students of the school determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. Provides that the board may also authorize the superintendent of the district to immediately refer or transfer the student to another attendance center or alternative school if the student has been charged with a violent felony. Effective immediately.

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HB 4791

Short Description: SCH CD-SPECIAL ED-PROVIDR-RATE

House Sponsors
Rep. Elaine Nekritz

Synopsis As Introduced
Amends the Children with Disabilities Article of the School Code. Requires the Illinois Purchased Care Review Board to approve the usual and customary rate or rates of a special education program that (i) is offered by an out-of-state, non-public provider of integrated autism specific educational and autism specific residential services, (ii) offers 2 or more levels of residential care, including at least one locked facility, and (iii) serves 12 or fewer Illinois students. Effective immediately.

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HB 5286

Short Description: SCH CD-PRINCIPAL ENDORSEMENT

House Sponsors
Rep. Mike Bost

Senate Sponsors
(Sen. Jennifer Bertino-Tarrant-Christine Radogno, David S. Luechtedf, William Delgado and Sue Rezin)

Synopsis As Introduced
Amends the School Code. Provides that 4 years of working in the capacity of school support personnel shall be counted towards a principal endorsement for a Professional Educator License. Effective immediately.

House Committee Amendment No. 1
Replaces everything after the enacting clause. Reinserts the provisions of the bill, except provides that 4 years of working in the capacity of school support personnel shall be counted towards a principal endorsement for a Professional Educator License until June 30, 2019. Effective immediately.

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HB 5309

Short Description: INS CD-INTERPRETER SRVCS

House Sponsors
Rep. Laura Fine

Synopsis As Introduced
Amends the Illinois Insurance Code. Provides that a group or individual policy of accident and health insurance or managed
care plan shall include coverage for foreign language interpretation services and sign language interpreter services within the context of the provision of health care. Makes conforming changes in the State Employees Group Insurance Act of 1971, the Counties Code, the Illinois Municipal Code, the School Code, the Health Maintenance Organization Act, the Limited Health Service Organization Act, and the Voluntary Health Services Plans Act.

### HB 5313

**Short Description:** TELEHEALTH ACT-COVERAGE

**House Sponsors**
Rep. Sara Feigenholtz and Brandon W. Phelps

**Synopsis As Introduced**

Creates the Telehealth Act. Provides that telehealth services consist of (1) the provision of services and the mode of delivering health care services, including, but not limited to, primary care, counseling, psychiatry, emergency care, and specialty care and public health services via information and communication technologies, including, but not limited to, remote patient monitoring, to facilitate the examination, assessment, diagnosis, consultation, treatment, education, care management, and self-management of a patient's health care while the patient is at the originating site and the health care provider is at a distant site and (2) as it relates to the delivery of health care, mental health care, or substance use disorder treatment, the use of interactive audio, video, or other telecommunications or electronic technology by a health care provider to deliver a health care service within the scope of practice of the health care provider from the distant site to the originating site at which the patient is located. Sets forth the requirements for the delivery of telehealth services and telepsychiatry services. Amends the Illinois Insurance Code, the State Employees Group Insurance Act of 1971, the Counties Code, the Illinois Municipal Code, the School Code, the Health Maintenance Organization Act, the Limited Health Service Organization Act, and the Voluntary Health Services Plans Act to provide that health care plans and policies must provide coverage for telehealth services, including primary care, counseling, psychiatry, emergency care, and specialty care as set forth in the Illinois Insurance Code and as otherwise set forth in the Telehealth Act. Sets forth requirements concerning the coverage of telehealth services.

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### HB 5328

**Short Description:** SCH CD-LOCAL SCHOOL COUNCILS

**House Sponsors**

**Synopsis As Introduced**

Amends the School Code. Requires the revised School Improvement Plan for a school that is initially placed on academic watch status after a fourth annual calculation or that remains on academic watch status after a fifth annual calculation to be approved by the school board and by the school's local school council, if applicable. Provides that a charter school operating within the City of Chicago shall be administered by a local school council. Provides that a local school council shall be established for each attendance center within the Chicago Public School district. Provides that in each attendance center enrolling students in 7th or 8th grade, one full-time student member shall be appointed, although no attendance center shall have more than one student.
Requires a supermajority of 8 votes by the local school council to veto any action proposed or approved regarding certain schools placed on probation and intervention actions by the Chicago Schools Academic Accountability Council. Provides that the board of education shall provide $2,500 annually to each local school council for the purposes of training and to procure reasonable and necessary office equipment and supplies as each local school council sees fit. Creates the LSC Certification Commission to provide fundamental training to members of local school councils and certify each member and sets forth its composition. Sets forth a mandatory training program for local school council members. Provides that the LSC Certification Commission may request and, upon such request, the board of education shall budget and distribute such funds as are equal to the total allocations for the certification of local school council members in the year immediately prior. Makes other changes. Effective immediately.

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HB 5330

Short Description: SCH CD-ASSESSMENT REVIEW COMM

House Sponsors
Rep. Linda Chapa LaVia-Sandra M. Pihos and Monique D. Davis

Senate Sponsors
(Sen. Kimberly A. Lightford, Sue Rezin and Steven M. Landek)

Synopsis As Introduced
Amends the School Code. Requires the State Superintendent of Education to appoint a committee to review the tests administered by the State Board of Education and national, statewide, and local assessments administered by school districts. Sets forth the membership of the committee and the issues that the committee must review. Requires the committee to annually report and make recommendations to the State Superintendent of Education and the General Assembly. Requires the reports to be posted on the State Board's Internet website and to be available for public review. Effective July 1, 2014.

House Committee Amendment No. 1
Makes changes concerning the membership of the committee. Requires the State Board of Education to provide administrative and other support to the committee.

House Floor Amendment No. 4
Replaces everything after the enacting clause. Amends the School Code. Requires the State Superintendent of Education to appoint a task force to review standardized assessments. Sets forth the membership of the task force, how often the task force must meet, which school districts must be reviewed, and what the task force must review. Requires the State Board of Education to provide administrative support to the task force. Provides that the task force shall report its findings to the Governor and General Assembly no later than May 31, 2015, and, upon filing its report, the task force is dissolved. Repeals these provisions on June 1, 2015. Effective July 1, 2014.

Senate Floor Amendment No. 1
Adds members to the task force.

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HB 5332

Short Description: SCH CD-SPECIAL ED CLASS SIZE
House Sponsors
Rep. Monique D. Davis

Synopsis As Introduced
Amends the Children with Disabilities Article of the School Code. Provides that if a student's individualized educational program (IEP) calls for services in a general education classroom, the student must be served in a class that is composed of students of whom at least 70% are without IEPs, that utilizes the general curriculum, that is taught by an instructor certified for general education, and that is not designated as a general remedial classroom. Provides that, in the formation of special education classes, consideration shall be given to the age of the students, the nature and severity of their disabilities, the educational needs of the students, and the degree of intervention necessary, subject to specified maximum class size limitations. Provides that, notwithstanding these class size limitations, class size shall be limited according to the needs of the students for individualized instruction and services. Provides that the maximum class sizes shall, if necessary, be further restricted at the local level to account for the activities and services in which the affected educators participate. Removes language that requires the State Board of Education to include a class size limitation in its standards and rules. Makes a related change.

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HB 5333

Short Description: SCH CD-BLACK HISTORY-REPORT

House Sponsors
Rep. Monique D. Davis-Esther Golar-Mary E. Flowers-Marcus C. Evans, Jr.-Elgie R. Sims, Jr., Eddie Lee Jackson, Sr. and Camille Y. Lilly

Senate Sponsors
(Sen. Kimberly A. Lightford-Toi W. Hutchinson-Andy Manar-Jacqueline Y. Collins)

Synopsis As Introduced
Amends the School Code. Requires a school district, at the end of each school year, to file a report with the State Board of Education that summarizes each school's instruction on Black History for that school year. Provides that, on or before August 1 of each year, the State Board of Education shall compile these reports into a statewide report and file the statewide report with the General Assembly.

Senate Committee Amendment No. 1

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HB 5374

Short Description: EDUCATION-TECH
House Sponsors
Rep. Luis Arroyo

Synopsis As Introduced
Amends the Chicago School District Article of the School Code. Makes a technical change in a Section concerning the application of the Article and definitions.

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HB 5393

Short Description: SCH CD-TEACHING EXCELLENCE PRO

House Sponsors
Rep. Emily McAsey-Robert W. Pritchard-Esther Golar

Senate Sponsors
(Sen. Melinda Bush and William Delgado)

Synopsis As Introduced
Amends the Educator Licensure Article of the School Code with respect to the Illinois Teaching Excellence Program. Removes language that provides that the monetary assistance and incentives that qualified educators are eligible for must be based on outlined priorities; makes related changes. Removes from monetary assistance the fee for the National Board for Professional Teaching Standards' Take One! for up to 500 qualified educators. Adds, as monetary assistance, a maximum of $1,000 towards the National Board for Professional Teaching Standards' renewal application fee. Removes the annual incentive equal to $1,500 paid to each qualified educator who holds both a National Board for Professional Teaching Standards designation and a current corresponding certificate issued by the National Board for Professional Teaching Standards, who is employed in a school district, and who agrees, in writing, to provide 30 hours of mentoring or National Board for Professional Teaching Standards professional development or both during the school year to teachers or school counselors in a poverty or low-performing school. Provides that funds must be dispersed on a first-come, first-serve basis, with priority given to poverty or low-performing schools. Removes language requiring mentoring to include mentoring of National Board for Professional Teaching Standards Take One! participants. Provides that funds may be used for instructional leadership training for qualified educators interested in supporting implementation of the Illinois Learning Standards or teaching and learning priorities of the State Board of Education or both. Effective July 1, 2014.

House Committee Amendment No. 1
Replaces everything after the enacting clause. Reinserts the provisions of the bill but partially restores current law to provide that specified monetary assistance and incentives for which qualified educators are eligible may be made only when there are adequate funds available. Effective July 1, 2014.

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HB 5397

Short Description: SCH CD-PHYSICAL FITNESS REPORT

House Sponsors
Rep. Rita Mayfield, Linda Chapa LaVia, Monique D. Davis and Camille Y. Lilly
Senate Sponsors
(Sen. William Delgado-Don Harmon-Ira I. Silverstein and Michael E. Hastings)

Synopsis As Introduced
Amends the School Code. Provides that the State Board of Education shall require all schools under its jurisdiction to use, during the 2016-2017 school year and every school year thereafter, the FITNESSGRAM physical fitness assessment and report fitness information to the State Board of Education to assess student fitness indicators. Requires schools to integrate health-related fitness testing into the curriculum as an instructional tool, except in the early elementary grades. Provides that the testing shall be used to teach students how to assess their fitness levels, set goals for improvement, and monitor progress in reaching their goals. Provides that on or before October 1, 2014, the State Superintendent of Education shall appoint a 15-member stakeholder and expert task force that will make recommendations to the State Board of Education. Requires the task force to submit its recommendations on physical fitness assessment on or before April 1, 2015 and the State Board of Education to use the recommendations to adopt rules for the implementation of physical fitness assessments by each school on or before October 1, 2015. Provides that on or before September 1, 2016, the State Board of Education shall develop a system for collecting and reporting the aggregated fitness information from the physical fitness assessments. Effective immediately.

House Committee Amendment No. 1
Replaces the preamble and everything after the enacting clause. Amends the School Code. Provides that the State Board of Education shall require all public schools to use, during the 2016-2017 school year and every school year thereafter, a physical fitness assessment and report fitness information to the State Board of Education to assess student fitness indicators. Requires public schools to integrate health-related fitness testing into the curriculum as an instructional tool, except in the early elementary grades. Sets forth testing requirements. Provides that on or before October 1, 2014, the State Superintendent of Education shall appoint a 15-member stakeholder and expert task force to make certain recommendations to the State Board of Education. Requires the task force to submit its recommendations on or before April 1, 2015 and, on or before October 1, 2015, the State Board of Education to use the recommendations to adopt rules for the implementation of physical fitness assessments by each public school. Provides that on or before September 1, 2016, the State Board of Education shall develop a system for collecting and reporting the aggregated fitness information from the physical fitness assessments. Allows school districts to report the aggregate findings of physical fitness assessments by grade level and school to parents and others through typical communication channels. Effective immediately.

Senate Floor Amendment No. 1
Reinserts the provisions of the engrossed bill with the following changes. Provides that beginning with the 2016-2017 school year and every school year thereafter, the State Board of Education shall require all public schools to use a scientifically-based, health-related physical fitness assessment for grades 3 through 12 (rather than just requiring all public schools to use, during the 2016-2017 school year and every school year thereafter, a physical fitness assessment) and periodically report fitness information to the State Board of Education to assess student fitness indicators. Provides that public schools shall integrate health-related fitness testing into the curriculum as an instructional tool, except in grades before the 3rd grade (rather than except in the early elementary grades). Provides that fitness scores shall not be used for grading students or evaluating teachers. Makes changes to the recommendations that the task force shall make to the State Board of Education. Provides that the task force may also recommend methods (rather than protocols) for assessing student progress on State Goals 19 and 21 through 24 of the Illinois Learning Standards for Physical Development and Health. Provides that on or before December 31, 2015 (rather than October 1, 2015), the State Board of Education shall use the recommendations of the task force to adopt rules for the implementation of physical fitness assessments by each public school for the 2016-2017 school year and every school year thereafter. Provides that districts may also provide individual fitness assessment reports to students' parents. Makes other changes.

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HB 5417
Short Description: ST BD ED-REPEAL

House Sponsors
Rep. Dan Brady

Synopsis As Introduced
Creates the Education Streamlining Initiative Act. Contains only a short title provision. Amends the School Code to repeal the State Board of Education Article.

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HB 5423

Short Description: EDUCATION-TECH

House Sponsors
Rep. Cynthia Soto

Synopsis As Introduced
Amends the Chicago School District Article of the School Code. Makes a technical change in a Section concerning the application of the Article and definitions.

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HB 5430

Short Description: SCH CD-SUMMER SCHOOL-NO CHARGE

House Sponsors
Rep. Mary E. Flowers

Synopsis As Introduced
Amends the School Code. Provides that a school board may not charge for providing courses during that period of the calendar year not embraced within the regular school term in subject matters normally embraced in the program of the schools during the regular school term.

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HB 5431

Short Description: ONLINE CONCUSSION CERTIFICATE

House Sponsors
Rep. Carol A. Sente-John D'Amico-Linda Chapa LaVia-Sandra M. Pihos-Marcus C. Evans, Jr., Elaine Nekritz, Camille Y. Lilly,
Synopsis As Introduced
Amends the Interscholastic Athletic Organization Act. Provides that 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 shall develop an online certification for high school coaching personnel and athletic directors in concussion awareness and reduction of repetitive sub-concussive hits and concussions. Provides that on and after the effective date of the amendatory Act, online concussion certification is mandatory for all high school coaching personnel, including the head and assistant coaches, and the athletic directors. Sets forth provisions governing certification requirements for coaching personnel and athletic directors hired before and after the effective date of the amendatory Act. Provides that the mandatory online certification program content shall be updated annually and include a video, and sets forth the topics of focus. Further provides that to pass the concussion certification, coaching personnel and athletic directors shall review the association's online material and demonstrate proficiency on the test developed by the association. Requires the certification to be renewed every 2 years. Provides that high school coaching personnel and athletic directors shall annually require their student athletes to watch the video in the online concussion certification program to increase athlete awareness of the risk of concussion and sub-concussive hits to the head. Provides that high school coaching personnel shall encourage coaches of youth sports organizations to consider this certification. Effective immediately.

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HB 5447

Short Description: CRIM CD-EAVESDROPPING EXEMPT

House Sponsors

Synopsis As Introduced
Amends the Criminal Code of 2012. Exempts from the provisions of the Eavesdropping Article of the Code, using an eavesdropping device for the purposes provided in an individualized educational program ("IEP") or as a reasonable accommodation under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990. Effective immediately.

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HB 5448

Short Description: STATE EMPLOYMENT-GANG MEMBER

House Sponsors
Rep. John D. Anthony
Synopsis As Introduced
Amends the Department of Children and Family Services Powers Law of the Civil Administrative Code of Illinois. Provides that no person who is a gang member or a former gang member shall be eligible for hire or appointment by the Department of Children and Family Services for a period of 10 years after the most recent showing of former or current gang membership. Provides that former or current gang membership may be determined by the Department based on a conviction for a gang-related offense; an admission by the applicant during a court proceeding, deposition, or job application that the applicant is a gang member or a former gang member; or a finding of fact that a person is a gang member or a former gang member in a court opinion or an order of the court. Defines terms. Makes corresponding changes to the Department of State Police Law of the Civil Administrative Code of Illinois and the Unified Code of Corrections that apply to the Department of State Police, the Department of Corrections, and the Department of Juvenile Justice. Effective immediately.

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HB 5449

Short Description: STATE EMPLOYMENT-HIRING

House Sponsors
Rep. Jeanne M Ives

Synopsis As Introduced
Amends the Illinois Public Labor Relations Act. Provides that on and after the effective date of this amendatory Act, no person with a record of 2 or more felony or Class A misdemeanor convictions, or any combination thereof, shall be eligible for hire or appointment. Provides that Class A misdemeanor convictions do not include misdemeanor convictions under the Wildlife Code or the Illinois Vehicle Code, except convictions for violations of the DUI provisions of the Illinois Vehicle Code. Makes corresponding changes in the State Officials and Employees Ethics Act, the Personnel Code, and the Illinois Educational Labor Relations Act. Effective immediately.

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HB 5491

Short Description: PROCUREMENT CODE-VARIOUS

House Sponsors
Rep. Barbara Flynn Currie-Robert W. Pritchard

Senate Sponsors
(Sen. Daniel Biss-Pamela J. Althoff)

Synopsis As Introduced
Amends the Illinois Procurement Code. Provides that every 3 years, beginning July 1, 2014, the Procurement Policy Board shall contract with an outside vendor to conduct a procurement efficiency review, and shall report the findings from its review together with recommendations for improvement to the Governor and the General Assembly. Provides that "prohibited conduct" includes requested payments or other consideration to a third party by the University or State Agency that is not part of the solicitation or that is unrelated to the subject matter or purpose of the solicitation. Provides that all State agencies shall, in consultation with the Department of Central Management Services, evaluate the State's existing lease portfolio prior to engaging in
a procurement for real property or capital improvements. Effective immediately.

House Committee Amendment No. 1
Deletes language providing that every 3 years, beginning July 1, 2014, the Procurement Policy Board shall contract with an outside vendor to conduct a procurement efficiency review and shall report the findings from its review together with recommendations for improvement to the Governor and the General Assembly. Provides that "prohibited conduct" includes requested payments or other consideration by a third party to the University or State Agency that is not part of the solicitation or that is unrelated to the subject matter or purpose of the solicitation.

Senate Floor Amendment No. 1
Replaces everything after the enacting clause. Amends the Illinois Procurement Code. Provides that the term "subcontract" does not include purchases of goods or supplies that are incidental to the performance of the contract. Provides that a person may qualify as a bidder or offeror under this Code only if the person is a legal entity authorized to transact or conduct affairs (currently, "do business") in the State. Defines various terms, including: bid, bidder, calendar day, change order, chief procurement office, contract award, contractor, contracts let, offer, offeror, respondent, response, responsive offeror, and supplier. Provides that various provisions concerning contractors apply to "potential contractors". In a Section relating to the applicability of the Code to public institutions of higher education, extends the repeal date to December 31, 2016 (currently December 31, 2014). Makes changes concerning the maximum sales and receipts required to be considered a small business. Removes certain provisions concerning the Executive Procurement Officer. Provides that notices and reports under the Code may be by paper or electronic means. Provides that the chief procurement officers shall each have the sole authority to develop and distribute uniform documents for the solicitation, review, and acceptance of all bids, offers, and responses and the award of contracts. Provides that the Code does not apply to the process to procure contracts, or contracts entered into, by the State Board of Elections for hearing offers appointed pursuant to the Election Code. Provides that the Code does not apply to expenditures for placement of students in externships, practicums, field experiences, medical residencies and rotations. Requires the chief procurement officer for procurements other than construction-related procurements under the Capital Development Board or the Illinois Department of Transportation or procurements made by a public institution of higher education to prepare and deliver to the General Assembly a report on the impact of outsourcing services for State agencies subject to the jurisdiction of that chief procurement officer. Makes various other changes. Amends the Small Business Contracts Act. Makes changes concerning subcontracts. Provides that the chief procurement officers may provide presentations at which small businesses may learn about the contracting process and how to apply for contracts. Amends the Governmental Joint Purchasing Act. Replaces the term "selection" with "procurement" in several provisions. Makes changes concerning small purchases. Amends the Discriminatory Club Act. Makes a technical correction. Effective January 1, 2015.

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HB 5492

Short Description: PROCUREMENT POLICY BD-APPEAR

House Sponsors
Rep. Barbara Flynn Currie

Synopsis As Introduced
Amends the Illinois Procurement Code. Provides that, upon request, the Director or Secretary of any State agency shall appear before the Procurement Policy board at a regularly scheduled meeting of the board to address any questions or concerns of the board. Effective immediately.

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HB 5499

Short Description: EDUCATION-TECH

House Sponsors
Rep. Derrick Smith

Synopsis As Introduced
Amends the School Code. Makes a technical change in a Section concerning employment.

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HB 5500

Short Description: EDUCATION-TECH

House Sponsors
Rep. Derrick Smith

Synopsis As Introduced
Amends the School Code. Makes a technical change in a Section concerning charter schools.

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HB 5520

Short Description: VEH CD - SCHOOL ZONES

House Sponsors
Rep. Robert W. Pritchard

Synopsis As Introduced
Amends the Illinois Vehicle Code. Provides a definition of school zone for the purpose of establishing speed limits within school zones. Provides that a school zone shall, at a minimum, encompass any public right-of-way situated immediately adjacent to school property, including any stretch of highway within 100 feet of an entrance to school property. Provides that the Department of Transportation may adopt a more expansive definition of school zone by rule.

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HB 5532
**Short Description:** SPECIAL ED-REIMBURSE TUITION

**House Sponsors**
Rep. Linda Chapa LaVia-Lou Lang

**Synopsis As Introduced**
Amends the School Code. Removes private tuition for special education from the list of programs that Chicago's educational services block grant shall include. In the Children with Disabilities Article, makes changes in provisions concerning children attending nonpublic schools or special education facilities, public out-of-state schools, or county special education facilities and funding for children requiring special education services; adds provisions concerning funding for children with excess cost; and repeals provisions concerning an account of expenditures, a cost report, and reimbursement. Effective immediately.

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**HB 5533**

**Short Description:** LABOR AGREEMENT HEARINGS

**House Sponsors**
Rep. Jeanne M Ives

**Synopsis As Introduced**
Amends the Illinois Public Labor Relations Act and the Illinois Educational Labor Relations Act. Provides that, once an agreement is reached between a public or educational employer and its employees regarding the terms of a collective bargaining agreement, the agreement shall be reduced to writing and published on the website of the public or educational employer. Requires the public or educational employer, not less than 14 days after publishing such an agreement, to hold an open public meeting on the ratification of that agreement. Makes conforming changes in the Open Meetings Act and the Freedom of Information Act. Effective immediately.

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**HB 5534**

**Short Description:** SCH CD-ST AID-ADJUST EAV-SUPP

**House Sponsors**
Rep. Joe Sosnowski

**Synopsis As Introduced**
Amends the State aid formula provisions of the School Code. Removes language that provides that, with respect to any part of a school district within a redevelopment project area in respect to which a municipality has adopted tax increment allocation financing pursuant to the Tax Increment Allocation Redevelopment Act or the Industrial Jobs Recovery Law, no part of the current equalized assessed valuation of real property located in the project area that is attributable to an increase above the total initial equalized assessed valuation of the property shall be used as part of the equalized assessed valuation of the district until such time as all redevelopment project costs have been paid and that, for the purpose of the equalized assessed valuation of the district, the
total initial equalized assessed valuation or the current equalized assessed valuation, whichever is lower, shall be used until such
time as all redevelopment project costs have been paid. Provides that a school district does not qualify for supplemental general
State aid if its available local resources per pupil exceeds an amount equal to the amount of general State aid, per pupil, allotted to
the school district plus the amount of the supplemental general State aid grant, per pupil, for which the district would otherwise
qualify. Effective July 1, 2014.

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HB 5537

Short Description: SCH CD-ST BD ED INTERVENTIONS

House Sponsors
Chapa LaVia, Elizabeth Hernandez, Marcus C. Evans, Jr. and Robert Rita

Senate Sponsors
(Sen. Heather A. Steans)

Synopsis As Introduced
Amends the School Code. Makes changes concerning State Board of Education actions for schools or school districts that
remain on academic watch status. Removes current provisions governing the removal of school board members and the
appointment of an Independent Authority. Provides for assistance to lower performing districts. Provides that the State Board has
the power to direct the State Superintendent of Education to remove a school board in a district having a population of not more
than 500,000. Provides that the State Board may require identified priority districts to seek accreditation through an independent
accreditation organization chosen by the State Board and paid for by the State. Allows the State Board to direct the State
Superintendent to remove school board members in any district in which the district is unable to obtain accreditation in whole or in
part due to reasons related to school board governance. Provides that upon removal of the school board, the State Superintendent
shall establish an Independent Authority. Provides that, upon establishment of an Independent Authority to operate the district, the
State Superintendent shall appoint members to serve on the Independent Authority. Provides that the Independent Authority shall
have all of the powers and duties of a school board and all other powers necessary to meet its responsibilities and to carry out its
purposes and that may be requisite or proper for the maintenance, operation, and development of any school or schools under the
jurisdiction of the Independent Authority. Sets forth provisions concerning emergency financial assistance, the suspension of school
board elections, reports, assistance, the abolition of an Independent Authority, and indemnification and protection from suit.
Effective immediately.

Correctional Note (Dept of Corrections)
There are no penalty enhancements associated with this bill. The bill would have no fiscal or population impact on the
Department of Corrections.

Land Conveyance Appraisal Note (Dept. of Transportation)
No land conveyances are included in this bill; therefore, there are no appraisals to be filed.

Balanced Budget Note (Office of Management and Budget)
This introduced Bill does not have any significant fiscal impact on the State of Illinois.

State Debt Impact Note (Government Forecasting & Accountability)
HB 5537 would not change the amount of authorization for any type of State-issued or State-supported bond, and, therefore,
would not affect the level of State indebtedness.
Pension Note (Government Forecasting & Accountability)
HB 5537 will not impact any public pension fund or retirement system in Illinois.

Housing Affordability Impact Note (Housing Development Authority)
This bill will have no effect on the cost of constructing, purchasing, owning, or selling a single-family residence.

Judicial Note (Admin Office of the Illinois Courts)
HB 5537 would neither increase nor decrease the number of judges needed in the State.

Fiscal Note (Illinois State Board of Education)
The Illinois State Board of Education (ISBE) does not estimate additional fiscal impact to the State as a result of HB 5537 as the State Board is already performing many of the legislative requirements of the bill. HB 5537 better defines the parameters for when ISBE can intervene in failing school districts by removing the school board and establishing an independent authority.

Home Rule Note (Dept. of Commerce & Economic Opportunity)
HB 5537 does not pre-empt home rule authority.

State Mandates Fiscal Note (Dept. of Commerce & Economic Opportunity)
HB 5537 does not create a State mandate.

House Floor Amendment No. 1
Provides that at no one time may the State Board of Education remove more than 4 school boards and establish Independent Authorities. With respect to the factors an accreditation entity must consider when determining if the school board of a priority district has failed to meet the standards for accreditation specifically related to school board governance, removes language that provides that (i) a board does not have to have engaged in any specific number of the factors nor does it have to have failed in all of the areas in order to be removed and (ii) the accreditation entity does not have to make a finding as to each of the factors.

House Floor Amendment No. 2
Makes changes concerning the factors that the accreditation entity shall consider when considering if a board has failed in certain areas.

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HB 5546

Short Description: SCH CD-ELECT REGION BD TRUSTEE

House Sponsors
Rep. Linda Chapa LaVia and Camille Y. Lilly

Senate Sponsors
(Sen. Kimberly A. Lightford-Jacqueline Y. Collins-Melinda Bush)

Synopsis As Introduced
Amends the School Code. With respect to members of a regional board of school trustees, provides that, in single county educational service regions that have one or more unexpired terms to be filled at an election, the winner or winners of the unexpired term or terms shall be determined first and independently of those running for full terms. Provides that, as between 2 unexpired terms, the shorter unexpired term shall be filled first and the winner of the longer unexpired term shall be determined...
taking into consideration the congressional township of the winner of the shorter unexpired term. Provides that the winners of the full terms shall then be determined taking into consideration the congressional townships of those elected to fill the unexpired term or terms. With respect to a Section concerning vacancies on a regional board, defines “territory”. Effective July 1, 2014.

**House Committee Amendment No. 1**

With respect to the Section concerning vacancies on a regional board of school trustees, removes the amendatory language defining “territory”. Provides that, subject to certain residency provisions, any vacancy on the regional board shall be filled (instead of shall be filled from the same territory) by the remaining members until the next regular election for members of the regional board, when the vacancy shall be filled for the unexpired time.

**Senate Floor Amendment No. 1**

Replaces everything after the enacting clause. Amends the School Code. Provides that each school district shall administer, at least biennially (rather than biannually), the survey of learning conditions instrument in every public school attendance center by a date specified by the State Superintendent of Education, and data resulting from the instrument's administration must be provided to the State Board of Education. Provides that a school district may elect to use, on a district-wide basis and at the school district's sole cost and expense, an alternate survey of learning conditions instrument pre-approved by the State Superintendent, and sets forth provisions regarding how to use an alternate survey instrument. Provides for an approval process by the State Superintendent for alternate survey instruments. Provides that the requirement that a report card include indicators of the school environment also include 2 or more indicators from any school climate survey selected or approved (rather than developed) by the State and administered under the Code, with the same or similar indicators included on school report cards for all surveys selected or approved by the State under Code. In a Section concerning removal or dismissal of teachers, provides that copies of the honorable dismissal list must show each teacher by name and be categorized by positions and the groupings defined in the Code. Sets forth procedures and criteria in the event that the board or joint agreement has any vacancies within the period from the beginning of the following school term through February 1 of the following school term (unless a date later than February 1, but no later than 6 months from the beginning of the following school term, is established in a collective bargaining agreement), and provides that the positions thereby becoming available must be tendered to the teachers so removed or dismissed. Provides that no more than one evaluation rating each school term shall be one of the evaluation ratings used for the purpose of determining the sequence of dismissal. Provides that if multiple performance evaluations are conducted in a school term, only the rating from the last evaluation conducted prior to establishing the sequence of honorable dismissal list in such school term shall be the one evaluation rating from that school term used for the purpose of determining the sequence of dismissal. Further provides that averaging ratings from multiple evaluations is not permitted unless otherwise agreed to in a collective bargaining agreement or contract between the board and a professional faculty members' organization. Provides that if a teacher in contractual continued service successfully completes a remediation plan following a rating of "unsatisfactory" in an annual or biennial overall performance evaluation received after the implementation date and receives a subsequent rating of "unsatisfactory" in any of the teacher's annual or biennial (rather than biannual) overall performance evaluation ratings received during the 36-month period following the teacher's completion of the remediation plan, then the school district may forego remediation and seek dismissal in accordance with the Code. Provides that nothing contained in this amendatory Act repeals, supersedes, invalidates, or nullifies final decisions in lawsuits pending on the effective date of this amendatory Act in Illinois courts involving the interpretation of Public Act 97-8. Effective July 1, 2014.

**Senate Floor Amendment No. 2**

Provides that a teacher's grouping and ranking on a sequence of honorable dismissal shall be deemed a part of the teacher's performance evaluation, and that information shall (rather than may) be disclosed to the exclusive bargaining representative as part of a sequence of honorable dismissal list. Makes a technical change.

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**HB 5552**

**Short Description:** PTELL-EXTENSION LIMITATION

**House Sponsors**
Rep. Brad E. Halbrook
Synopsis As Introduced

Amends the Property Tax Extension Limitation Law in the Property Tax Code. Provides that, for tax years 2014 through 2016, the extension limitation is (a) 0% or (b) the rate of increase approved by voters (instead of the lesser of 5% or the percentage increase in the Consumer Price Index during the 12-month calendar year preceding the levy year or (b) the rate of increase approved by voters). Effective immediately.

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HB 5566

Short Description: SCH CD-PURCHASE CARE REVIEW BD

House Sponsors
Rep. Emily McAsey

Synopsis As Introduced

Amends the Children with Disabilities Article of the School Code. Adds one non-voting member to the Illinois Purchased Care Review Board. Requires the member to be an administrator of a private, nonpublic, special education school.

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HB 5568

Short Description: PROP TX-NATURAL DISASTER

House Sponsors
Rep. Brandon W. Phelps

Synopsis As Introduced

Amends the Property Tax Code. Provides that each taxing district may, by a majority vote of its governing authority, order the county clerk to abate any portion of its taxes on property that contains a structure operating as a small business if that structure has been rebuilt following a natural disaster occurring in taxable year 2012 or any taxable year thereafter. Defines "small business" to mean a business that employs fewer than 50 full-time employees. Effective immediately.

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HB 5572

Short Description: SCH CD-TRUSTEES OF SCHOOLS-SUE

House Sponsors
Rep. Jim Durkin
Senate Sponsors
(Sen. Christine Radogno)

Synopsis As Introduced
Amends the Trustees of Schools Article of the School Code. Provides that the trustees of schools’ power to sue is subject to the prior approval of two-thirds of those school boards whose school districts are subject to the jurisdiction and authority of the trustees of schools. Effective immediately.

House Committee Amendment No. 1
Replaces everything after the enacting clause. Amends the Trustees of Schools Article of the School Code. Allows the school board of Lyons Township High School District 204 to withdraw from the jurisdiction and authority of the trustees of schools of Lyons Township and the township treasurer, provided that the school board elects or appoints its own school treasurer. Effective immediately.

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HB 5585

Short Description: FINANCE-AUDIT EXPENSE FUND

House Sponsors
Rep. Frank J. Mautino

Senate Sponsors
(Sen. Andy Manar)

Synopsis As Introduced
Amends the State Finance Act. Provides for transfers from certain funds into the Audit Expense Fund. Effective immediately.

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HB 5588

Short Description: SCH CD-CHARTER SCH-VARIOUS

House Sponsors
Rep. Frank J. Mautino

Senate Sponsors
(Sen. Daniel Biss)

Synopsis As Introduced
Amends the School Code. Provides that waivers may not be requested from laws, rules, and regulations pertaining to educator licensure (currently, teacher certification). Provides that it is the duty of the State Board of Education to maintain a division of audits whose duty it shall be to establish a system to perform audits, on a sample basis, of all claims for state moneys relative to the
public school system of Illinois. Deletes provisions regarding the comprehensive educational plan and replaces it with provisions that the State Board of Education shall annually submit a budget recommendation to the Governor and General Assembly that contains recommendations for funding for pre-school through grade 12. Repeals a Section of the Code regarding alcohol and substance abuse education programs. Makes other changes to the Code. Amends the Charter Schools Law of the School Code. Provides that in all new applications (instead of in all new applications submitted to the State Board of Education or a school board) to establish a charter school in Chicago, operation shall be limited to one campus. Makes changes concerning charter school referendums, submission of charter school proposals, appeals, the payment of funding, the provision of technical assistance, and transition impact aid. Repeals the Chicago Community Schools Study Commission Act, the Education Cost-Effectiveness Agenda Act, and the Conservation Education Act. Effective July 1, 2014.

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**HB 5598**

**Short Description:** DCFS-VOLUNTARY PLACEMENT

**House Sponsors**
Rep. Sara Feigenholtz-Keith P. Sommer-Michelle Mussman-Sam Yingling-Cynthia Soto and Ann Williams

**Senate Sponsors**
(Sen. Julie A. Morrison-Iris Y. Martinez, Jacqueline Y. Collins, Karen McConnaughay, Melinda Bush, Michael W. Frerichs, Steven M. Landek-Pamela J. Althoff, Napoleon Harris, III, Steve Stadelman, Daniel Biss and Michael Noland)

**Synopsis As Introduced**

Amends the Children and Family Services Act. Provides that when a child is voluntarily placed in out-of-home care funded by the Department of Children and Family Services for the purpose of obtaining mental health treatment for the child or treatment for the child's developmental disability, the Department is prohibited from requesting, recommending, or requiring that a parent terminate his or her parental rights with respect to the child or that a parent or legal guardian transfer legal custody of the child to the Department. Provides that a child voluntarily placed in out-of-home care shall be placed pursuant to a voluntary placement agreement voluntarily entered into by the parents or legal guardian of the child. Provides that for a child to remain in out-of-home care for longer than 180 days, a juvenile court must make a judicial determination within the first 180 days of the placement that the placement is in the best interests of the child. Requires the Department to report annually to the General Assembly concerning (i) the number of children who were voluntarily placed in out-of-home care funded by the Department and (ii) the number of parents or legal guardians who relinquished custody of their child for the purpose of seeking mental health treatment for the child or treatment for the child's developmental disability. Contains provisions concerning: an interagency agreement between specified State agencies to prevent children from becoming wards of the State and entering the child welfare system solely for purpose of treatment of a child's serious mental illness, serious emotional disturbance, or developmental disability; certain protocols that must be included in the interagency agreement; and additional reporting requirements. Effective immediately.

**House Committee Amendment No. 1**

Replaces everything after the enacting clause. Amends the Children and Family Services Act. Provides that when a child is voluntarily placed in therapeutic out-of-home care funded by the Department of Children and Family Services for the sole purpose of obtaining mental health treatment for the child or treatment for the child's developmental disability, the Department is prohibited from requesting, recommending, or requiring that a parent relinquish his or her custody or guardianship. Provides that the voluntary placement provisions do not apply to children who are abused or neglected as defined in the Abused and Neglected Child Reporting Act. Provides that a child voluntarily placed in out-of-home care shall be placed pursuant to a voluntary placement agreement voluntarily entered into by the parents or legal guardian of the child; and that the agreement must contain, at a minimum, certain statements, including a statement that the parent or legal guardian of the child is not relinquishing custody of the child to the Department or terminating his or her parental rights and a statement specifying the responsibilities of the Department regarding the care, placement, and treatment of the child. Provides that when a voluntary placement agreement is executed, the Department of Children and Family Services shall ensure that the case is brought to the attention of a court in sufficient time for the court to make a finding within the first 180 days that therapeutic out-of-home placement is in the best interest of the child. Provides that a child's need for therapeutic out-of-home placement to treat a serious emotional disturbance, serious mental illness, or a developmental disability shall not in and of itself constitute a basis for a finding that the child is abused or neglected. Provides that
for a child voluntarily placed, parental or guardian financial contribution to the cost of the child’s care while the child is in a therapeutic out-of-home placement is required based on family income level. Requires the Department of Children and Family Services, the Division of Mental Health and the Division of Developmental Disabilities within the Department of Human Services, the Department of Healthcare and Family Services, and the Illinois State Board of Education to enter into an interagency agreement for the purpose of preventing children from entering or being placed in the custody or guardianship of the Department of Children and Family Services solely for the purposes of treatment of a child’s serious mental illness, serious emotional disturbance, or developmental disability. Provides that, for the purpose of obtaining data and outcomes, the Department shall submit a cumulative semi-annual report to the General Assembly which includes certain data with respect to the time period covered by the report, including (i) the number of children whose parents or legal guardians were offered but refused a voluntary placement and how the cases were resolved; (ii) the causes of the voluntary placements reported and other intervention services provided in the cases reported, including out-of-home therapeutic treatment; and (iii) the length of treatment and the status of the children at termination of service. Defines terms. Amends the Juvenile Court Act of 1987. Expands the definition of “adjudicatory hearing” to include hearings concerning allegations that a minor under 18 years of age is subject to a voluntary placement agreement. Provides that children with a serious emotional disturbance, a serious mental illness, or a developmental disability who are placed under a voluntary placement agreement are not subject to a provision defining a dependent minor to include any minor under 18 years of age who is without proper medical or other remedial care recognized under State law or other care necessary for his or her well being through no fault, neglect or lack of concern by his parents, guardian or custodian. Provides that children who are voluntarily placed are those under the age of 18 whose parents, guardians, or legal custodians have executed a voluntary placement agreement with the Department of Children and Family Services pursuant to the Children and Family Services Act to provide the child with therapeutic short-term out-of-home care for the sole purpose of obtaining mental health treatment for the child or treatment for the child’s developmental disability; and that children who are abused or neglected as defined under the Abused and Neglected Child Reporting Act or as set forth under a specified provision of the Juvenile Court Act of 1987 may not be voluntarily placed pursuant to this provision. Makes other changes. Effective immediately.

Fiscal Note, House Committee Amendment No. 1 (Dept. of Human Services)

The Department of Human Services believes HB 5598 (H-AM 1) places responsibility for Children and Adolescent Mental Health Services with the Illinois Department of Children and Family Services making the Illinois Department of Children and Family Services responsible for the cost. The estimated fiscal impact is as follows: (A) Estimated Fiscal Impact Related to Mental Health Services; (1) Year 1 = $26.0 Million; (2) Year 2 = $52.0 Million; (3) Year 3 = $78.0 Million; Total = $156.0 Million; (B) Estimated Fiscal Impact Related to Developmental Disabilities Services; (1) Year 1 = $58.8 Million; (2) Year 2 = $58.8 Million; (3) Year 3 = $58.8 Million; Total = $176.4 Million; (C) Estimated Fiscal Impact Related to Services Provided by the Illinois Department of Children and Family Services; (1) Year 1 = $9.9 Million; (2) Year 2 = $18.5 Million; (3) Year 3 = $18.5 Million; Total = $46.9 Million; (D) Cumulative 3-Year Impact; (1) Year 1 = $94.7 Million; (2) Year 2 = $129.4 Million; (3) Year 3 = $155.4 Million; 3-Year Total = $379.5 Million.

House Floor Amendment No. 2

Replaces everything after the enacting clause. Creates the Custody Relinquishment Prevention Act. Provides that in order to intercept and divert children and youth at risk of custody relinquishment to the Department of Children and Family Services, within 180 days after the effective date of this Act, the Department of Children of Family Services, the Department of Human Services, the Department of Healthcare and Family Services, the Illinois State Board of Education, the Department of Juvenile Justice, and the Department of Public Health shall enter into an interagency agreement for the purpose of preventing children and youth who are not otherwise abused or neglected from entering the custody or guardianship of the Department of Children and Family Services solely for purposes of receiving services for a serious mental illness or serious emotional disturbance. Provides that the intergovernmental agreement shall require the agencies to establish an interagency clinical team to review cases of children and youth who are at risk of relinquishment who are at a hospital or other similar treatment facility, and to connect the child or youth and his or her family with the appropriate services, treatment, and support to stabilize the child or youth’s serious mental illness or serious emotional disturbance and prevent custody relinquishment to the Department of Children and Family Services. Provides that the interagency agreement shall address certain issues including (i) requiring families with private health insurance to exhaust their private insurance coverage and (ii) setting criteria for short-term crisis stabilization services, including intensive community-based services or a short-term residential placement, as the child or youth’s treatment plan is being developed. Requires the Department of Children and Family Services to submit an annual report to the General Assembly. Defines terms.

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HB 5602

Short Description: RANDOM SUBSTANCE ABUSE TESTING

House Sponsors
Rep. Charles E. Meier-Dwight Kay

Synopsis As Introduced
Amends the State Officials and Employees Ethics Act. Requires random substance abuse testing for every employee, appointee, and officer in the State. Requires the Department of Central Management Services to develop and implement this testing by rule, including disciplinary measures and compliance. Provides that if an elected official tests positive for substance abuse, he or she shall have his or her compensation withheld until such time as he or she is re-tested and tests negative for substance abuse. Requires the Department of Central Management Services to submit an annual report on the testing program that includes: (1) the number of individuals tested, the substances tested for, and the results of testing; (2) the costs of the testing; and (3) discipline, if any, that had been imposed. Adds corresponding provisions in the Illinois Public Aid Code that apply to recipients of financial aid under the Code. Effective immediately.

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HB 5619

Short Description: MUNI CD-SCH GROUND IMPROVMENTS

House Sponsors
Rep. Mike Fortner

Senate Sponsors
(Sen. Michael Connelly)

Synopsis As Introduced
Amends the Illinois Municipal Code. Provides that for the purposes of implementation of ordinances by a plan commission or planning department regarding developer donations or impact fees, the definition of "school grounds" includes technological infrastructure.

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HB 5621

Short Description: SCH CD-HIGH SCH COURSE REQ

House Sponsors
Rep. Mike Fortner-Linda Chapa LaVia

Synopsis As Introduced
Amends the School Code. Provides that as a prerequisite to receiving a high school diploma, each pupil entering the 9th grade
in the 2015-2016 school year or a subsequent school year must successfully complete (i) 4 (instead of 3) years of mathematics, which may include math-intensive courses outside of traditional mathematics courses (instead of one of which must be Algebra I and one of which must include geometry content), and (ii) 3 (instead of 2) years of science, one of which must be a laboratory science. Provides that, when applicable, math-intensive courses may be counted towards the fulfillment of other graduation requirements.

House Committee Amendment No. 1
Replaces everything after the enacting clause. Reinserts the provisions of the bill with changes. Requires 4 years of language arts aligned with the content of the Illinois Learning Standards for English Language Arts (rather than just 4 years of language arts). Requires students to complete a course in English language arts during their senior year. Requires 3 years of mathematics that align with the content of the Illinois Learning Standards for Mathematics (rather than 4 years of mathematics). Provides that all students must complete the required 3 years of mathematics while enrolled in high school and shall complete a mathematics course during their final year of high school. Requires 2 years of science (rather than 3 years of science, one of which much be a laboratory science). Repeals a Section concerning course credit for a high school diploma.

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HB 5623

**Short Description:** LOCAL GOVT-OFFICER EMAIL

**House Sponsors**
Rep. Ron Sandack-Anthony DeLuca-Scott Drury

**Senate Sponsors**
(Sen. Don Harmon-Michael Connelly-Thomas Cullerton)

**Synopsis As Introduced**
Creates the Governmental Officer Online Accessibility Act. Provides that every unit of local government and school district that maintains an electronic mail system and an Internet website shall: (1) provide an electronic mail address for the use of each of its elected officials, including board members, and appointed officers, to be used in the course of their official duties; and (2) provide a means for the public to transmit correspondence directly by electronic mail to each elected and appointed official, including board members, through its official website.

**House Floor Amendment No. 2**
Replaces everything after the enacting clause. Amends the Local Records Act. Provides that a unit of local government or school district that serves a population of less than 1,000,000 that maintains an Internet website other than a social media or social networking website shall post to its website for the current calendar year a mechanism, such as a uniform, single email address, for members of the public to electronically communicate with elected officials of that unit of local government or school district. Requires the information to be easily accessible from the unit of local government's or school district's home page through a hyperlink. Limits home rule powers. Amends the State Mandates Act to require implementation without reimbursement.

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HB 5635

**Short Description:** CONFIDENTIAL AGREEMENTS

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House Sponsors
Rep. Frances Ann Hurley

Synopsis As Introduced
Amends the State Officials and Employees Ethics Act. Provides that a settlement or severance agreement entered into on or after the effective date of this amendatory Act of the 98th General Assembly by a public body and an employee of the public body is a public record. Prohibits a public body from entering into confidential settlement or severance agreements with its employees. Provides that if a public body enters into a confidential settlement or severance agreement, then the agreement is void and any moneys paid to an employee under that agreement shall be forfeited to the public body. Requires each settlement or severance agreement entered into by a public body to contain a provision authorizing public disclosure of the agreement in its entirety. Defines required terms.

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HB 5652

Short Description: PROCUREMENT CODE-AGENCY DELAYS

House Sponsors
Rep. Adam Brown

Synopsis As Introduced
Amends the Illinois Procurement Code. Provides for the identification and reporting of emergency purchases caused by agency process failures or delays; specifies the information to be reported. Effective immediately.

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HB 5655

Short Description: SCH CD-BOARD ELECTIONS

House Sponsors
Rep. C.D. Davidsmeyer

Synopsis As Introduced
Amends the School Code. Permits a congressional township comprising the territory of a school district to pass, by a 2/3 vote of all voters voting on the question, a proposition to elect board members at large and without restriction by area of residence within the district.

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HB 5659

Short Description:  CO ALARMS-SCHOOLS/DAY CARES

House Sponsors
Rep. Kathleen Willis

Synopsis As Introduced

Amends the Carbon Monoxide Alarm Detector Act. Requires the State Fire Marshal to adopt rules requiring the installation of approved carbon monoxide alarms in the following buildings built after the effective date of this amendatory Act of the 98th General Assembly: (i) public schools, as defined in Section 1-3 of the School Code, (ii) non-public schools recognized by the State Board of Education, and (iii) day care centers, as defined in Section 2.09 of the Child Care Act of 1969.

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HB 5665

Short Description:  INS CD-CHILD SCREENING

House Sponsors
Rep. Sue Scherer-Rita Mayfield-Emanuel Chris Welch-Kenneth Dunkin-Cynthia Soto, Mary E. Flowers, Derrick Smith, Jehan A. Gordon-Booth, Deborah Conroy, Esther Golar, Katherine Cloonen, Mike Smiddy, Jerry F. Costello, Il, Kelly M. Cassidy, Michelle Mussman, Elizabeth Hernandez, Maria Antonia Berrios, Robert F. Martwick, Michael J. Zalewski, Daniel J. Burke, Lou Lang, Greg Harris, Sam Yingling, Al Riley, Jaime M. Andrade, Jr., Lawrence M. Walsh, Jr. and Monique D. Davis

Senate Sponsors
(Sen. John G. Mulroe)

Synopsis As Introduced

Amends the Illinois Insurance Code. Provides that no group health insurance policy providing hospital or medical expense benefits for groups with more than 50 persons shall be delivered, issued, executed, or renewed in this State or approved for issuance or renewal in this State, unless the policy provides benefits to any named insured or other person covered in the policy for expenses incurred in (1) screening by blood lead measurement for lead poisoning for children, including confirmatory blood lead testing and medical evaluation and any necessary medical follow up and treatment for lead-poisoned children; (2) all childhood immunizations as recommended by the Advisory Committee on Immunization Practices of the U.S. Public Health Service and the Department of Public Health; and (3) screening for newborn hearing loss by appropriate electrophysiologic screening measures and periodic monitoring of infants for delayed onset hearing loss. Sets forth requirements concerning the coverage. Makes conforming changes in the State Employees Group Insurance Act of 1971, the Counties Code, the Illinois Municipal Code, the School Code, the Health Maintenance Organization Act, the Limited Health Service Organization Act, and the Voluntary Health Services Plans Act.

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HB 5668

Short Description:  SCH CD-DISABLED STUDENT-EQUITY
**House Sponsors**

**Synopsis As Introduced**
Amends the School Code. Requires the State Board of Education and each school board to (1) ensure that students with disabilities have an equal opportunity to participate in mainstream physical education programs and try out for and, if selected, participate in mainstream athletic programs; (2) ensure the provision of all reasonable accommodations necessary to provide students with disabilities an equal opportunity to participate, to the fullest extent possible, in mainstream physical education and mainstream athletic programs; and (3) ensure that adapted, allied, or unified physical education and athletic programs are available. Sets forth exceptions to these requirements. Contains provisions concerning a school board's duty; policies, procedures, and opportunities; compliance, technical assistance, and rulemaking.

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**HB 5701**

**Short Description:** EMPLOYEE BACKGROUND CHECK

**House Sponsors**

**Senate Sponsors**

**Synopsis As Introduced**
Creates the Best Candidate for the Job Act. Provides that an employer may not inquire into or require disclosure of a job applicant's criminal record or criminal history before the candidate has been notified that the candidate has been selected for a job interview or has been offered a conditional offer of employment. Requires consideration of the nature and gravity of a candidate's conviction record, the time elapsed since the conviction, and whether the conviction has a direct bearing on the candidate's fitness before excluding a candidate. Authorizes civil remedies. Provides that the Department of Labor may impose penalties for violations. Effective January 1, 2015.

**House Committee Amendment No. 3**
Replaces everything after the enacting clause. Creates the Job Opportunities for Qualified Applicants Act. Contains findings and definitions. Provides that, with the exception of positions where employers are required to exclude applicants with certain criminal convictions from employment due to federal or State law, an employer or employment agency may not inquire about or into, consider, or require disclosure of the criminal record or criminal history of an applicant until the applicant has been determined qualified for the position and notified that the applicant has been selected for an interview by the employer or employment agency or, if there is not an interview, until after a conditional offer of employment is made to the applicant by the employer or employment agency. Provides that the Department of Labor shall investigate alleged violations by an employer or employment agency and authorizes the imposition of warnings and civil penalties. Provides that moneys recovered by the Department shall be deposited into the Job Opportunities for Qualified Applicants Enforcement Fund, provides that moneys in the Fund may be used only to enforce employer violations of the Job Opportunities for Qualified Applicants Act, and amends the State Finance Act to include the Fund as a special fund. Excludes public employers from the scope of the Act. Sets forth provisions governing complaints or grievances concerning violations of the Act by employers. Effective January 1, 2015.

**House Floor Amendment No. 5**
Replaces everything after the enacting clause with provisions similar to those of House Amendment No. 3. Provides that the Act applies to employers having 15, rather than one, or more employees. Adds exceptions related to positions requiring fidelity bonds.
Synopsis Report

Grants specific rulemaking authority to the Department of Labor. Effective January 1, 2015.

**Senate Committee Amendment No. 2**
Defines the terms "construction" and "contractor", Adds provisions exempting employment with construction contractors and employers employing individuals under the Emergency Medical Services (EMS) Systems Act and the Private Detective, Private Alarm, Private Security, Fingerprint Vendor, and Locksmith Act,

**Senate Floor Amendment No. 3**
Replaces everything after the enacting clause with provisions similar to those contained in the engrossed bill, but adds an exemption for employers employing licensees under the Emergency Medical Services (EMS) Systems Act. Effective January 1, 2015.

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**HB 5707**

**Short Description:** SCH CD-BULLYING POLICY

**House Sponsors**

**Senate Sponsors**
(Sen. Heather A. Steans-Patricia Van Pelt-Ira I. Silverstein, William Delgado-Mattie Hunter, Iris Y. Martinez-Kimberly A. Lightford, Don Harmon, Martin A. Sandoval and Jacqueline Y. Collins)

**Synopsis As Introduced**
Amends the School Code in provisions concerning bullying prevention. Sets forth definitions for "policy on bullying" and "restorative measures". Makes changes concerning the creation, maintenance, and implementation of a policy on bullying. Deletes the requirement that each school district, charter school, and non-public, non-sectarian elementary or secondary school must communicate its policy on bullying to its students and their parent or guardian on an annual basis. Provides that on an annual basis, school districts, charter schools, and non-public, non-sectarian schools are required to collect, maintain, analyze, and submit to the State Board of Education data relating to the prevalence of bullying within the school district or non-public, non-sectarian elementary or secondary school, as well as the climate of the school district or non-public, non-sectarian elementary or secondary school. Moves the provision concerning the right to exercise free expression or the free exercise of religion or religiously based views protected under the United States and Illinois Constitutions. Effective immediately.

**House Floor Amendment No. 1**
Sets forth specific information regarding reports of bullying that each public elementary and secondary school, charter school, and non-public, non-sectarian elementary and secondary school must collect and maintain (rather than requiring each school district, charter school, and non-public, non-sectarian school to collect, maintain, analyze, and submit to the State Board of Education information relating to the prevalence of bullying within the school district or school, as well as the climate of the school district or school). Requires each public elementary and secondary school to report this information to the superintendent of the school district or his or her designee, and further requires the school district to maintain the aggregate data for all of its schools and make the information available upon request and on its Internet website. Provides that each charter school and non-public, non-sectarian elementary and secondary school shall make the information available upon request and on its Internet website. Provides that all identifying information of any student involved in a report or investigation of bullying shall be redacted from the information maintained. Provides that the State Board of Education may (rather than shall) adopt rules consistent with the bullying prevention provisions.

**Senate Floor Amendment No. 1**
Replaces everything after the enacting clause. Reinserts the contents of the bill as engrossed with the following changes.
Synopsis Report

Removes a reference to the Freedom of Speech Article of the Illinois Constitution. In the definition of "policy on bullying", makes changes to the criteria that a bullying prevention policy must meet to qualify under the definition. Provides that every 2 years, each school district, charter school, and non-public, non-sectarian elementary or secondary school shall conduct a review and re-evaluation of its policy on bullying and make any necessary and appropriate revisions (instead of requiring a re-evaluation, reassessment, and review of the policy, making any necessary revisions and additions). Removes provisions concerning local control over a policy, collecting and maintaining certain information, and State Board of Education rules. Makes technical corrections. Effective immediately.

Senate Floor Amendment No. 2

Requires the policy on bullying to contain a policy evaluation process (rather than contain an evaluation and reporting component) to assess the outcomes and effectiveness of the policy that include, but are not limited to, factors such as frequency of victimization; student, staff, and family observations of safety at a school; identification of areas of a school where bullying occurs; the types of bullying utilized; and bystander intervention or participation. Provides that the school district, charter school, or non-public, non-sectarian elementary or secondary school may use relevant data and information it already collects for other purposes in the policy evaluation. Provides that this information shall be made available on the Internet website of the school district, charter school, or non-public, non-sectarian elementary or secondary school (rather than providing that the information developed as a result of the policy evaluation must be made available on the Internet website of the school district, charter school, or non-public, non-sectarian elementary or secondary school and shared with administrators, board members, school personnel, parents, guardians, and students). Further provides that if an Internet website is not available, the information must be provided to school administrators, school board members, school personnel, parents, guardians, and students.

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HB 5716

Short Description: SCH EMERGENCY PLAN-ELECTRONIC

House Sponsors

Senate Sponsors

Synopsis As Introduced

Amends the School Safety Drill Act. Provides that in updating a public school building's emergency and crisis response plans, the school board shall ensure that the plans are accessible in a digital format. Requires every effort to be made to make the emergency and crisis response plans available to first responders, administrators, and teachers for implementation and utilization on handheld electronic devices.

House Floor Amendment No. 2

Deletes the requirement that the board ensure that the public school building's emergency and crisis response plans are accessible in a digital format. Provides instead that in updating a school building's emergency and crisis response plans, consideration may be given to making the emergency and crisis response plans available to first responders, administrators, and teachers for implementation and utilization through the use of electronic applications on electronic devices, including, but not limited to, smartphones, tablets, and laptop computers.

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HB 5718

**Short Description:** CHICAGO OPPORTUNITY SCHOLARSHIP

**House Sponsors**
Rep. Darlene J. Senger

**Synopsis As Introduced**
Creates the Chicago Opportunity Scholarship Act and amends the Illinois Income Tax Act and the State aid formula provisions of the School Code. Establishes the Chicago Opportunity Scholarship Program, a pilot program that expires on June 30, 2024. Provides that under the program, the custodian of a qualifying pupil is entitled to a Chicago Opportunity Scholarship to pay for qualified education expenses at a participating Chicago nonpublic elementary school. Requires the principal of each low-performing school and of each overcrowded school in the Chicago school district to notify custodians of qualifying pupils of the availability of scholarships. Sets forth provisions concerning a request for a scholarship, the issuance and payment of a scholarship, the amount and renewal of a scholarship, pupil assessment, the State longitudinal data system, and funding. Provides that students receiving scholarships are considered nonpublic school students who have been voluntarily placed in a private setting. Provides that the amount of a redeemed scholarship shall not be considered base income and shall not be taxable for Illinois income tax purposes. Requires the State Board of Education to submit a report to the General Assembly. Provides criminal penalties for certain violations. Requires the State Board to adopt rules to implement the Act. Provides that the Act is repealed on July 1, 2024. Effective June 30, 2014.

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HB 5731

**Short Description:** PENCD-CHGO TEACHER-TAX LEVY

**House Sponsors**
Rep. Kenneth Dunkin

**Synopsis As Introduced**
Amends the Chicago Teacher Article of the Illinois Pension Code. Provides that the Chicago Board of Education shall levy a property tax annually at a rate that will produce an amount equal to the amount of member contributions to the Fund during the fiscal year 2 years prior to the year for which the tax is levied, subject to a maximum rate of .26%. Provides that the Board of Education shall use the proceeds of the tax for the purpose of making employer contributions to the Chicago Teachers' Pension Fund. Effective immediately.

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HB 5739

**Short Description:** EDUCATION-TECH

**House Sponsors**
Rep. Camille Y. Lilly
Synopsis As Introduced
Amends the School Code. Makes a technical change in a Section concerning the Eradicate Domestic Violence Task Force.

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HB 5744

Short Description: AGENCIES-TEST CASES

House Sponsors

Synopsis As Introduced
Amends the State Budget Law of the Civil Administrative Code of Illinois. Provides that, no later than August 1, 2014, the Governor shall select 5 specific programs, each administered by a different State agency, to serve as test cases for the introduction of a continual performance measurement system. Provides that the Governor and the Director of the applicable State agency shall jointly identify specific and measurable goals for the test program to meet and shall monitor and evaluate the Agency's effectiveness in meeting those goals. Provides that certain information shall be included on the Agency's website and the budgeting for results website. Provides that the Commission on Government Forecasting and Accountability shall review the process and the results for the test cases and shall report its findings to the General Assembly annually. Effective immediately.

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HB 5794

Short Description: LANGUAGE ASSISTANCE SERVICES

House Sponsors
Rep. Elizabeth Hernandez

Synopsis As Introduced
Creates the Language Assistance Services Act. Sets forth the General Assembly's findings and purpose. Requires each agency to prepare a language assistance services plan that will improve access for limited English proficient persons to the agency's State-conducted and State-assisted programs and activities. Sets forth guidelines regarding the contents of agency language assistance services plans. Requires each agency to file its language assistance services plan with the Illinois Latino Family Commission on or before May 31, 2015, and on or before every May 31 thereafter. Requires that agencies have minimum bilingual staffing levels. Requires each agency to conduct at least one annual staff training regarding the agency's existing language assistance services plan, the agency's need to provide qualified interpreters to limited English proficient persons, and interpreter use. Requires each agency to assign a senior-level staff person to oversee the implementation of the agency's language assistance services plan. Effective January 1, 2015.

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HB 5798

Short Description: EDUCATION-TECH

House Sponsors
Rep. Ann Williams

Synopsis As Introduced
Amends the School Code. Makes a technical change in a Section concerning the School Code's construction.

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HB 5831

Short Description: BACCALAUREATE DEGREE PILOT PRO

House Sponsors
Rep. Dwight Kay

Synopsis As Introduced
Creates the Baccalaureate Degree Pilot Program Act. Establishes the Baccalaureate Degree Pilot Program, to be implemented and administered by the Board of Higher Education, in conjunction with the State Board of Education and the Illinois Community College Board, with the goal of creating a model of articulation and coordination among grade K-12 schools, community colleges, and public universities that will allow students to earn a baccalaureate degree for a total cost not exceeding $10,000, including textbooks. Provides that the Board of Higher Education, in conjunction with the State Board of Education and the Illinois Community College Board, shall determine which public universities, public community colleges, and school districts are to participate in the pilot program (in 3 areas of this State). Requires the universities, community colleges, and school districts participating in the pilot program to coordinate their efforts to expedite the progress of participating students from high school to community college to university to earn their baccalaureate degrees for a total cost not exceeding $10,000, including textbooks. Sets forth the components of the pilot program.

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HB 5838

Short Description: SCH-DROPOUT PROGRAMS-AGE LIMIT

House Sponsors

Senate Sponsors
(Sen. Dan Kotowski-Kimberly A. Lightford)

Synopsis As Introduced
Amends the School Code. Requires alternative and optional education programs for truants, the IHOPE Program, and graduation incentives programs to accept dropouts under the age of 24 (currently, under 20 for the graduation incentives programs and through the age of 21 for the IHOPE Program and the alternative and optional education programs for truants). Provides that a school district shall deny reenrollment in its secondary schools to any child 19 years of age or above who has dropped out of school and who could not attend classes during the normal school year and graduate before his or her twenty-fourth birthday (currently, his or her twenty-first birthday). Effective immediately.

House Floor Amendment No. 1

With respect to alternative and optional education programs for truants and the IHOPE Program, provides that a project or program must not be conducted in the same public school facility as the regular education program in order to accept dropouts under the age of 24. Removes the provisions concerning enrolled pupils not of compulsory school age and the provisions concerning a graduation incentives program.

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HB 5840

Short Description: STATE MANDATE-BD OF ED REPORT

House Sponsors
Rep. Kelly Burke

Synopsis As Introduced

Amends the State Mandates Act. Requires the State Board of Education to collect and maintain information concerning State mandates for schools, determine the statewide implementation of State mandates for schools, review school district applications for reimbursement submitted under the Act where the General Assembly has appropriated funds to reimburse school districts for costs associated with the implementation of a State mandate, and annually report to the Governor and the General Assembly regarding the administration of the Act and changes proposed to the Act that concern schools. Requires the Legislative Research Unit to conduct public hearings as needed to review the information collected and the recommendations made by the Board. Provides that within 2 years following the effective date of the amendatory Act, the Board shall collect and tabulate relevant information as to the nature and scope of each existing State mandate for schools. Further provides that failure of the General Assembly to appropriate adequate funds for reimbursement to schools as required by this Act shall not relieve the Board from these obligations. Requires that fiscal notes on bills creating State mandates shall include actual implementation cost data and analysis generated by school districts. Makes changes concerning appeals under the Act.

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HB 5844

Short Description: SCH CD-BULLYING PREVENTION

House Sponsors
Rep. Patricia R. Bellock

Synopsis As Introduced

Amends the School Code. In provisions concerning bullying prevention, provides that no student shall be subjected to bullying through the use of data or computer software that is accessed at a nonschool-related location, activity, function, or program or
through the use of technology or an electronic device that is not owned, leased, or used by a school district or school if the bullying substantially interferes with or limits the victim's ability to participate in or benefit from the services, activities, or opportunities offered by a school or substantially disrupts the educational process or orderly operation of a school. Provides that this prohibition does not require a school to staff or monitor any nonschool-related activity, function, or program.

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**HB 5847**

**Short Description:** SCH CD-ST AID-HOMECOMING/PROM

**House Sponsors**
Rep. John M. Cabello

**Synopsis As Introduced**
Amends the State aid formula provisions of the School Code. Provides that on days when a school district is celebrating homecoming or prom, the day of attendance for a pupil whose school day is shortened to accommodate any planning or festivity may be less than 5 clock hours and shall be counted towards the 176 days of actual pupil attendance required under the Code. Effective July 1, 2014.

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**HB 5853**

**Short Description:** ITAP-AGENCY CONTACT INFO

**House Sponsors**
Rep. Patricia R. Bellock-Jack D. Franks, Carol A. Sente and Michael W. Tryon

**Senate Sponsors**
(Sen. Pamela J. Althoff)

**Synopsis As Introduced**
Amends the Department of Central Management Services Law of the Civil Administrative Code of Illinois. Requires each State agency to provide the Department of Central Management Services with contact information for the State agency, including at least one central telephone number and a link to the agency's website, for inclusion on the ITAP.

**House Committee Amendment No. 2**
Provides that the ITAP shall include a link to a website maintained by the Department that contains a list of contact information for each State agency, including a telephone number and a link to the Agency's website.

**Senate Committee Amendment No. 1**
Provides that each State agency shall be responsible for providing and updating the Department with its contact information.
HB 5861

Short Description: LOCAL GOVT-POST RECORDS

House Sponsors
Rep. Jeanne M Ives

Synopsis As Introduced
Amends the Local Records Act. Provides that a unit of local government or school district may maintain an Internet website and post to that website certain specified information. Provides that a unit of local government or school district may develop, maintain, and make publicly available a website database that allows the public to review expenditure information. Requires that any information posted pursuant to this amendatory Act be easily accessible from the entity's home page. Provides that records posted pursuant to this amendatory Act may remain posted on the entity's website, or subsequent websites, in perpetuity. Amends the Freedom of Information Act. Exempts from the Act's copying and disclosure requirements any record or information that a unit of local government or school district maintains an electronic copy of on its Internet website under the Local Records Act. Effective immediately.

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HB 5875

Short Description: FOIA-PUBLIC BODY DEFINITION

House Sponsors
Rep. Sam Yingling

Synopsis As Introduced
Amends the Freedom of Information Act. Provides that "public body" includes any State-wide organization which receives 75% or more of its funding through contributions from taxing bodies for the sake of membership or dues in order to participate in the organization's activities, including, but not limited to, educational endeavors, legislative initiatives, or a general liability insurance pool.

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HB 5887

Short Description: SCH CD-VIRTUAL CHARTER SCH REQ

House Sponsors
Rep. Linda Chapa LaVia

Synopsis As Introduced
Amends the Charter Schools Law of the School Code. Provides that the State Charter School Commission shall require Commission-authorized virtual charter schools to (1) ensure student access to teachers and report to the local school board or boards information regarding teacher accessibility, the teacher/student ratio, and the amount of teacher/student contact time; (2) provide opportunities for peer interaction and collaboration; and (3) adopt protocols to prevent bullying or other inappropriate online behavior. Sets forth requirements and limitations that the Commission must impose with regard to entities proposing virtual charter schools. With respect to Commission-authorized virtual charter schools, requires the Commission to limit the withholding of State funds from a school district in proportion to the per pupil expenditure used for building maintenance, classroom supplies, transportation, safety and security, and other costs unique to brick-and-mortar schools. With respect to all Commission-authorized charter schools, provides that the Commission shall require that proof of continuing enrollment and attendance be submitted quarterly, with prorated refunds to the school district upon withdrawal of students from the charter school.

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HB 5892

Short Description: UNDESIGNATED EPI AUTO-INJECTOR

House Sponsors

Senate Sponsors
(Sen. Andy Manar, Donne E. Trotter and Steven M. Landek)

Synopsis As Introduced
Amends the School Code. Provides for the administration of undesignated epinephrine auto-injectors by a pupil, school nurse, and trained personnel. Limits liability for the administration of undesignated epinephrine auto-injectors by a school nurse or trained personnel. Requires a school to permit the self-administration and self-carry of asthma medication by a pupil with asthma. Provides that prior to the administration of an undesignated epinephrine auto-injector, trained personnel must submit to his or her school's administration proof of completion of a training curriculum to recognize and respond to anaphylaxis. Requires training to be completed annually and sets forth training curriculum guidelines. Provides that within 3 days of the administration of epinephrine by a school nurse, trained personnel, or a student at a school or school-sponsored activity, the school must report to the Board certain information, which the Board will then use in its report to the General Assembly identifying the frequency and circumstances of epinephrine administration during the preceding academic year. Effective August 1, 2014.

House Committee Amendment No. 1
Replaces everything after the enacting clause. Reinserts the provisions of the bill with changes. Restores current law with respect to provisions that a school district, public school, or nonpublic school may authorize the provision of an epinephrine auto-injector to a student that meets the student's prescription on file. Exempts from liability or professional discipline the school district, public school, or nonpublic school and its employees and agents from any injury arising from the self-administration of asthma medication, the self-administration of an epinephrine auto-injector, or the use of an undesignated epinephrine auto-injector. Provides that upon any administration of an epinephrine auto-injector, a school district, public school, or nonpublic school must immediately activate the EMS system and notify the student's parent, guardian, or emergency contact, if known. Provides that any supply of epinephrine auto-injectors shall be maintained in accordance with the manufacturer's instructions. Provides that within 24 hours of the administration of an undesignated epinephrine auto-injector, a school district, public school, or nonpublic school must notify the physician, physician assistant, or advance practice nurse who provided the standing order or prescription for the undesignated epinephrine auto-injector of its use. Further provides that trained personnel must also submit to his or her school's administration proof of cardiopulmonary resuscitation and automated external defibrillator certification. Provides that a school district, public school, or nonpublic school may not use the administration of medications by volunteers to reduce the number of school nurses in a school or school district. Makes other changes. Effective August 1, 2014.

House Floor Amendment No. 3
Provides that a school district, public school, or nonpublic school may authorize the provision of a student-specific or undesignated epinephrine auto-injector to a student or authorized personnel under a student's Individual Health Care Action Plan, Illinois Food Allergy Emergency Action Plan or Treatment Authorization Form, or other plan under federal law. Requires the school district, public school, or nonpublic school to inform the parents or guardians of the pupil that the school district, public school, or nonpublic school and its employees and agents, including a physician, physician assistant, or advanced practice nurse providing standing protocol, are exempt from liability or professional discipline from any injury arising from the administration (rather than self-administration) of asthma medication or an epinephrine auto-injector. Provides that a physician, a physician assistant who has been delegated prescriptive authority for asthma medication or epinephrine (rather than just prescriptive authority), or an advanced practice nurse who has been delegated prescriptive authority for asthma medication or epinephrine (rather than just prescriptive authority) may prescribe undesignated epinephrine auto-injectors. Provides that the school district, public school, or nonpublic school must maintain records related to the training curriculum and trained personnel. Provides that a school district, public school, or nonpublic school is encouraged not to use the administration of emergency medications to reduce the number of school nurses in a school or school district. Defines "standing protocol". Makes other changes.

House Floor Amendment No. 4
Deletes a provision that provides that a school district, public school, or nonpublic school is encouraged not to use the administration of emergency medications to reduce the number of school nurses in a school or school district.

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HB 5936

Short Description: ASBESTOS OCCUPATIONS LICENSURE

House Sponsors
Rep. Frank J. Mautino

Synopsis As Introduced
Creates the Asbestos Occupations Licensure Act. Provides that persons licensed to perform asbestos abatement-related activities under the Asbestos Abatement Act or the Commercial and Public Building Asbestos Abatement Act shall be licensed by the Department of Public Health. Repeals Sections of the Asbestos Abatement Act and the Commercial and Public Building Asbestos Abatement Act recodified in the Asbestos Occupations Licensure Act. Amends additional Sections of the Environmental Protection Act. Provides that after the effective date of this Act, rulemaking for the Asbestos Abatement Act or the Commercial and Public Building Asbestos Abatement Act shall be done by the Pollution Control Board. Makes corresponding changes to other Acts. Effective July 1, 2014.

Last Action

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<td>House</td>
<td>Rule 19(a) / Re-referred to Rules Committee</td>
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HB 5937

Short Description: PROCUREMENT-VARIOUS

House Sponsors
Rep. Frank J. Mautino

Synopsis As Introduced
Amends the Illinois Procurement Code. Adds definitions for various terms, including "bid", "bidder", "chief procurement office",...

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**HB 5941**

**Short Description:** SCH CD-PARENT RIGHTS-MATERIALS

**House Sponsors**  
Rep. Dwight Kay

**Synopsis As Introduced**  
Amends the School Code. Provides that each parent or guardian of a student in a public educational institution has the right to review learning materials and activities in advance. Provides that each parent or guardian who makes an objection to any learning material or activity on the basis that the material or activity is harmful may withdraw that student from the activity or from the class or program in which the material is used and request an alternative assignment. Authorizes a charter school, under certain circumstances, to require parents and guardians of students to waive these rights as a condition of enrollment. Requires a public educational institution to obtain signed, written consent from a student's parent or guardian before using video, audio, or electronic materials that may be inappropriate for the age of the student. Effective July 1, 2014.

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**HB 5945**

**Short Description:** SCH CD-REFORM-PARENT PETITION

**House Sponsors**  
Rep. John D. Anthony

**Synopsis As Introduced**  
Amends the School Code. Provides that the parents of at least 51% of students in a low-performing school may initiate reform measures at the school through the submission of a parent petition to the school board. Provides for submission of a notice of petition. Provides that the petition shall request that the school board fully intervene in the school and implement one of the following reform measures: (1) reopen the school as a charter school; (2) change the school leadership; (3) close the school and reassign students currently attending the school to another school at the appropriate grade level within the same school district; or (4) adopt a new school governance structure. Upon receiving a copy of a petition signed by the parents of at least 51% of the students in a low-performing school, requires the school board to implement the reform measures requested in the petition.

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**HB 5947**

**Short Description:** PREFERABLE PROCUREMENT

**House Sponsors**

**Synopsis As Introduced**
Amends the Illinois Procurement Code. Requires State agencies to contract for professional services preferable to businesses owned by minorities, females, or persons with disabilities.

**Last Action**

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**HB 5957**

**Short Description:** ILLINOIS ENTERPRISE COMMISSION

**House Sponsors**
Rep. C.D. Davidsmeyer

**Synopsis As Introduced**
Creates the Illinois Enterprise Commission Act. Provides for each legislative leader to appoint 3 public members to the Commission. Authorizes employment of an executive director and staff. Requires the Commission and its staff to scrutinize the existing Illinois laws and administrative rules to see which rules are serving as a net drag on Illinois job creation and economic productivity. Requires the Commission to annually adopt, by two-thirds majority vote, and submit to the Governor, the General Assembly, and the executive director of the Joint Committee on Administrative Rules (JCAR), an omnibus list of all of the administrative rules within the Illinois Administrative Code that the Commission believes can be repealed, abolished, or amended to maximize the wealth and productivity of Illinois. Requires the Commission to annually adopt, by two-thirds majority vote, and submit to the Governor, the General Assembly, and the executive director of the Legislative Reference Bureau (LRB), an omnibus list of all of the laws, and sections of laws, within the Illinois Compiled Statutes that the Commission believes can be repealed, abolished, or amended to maximize the wealth and productivity of Illinois. Allows for public comment. Requires the Commission to recommend replacement rules. Allows JCAR, by a single, up-or-down record vote, to accept a report by a three-fifths majority, which has the effect of prohibiting the rules on the list. Sets forth a procedure for adoption of recommended or other rules as emergency rules. Requires the Commission to annually adopt, by two-thirds majority vote, and submit to the Governor, the General Assembly, and the executive director of the Legislative Reference Bureau (LRB), an omnibus list of all of the laws, and sections of laws, within the Illinois Compiled Statutes that the Commission believes can be repealed, abolished, or amended to maximize the wealth and productivity of Illinois. Allows for public comment. Requires the Commission, in cooperation with LRB, to oversee the drafting of an omnibus revisory bill reflecting the Commission's recommendations. Repeals the Act on January 1, 2019. Effective immediately.

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**HB 5967**

**Short Description:** SCH CD-TRANSPORTATION-DISTANCE

**House Sponsors**
Rep. Joe Sosnowski-Linda Chapa LaVia

**Senate Sponsors**
(Sen. Emil Jones, Ill)
Synopsis As Introduced
Amends the Transportation Article of the School Code. Provides that a school board shall provide free transportation for pupils residing at a distance of 2 miles (instead of one and one-half miles) or more from school. Makes related changes in provisions concerning the transportation of pupils less than that distance from school, pupils attending a charter school or nonpublic school, reimbursement by the State for transportation, and reimbursement of a custodian of a qualifying pupil for transportation expenses paid by the custodian. Effective July 1, 2014.

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HB 5982

Short Description: CMS-ITAP GRANT DATABASE

House Sponsors
Rep. Tom Cross

Synopsis As Introduced
Amends the Department of Central Management Services Law of the Civil Administrative Code of Illinois. Provides that the Illinois Transparency and Accountability Portal shall provide direct access to a database of all current State grants, sorted by grantee name, awarding agency, grant value, and the purpose for which the grant is awarded. Effective July 1, 2014.

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HB 5983

Short Description: FISCAL NOTE REQUIREMENT

House Sponsors
Rep. Tom Cross

Synopsis As Introduced
Amends the Fiscal Note Act. Requires every bill, except those bills making a direct appropriation, to have prepared for it prior to second reading in the house of introduction a brief explanatory statement or note which shall include a reliable estimate of the anticipated change in State, local governmental, school district, or community college district expenditures or revenues under its provisions and to include a reliable estimate of the fiscal impact of its provisions upon community agencies.

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HB 6021
Short Description: $ISBE FY15 OCE

House Sponsors
Rep. Michael J. Madigan-William Davis

Synopsis As Introduced
Makes appropriations for the Illinois State Board of Education and teacher retirement contributions for the fiscal year beginning July 1, 2014, as follows: General Funds $9,579,818,100; Other State Funds $64,698,900; Federal Funds $2,974,410,500; Total $12,618,927,500.

House Committee Amendment No. 1
Makes appropriations for the Illinois State Board of Education and teacher retirement contributions for the fiscal year beginning July 1, 2014, as follows: General Funds $10,504,150,100; Other State Funds $64,698,900; Federal Funds $2,974,410,500; Total $13,543,259,500.

State Mandates Fiscal Note, House Committee Amendment No. 1 (Dept. of Commerce & Economic Opportunity)
The bill does not create a State mandate.

Home Rule Note, House Committee Amendment No. 1 (Dept. of Commerce & Economic Opportunity)
The bill does not pre-empt home rule authority.

Land Conveyance Appraisal Note, House Committee Amendment No. 1 (Dept. of Transportation)
No land conveyances are included in this bill; therefore, there are no appraisals to be filed.

Correctional Note, House Committee Amendment No. 1 (Dept of Corrections)
There are no penalty enhancements associated with this bill. The bill would have no fiscal or population impact on the Department of Corrections.

Housing Affordability Impact Note, House Committee Amendment No. 1 (Housing Development Authority)
This bill will have no effect on the cost of constructing, purchasing, owning, or selling a single-family residence.

Pension Note, House Committee Amendment No. 1 (Government Forecasting & Accountability)
This bill will not impact any public pension fund or retirement system in Illinois.

House Floor Amendment No. 2
Replaces everything after the enacting clause. Makes appropriations to the State Board of Education. Effective July 1, 2014.

Land Conveyance Appraisal Note, House Floor Amendment No. 2 (Dept of Transportation)
No land conveyances are included in this bill; therefore, there are no appraisals to be filed.

Fiscal Note, House Committee Amendment No. 1 (State Board of Education)
HB 6021 (H-AM 1) is an appropriations bill that appropriates a total of $12,618,927,500 in general funds, other state funds and federal funds to the Illinois State Board of Education and the teacher retirement systems in Fiscal Year 2015. The breakdown of general funds, other state funds and federal funds is as follows: (1) General Funds = $9,579,818,100; (2) Other State Funds = $64,698,900; (3) Federal Funds = $2,974,410,500; (4) Total = $12,618,927,500

State Debt Impact Note, House Committee Amendment No. 1 (Government Forecasting & Accountability)
This bill would not change the amount of authorization for any type of State-issued or State-supported bond, and, therefore, would not affect the level of State indebtedness.

State Mandates Fiscal Note, House Floor Amendment No. 2 (Dept. of Commerce & Economic Opportunity)
The bill does not create a State mandate.

Home Rule Note, House Floor Amendment No. 2 (Dept. of Commerce & Economic Opportunity)
The bill does not pre-empt home rule authority.

Balanced Budget Note, House Committee Amendment No. 1 (Office of Management and Budget)
The total fiscal impact of this bill is $10,023,374,900 in General, Federal, and Other State Funds for FY15. The bill only contains appropriations and makes no revenue assumptions, therefore, the impact on the State budget cannot be determined.

Pension Note, House Floor Amendment No. 2 (Government Forecasting & Accountability)
This bill will not impact any public pension fund or retirement system in Illinois.

Balanced Budget Note, House Floor Amendment No. 2 (Office of Management and Budget)
The total fiscal impact of this bill is $10,023,374,900 in General, Federal, and Other State Funds for FY15. The bill only contains appropriations and makes no revenue assumptions, therefore, the impact on the State budget cannot be determined.

State Debt Impact Note, House Floor Amendment No. 2 (Government Forecasting & Accountability)
This bill would not change the amount of authorization for any type of State-issued or State-supported bond, and, therefore, would not affect the level of State indebtedness.

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<td>Third Reading - Short Debate - Passed 061-055-000</td>
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HB 6093

Short Description: $ILLINOIS POWER AGENCY-TECH

House Sponsors
Rep. Michael J. Madigan-Luis Arroyo-William Davis

Senate Sponsors
(Sen. John J. Cullerton-Dan Kotowski and Donne E. Trotter)

Synopsis As Introduced

House Floor Amendment No. 1

Land Conveyance Appraisal Note (Dept. of Transportation)
No land conveyances are included in this bill; therefore, there are no appraisals to be filed.

Land Conveyance Appraisal Note, House Floor Amendment No. 1 (Dept. of Transportation)
No land conveyances are included in this bill; therefore, there are no appraisals to be filed.

Pension Note, House Floor Amendment No. 1 (Government Forecasting & Accountability)
There is no discernible fiscal impact of any public pension system associated with this Bill.

State Mandates Fiscal Note, House Floor Amendment No. 1 (Dept. of Commerce & Economic Opportunity)
This bill does not create a State mandate.

Home Rule Note, House Floor Amendment No. 1 (Dept. of Commerce & Economic Opportunity)
This bill does not pre-empt home rule authority.

Correctional Note, House Floor Amendment No. 1 (Dept of Corrections)
There are no penalty enhancements associated with this bill. The bill would have no fiscal or population impact on the Department of Corrections.

State Debt Impact Note, House Floor Amendment No. 1 (Government Forecasting & Accountability)
This bill would not change the amount of authorization for any type of State-issued or State-supported bond, and, therefore, would not affect the level of State indebtedness.

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SB 16

Short Description: EDUCATION-TECH

Senate Sponsors

House Sponsors
(Rep. Linda Chapa LaVia)

Synopsis As Introduced
Amends the School Code. Makes a technical change in a Section concerning the School Code's construction.

Senate Floor Amendment No. 3
Replaces everything after the enacting clause. Provides that the Act may be referred to as the School Funding Reform Act of 2014. Amends the Economic Development Area Tax Increment Allocation Act, State Finance Act, Property Tax Code, Innovation Development and Economy Act, County Economic Development Project Area Property Tax Allocation Act, County Economic Development Project Area Tax Increment Allocation Act of 1991, Illinois Municipal Code, Economic Development Project Area Tax Increment Allocation Act of 1995, School Code, Educational Opportunity for Military Children Act, and Illinois Public Aid Code. Sets forth provisions concerning the basis for apportionment of primary State financial aid to the common schools for the 2014-2015 and subsequent school years, including provisions concerning the foundation level and weighting for district pupil characteristics, average daily attendance, available local resources per pupil, the computation of primary State aid, the compilation of average daily attendance, equalized assessed valuation data, hold harmless and Property Tax Extension Limitation Law adjustments, grants to laboratory and alternative schools, district improvement plans and attendance center distributions, the Education Funding Advisory Board, a Primary State Aid Review Committee, and an adequacy study. Requires State Board of Education rules, for the 2015-2016 school year and thereafter, to prescribe a system for accounting for revenues and expenditures at the individual school level that includes certain information. Sets forth provisions concerning funding for special education children with excess cost. Makes other changes concerning special education. Provides that certain provisions of the Code apply only through the 2013-2014 school year or the 2014 fiscal year, including provisions concerning block grants for Chicago, special education, transitional bilingual education, summer school grants, and transportation. With respect to the Early Childhood Education Block Grant, requires the State Plenary Packet - Page 466
Board of Education to award to the Chicago school district 37% of the funds in each fiscal year. With respect to a school district other than the Chicago school district, provides that through June 30, 2017 (instead of June 30, 2016), surplus life safety taxes and interest earnings thereon may be transferred to the Operations and Maintenance Fund for building repair work if a public hearing has been held. Extends the time period during which a school district other than the Chicago school district may transfer moneys from specified funds for any purpose from June 30, 2016 to June 30, 2017. Makes related changes. Effective immediately.

**Senate Floor Amendment No. 5**

In provisions concerning the basis for apportionment of primary State financial aid to the common schools for the 2014-2015 and subsequent school years, makes changes concerning low-income pupil weighting and a primary State aid supplemental grant. Also provides that each fiscal year, the State Board of Education shall calculate for each school district an amount of its Total Primary State Aid funding that shall be deemed attributable to the provision of special educational facilities and services in a manner that ensures compliance with maintenance of State financial support requirements under the federal Individuals with Disabilities Education Act.

**Senate Floor Amendment No. 6**

Removes provisions amending the Children with Disabilities Article of the School Code with respect to children attending private schools, public out-of-state schools, public school residential facilities, or private special education facilities and funding for children with excess cost.

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**SB 220**

**Short Description:** COMMISSION ON VOLUNTEERISM

**Senate Sponsors**
Sen. Dan Kotowski

**House Sponsors**
(Rep. Michael J. Madigan-Barbara Flynn Currie)

**Synopsis As Introduced**
Amends the Great Lakes-St. Lawrence River Basin Water Resources Compact Act. Makes a technical change in a Section concerning the short title.

**Senate Floor Amendment No. 1**
Replaces everything after the enacting clause. Amends the Illinois Commission on Volunteerism and Community Service Act. Transfers the Commission from the Department of Human Services to the Department of Public Health and makes related changes throughout the Act. Allows the Commission to undertake the following activities: taking an active role in the State's emergency management plan to coordinate volunteers for disaster preparedness and response; promoting intergenerational initiatives and efforts to promote inclusion among diverse populations; and fostering an environment that promotes social innovation throughout the State. Provides that the Commission may, subject to appropriation, award an Illinois Service Education Award Grant to recipients of a national service educational award. Specifies that the Commission may receive and expend funds, grants, and services from any source for purposes reasonable and necessary to carry out a coordinated plan of community service throughout the State. Changes the members of the Commission. Makes other changes. Provides that the Legislative Reference Bureau shall reassign the Act in the Illinois Compiled Statutes (to reflect the transfer to the Department of Public Health).

**House Committee Amendment No. 1**

**House Floor Amendment No. 2**
Replaces everything after the enacting clause. Creates the FY2015 Budget Implementation Act. Provides that the purpose of the Act is to make the changes in State programs that are necessary to implement the Governor's FY2015 budget recommendations. Effective immediately.
SB 274

Short Description: FINANCE-TECH

Senate Sponsors
Sen. John J. Cullerton-Don Harmon

House Sponsors
(Rep. Michael J. Madigan-Barbara Flynn Currie)

Synopsis As Introduced
Amends the Technology Development Act. Makes a technical change in a Section concerning the short title of the Act.

House Floor Amendment No. 1
Replaces everything after the enacting clause. Creates the Illinois Revenue Volatility Study Act. Provides that the Commission on Government Forecasting and Accountability shall conduct a study of the volatility of the sources of general revenue funds collected by the State of Illinois. Provides for the specific issues to be addressed in the study. Directs the Commission on Government Forecasting and Accountability to report its findings to the General Assembly and the Governor on or before December 31, 2014. Repeals the Act on December 1, 2015. Amends the State Budget Law of the Civil Administrative Code of Illinois. Provides that beginning July 1, 2014: the aggregate appropriations available for salaries for members of the General Assembly and judges from all State funds for each State fiscal year shall be no less than the total aggregate appropriations made available for salaries for members of the General Assembly and judges from all State funds for the immediately preceding fiscal year; and the aggregate appropriations available for legislative operations from all State funds for each State fiscal year shall be no less than the total aggregate appropriations made available for legislative operations for the immediately preceding fiscal year. Defines "legislative operations". Provides a continuing appropriation if aggregate appropriations are insufficient to meet the required funding levels. Provides that the General Assembly may appropriate lesser amounts by law. Amends the General Assembly Compensation Act. Provides that the reimbursement rates for members of the General Assembly for lodging, meals, and automobile travel for FY15 shall be the same as FY14. Amends the Compensation Review Act. Prohibits FY15 cost of living adjustments for State government legislative elected officials and appointees in positions for which the Compensation Revision Board previously recommended or determined compensation. Amends the State Finance Act. Provides that the State Treasurer and State Comptroller shall make transfers from special funds of the State to the General Revenue and Health Insurance Reserve Funds, as directed by the Governor. Effective immediately.

Last Action
Date    Chamber    Action
5/30/2014  Senate  Passed Both Houses

SB 928

Short Description: TRANSPORTATION-TECH

Senate Sponsors
Sen. Andy Manar

Synopsis As Introduced
Amends the Illinois Highway Code. Makes a technical change in a Section concerning use of tax moneys.

Last Action
Date    Chamber    Action
5/30/2014  Senate  Passed Both Houses
SB 2596

Short Description: DISPLACED STUDENT VOUCHER ACT

Senate Sponsors
Sen. William E. Brady

Synopsis As Introduced
Creates the Displaced Student Voucher Act and amends the Illinois Income Tax Act and the State aid formula provisions of the School Code. Establishes the Displaced Student Voucher Program, a pilot program that shall expire on June 20, 2023. Provides that under the program, the custodian of a Chicago school district pupil who would be attending a specified closed school if the school had not been closed is entitled to a voucher to pay for qualified education expenses at a participating Chicago nonpublic school. Requires the principal of each school in the Chicago school district to notify custodians of qualifying pupils of the availability of vouchers. Sets forth provisions concerning a request for a voucher, the issuance and payment of a voucher, the amount and renewal of a voucher, pupil assessment, the State longitudinal data system, and funding. Provides that students receiving vouchers are considered nonpublic school students who have been voluntarily placed in a private setting. Provides that the amount of a redeemed voucher shall not be considered base income and shall not be taxable for Illinois income tax purposes. Requires the State Board of Education to submit a report to the General Assembly. Provides criminal penalties for certain violations. Requires the State Board to adopt rules to implement the Act. Effective immediately.

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SB 2614

Short Description: SCH CD-SCH SECURITY TASK FORCE

Senate Sponsors
Sen. Tim Bivins

Synopsis As Introduced
Amends the School Code. Adds a member to the School Security and Standards Task Force who is a representative from an association representing parents and is appointed by the Governor. Requires the task force to submit its reports on or before January 1, 2015 (instead of January 1, 2014), and abolishes the task force and repeals the provisions concerning the task force on July 1, 2015 (instead of January 2, 2014). Effective immediately.

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SB 2617

Short Description: SCH CD-BLOCK GRANTS-CHICAGO

Senate Sponsors
Sen. Pamela J. Althoff-Karen McConnaughay, Sue Rezin-Dale A. Righter and Chapin Rose

Synopsis As Introduced
Amends the School Code. Removes language that provides that the Block Grants Article does not apply to the Chicago school district. Repeals the Block Grants for Chicago Article. Makes related changes. Effective July 1, 2015.

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### SB 2621

**Short Description:** $ISBE

**Senate Sponsors**  
Sen. John M. Sullivan-Andy Manar and Chapin Rose

**Synopsis As Introduced**  
Makes supplemental appropriations for the ordinary and contingent expenses of the Illinois State Board of Education. Effective upon becoming law.

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### SB 2622

**Short Description:** WORKERS COMP-TRAVEL-CAUSATION

**Senate Sponsors**  

**Synopsis As Introduced**  
Amends the Workers’ Compensation Act. Provides that an employee who is required to travel in connection with his or her employment and who suffers an injury while in travel status shall be eligible for benefits only if the injury arises out of and in the course of employment while he or she is actively engaged in the duties of employment. Defines "accident" and "injury". Provides that "injury" includes the aggravation of a pre-existing condition by an accident arising out of and in the course of the employment, but only for so long as the aggravation of the pre-existing condition continues to be the major contributing cause of the disability. Provides that an injury resulting directly or indirectly from idiopathic causes is not compensable. Effective immediately.

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### SB 2627

**Short Description:** SCH CD-ST CHARTER SCH COMM

**Senate Sponsors**  
Sen. Kimberly A. Lightford-Jacqueline Y. Collins-William Delgado

**Synopsis As Introduced**  
Law and the State Finance Act concerning the State Charter School Commission; makes related changes. Removes a provision allowing a school board to develop its own process for receiving charter school proposals. Requires the State Board of Education to compile annual evaluations of charter schools received from school boards and prepare an annual report on charter schools (instead of requiring school boards to submit to the State Board any information required by the State Board pursuant to rule). Makes changes concerning the report the State Board issues to the General Assembly and the Governor.

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**SB 2638**

**Short Description:** EDUCATION-TECH

**Senate Sponsors**
Sen. Melinda Bush

**Synopsis As Introduced**
Amends the School Code. Makes a technical change in a Section concerning children with specific learning disabilities.

**Last Action**

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<td>1/21/2014</td>
<td>Senate</td>
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**SB 2647**

**Short Description:** SCH CD-ZONING COMPLIANCE

**Senate Sponsors**
Sen. Pamela J. Althoff

**Synopsis As Introduced**
Amends the School Code. Provide that a school district is subject to and its school board must comply with any valid local government zoning ordinance or resolution that applies where the pertinent part of the school district is located. Effective immediately.

**Last Action**

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<td>2/27/2014</td>
<td>Senate</td>
<td>Placed on Calendar Order of 3rd Reading March 4, 2014</td>
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**SB 2661**

**Short Description:** SCH CD-SPECIAL ED-INTERGOV AGR

**Senate Sponsors**
Sen. Michael E. Hastings

**Synopsis As Introduced**
Amends the Children with Disabilities Article of the School Code. Allows an elementary school district with a student population of no more than 200 to enter into an intergovernmental agreement with an elementary school district with a student population of at least 5,200 for the delivery of any or all special education services if the 2 elementary districts have an adjacent boundary. Sets
forth employment and reimbursement provisions and what the agreement must include. Provides that no more than 2 school districts may be a party to such an agreement at any one time, and no school district may have in effect at any one time more than one such agreement. Effective immediately.

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**SB 2666**

**Short Description:** EDUCATION-TECH

**Senate Sponsors**
Sen. Steve Stadelman

**Synopsis As Introduced**
Amends the School Code. Makes a technical change in a Section concerning the School Code's construction.

### Last Action

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**SB 2682**

**Short Description:** SCH CD-HISTORY-ORGANIZED LABOR

**Senate Sponsors**
Sen. Michael E. Hastings and Napoleon Harris, III-Melinda Bush-Jacqueline Y. Collins

**Synopsis As Introduced**
Amends the School Code. Requires the study of the history of organized labor in America and the collective bargaining process to be included in the teaching of the history of the United States. Effective July 1, 2014.

### Last Action

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**SB 2700**

**Short Description:** EDUCATION-TECH

**Senate Sponsors**
Sen. Michael Noland

**Synopsis As Introduced**
Amends the School Code. Makes a technical change in a Section concerning the School Code's construction.

### Last Action

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SB 2701

Short Description: EDUCATION-TECH

Senate Sponsors
Sen. Michael Noland

Synopsis As Introduced
Amends the School Code. Makes a technical change in a Section concerning the School Code's construction.

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SB 2702

Short Description: EDUCATION-TECH

Senate Sponsors
Sen. Michael Noland

Synopsis As Introduced
Amends the School Code. Makes a technical change in a Section concerning the School Code's construction.

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SB 2710

Short Description: SCH SAF DRILL-REVIEW-PRIV SCH

Senate Sponsors
Sen. Bill Cunningham-Jacqueline Y. Collins and Napoleon Harris, III

House Sponsors
(Rep. Lawrence M. Walsh, Jr.-Linda Chapa LaVia, Robert W. Pritchard and Eddie Lee Jackson, Sr.)

Synopsis As Introduced
Amends the School Safety Drill Act. Requires a private school to conduct a minimum of one annual meeting at which the school must review each school building's emergency and crisis response plans, protocols, and procedures and each building's compliance with the school safety drill programs of the school. Provides that the purpose of this annual review shall be to review and update the emergency and crisis response plans, protocols, and procedures and the school safety drill programs of the school. Requires the private school to invite representatives from all local first responder organizations to participate, advise, and consult in the review process. Effective immediately.

Senate Floor Amendment No. 1
With respect to the review of a school building's emergency and crisis response plans, protocols, and procedures and the building's compliance with the school safety drill programs, provides that this review must be at no cost to the school district or private school.
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**SB 2711**

**Short Description:** FINANCE-STATE BD OF EDU-GRANTS

**Senate Sponsors**
Sen. John M. Sullivan

**House Sponsors**
(Rep. William Davis)

**Synopsis As Introduced**
Amends the State Finance Act. Permits the State Board of Education to make payments for grants provided by the United States Department of Agriculture, the United States Department of Education, or any other federal agency for any fiscal year without regard to the fact that the services being compensated for by such payment may have been rendered in a prior fiscal year. Effective July 1, 2014.

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<td>House</td>
<td>Referred to Rules Committee</td>
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**SB 2712**

**Short Description:** EDUCATION-TECH

**Senate Sponsors**
Sen. Kimberly A. Lightford

**Synopsis As Introduced**
Amends the School Code. Makes a technical change in a Section concerning the School Code's construction.

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**SB 2713**

**Short Description:** EDUCATION-TECH

**Senate Sponsors**
Sen. Kimberly A. Lightford

**Synopsis As Introduced**
Amends the School Code. Makes a technical change in a Section concerning the School Code's construction.
SB 2714

Short Description: EDUCATION-TECH

Senate Sponsors
Sen. Kimberly A. Lightford

Synopsis As Introduced
Amends the School Code. Makes a technical change in a Section concerning the School Code's construction.

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SB 2715

Short Description: EDUCATION-TECH

Senate Sponsors
Sen. Kimberly A. Lightford and Martin A. Sandoval

Synopsis As Introduced
Amends the School Code. Makes a technical change in a Section concerning the School Code's construction.

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SB 2716

Short Description: EDUCATION-TECH

Senate Sponsors
Sen. Kimberly A. Lightford

Synopsis As Introduced
Amends the School Code. Makes a technical change in a Section concerning the School Code's construction.

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SB 2729

Short Description: HIGH SCHOOL EQUIVALENcy TEST

Senate Sponsors
Sen. Michael W. Frerichs

House Sponsors
(Rep. Naomi D. Jakobsson)

Synopsis As Introduced

House Committee Amendment No. 1
Replaces everything after the enacting clause. Amends the School Code. Makes a technical change in a Section concerning a high school equivalency testing program.

Last Action

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<td>5/30/2014</td>
<td>House</td>
<td>Rule 19(a) / Re-referred to Rules Committee</td>
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SB 2747

Short Description: SCHOOL SECURITY TASK FORCE

Senate Sponsors

House Sponsors

Synopsis As Introduced
Amends the Freedom of Information Act and the School Code. Creates the School Security and Standards Task Force within the State Board of Education to study the security of schools in this State, make recommendations, and draft minimum standards for use by schools to make them more secure and to provide a safer learning environment for the children of this State. Sets forth provisions concerning the membership of the Task Force, meetings of the Task Force, State Board support for the Task Force, and the duties of the Task Force. Provides that, on or before January 1, 2015, the Task Force shall submit a report to the General Assembly and the Governor on specific recommendations for changes to the current law or other legislative measures. Provides that, on or before January 1, 2015, the Task Force shall submit a report to the State Board on specific recommendations for model security plan policies for schools to access and use as a guideline, which report is exempt from inspection and copying under the Freedom of Information Act. Provides that the Task Force is abolished and these provisions are repealed on July 1, 2015. Effective immediately.

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SB 2760

Short Description: SCH CD-STUDENT RIGHTS-POLICE
Synopsis Report

Senate Sponsors
Sen. Kimberly A. Lightford

Synopsis As Introduced
Amends the School Code. Provides that (i) prior to being asked any question or being requested to make any statement while in the presence of a police officer, a student must be informed of the right not to answer any question or to make any statement in the presence of a police officer; (ii) prior to being asked any question or being requested to make any statement while in the presence of a police officer, a student must be informed of the right to have a parent, a guardian, or an attorney present during such questioning or request for a statement; (iii) prior to being asked any question or being requested to make any statement while in the presence of a police officer, a student must be informed that any information given in the presence of a police officer may result in an arrest and in the issuing of a summons and may be used in school discipline and in criminal prosecution; (iv) prior to the presence of a police officer during the questioning of a student or of a request for a statement, the school principal shall approve the presence of the police officer during the questioning of or while making a request for any statement from the student; and (v) prior to the presence of a police officer during the questioning of or while making a request for any statement from a student, a parent or guardian of the student must be given notification of the opportunity to be present during the questioning. Sets forth provisions concerning the notification, school principal and police officer consultation, and tracking and reporting data. Effective July 1, 2014.

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<td>4/7/2014</td>
<td>Senate</td>
<td>Placed on Calendar Order of 3rd Reading April 8, 2014</td>
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SB 2766

Short Description: EDUCATION-TECH

Senate Sponsors
Sen. Andy Manar

Synopsis As Introduced
Amends the School Code. Makes a technical change in a Section concerning the School Code's construction.

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SB 2767

Short Description: EDUCATION-TECH

Senate Sponsors
Sen. Andy Manar

Synopsis As Introduced
Amends the School Code. Makes a technical change in a Section concerning the School Code's construction.

Last Action

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SB 2775
Short Description: SCH CD-TRANSPORT-SAFE PASSAGE

Senate Sponsors
Sen. Kimberly A. Lightford-Jacqueline Y. Collins, Napoleon Harris, Ill-William Delgado-Mattie Hunter and Donne E. Trotter

Synopsis As Introduced
Amends the Transportation Article of the School Code. Requires the Chicago Board of Education to provide free transportation to and from a pupil's assigned school and a pick-up point for any pupil who must walk or otherwise travel along a safe passage route, as designated by the Board, to reach school or return home. Effective immediately.

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<td>2/20/2014</td>
<td>Senate</td>
<td>Placed on Calendar Order of 3rd Reading February 25, 2014</td>
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SB 2779

Short Description: SCH CD-CHARTER SCH-REFERENDUM

Senate Sponsors
Sen. Linda Holmes-William Delgado

Synopsis As Introduced
Amends the Charter Schools Law of the School Code. Provide that if the State Charter School Commission or any other State entity to which an appeal may be submitted under the Law reverses a local school board's decision to deny, revoke, or not renew a charter, the reversal may not be implemented unless the question of whether a charter school shall be established or continue operating has been submitted to the electors of the school district at a regular election and approved by a majority of the electors voting on the question. Sets forth requirements for the referendum.

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<td>Rule 3-9(a) / Re-referred to Assignments</td>
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SB 2782

Short Description: JUV CT-EDUCATIONAL SURROGATE

Senate Sponsors
Sen. David Koehler

House Sponsors
(Rep. Esther Golar)

Synopsis As Introduced
Amends the Juvenile Court Act of 1987. Provides that upon issuing a temporary custody order for an alleged abused, neglected, or dependent minor, the court may appoint one or both parents or the legal guardian of the minor as the educational surrogate or early intervention program surrogate for the minor upon request if the parent or legal guardian requests the appointment and the court finds that the best interests of the minor are consistent with the appointment. Provides that the court may appoint a person other than a parent or legal guardian as educational surrogate or early intervention program surrogate if the person is not a party to the abuse, neglect, or dependency of the minor, is familiar with the needs of the minor, and the parent or legal guardian does not request appointment or is unavailable. Provides that an educational surrogate for a minor in need of special education services or an early intervention program surrogate shall meet the requirements of applicable federal and State laws and rules governing educational surrogates or early intervention program surrogates for minors. Effective immediately.
Synopsis Report

Senate Committee Amendment No. 1
Replaces everything after the enacting clause. Amends the Juvenile Court Act of 1987. Provides that upon issuing a temporary custody order concerning an abused, neglected, or dependent minor, if the minor is in need of special education services or early intervention services the court may appoint one or both parents or the minor's legal guardian who is a respondent as the educational surrogate parent or early intervention program surrogate parent for the minor if: (1) the parent or legal guardian respondent requests the appointment; and (2) the court finds that the best interests of the minor are consistent with the appointment. Provides that the court may appoint a person other than a parent or legal guardian respondent as educational surrogate parent or early intervention program surrogate parent for the minor if: (1) the person is not a party to the abuse, neglect, or dependency of the minor; (2) the person is familiar with the needs of the minor; (3) a parent or guardian does not request appointment, is unavailable, or the court denies the request for appointment by a parent or guardian respondent; and (4) the court finds that the best interests of the minor are consistent with the appointment. Establishes qualifications of an educational surrogate parent or an early intervention program surrogate parent. Effective immediately.

Senate Floor Amendment No. 2
Provides that upon issuing an order for temporary custody, whenever a special education services or early intervention services surrogate parent is appointed for a minor under the federal Individuals with Disabilities Education Act (rather than if the minor is in need of special education services or early intervention services), the court may appoint one or both parents or the minor's legal guardian who is a respondent as the educational surrogate parent or early intervention program surrogate parent for the minor if: (1) the parent or legal guardian respondent requests the appointment; and (2) the court finds that the best interests of the minor are consistent with the appointment. Deletes a provision that an educational surrogate parent or early intervention program surrogate parent shall meet the requirements of applicable State laws and rules governing educational surrogate parents or early intervention program surrogate parents.

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SB 2793

Short Description: SCH CD-SCH REPORT CARD-DISCIP

Senate Sponsors

House Sponsors
(Rep. William Davis-Greg Harris, Derrick Smith, Elizabeth Hernandez, Camille Y. Lilly and Kenneth Dunkin)

Synopsis As Introduced
Amends the School Code. As part of the annual school report card, requires every school to provide (i) data on the issuance of out-of-school suspensions, expulsions, and removals to alternative settings, disaggregated by race and ethnicity, gender, age, grade level, limited English proficiency status, length of exclusion, reason for exclusion, and whether alternative educational options were provided; (ii) data on the use of arrests or criminal citations, disaggregated by race and ethnicity, gender, age, grade level, disability status, limited English proficiency status, and alleged criminal offense; and (iii) data on student retention during and between academic years, disaggregated by race and ethnicity, gender, age, grade level, disability status, limited English proficiency status, and the reason for the student's departure. Sets forth requirements and exemptions concerning the data, including requiring the State Board of Education to analyze the data on an annual basis and determine the top quartile of school districts for specified metrics. Requires certain districts identified by the State Board to submit a school discipline improvement plan identifying the strategies it will implement to reduce the use of harsh disciplinary practices or reduce the disproportionality evident in its disciplinary practices; sets forth other requirements.

Senate Committee Amendment No. 1
Replaces everything after the enacting clause. Amends the School Code. Requires the State Board of Education, through the State Superintendent of Education, to annually prepare a report on student discipline in all school districts in this State. Requires this report to be posted on the Internet website of the State Board. Sets forth what the report must include. Requires the State Board to analyze the data in the report on an annual basis and determine the top quartile of school districts for the following metric: total number of instructional days on which students were excluded, divided by the total student population. Requires the State...
Board to determine the top quartile of school districts for racial disproportionality in this metric. Provides that the State Board shall require each of the school districts identified in this quartile to submit a school discipline improvement plan identifying the strategies the school district will implement to reduce the use of harsh disciplinary practices or racial disproportionality or both if applicable. Sets forth the requirements for approval and posting of the plan and a progress report on the school district's Internet website. Effective July 1, 2014.

House Committee Amendment No. 1
Replaces everything after the enacting clause. Amends the School Code. Requires the State Board of Education, through the State Superintendent of Education, to annually prepare a report on student discipline in all school districts in this State. Requires the report to be posted on the Internet website of the State Board. Sets forth what the report must include. Requires the State Board to analyze the data and determine the top quartile of school districts for each of the following metrics: (i) total number of instructional days on which students were excluded from school and (ii) racial disproportionality with respect to the use of out-of-school suspensions, expulsions, and school-based arrests and criminal citations. Provides that the State Board shall require each of the school districts identified in these quartiles to submit a school discipline improvement plan identifying the strategies the school district will implement to reduce the use of harsh disciplinary practices or racial disproportionality or both if applicable. Sets forth the requirements for approval and posting of the plan and a progress report on the school district's Internet website. Effective July 1, 2014.

House Floor Amendment No. 2
Replaces everything after the enacting clause. Reinserts the contents of the bill as amended by House Amendment No. 1, with the following changes. Specifies that the report on student discipline shall include student discipline in State-authorized charter schools. Provides that the report shall include data from all public schools within school districts, including school-based arrests and criminal citations. Removes the requirement that the report include data on the use of arrests or criminal citations on school grounds and during school hours. Requires the State Board to analyze the data and determine the top 20% (rather than top quartile) of school districts for each of the metrics, and makes changes concerning the metrics. Requires the analysis to be based on data collected over 3 consecutive school years, beginning with the 2014-2015 school year. Requires school districts identified in the top 20% of any metric for 3 consecutive years to submit a plan identifying the strategies the school district will implement to reduce the use of exclusionary disciplinary practices or racial disproportionality or both if applicable. Requires school districts that no longer meet the criteria described in any of the other improvement plans required under federal or State law to submit a school discipline improvement plan. Further amends the School Code in the Charter Schools Article to require compliance with the requirements set forth in the amendatory Act. Effective July 1, 2014.

House Floor Amendment No. 3
With respect to certain of the metrics calculations, changes references from "total district enrollment by October 1" to "total district enrollment by the last school day in September".
Memorial, Sangamon County. Changes the name of the Amistad Commission to the Amistad and Freedom Trail Commission. Requires the Commission to prepare a master plan to promote and preserve the history of the African slave trade, slavery in America, the vestiges of slavery in this country, the freedom trail and underground railroad in the State, and the contributions of African-Americans to our society. Requires the Commission (i) to assist in developing partnerships to seek public and private funds to carry out events memorializing the freedom trail and underground railroad and (ii) to assist in and promote the making of applications for inclusion in the National Park Service's National Underground Railroad Network to Freedom Program. Makes changes to provisions concerning Commission members; the administration of the Lincoln Presidential Library; and the Office of the Internal Auditor of the Historic Preservation Agency. Repeals a provision creating the Freedom Trail Commission. Amends the Illinois Historic Preservation Act. Reduces the number of members on the Illinois Historic Sites Advisory Council from 15 to 11 and makes other changes. Amends the School Code. Changes a reference to "Amistad Commission" to "Amistad and Freedom Trail Commission. Repeals the Local Legacy Act.

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<td>House</td>
<td>Rule 19(a) / Re-referred to Rules Committee</td>
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### SB 2870

**Short Description:** SCH CD-BULLYING PREVENTION

**Senate Sponsors**
Sen. Ira I. Silverstein-William Delgado

**Synopsis As Introduced**
Amends the School Code. In provisions concerning bullying prevention, provides that no student shall be subjected to bullying through the use of data or computer software that is accessed at a nonschool-related location, activity, function, or program or through the use of technology or an electronic device that is not owned, leased, or used by a school district or school if the bullying substantially interferes with or limits the victim's ability to participate in or benefit from the services, activities, or opportunities offered by a school or substantially disrupts the educational process or orderly operation of a school. Provides that this prohibition does not require a school to staff or monitor any nonschool-related activity, function, or program. Provides that the physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action initiated under the bullying prevention provisions.

**Senate Committee Amendment No. 1**
Removes the amendatory language that provides that no student shall be subjected to bullying through the use of data or computer software that is accessed at a nonschool-related location, activity, function, or program or through the use of technology or an electronic device that is not owned, leased, or used by a school district or school if the bullying substantially disrupts the educational process or orderly operation of a school.

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<td>Senate</td>
<td>Placed on Calendar Order of 3rd Reading April 8, 2014</td>
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### SB 2872

**Short Description:** EDUCATION-TECH

**Senate Sponsors**
Sen. Emil Jones, III

**Synopsis As Introduced**
Amends the School Code. Makes a technical change in a Section concerning the School Code's construction.

### Last Action
### SB 2890

**Short Description:** EDUCATION-TECH

**Senate Sponsors**
Sen. Melinda Bush

**Synopsis As Introduced**
Amends the School Code. Makes a technical change in a Section concerning the School Code's construction.

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### SB 2891

**Short Description:** EDUCATION-TECH

**Senate Sponsors**
Sen. Melinda Bush

**Synopsis As Introduced**
Amends the School Code. Makes a technical change in a Section concerning the School Code's construction.

**Last Action**
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<td>2/4/2014</td>
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### SB 2898

**Short Description:** EDUCATION-TECH

**Senate Sponsors**
Sen. Iris Y. Martinez

**Synopsis AsIntroduced**
Amends the School Code. Makes a technical change in a Section concerning the State Board of Education.

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### SB 2899

**Short Description:** EDUCATION-TECH
Synopsis As Introduced
Amends the School Code. Makes a technical change in a Section concerning the School Code’s construction.

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SB 2902

Short Description: IDES-WORKFORCE INVEST TRANSFER

Senate Sponsors
Sen. Mike Jacobs-Martin A. Sandoval and John G. Mulroe

Synopsis As Introduced

Last Action

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<td>Rule 3-9(a) / Re-referred to Assignments</td>
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SB 2923

Short Description: EDUCATION-TECH

Senate Sponsors
Sen. Iris Y. Martinez

Synopsis As Introduced

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SB 2926

Short Description: FOIA-RECORDS ON WEBSITE

Senate Sponsors
Sen. Daniel Biss-Pat McGuire-Karen McConnaughay
Synopsis As Introduced
Amends the Freedom of Information Act. Provides that a public body is not required to copy and make available for public inspection a public record that is published on the public body's website if the public body's Freedom of Information officer certifies that the online record is a true and accurate copy of the original record maintained by the public body. Provides that the Freedom of Information officer shall notify the person requesting the public record that it is available online. Provides that if the person requesting the public record is unable to access the record online, the public body is then required to copy and make available the public record. Effective immediately.

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<td>Senate</td>
<td>Rule 3-9(a) / Re-referred to Assignments</td>
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SB 2934

Short Description: IEMA-GRANTS TO SCHOOLS

Senate Sponsors
Sen. Steve Stadelman-William Delgado-Don Harmon

House Sponsors
(Rep. Lawrence M. Walsh, Jr.-Carol A. Sente-Emily McAsey-Katherine Cloonen-Anthony DeLuca, Anna Moeller and John M. Cabello)

Synopsis As Introduced
Amends the Illinois Emergency Management Agency Act. Provides that the Illinois Emergency Management Agency is authorized to make grants to various higher education institutions, public K-12 school districts, and inter-district special education cooperatives for safety and security improvements. Effective immediately.

Senate Committee Amendment No. 1
Replaces everything after the enacting clause. Amends the Illinois Emergency Management Agency Act. Provides that the Illinois Emergency Management Agency is authorized to make grants to various higher education institutions, public K-12 school districts, area vocational centers as designated by the State Board of Education, inter-district special education cooperatives, and nonpublic K-12 schools for safety and security improvements. Effective immediately.

Senate Committee Amendment No. 2
Replaces everything after the enacting clause. Amends the Illinois Emergency Management Agency Act. Provides that the Illinois Emergency Management Agency is authorized to make grants to various higher education institutions, public K-12 school districts, area vocational centers as designated by the State Board of Education, inter-district special education cooperatives, regional safe schools, and nonpublic K-12 schools for safety and security improvements. Effective immediately.

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<td>5/9/2014</td>
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SB 2938

Short Description: $ISBE-TEXTBOOKS

Senate Sponsors
Sen. Bill Cunningham

Synopsis As Introduced
Appropriates $12,500,000 from the General Revenue Fund to the State Board of Education for the textbook block grant.
program, which provides secular textbooks listed for use by the State Board of Education free of charge to any student in the State who is enrolled in any of grades kindergarten through 12 at a public school or at a State-recognized non-public school. Effective July 1, 2014.

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### SB 2943

**Short Description:** PROHIBIT WORKPLACE BULLYING

**Senate Sponsors**

Sen. Ira I. Silverstein

**Synopsis As Introduced**

Creates the Workplace Bullying Prohibition Act. Provides that bullying is prohibited in the workplace. Applies to employers having more than 2 employees. Defines terms. Requires an employer to establish a policy regarding workplace bullying and file the policy with the Department of Labor. Provides that a violation of the Act constitutes a business offense subject to a fine of not less than $1,000 and not more than $2,000.

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<td>Senate</td>
<td>Rule 3-9(a) / Re-referred to Assignments</td>
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### SB 2945

**Short Description:** SCH CD-SPECIAL ED-PROVIDR-RATE

**Senate Sponsors**

Sen. Don Harmon and David S. Luechtefeld-William Delgado

**House Sponsors**

(Rep. Elaine Nekritz-Patricia R. Bellock-Bill Mitchell-Linda Chapa LaVia, JoAnn D. Osmond, Dan Brady and Camille Y. Lilly)

**Synopsis AsIntroduced**

Amends the Children with Disabilities Article of the School Code. Requires the Illinois Purchased Care Review Board to approve the usual and customary rate or rates of a special education program that (i) is offered by an out-of-state, non-public provider of integrated autism specific educational and autism specific residential services, (ii) offers 2 or more levels of residential care, including at least one locked facility, and (iii) serves 12 or fewer Illinois students. Effective immediately.

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### SB 2957

**Short Description:** EDUCATION-TECH

**Senate Sponsors**

Sen. Heather A. Steans
Synopsis As Introduced
Amends the School Code. Makes a technical change in a Section concerning block grants for school districts other than the Chicago school district.

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SB 2971

Short Description: EMPLOYMENT PRACTICES: E-VERIFY

Senate Sponsors
Sen. Dale A. Righter

Synopsis As Introduced
Amends the Illinois Human Rights Act. Provides that it is a civil rights violation for an employer participating in the E-Verify Program, as authorized by 8 U.S.C. 1324a, (instead of "8 U.S.C. 1324a, Notes, Pilot Programs for Employment Eligibility Confirmation (enacted by PL 104-208, div. C title IV, subtitle A)") to take certain actions while knowingly failing to follow the procedures under the E-Verify Program. Amends the Right to Privacy in the Workplace Act. Adds the scienter of "knowingly" to elements of certain violations of the Act. Replaces references to the Basic Pilot Program with references to any federal Electronic Employment Verification System in order to conform to changes made by federal Public Law 111-83, Title V, Sec. 551. Provides that an employer's responsibility under the Section concerning the E-Verify Program is limited to the most current federal statute and federal regulations in effect at the time of the alleged violation.

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SB 2972

Short Description: SCH CD-LICENSE-SUPERINTENDENT

Senate Sponsors
Sen. Jennifer Bertino-Tarrant

House Sponsors
(Rep. Fred Crespo)

Synopsis As Introduced
Amends the Educator Licensure Article of the School Code. Allows a superintendent endorsement to be affixed to the Professional Educator License of a holder who has had at least 2 years of experience employed full-time in a general administrative position, among other qualifications. Effective immediately.

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SB 2989
**Synopsis Report**

**Short Description:** SCH CD-PSYCHOLOGIST-PRINCIPAL

**Senate Sponsors**  
Sen. William Delgado and Jennifer Bertino-Tarrant-Donne E. Trotter

**House Sponsors**  
(Rep. Kelly M. Cassidy)

**Synopsis As Introduced**  
Amends the School Code. With respect to the definition of "school psychologist" in the Children with Disabilities Article, allows a psychologist who holds a valid Nationally Certified School Psychologist (NCSP) certificate and has such additional qualifications as may be required by the State Board of Education to meet the definition of school psychologist. Changes certain certification references to licensure references. Allows a Professional Educator License holder who has 4 years of experience working in the capacity of school support personnel, among other qualifications, to receive a principal endorsement. Effective immediately.

**Senate Committee Amendment No. 1**  
Deletes the provisions concerning endorsements on licenses.

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**SB 3004**

**Short Description:** SCH CD-STUDENT DISCIPLINE

**Senate Sponsors**  

**Synopsis As Introduced**  
Amends the School Code with respect to the suspension and expulsion of pupils. Provides for the expulsion of pupils by removing a pupil from a school or educational setting for a period of more than 10 school days for posing a significant threat of imminent serious harm to other pupils or to staff (instead of providing for the expulsion of pupils guilty of gross disobedience or misconduct). Provides for the suspension of pupils by removing a pupil from a school or educational setting for a period of not more than 10 days for a serious act of misconduct (instead of providing for the suspension of pupils guilty of gross disobedience or misconduct); makes related changes. Sets forth limitations on out-of-school suspensions. Requires behavioral support services and alternative educational services to be provided to certain students. Provides that, unless otherwise required by statute for a specific criminal offense, a student may not be arrested or otherwise cited for a criminal offense committed during school hours while on school grounds, in a school vehicle, or at a school activity or school-sanctioned event unless the offense constitutes a felony or the student has committed an identical offense within the preceding 6 months. Requires reports to be made for certain incidents. Provides that students may not be counseled by any school employee to leave school voluntarily in order to avoid formal disciplinary proceedings or because of any other disciplinary concerns. Provides that a student may not be issued a monetary fine or fee as a disciplinary consequence. Provides for charter school and alternative school application.

**Senate Committee Amendment No. 1**  
Replaces everything after the enacting clause. Amends the School Code. Makes changes concerning student discipline policies and the parent-teacher advisory committee, the creation of memoranda of understanding with local law enforcement agencies that clearly define law enforcement's role in schools, the actions for which a student may be expelled, what an expulsion order must include, the actions for which a student may be suspended, the duration of a suspension from riding the school bus, what a suspension order must include, the use of school exclusions by school officials, a prohibition on zero-tolerance policies, when out-of-school suspensions of 3 days or less may be used, when out-of-school suspensions of longer than 3 days may be used, when expulsions and disciplinary removals to alternative schools may be used, the provision of appropriation behavioral support services, the continuation of educational services for suspended or expelled students, professional development on the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, and developmentally appropriate disciplinary methods that promote positive and healthy school climates, a prohibition on a student being arrested or otherwise cited for a criminal offense committed during school hours while on school...
grounds, in school vehicles, or at school activities or school-sanctioned events unless certain offenses are involved, school employees and officials retaining their authority and discretion under existing law to address situations through the existing school discipline structure, a written report for all incidents resulting in an out-of-school suspension longer than 3 days, expulsion, removal to an alternative setting, school-based arrest, or school-based criminal citation, a prohibition on school officials advising or encouraging students to disenroll from school voluntarily due to behavioral or academic difficulties, and a prohibition on issuing a monetary fine or fee as a disciplinary consequence. Effective immediately.

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<td>Senate</td>
<td>Placed on Calendar Order of 3rd Reading April 8, 2014</td>
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SB 3030

Short Description: EDUCATION-TECH

Senate Sponsors
Sen. Jacqueline Y. Collins-William Delgado

Synopsis As Introduce
Amends the School Code. Makes a technical change in a Section concerning the School Code’s construction.

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<td>Rule 3-9(a) / Re-referred to Assignments</td>
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SB 3033

Short Description: SCH CD-TECH ED INCENTIVE GRANT

Senate Sponsors
Sen. Michael W. Frerichs, Napoleon Harris, III-Steve Stadelman-Jacqueline Y. Collins and Emil Jones, III-Wm. Sam McCann

House Sponsors
(Rep. Rita Mayfield-Elgie R. Sims, Jr.)

Synopsis As Introduced
Amends the School Code. Requires the State Board of Education to annually confer with the Illinois Community College Board to: (i) identify industries and occupations within this State that face workforce shortages; (ii) notify school districts of these identified industries and occupations; and (iii) approve industry-recognized certification programs designed to mitigate workforce shortages. Provides that beginning with the 2015-2016 school year, the State Board of Education shall annually award incentive grants to school districts for each pupil in the school district who obtained a diploma if the school district has an industry-recognized certification program and the pupil successfully completed the program. Further provides that if the funds appropriated in any fiscal year are insufficient to pay the full amount of the incentive grant, the State Board of Education shall prorate the amount of its payments among school districts eligible for an incentive grant. Effective July 1, 2015.

Senate Floor Amendment No. 1
Provides that the requirements that the State Board of Education identify industries and occupations in this State that face workforce shortages, notify school districts of these industries and occupations, and approve industry-recognized certification programs are subject to a separate appropriation for this purpose.

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<td>House</td>
<td>Rule 19(a) / Re-referred to Rules Committee</td>
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**SB 3081**

**Short Description:** SCH CD-CHARTER SCH-CERT-FISCAL

**Senate Sponsors**
Sen. Daniel Biss

**House Sponsors**
(Rep. Daniel J. Burke)

**Synopsis As Introduced**
Amends the Charter Schools Law of the School Code. Provides that (i) no renewal of a previously certified contract is effective unless and until the State Board certifies that the renewal is consistent with the Law and (ii) a material revision to a previously certified contract may go into effect immediately upon approval of both the local school board and the governing body of the charter school, unless either party requests certification by the State Board (instead of providing that no material revision to a previously certified contract or a renewal shall be effective unless and until certification is made by the State Board). Provides that the first day of the fiscal year of a charter school shall be July 1 (instead of no earlier than August 15 and no later than September 15 of a calendar year). Effective July 1, 2014.

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<td>Senate</td>
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**SB 3092**

**Short Description:** EDUC DATA SYSTEM-PERSONAL INFO

**Senate Sponsors**
Sen. William Delgado-Don Harmon-Chapin Rose-Kimberly A. Lightford and Napoleon Harris, III

**House Sponsors**
(Rep. Scott Drury-Mary E. Flowers)

**Synopsis As Introduced**
Amends the P-20 Longitudinal Education Data System Act. Provides that if an audit or evaluation or a compliance or enforcement activity in connection with legal requirements that relate to State-supported or school district-supported educational programs requires or is used as the basis for granting access to personally identifiable information, the State Board of Education or a public school shall designate parties only under its direct control to act as authorized representatives to conduct the audit, evaluation, or activity. Limits the disclosure of personally identifiable information by the State Board or a public school with respect to (i) a contractor, consultant, or other party to whom the State Board or school has outsourced services or functions; (ii) a party conducting certain studies for or on behalf of the State Board or school; (iii) any party for a commercial use; or (iv) the provision of services other than contracting, studies, and audits or evaluations. Limits the maintenance of personally identifiable information and provides for disclosure and notification. Limits appending education records with personally identifiable information obtained from other federal or State agencies through data matches. Provides for civil penalties. Effective immediately.

**Senate Floor Amendment No. 1**
Replaces everything after the enacting clause. Reinserts the provisions of the bill with changes. Makes changes to the definition of "personally identifiable information". Provides that the State Board of Education and schools may not disclose any personally identifiable information, including identifiable information from education records of students, to a contractor, consultant, or other party to whom the State Board of Education or school has outsourced services or functions without providing notice to parents and eligible students by posting the intent to disclose the information on the Internet website of the school or State Board of Education at least 30 days before disclosure or as soon as practicable; makes conforming changes regarding notification rather than written consent. Makes changes to provisions governing outside parties to whom the personally identifiable information is being disclosed. Provides that the State Board of Education or schools may disclose personally identifiable information from an education record of...
a student to researchers at an organization or accredited post-secondary educational institution conducting research under a
specific, written agreement with the school or State Board of Education; sets forth provisions governing this disclosure. In
provisions prohibiting the State Board of Education from disclosing personally identifiable information to a party for a commercial
use without written consent, removes language requiring the consent (i) to be signed and dated, (ii) not to have been signed more
than 6 months prior to the disclosure, (iii) to identify the recipient and the purpose of the disclosure, and (iv) to state that the
information will be used only for that purpose and will not be used or disclosed for any other purpose. Makes other changes.
Effective immediately.

Senate Floor Amendment No. 2
Removes language requiring a data use agreement to include certain provisions. Allows the State Board of Education and
schools to append education records with personally identifiable information obtained from other federal or State agencies through
data matches without notification to students, parents, or guardians if the data matches are designed to support a study of students
or former students. Makes changes concerning the penalty for violations and the enforcement of compliance.

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SB 3099

Short Description: ACCESS TO GOVERNMENT SERVICES

Senate Sponsors
Sen. Martin A. Sandoval

Synopsis As Introduced
Creates the Access to Governmental Services Act. Requires each executive branch State agency to take reasonable steps to
provide the following in each county where the number of residents in a single language group is more than 5% of all residents of
that county as measured by the most recent federal census: (1) having a sufficient number of qualified bilingual persons in public
contact positions or as interpreters in at least one office in the county, determined by the agency to be in an area of need, to assist
in providing services to individuals having limited English proficiency; and (2) having available in at least one office in the county,
determined by the agency to be in an area of need, personnel to interpret, upon request, important documents ordinarily provided
to the public. Requires each executive branch State agency to adopt rules regarding the requirements of this Act not less than 6
months after the date that this Act takes effect, or as soon thereafter as possible. Requires the Illinois Human Rights Commission
to implement a process to address disputes arising under this Act, including, but not limited to, disputes concerning the
interpretation of "important documents" and "sufficient number of qualified bilingual persons in public contact positions" and agency
determinations of the offices where the services are provided, not less than 6 months after the date that this Act takes effect, or as
soon thereafter as possible. Defines terms.

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<td>Senate</td>
<td>Placed on Calendar Order of 2nd Reading March 25, 2014</td>
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SB 3105

Short Description: EMPLOYMT-GRNDPARNT FAMLY LEAVE

Senate Sponsors
Sen. Jacqueline Y. Collins, Toi W. Hutchinson, Dan Kotowski, Terry Link, Heather A. Steans, Ira I. Silverstein, Patricia Van Pelt,
Iris Y. Martinez, Melinda Bush, Mattie Hunter, Emil Jones, III, Daniel Biss and Michael Noland

Synopsis As Introduced
Creates the Illinois Family Care Provider Act. Provides that an employer must provide up to 12 weeks of unpaid family medical
leave to an employee during any 12-month period in connection with one or more of the following: (i) the birth or adoption of a
grandchild, in order for the employee to care for such grandchild; (ii) the placement of a grandchild with the employee for adoption or foster care; or (iii) a serious health condition of a grandchild, in order for the employee to care for such grandchild, or a serious health condition of a grandparent, in order for the employee to care for such grandparent. Contains provisions concerning employee benefits and prohibited acts. Authorizes an employee to file a civil action for enforcement. Effective immediately.

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<td>Rule 3-9(a) / Re-referred to Assignments</td>
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SB 3106

Short Description: LOCAL RECORDS-INTERNET POSTING

Senate Sponsors
Sen. Michael Connelly and Christine Radogno-Kyle McCarter

House Sponsors
(Rep. Ron Sandack and Dwight Kay)

Synopsis As Introduced
Amends the Local Records Act. Provides that a unit of local government or a school district that maintains an Internet website shall maintain an electronic mail system. Requires that unit of local government or school district to maintain and provide an electronic mail address for each of its officials for use in the course of their official duties. Requires a unit of local government or school district to post to its website for the current calendar year the contact information, including an electronic mail address, for all elected and appointed officials. Limits home rule powers. Amends the State Mandates Act to require implementation without reimbursement.

Senate Committee Amendment No. 2
Replaces everything after the enacting clause. Amends the Local Records Act. Provides that a unit of local government or school district that serves a population of less than 1,000,000 that maintains an Internet website other than a social media or social networking website shall post to its website for the current calendar year a mechanism for members of the public to electronically communicate with each individual elected official of that unit of local government or school district. Requires the information to be easily accessible from the unit of local government's or school district's home page. Limits home rule powers. Amends the State Mandates Act to require implementation without reimbursement.

House Committee Amendment No. 1
Replaces everything after the enacting clause. Amends the Local Records Act. Provides that a unit of local government or school district that serves a population of less than 1,000,000 that maintains an Internet website other than a social media or social networking website shall post to its website for the current calendar year a mechanism, such as a uniform, single email address, for members of the public to electronically communicate with elected officials of that unit of local government or school district. Requires the information to be easily accessible from the unit of local government's or school district's home page through a hyperlink. Limits home rule powers. Amends the State Mandates Act to require implementation without reimbursement.

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<td>Senate</td>
<td>Placed on Calendar Order of Concurrence House Amendment(s) 1 - May 13, 2014</td>
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SB 3113

Short Description: DEBT LIMIT-MILFORD TWP H.S.

Senate Sponsors
Sen. Jason A. Barickman and Darin M. LaHood
House Sponsors
(Rep. Donald L. Moffitt-Patrick J. Verschoore)

Synopsis As Introduced
Amends the School Code. In a Section concerning the debt limitations of school districts, provides that, in addition to all other authority to issue bonds, Milford Township High School District 233 may issue bonds with an aggregate principal amount not to exceed $17,500,000 if certain conditions are met, including that (1) the voters of the district approve a proposition for the bond issuance at an election held on or after November 4, 2014 and (2) prior to the issuance of the bonds, the school board determines, by resolution, that the building and equipping of a new school building is required as a result of the age and condition of an existing school building and the issuance of bonds is authorized by a statute that exempts the debt incurred on the bonds from the district's statutory debt limitation. Provides that the debt incurred on the bonds shall not be considered indebtedness for purposes of any statutory debt limitation. Requires the bonds to mature within not to exceed 25 years from their date. Effective immediately.

House Committee Amendment No. 1
Replaces everything after the enacting clause. Reinserts the provisions of the bill. Provides that in addition to all other authority to issue bonds, the community unit school district created in the territory comprising Milford Community Consolidated School District 280 and Milford Township High School District 233, as approved at the general primary election held on March 18, 2014 (rather than only Milford Township High School District 233), may issue bonds under the conditions of the underlying bill. Effective immediately.

House Floor Amendment No. 5
Replaces everything after the enacting clause. Amends the Conversion and Formation of School Districts Article of the School Code. Requires the county clerk, upon resolution of a school board, to extend taxes to pay the principal of and interest on any general obligation bonds issued by a new school district exclusively to refund any bonded indebtedness of a district organized into the new district against all of the taxable property that was situated within the boundaries of the previously existing district as the boundaries existed at the time of the issuance of the bonded indebtedness being refunded; however, (i) the net interest rate on the refunding bonds may not exceed the net interest rate on the refunded bonds, (ii) the final maturity date of the refunding bonds may not exceed the final maturity date of the refunded bonds, and (iii) the tax levy to pay the refunding bonds in any levy year may not exceed the tax levy that would have been required to pay the refunded bonds for that levy year. Provides that these terms are applicable to districts that were created pursuant to a referendum held in November of 2008 and are inoperative after June 30, 2016.

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SB 3129

Short Description: HOLOCAUST COMMISS-APPOINTMENTS

Senate Sponsors
Sen. Ira I. Silverstein

House Sponsors
(Rep. Sara Feigenholtz-Jack D. Franks-Carol A. Sente)

Synopsis As Introduced
Amends the Illinois Holocaust and Genocide Commission Act. Provides that the President and Minority Leader of the Senate shall each designate a member or former member of the Senate and the Speaker and Minority Leader of the House of Representatives shall each designate a member or former member of the House of Representatives to advise the Commission. Provides that upon the expiration of the terms of the initial members, the appointing authority may re-appoint initial members and sets forth the terms of those re-appointments. Provides that a representative under the Act must be an officer or employee of the State agency that employs the ex officio member or an individual with demonstrated expertise in the subject matter of the ex officio member's State agency. Effective immediately.

Senate Committee Amendment No. 1

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Replaces everything after the enacting clause. Reinserts the provisions of the introduced bill and makes the following changes: (1) adds 3 public members to the Commission; provides that upon the expiration of the terms of the initial members, the Governor (rather than the appointing authority) may re-appoint initial members, and sets forth the terms of those re-appointments; and (3) provides that public members of the Commission added under the amendatory Act shall serve 4-year terms. Effective immediately.

**Senate Committee Amendment No. 2**

Increases the number of public members to 19 and provides that one of the public members appointed to the Commission by the Governor shall be a student.

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**SB 3148**

**Short Description:** PENCD-CHGO TEACHER-TAX LEVY

**Senate Sponsors**

Sen. Mattie Hunter

**Synopsis As Introduced**

Amends the Chicago Teacher Article of the Illinois Pension Code. Provides that the Chicago Board of Education shall levy a property tax annually at a rate that will produce an amount equal to the amount of member contributions to the Fund during the fiscal year 2 years prior to the year for which the tax is levied, subject to a maximum rate of .26%. Provides that the Board of Education shall use the proceeds of the tax for the purpose of making employer contributions to the Chicago Teachers’ Pension Fund. Effective immediately.

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**SB 3186**

**Short Description:** EDUCATION-TECH

**Senate Sponsors**

Sen. Dan Kotowski

**Synopsis As Introduced**

Amends the School Code. Makes a technical change in a Section concerning the School Code's construction.

**Last Action**

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**SB 3187**

**Short Description:** EDUCATION-TECH

**Senate Sponsors**

Sen. Dan Kotowski
**Synopsis As Introduced**
Amends the School Code. Makes a technical change in a Section concerning the School Code's construction.

**Last Action**

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**SB 3188**

**Short Description:** EDUCATION-TECH

**Senate Sponsors**
Sen. Dan Kotowski

**Synopsis As Introduced**
Amends the School Code. Makes a technical change in a Section concerning the School Code's construction.

**Last Action**

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**SB 3214**

**Short Description:** HEALTH EDUCATION-AED

**Senate Sponsors**
Sen. Dave Syverson-Karen McConnaughay-Iris Y. Martinez and Julie A. Morrison

**House Sponsors**
(Rep. Daniel J. Burke)

**Synopsis As Introduced**
Amends the Critical Health Problems and Comprehensive Health Education Act. Adds automated external defibrillators to first aid educational topics that may be included in a comprehensive health education program in all elementary and secondary schools. Effective immediately.

**Last Action**

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<td>House</td>
<td>Rule 19(a) / Re-referred to Rules Committee</td>
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**SB 3233**

**Short Description:** SCH CD-DEBT LIMIT-BERWYN SOUTH

**Senate Sponsors**
Sen. Steven M. Landek

**Synopsis As Introduced**
Amends the School Code. In provisions concerning the debt limitations of school districts, allows Berwyn South School District 100 to issue bonds with an aggregate principal amount not to exceed $51,500,000 if, among other conditions, the voters of the
district approve a proposition for the bond issuance at an election held on or after March 18, 2014 and the school board
determines that the improvement of the sites of, the building and equipping of additions to, and the altering, repairing, and
equipping of existing buildings is required as a result of the size, age, and condition of existing school buildings. Provides that the
debt incurred on the bonds and on any bonds issued to refund or continue to refund such bonds shall not be considered
indebtedness for purposes of any statutory debt limitation and that the bonds and any bonds issued to refund or continue to refund
such bonds must mature within not to exceed 30 years from their date. Effective immediately.

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SB 3273

Short Description: FOIA-EXEMPTIONS; E-RECORDS

Senate Sponsors
Sen. Linda Holmes

Synopsis As Introduced

Amends the Freedom of Information Act. Changes the definition of "commercial purpose" to mean the purpose or intent to use
(rather than "the use of") any part of a public record or records, or information derived from public records, in any form for sale,
resale, or solicitation or advertisement for sales or services or to otherwise further a commercial, trade, or profit interest or
enterprise, as those terms are commonly understood. Provides that a public body may make its records available through any
publicly accessible electronic means and may respond to a request by notifying the requester that the record is available through its
Internet website or other publicly accessible electronic means. Provides procedures in the event that the requester is unwilling or
unable to access the record electronically. Provides that a public body is not required to respond to a request for records to be
used for a commercial purpose and makes corresponding changes. Provides that a person who knowingly obtains a public record
for a commercial purpose without disclosing that it is for a commercial purpose after being requested to do so by the public body is
liable to the public body for a civil penalty equal to 3 times the cost of time, materials, equipment, and personnel expended by the
public body in copying or producing the record and for any attorney's fees and other costs incurred by the public body in collecting
the penalty. Exempts from disclosure under the Act records relating to all employee performance reviews and personnel
evaluations and records and all complaints and investigatory material relating to a public body's adjudication of employee
grievances or disciplinary cases. Exempts from disclosure records relating to litigation of a civil or criminal nature to which the public
body is or may be a party or to which an officer or employee of the public, as a consequence of the person's office or employment,
is or may be a party. Provides that the Attorney General must make available on the website of the Office of the Attorney General
a copy of each binding opinion, each advisory opinion, and, for any instance in which the Attorney General resolves a request for
review by mediation or by means other than the issuance of a binding opinion, each nonbinding opinion or other correspondence or
document that constitutes the final decision by the Attorney General in resolving that request for review.

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SB 3274

Short Description: SCH CD-HIGHLY QUALIFIED TEACHR

Senate Sponsors
Sen. Linda Holmes-William Delgado and Michael E. Hastings

House Sponsors
(Rep. Stephanie A. Kifowit-Donald L. Moffitt-Anthony DeLuca and Linda Chapa LaVia)

Synopsis As Introduced
Amends the School Code. Allows a teacher who teaches physical education or health education in the public schools to meet the requirements for highly qualified status that apply to teachers who teach in core academic subjects pursuant to the federal No Child Left Behind Act of 2001.

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**SB 3291**

**Short Description:** LOCAL GOVT-POST RECORDS

**Senate Sponsors**
Sen. Karen McConnaughay

**Synopsis As Introduced**
Amends the Local Records Act. Provides that a unit of local government or a school district located in a county with a population of 100,000 or more shall have a website containing the following information for the current calendar year: (1) contact information for elected and appointed officials; (2) notice of and materials prepared for regular and emergency meetings; (3) procedures for requesting information from the unit of local government or school district; and (4) public notices. Provides that any citizen who is a resident of the unit of local government or school district may bring a mandamus or injunction action to compel the unit of local government or school district to comply with the Internet posting requirements. Provides a posting in perpetuity clause. Limits home rule powers. Amends the State Mandates Act to require implementation without reimbursement. Contains a severability clause. Effective immediately.

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**SB 3292**

**Short Description:** LOCAL GOVT-POST RECORDS

**Senate Sponsors**
Sen. Karen McConnaughay

**Synopsis As Introduced**
Amends the Local Records Act. Provides that a unit of local government or a school district located in a county with a population of 100,000 or more shall have a website containing the following information for the current calendar year: (1) annual budget; (2) ordinances under which the unit of local government or school district operates; (3) financial reports and audits; (4) information concerning employee compensation; (5) taxes and fees imposed by the unit of local government or school district; (6) a debt disclosure report; and (7) a pension liability debt disclosure report. Provides that any citizen who is a resident of the unit of local government or school district may bring a mandamus or injunction action to compel the unit of local government or school district to comply with the Internet posting requirements. Provides a posting in perpetuity clause. Limits home rule powers. Amends the State Mandates Act to require implementation without reimbursement. Contains a severability clause. Effective immediately.

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SB 3293

Short Description: LOCAL GOVT-POST RECORDS

Senate Sponsors
Sen. Karen McConnaughay

Synopsis As Introduced
Amends the Local Records Act. Provides that a unit of local government or a school district located in a county with a population of 100,000 or more shall have a website containing the following information for the current calendar year: (1) procedures to apply for building permits and zoning variances; (2) contracts with lobbying firms; (3) rules governing the award of contracts; (4) bids and contracts worth $25,000 or more; (5) campaign contributions made by a vendor; and (6) all vendor disclosures of relationships to any employee of that unit of local government or school district. Provides that any citizen who is a resident of the unit of local government or school district may bring a mandamus or injunction action to compel the unit of local government or school district to comply with the Internet posting requirements. Provides a posting in perpetuity clause. Limits home rule powers. Amends the State Mandates Act to require implementation without reimbursement. Contains a severability clause. Effective immediately.

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SB 3296

Short Description: VEH CD-BUS SAFETY TESTERS

Senate Sponsors
Sen. Michael E. Hastings

Synopsis As Introduced
Amends the Illinois Vehicle Code. Provides that to become a certified School Bus Safety Inspector a person must meet certain training and testing requirements. Provides that to maintain certification, a School Bus Safety Inspector must attend a minimum 2-day school bus inspection training program conducted by a certified school bus inspection trainer at least once a year and provide verification of attendance to the Department of Transportation. Provides that School Bus Safety Inspectors shall renew their certification every 5 years.

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SB 3303

Short Description: SCH CD-CHARTER SCH LIMITATIONS

Senate Sponsors
Sen. Jacqueline Y. Collins

Synopsis As Introduced
Amends the Charter Schools Law of the School Code. Provides that no charter shall be granted that would locate a charter school or charter school campus in a zip code in which a public school was closed within 10 school years prior to the effective date of the amendatory Act or that would locate a charter school or charter school campus in a zip code that is contiguous to a zip code in which a public school was closed within 10 school years prior to the effective date of the amendatory Act.
code in which a public school was closed within 10 school years prior to the effective date of the amendatory Act. Provides that no charter shall be granted unless the General Assembly has appropriated transition impact aid for the school district where the charter school is to be located. Provides that, for charter schools established on or after the effective date of the amendatory Act, the board of education in a city having a population exceeding 500,000 shall designate attendance boundaries for those charter schools.

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#### SB 3310

**Short Description:** SCHOOL STAFF TRAINING-REDUCE

**Senate Sponsors**

Sen. Jennifer Bertino-Tarrant

**Synopsis As Introduced**

Amends the School Code, the Care of Students with Diabetes Act, the Physical Fitness Facility Medical Emergency Preparedness Act, and the Illinois Vehicle Code. With respect to school personnel training on (i) food allergies, (ii) the use of psychotropic and psychostimulant medications, (iii) youth who are parents, expectant parents, or victims of domestic or sexual violence, (iv) educator ethics, teacher-student conduct, and school employee-student conduct, and (v) diabetes care, training is required only upon employment of a person, the renewal of a person's license, or a change to a person's job duties that would require this training; makes related changes. With respect to AED-trained public school personnel, provides that the training is required only upon employment of a person, the renewal of a person's license, or a change to a person's job duties that would require this training. With respect to a school bus driver permit, provides that the refresher course in school bus driver safety must be taken upon renewal of the permit (instead of annually). Effective July 1, 2014.

**Senate Committee Amendment No. 1**

Removes the Illinois Vehicle Code provisions concerning a school bus driver permit.

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#### SB 3311

**Short Description:** SCH DIST-DEBT LIMIT-EQUIPMENT

**Senate Sponsors**

Sen. Jennifer Bertino-Tarrant

**Synopsis As Introduced**

Amends the Local Government Debt Reform Act. In provisions concerning leases and installment contracts, provides for an exception to the prohibition on indebtedness exceeding the debt limits provided by applicable law if the indebtedness is incurred by a school district or regional office of education to purchase or lease equipment. Effective July 1, 2014.

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#### SB 3331

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## SB 3335

**Short Description:** EDUCATION-TECH

**Senate Sponsors**
Sen. Melinda Bush

**Synopsis As Introduced**
Amends the School Code. Makes a technical change in a Section concerning the Common School Fund.

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## SB 3370

**Short Description:** LABOR AGREEMENT HEARINGS

**Senate Sponsors**
Sen. Kyle McCarter

**Synopsis As Introduced**
Amends the Illinois Public Labor Relations Act and the Illinois Educational Labor Relations Act. Provides that, once an agreement is reached between a public or educational employer and its employees regarding the terms of a collective bargaining agreement, the agreement shall be reduced to writing and published on the website of the public or educational employer. Requires the public or educational employer, not less than 14 days after publishing such an agreement, to hold an open public meeting on the ratification of that agreement. Makes conforming changes in the Open Meetings Act and the Freedom of Information Act. Effective immediately.

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## SB 3407

**Short Description:** STATE MANDATE-BD OF ED REPORT
Synopsis Report

Sen. Michael Connelly-Sue Rezin-Jennifer Bertino-Tarrant

Synopsis As Introduced

Amends the State Mandates Act. Requires the State Board of Education to collect and maintain information concerning State mandates for schools, determine the statewide implementation of State mandates for schools, review school district applications for reimbursement submitted under the Act where the General Assembly has appropriated funds to reimburse school districts for costs associated with the implementation of a State mandate, and annually report to the Governor and the General Assembly regarding the administration of the Act and changes proposed to the Act that concern schools. Requires the Legislative Research Unit to conduct public hearings as needed to review the information collected and the recommendations made by the Board. Provides that within 2 years following the effective date of the amendatory Act, the Board shall collect and tabulate relevant information as to the nature and scope of each existing State mandate for schools. Further provides that failure of the General Assembly to appropriate adequate funds for reimbursement to schools as required by this Act shall not relieve the Board from these obligations. Requires that fiscal notes on bills creating State mandates shall include actual implementation cost data and analysis generated by school districts. Makes changes concerning appeals under the Act.

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<td>Senate</td>
<td>Placed on Calendar Order of 2nd Reading March 27, 2014</td>
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SB 3412

Short Description: SCH CD-STANDARDS/ASSESSMENTS

Senate Sponsors

Sen. Heather A. Steans-Kimberly A. Lightford-Melinda Bush, Daniel Biss and Emil Jones, III

House Sponsors


Synopsis As Introduced

Amends the School Code. Replaces provisions concerning State goals and assessment. Requires the State Board of Education to establish the academic standards that are to be applicable to students who are subject to State assessments, with public participation. Provides that (i) beginning no later than the 2014-2015 school year, the State Board shall annually assess all students enrolled in grades 3 through 8 in English language arts and mathematics; (ii) beginning no later than the 2017-2018 school year, the State Board shall annually assess all students in science at one grade in grades 3 through 5, at one grade in grades 6 through 9, and at one grade in grades 10 through 12; and (iii) the State Board shall annually assess schools that operate a secondary education program in English language arts and mathematics. Provides that the State Board shall administer no more than 3 assessments, per student, of English language arts and mathematics for students in a secondary education program and one of these assessments shall include a college and career ready determination. Provides that students who are not assessed for college and career ready determinations may not receive a regular high school diploma unless the student is exempted from taking State assessments. Sets forth provisions concerning students receiving special education services and students determined to have limited English proficiency, results of scores, the National Assessment of Educational Progress, and local assessments. Makes related changes. Effective July 1, 2014.

Senate Committee Amendment No. 1

Replaces everything after the enacting clause. Reinserts the contents of the bill with the following changes. Changes references concerning the Illinois Standards Achievement Testing Program and the Illinois Goals and Assessment Program. In the amendatory provisions concerning State goals and assessment, (i) provides for the annual assessment of students in science at one grade in grades 6 through 8 (instead of 9) and at one grade in grades 9 (instead of 10) through 12; (ii) changes references concerning tests to assessments; (iii) make changes with respect to students who have been determined to have limited English proficiency; (iv) makes changes concerning the prohibition on assessing students in certain subjects; (v) makes changes concerning the placement of scores in school student records; (vi) requires the State Board of Education to review the use of all assessment item types in order to ensure that they are valid and reliable indicators of student performance aligned to the learning standards being assessed and that the development, administration, and scoring of these item types are justifiable in terms of cost; and (vii) requires the State Superintendent of Education to appoint a committee to review the State assessments. Repeals a Section concerning the State

Senate Committee Amendment No. 2

In the amendatory provisions concerning State goals and assessment, changes certain references concerning a student being determined to have limited English proficiency to a student being determined to be an English language learner, referred to in the School Code as a student with limited English proficiency. Provide that any student determined to be an English language learner shall receive appropriate assessment accommodations, including language supports (instead of may receive appropriate assessment accommodations). Provides that approved assessment accommodations must (instead of may) be provided until the student's English language skills develop to the extent that the student is no longer considered to be an English language learner. Provides that schools shall administer an academic assessment of English language proficiency in oral language (instead of oral comprehension) to children of limited English speaking ability. Amends the Transitional Bilingual Education Article of the School Code. With respect to the definition of "program in transitional bilingual education", requires the program to include the oral language (listening and speaking), reading, and writing of English (instead of the oral comprehension, speaking, reading, and writing of English). Provides that an examination in the oral language (listening and speaking), reading, and writing of English (instead of the oral comprehension, speaking, reading, and writing of English) shall be administered annually to children of limited English-speaking ability in a program in transitional bilingual education.

Senate Floor Amendment No. 3

Requires the State Superintendent of Education to appoint a committee of no more than 21 (instead of 20) members, consisting of parents, teachers, school administrators, school board members, assessment experts, regional superintendents of schools, and citizens (instead of parents, teachers, school administrators, assessment experts, and concerned citizens), to review the State assessments administered by the State Board of Education. Requires the Committee to select one of its members (instead of the parent representatives) as its chairperson.

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SB 3443

Short Description: BOARDS AND COMMISSIONS

Senate Sponsors
Sen. Dan Kotowski, Heather A. Steans and Jason A. Barickman-Linda Holmes-Pamela J. Althoff

House Sponsors
(Rep. William Davis-David Harris)

Synopsis As Introduced

Amends the State Budget Law of the Civil Administrative Code of Illinois. Removes a requirement that the Governor must distribute budget statements on all appropriated funds. Removes a requirement that the Governor's written quarterly financial reports must be prepared for each State agency and on a statewide level. Amends the Property Tax Code. Provides that certain information must be posted on the Department of Revenue's website. Repeals a provision of the Wholesale Drug Distribution Licensing Act requiring wholesale distributors to submit a bond. Amends the Liquor Control Act of 1934. Removes a provision requiring State parks to consent before alcohol may be sold at retail in buildings in the park. Repeals the High Blood Pressure Control Act. Amends the Environmental Control Act. Authorizes the transfer of moneys from the Hazardous Waste Occupational Licensing Fund to the Environmental Protection Permit and Inspection Fund. Repeals various boards and commissions. Amends the Animal Gastroenteritis Act to add members to the Swine Disease Control Committee. Provides that meetings shall only be held in the event of a disease outbreak. Repeals the Defense Contract Employment Discrimination Act. Effective immediately, except that some provisions take effect January 1, 2015.

Senate Committee Amendment No. 1

Removes provisions from the introduced bill repealing (i) a Section of the Energy Conservation and Coal Development Act that creates the Illinois Coal Development Board and (ii) provisions of the General Obligation Bond Act concerning proceeds from the sale of bonds for the purposes of development of coal and alternative forms of energy.

House Committee Amendment No. 4
Synopsis Report

Replaces everything after the enacting clause. Reinserts the provisions of the bill with the following changes: Amends the Illinois Governmental Ethics Act. Sets forth appointment procedures for temporary appointments. Deletes provisions in the Animal Gastroenteritis Act that added members to the Swine Disease Control Committee and provided that meetings should only be held in the event of a disease outbreak. Amends the Illinois Commission on Volunteerism and Community Service Act. Transfers the Commission from the Department of Human Services to the Department of Public Health and makes related changes throughout the Act. Allows the Commission to undertake the following activities: taking an active role in the State's emergency management plan to coordinate volunteers for disaster preparedness and response; promoting intergenerational initiatives and efforts to promote inclusion among diverse populations; and fostering an environment that promotes social innovation throughout the State. Provides that the Commission may, subject to appropriation, award an Illinois Service Education Award Grant to recipients of a national service educational award. Specifies that the Commission may receive and expend funds, grants, and services from any source for purposes reasonable and necessary to carry out a coordinated plan of community service throughout the State. Changes the members of the Commission. Makes other changes. Provides that the Legislative Reference Bureau shall assign the Act in the Illinois Compiled Statutes (to reflect the transfer to the Department of Public Health). Amends the General Assembly Operations Act. Provides that in the event of death or resignation of the President of the Senate after the sine die adjournment of the session of the General Assembly at which he was elected, the powers held by him shall pass to the Majority Leader (rather than Assistant Majority Leader) of the Senate. Abolishes the Senate Operations Commission; makes related changes to the State Officials and Employees Ethics Act, the General Assembly Compensation Act, and the State Finance Act. Transfers the powers and responsibilities of the Senate Operations Commission to the President of the Senate. Amends the General Assembly Compensation Act. Provides that the compensation for one majority leader of the Senate, 5 (rather than 6) assistant majority leaders, one Deputy Minority leader of the Senate, and 4 (rather than 5) assistant minority leaders in the Senate shall be $12,000 each. Amends the Legislative Commission Reorganization Act of 1984. Adds that the Architect of the Capitol shall prepare and implement a long-range master plan of development for the land and State buildings and facilities within the area bounded by Washington, Third, Cook, and Pasfield Streets (rather than just the State Capitol Building and the remaining portions of the legislative complex) that addresses the improvement, construction, historic preservation, restoration, maintenance, repair, and landscaping needs of these State buildings and facilities and the land. Provides that the Architect of the Capitol shall submit changes in the master plan that relate to the areas other than the State Capitol Building to the Capitol Historic Preservation Board for its review and comment. Provides that the Architect of the Capitol shall monitor construction, preservation, restoration, maintenance, repair, and landscaping work in the legislative complex and implementation of the master plan, as well as activities that alter the historic integrity of the legislative complex and master plan. Effective immediately, except that Section 70 takes effect January 1, 2015.

House Floor Amendment No. 6
Replaces everything after the enacting clause. Reinserts the provisions of the bill as amended by House Amendment No. 4 with the following changes. Deletes changes made regarding the abolition of the Senate Operations Commission. Deletes provisions regarding the salaries of leaders of the General Assembly. Makes a technical change. Deletes provisions amending the Property Tax Code. Further amends the Legislative Commission Reorganization Act of 1984. Provides that that Board of the following agencies shall consist of the Secretary and Assistant Secretary of the Senate and the Clerk and Assistant Clerk of the House of Representatives: the Legislative Information System, the Legislative Printing Unit, the Legislative Reference Bureau, and the Office of the Architect of the Capitol. Exempts the Legislative Information System, the Legislative Information System, the Legislative Printing Unit, the Legislative Reference Bureau, and the Office of the Architect of the Capitol from the requirement: that during the month of February of each odd-numbered year, and that the Joint Committee on Legislative Support Services shall select from the members of each agency 2 co-chairmen and such other officers and the Joint Committee deems necessary. Provides that the boards of the Legislative Information System, the Legislative Information System, the Legislative Printing Unit, the Legislative Reference Bureau, and the Office of the Architect of the Capitol shall meet twice annually or more often upon the call of the chair or any 3 members. Provides that when the Board of Office of the Architect of the Capitol has cast a tied vote concerning the design, implementation, or construction of a project within the legislative complex, the Architect of the Capitol may cast the tie-breaking vote. Effective immediately, except that Section 60 takes effect January 1, 2015.

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<td>5/30/2014</td>
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<td>Passed Both Houses</td>
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SB 3449

Short Description: INC TX-EDUCATION

Senate Sponsors
Sen. Michael Noland
Synopsis As Introduced

Amends the State Budget Law of the Civil Administration Code of Illinois. Provides that certain amounts shall be transferred from the General Revenue Fund to the Common School Fund. Amends the Illinois Income Tax Act. Provides that the income tax rates on individuals, trusts, estates, and corporations shall be 5%. Increases the residential real property tax credit from to 10%. Increases the limitation on the education expense credit. Increases the percentage of the earned income tax credit. Makes changes concerning distributions to the Local Government Distributive Fund. Amends the Retailers' Occupation Tax Act. Provides that certain services are taxable under the Act. Amends the School Code. Creates the Education Financial Award System Fund, the Digital Learning Technology Grant Fund, and the STEM Education Center Grant Fund. Makes changes concerning the Early Childhood Education Block Grant; financial awards for school improvement and other awards; academic early warning and watch status; an educational improvement plan; the creation of the Digital Learning Technology Grant Program, a best practices clearinghouse, the Science, Technology, Engineering, and Mathematics Education Center Grant Program, and a resource management service; audits; school board member leadership training; a school district's school report card; financial policies and plans; a capital improvement plan; protection from suit; financial accountability; non-referendum bonds; the foundation level of support under the State aid formula; the New Teacher Induction and Mentoring Program; school board associations; and transportation reimbursement. Effective immediately.

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<td>Rule 3-9(a) / Re-referred to Assignments</td>
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SB 3455

Short Description: PENS CD-TRS-RETURN TO TEACHING

Senate Sponsors
Sen. William E. Brady-Wm. Sam McCann

Synopsis As Introduced

Amends the Downstate Teacher Article of the Illinois Pension Code. In the provision defining "eligible employment" for the purpose of allowing a teacher to return to teaching in subject shortage areas without impairing his or her retirement status or retirement annuity, changes the ending date of the employment from no later than June 30, 2013 to no later than June 30, 2018.

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<td>Rule 3-9(a) / Re-referred to Assignments</td>
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SB 3460

Short Description: SCH CD-K-2 TESTING PROHIBITION

Senate Sponsors
Sen. Bill Cunningham

Synopsis As Introduced

Amends the School Code. Prohibits the State Board of Education and school districts from administering State-developed assessments or other comparable assessments to students enrolled in kindergarten, grade one, or grade 2 that are being used for any reason other than diagnostic purposes. Effective July 1, 2014.

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SB 3461

Short Description: JT COMMITTEE-OBsolete LAWS ACT

Senate Sponsors
Sen. Dan Duffy

Synopsis As Introduced
Creates the Joint Committee on Obsolete Laws and Programs Act. Establishes a legislative committee appointed by the 4 legislative leaders to report to the General Assembly and the Governor on State statutes and programs that are obsolete, unnecessary due to technology or life style changes, or duplicative of federal or other State statutes or programs. Requires the report by March 20, 2015. Repeals the Act on April 1, 2015. Effective immediately.

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SB 3462

Short Description: COMPT-REPORT-DELINQUENT BILLS

Senate Sponsors
Sen. Matt Murphy

Synopsis As Introduced
Amends the State Comptroller Act. Requires each State agency to, on the 30th day of each month, report to the Comptroller any delinquent obligations that are over 30 days received. Requires the Comptroller to, on the 15th day of the following month, report the number of delinquent obligations of State agencies in the aggregate for the previous month to the General Assembly. Defines "State agency". Effective immediately.

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SB 3464

Short Description: STATE ADMIN FEE FREEZE ACT

Senate Sponsors
Sen. Dale A. Righter

Synopsis As Introduced
Creates the State Administrative Fee Freeze Act. Provides that no fee imposed by a State agency by rule may be increased. Exempts fees or rates imposed by the Illinois Commerce Commission through its hearing process. Repeals the Act on July 1, 2016. Effective July 1, 2014.

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SB 3497

Short Description: SCH CD-BACKGROUND CHECKS

Senate Sponsors
Sen. Bill Cunningham

Synopsis As Introduced
Amends the School Code. Provides that beginning on July 1, 2014, all student teachers assigned to public schools or nonpublic schools recognized by the State Board of Education shall undergo a Department of State Police and Federal Bureau of Investigation fingerprint-based criminal history records check. Provides that authorization to conduct the criminal history records check must be furnished by the student teacher to the State Board of Education. Provides that the Department of State Police and the Federal Bureau of Investigation shall furnish, pursuant to a fingerprint-based criminal history records check, records of convictions, until expunged, to the State Board of Education. Requires the State Board of Education to maintain the records for a period of one year and furnish the records to any school district that requests them or the chief administrative officer of the nonpublic school that requests them. Authorizes the Department of State Police to charge a fee for conducting the check. Requires the student teacher to pay all fees associated with conducting the criminal history records check, as well as any other application fees as established by rule. Provides that results of the check must also be furnished by the State Board of Education to the higher education institution where the student teacher is enrolled. Further provides that no one may begin student teaching until the results of the criminal history records check have been returned to the State Board of Education. Makes corresponding changes in an Article that governs student teachers in Chicago.

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SB 3505

Short Description: SCH EMERGENCY PLAN-ELECTRONIC

Senate Sponsors
Sen. Andy Manar

Synopsis As Introduced
Amends the School Safety Drill Act. Provides that in updating a public school building’s emergency and crisis response plans, the school board shall ensure that the plans are in an electronic format.

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SB 3508

Short Description: SCH-TECH ED & CAREER INCENTIVE

Senate Sponsors
Sen. Steve Stadelman

Synopsis As Introduced
Amends the School Code. Provides that subject to appropriation, the State Board of Education shall conduct a study of the implementation of a requirement that each school district maintain an individual career plan of study for each pupil enrolled in the school district in grades 8 through 12. Provides that on or before December 31, 2016, the State Board of Education shall prepare and submit a report to the General Assembly on the findings of the study. Requires the State Board of Education to establish a technical education and career incentive program. Provides that the State Board of Education shall make an award to school
districts that have at least one pupil who graduates from a high school in the school district having obtained an industry-recognized credential in an occupation that has been identified by the Director of Labor, in consultation with the Board of Higher Education and the State Board of Education, as an occupation in highest need of additional skilled employees at the time the pupil entered the technical education course or program in the school district. Sets forth provisions governing the amount, certification, and distribution of the award.

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### SB 3525

**Short Description:** SCH CD-GRANTS-ST AID-MANDATES

**Senate Sponsors**
Sen. Dale A. Righter-David S. Luechtedfeld-Jason A. Barickman-Sue Rezin-Karen McConnaughay, Pamela J. Althoff, Dan Duffy, Tim Bivins, Michael Connelly, Kyle McCarter, Dave Syverson, Wm. Sam McCann, Matt Murphy and Chapin Rose

**Synopsis As Introduced**
Amends the School Code. Removes language that provides that the Block Grants Article does not apply to the Chicago school district. Repeals the Block Grants for Chicago Article; makes related changes. In the State aid formula provisions, makes changes concerning supplemental general State aid. Provides that school districts need not comply with and may discharge any mandate or requirement placed on school districts by the Code or by administrative rules adopted by the State Board of Education that is unfunded; with exceptions. Provides that before a school district may lawfully discharge an unfunded mandate, it must hold a public hearing on the matter; sets forth requirements concerning the hearing. Effective July 1, 2016.

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### SB 3533

**Short Description:** COURSE CHOICE IN EDUCATION

**Senate Sponsors**
Sen. Matt Murphy-Jason A. Barickman

**Synopsis As Introduced**
Creates the Course Choice in Education Act. Requires the State Board of Education to establish the State Course Choice Program, a program in which the State Board shall maintain a catalog that provides a list of all courses authorized and available to students in this State. Defines who is an eligible funded student and eligible participating student. Under the program, requires the State Board to establish a submission and authorization process for providers to be offered through the program and to evaluate providers. Requires a school district to (i) provide information to parents and the public on the availability of course choice options and eligibility guidelines, (ii) submit eligibility policies to the program, (iii) establish policies and procedures whereby credits earned through the course provider shall appear on a student's official transcript and count fully towards diploma requirements, and (iv) make available to all students the program during the annual course enrollment process for that school district. Sets forth provisions concerning provider criteria, provider monitoring and reauthorization, interstate course reciprocity, other State Board responsibilities, responsibilities of and limitations on a school district, funding, and rules. Effective August 1, 2015.

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SB 3534

**Short Description:** CHICAGO OPPORTUNITY SCHOLARSHIP

**Senate Sponsors**
Sen. Matt Murphy-Michael Connelly

**Synopsis As Introduced**
Creates the Chicago Opportunity Scholarship Act and amends the Illinois Income Tax Act and the State aid formula provisions of the School Code. Establishes the Chicago Opportunity Scholarship Program, a pilot program that expires on June 30, 2024. Provides that under the program, the custodian of a qualifying pupil is entitled to a Chicago Opportunity Scholarship to pay for qualified education expenses at a participating Chicago nonpublic elementary school. Requires the principal of each low-performing school and of each overcrowded school in the Chicago school district to notify custodians of qualifying pupils of the availability of scholarships. Sets forth provisions concerning a request for a scholarship, the issuance and payment of a scholarship, the amount and renewal of a scholarship, pupil assessment, the State longitudinal data system, and funding. Provides that students receiving scholarships are considered nonpublic school students who have been voluntarily placed in a private setting. Provides that the amount of a redeemed scholarship shall not be considered base income and shall not be taxable for Illinois income tax purposes. Requires the State Board of Education to submit a report to the General Assembly. Provides criminal penalties for certain violations. Requires the State Board to adopt rules to implement the Act. Provides that the Act is repealed on July 1, 2024. Effective June 30, 2014.

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SB 3540

**Short Description:** SCH CD-ONLINE ALTERNATIVE PROG

**Senate Sponsors**
Sen. Toi W. Hutchinson and James F. Clayborne, Jr.

**Synopsis As Introduced**
Amends the School Code. Requires the State Board of Education to establish a pilot program in which public high school students who are credit deficient or in need of a non-traditional education are provided an online alternative to earning a high school diploma while still enrolled in their public high school. Provides that the pilot program shall allow eligible high school students to take online courses provided by an online career education program and taught by teachers certified by the online career education program while those students are attending their public high school, which shall allow a student to earn enough credits to graduate from his or her high school or to receive a high school diploma and career certificate from the online career education program. Requires the State Board to choose 5 public high schools to participate in the pilot program and develop a plan for online career education programs participating in the pilot program. Sets forth classifications of career educational programming that the plan must address, and requires the plan to evaluate whether a student's education can be better addressed through an Internet-based delivery of education that meets certain requirements. Provides for a report to the General Assembly and rulemaking. Effective immediately.

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SB 3541
Short Description:  SCH CD-DPT JUV JUST-ONLINE ALT

Senate Sponsors
Sen. Toi W. Hutchinson

Synopsis As Introduced
Amends the School Code. Requires the Board of Education for the Department of Juvenile Justice School District to establish a pilot program in which students who are credit deficient or in need of a non-traditional education are provided an online alternative to earning a high school diploma. Provides that the pilot program shall allow eligible students to take online courses provided by an online career education program and taught by teachers certified by the online career education program, which shall allow a student to earn enough credits to graduate or to receive a high school diploma and career certificate from the online career education program. Requires the Board to choose 2 facilities to participate in the pilot program and develop a plan for online career education programs participating in the pilot program. Sets forth classifications of career educational programming that the plan must address, and requires the plan to evaluate the effect of students' mobility between juvenile justice education programs and school districts on the students' educational outcomes and whether the continuity of the students' educational outcomes and whether the continuity of the student's education can be better addressed through an Internet-based delivery of education that meets certain requirements. Provides for a report to the General Assembly. Effective immediately.

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SB 3554

Short Description:  SCH CD-PURCHASE CARE REVIEW BD

Senate Sponsors
Sen. Julie A. Morrison

House Sponsors
(Rep. Emily McAsey)

Synopsis As Introduced
Amends the Children with Disabilities Article of the School Code. Adds one non-voting member to the Illinois Purchased Care Review Board. Requires the member to be an administrator of a private, nonpublic, special education school.

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SB 3564

Short Description:  PROP TX-LIMITING RATE

Senate Sponsors
Sen. Don Harmon

Synopsis As Introduced
Amends the Property Tax Extension Limitation Law in the Property Tax Code. Provides that a district's aggregate extension base shall be modified by certain recaptured amounts. Provides that a taxing district may seek voter approval before it decreases its aggregate extension for one or more levy years.
SB 3573

**Short Description:** SCH EMERGENCY PLAN-ELECTRONIC

**Senate Sponsors**
Sen. Andy Manar and Kirk W. Dillard

**Synopsis As Introduced**
Amends the School Safety Drill Act. Provides that in updating a public school building's emergency and crisis response plans, the school board shall ensure that the plans are accessible in a digital format. Requires every effort to be made to make the emergency and crisis response plans available to first responders, administrators, and teachers for implementation and utilization on handheld electronic devices.

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SB 3664

**Short Description:** SCH CD-STATE AID FUNDING

**Senate Sponsors**

**Synopsis As Introduced**
Amends the School Code. Provides that, beginning with Fiscal Year 2015, appropriations for the purposes of the State aid formula provisions must be prioritized so that general State aid for school districts is fully funded at 100% of the statutory Foundation Level first, with any remaining funds being used for the other purposes of the State aid formula provisions. Effective July 1, 2014.

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HR 543

**Short Description:** COMMON CORE STANDARDS - DELAY

**House Sponsors**

**Synopsis As Introduced**
Urges the State Board of Education to delay the implementation of the new Common Core Standards and requests that the State Board of Education and General Assembly work together to create a viable plan to provide funding to school districts that need improvements and modernizations to comply with the new Common Core Standards and the Partnership for Assessment of
Readiness for College and Career's.

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**HR 708**

**Short Description:** CHILDHOOD INSOMNIA

**House Sponsors**
Rep. Linda Chapa LaVia

**Synopsis AsIntroduced**
Encourages all schools in the State of Illinois to address and help students suffering from childhood insomnia. Encourages the Illinois State Board of Education to develop rules to allow school districts to provide Individualized Education Programs to students with insomnia to further assist with their studies.

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**SR 638**

**Short Description:** COMMON CORE ST STANDARDS-DELAY

**Senate Sponsors**

**Synopsis AsIntroduced**
Urges the State Board of Education to delay the implementation of the new Common Core State Standards and requests that the State Board of Education and General Assembly work together to create a viable plan to provide funding to school districts that need improvements and modernizations to comply with the new Common Core State Standards and the Partnership for Assessment of Readiness for College and Careers.

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**HJR 59**

**Short Description:** TRUANCY IN CHI TASK FORCE-EXT

**House Sponsors**
Rep. Linda Chapa LaVia-La Shawn K. Ford-Cynthia Soto

**Senate Sponsors**
Synopsis Report

(Sen. Jacqueline Y. Collins)

Synopsis As Introduced
Extends the Truancy in Chicago Public Schools Task Force, requiring the submission of a report on or before July 31, 2014.

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HJR 62

Short Description: SCHOOL POVERTY TASK FORCE

House Sponsors
Rep. Rita Mayfield

Synopsis As Introduced
Creates the School Poverty Task Force to study sources of funding for poverty-stricken schools throughout the State of Illinois.

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<tr>
<td>3/3/2014</td>
<td>House</td>
<td>Assigned to Elementary &amp; Secondary Education Committee</td>
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</tbody>
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SJR 44

Short Description: SCHOOL FUNDING PRORATION

Senate Sponsors
Sen. Kimberly A. Lightford-Andy Manar and Daniel Biss-Melinda Bush-Steve Stadelman

Synopsis As Introduced
States the General Assembly’s disapproval of the prorating of payments to school districts and the cutting of education funding. Recommends the abolishment of the proration of General State Aid dollars and urges the members of the General Assembly to pass legislation that would equitably spread any education funding reductions among school districts by evenly cutting dollars on a per-pupil basis or using another non-regressive approach.

Last Action

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<tr>
<th>Date</th>
<th>Chamber</th>
<th>Action</th>
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<tr>
<td>3/20/2014</td>
<td>Senate</td>
<td>Postponed - Education</td>
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Totals: 306 - (House Bills: 199) (Senate Bills: 101) (Other Bills: 6)
TO: Illinois State Board of Education
FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
Nicki Bazer, General Counsel


Materials: Summary of Rulemaking Activity in Fiscal Year 2014

Staff Contacts: Shelley Helton, Agency Rules Coordinator

Purpose of Agenda Item
The purpose of this item is to provide a summary of the agency’s rulemaking activities during FY 2014. No action is needed.

Background Information
The rulemaking activities of the agency are summarized on a fiscal-year basis. The chart in the report begins with the rulemaking items that are being initiated this month and moves back in time to the beginning of this fiscal year to show those items that were begun in FY 2013 but completed in FY 2014.
Summary of FY 2014 Rulemaking Activities

The chart below presents a summary of all rulemaking activities either completed or initiated by ISBE during FY 2014. These are organized in chronological order, with the most recently begun ones presented first. “DIBR” stands for “Date of Initial Board Review”, i.e., the month in which the State Board authorized the initiation of the given rulemaking. Where dates are not indicated, the procedural steps in question have not yet been completed. All Part numbers refer to Title 23 of the Illinois Administrative Code unless otherwise noted.

<table>
<thead>
<tr>
<th>Title of the Part and III. Adm. Code Citation</th>
<th>Description</th>
<th>Timeline/Status</th>
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<tbody>
<tr>
<td>Part 25 (Educator Licensure)</td>
<td>Sets forth requirements for renewal of professional educator licenses and educator licenses with stipulations endorsed for career and technical educator.</td>
<td>DIBR: June 18, 2014&lt;br&gt;Adoption: June 18, 2014&lt;br&gt;Effective:</td>
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<tr>
<td>Part 50 (Evaluation of Certified Employees under Articles 24A and 34 of the School Code)</td>
<td>Sets forth the components of the State Performance Evaluation Model to which a school district would have to default should its joint committee fail to reach agreement within 180 days on an evaluation plan for teachers that is specific to data and indicators of student growth.</td>
<td>DIBR: June 18, 2014&lt;br&gt;Adoption: June 18, 2014&lt;br&gt;Effective:</td>
</tr>
<tr>
<td>Part 51 (Dismissal of Tenured Teachers under Article 24 and Dismissal of Tenured Teachers and Principals under Article 34 of the School Code)</td>
<td>Establishes a process for the agency's approval of entities to offer school board members training about performance evaluations.</td>
<td>DIBR: June 18, 2014&lt;br&gt;Adoption: June 18, 2014&lt;br&gt;Effective:</td>
</tr>
<tr>
<td>Part 305 (School Foods) EMERGENCY</td>
<td>Replaces state-identified nutrition standards for participants in the federal meals programs with federal standards, and establishes a minimum number of fundraisers a participating school may hold that sell nonallowable food items or beverages.</td>
<td>DIBR: June 18, 2014&lt;br&gt;Adoption: June 18, 2014&lt;br&gt;Effective: 150 days following the date of filing.</td>
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<tr>
<td>Title of the Part and Ill. Adm. Code Citation</td>
<td>Description</td>
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<tr>
<td>Part 305 (School Foods)</td>
<td>Replaces state-identified nutrition standards for participants in the federal meals programs with federal standards, and establishes a minimum number of fundraisers a participating school may hold that sell nonallowable food items or beverages.</td>
<td>DIBR: June 18, 2014 Adoption: Effective:</td>
</tr>
<tr>
<td>Part 228 (Transitional Bilingual Education)</td>
<td>Incorporates English development standards for English learners in preschool programs; allows flexibility to school districts in choosing the prescribed screening instrument for English learners who are in the second semester of grade 1 or in grades 2 through 12; requires that transitional programs of instruction include instruction in English as a second language; and extends the deadline for teachers in bilingual education programs to meet the requirements necessary to be fully qualified to provide home language or English as a second language instruction.</td>
<td>DIBR: May 14, 2014 Adoption: Effective:</td>
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<tr>
<td>Part 650 (Charter Schools)</td>
<td>Lists requirements for biennial reporting by charter school authorizers; sets forth the process for monitoring authorizers and withdrawing their power to authorize in certain circumstances; establishes standards for high-quality charter school authorizing; and states the forms that must be provided when a school board submits reports of approved applications, revisions or renewals to the State Board.</td>
<td>DIBR: May 14, 2014 Adoption: Effective:</td>
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<tr>
<td>Title of the Part and III. Adm. Code Citation</td>
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| Part 50 (Evaluation of Certified Employees under Articles 24A and 34 of the School Code) | Adjusts the method to be used to determine the school districts whose performance ranks in the lowest 20 percent of districts statewide for purposes of implementing performance evaluation systems starting September 1, 2015; aligns terminology used in the Part to the educator licensure system that took effect July 1, 2013. | DIBR: April 9, 2014  
Adoption:  
Effective: |
| Part 25 (Educator Licensure) | Adds new Section 25.355 and revises Section 25.360 specific to the endorsement for superintendent. | DIBR: March 13, 2014  
Adoption:  
Effective: |
| Part 33 (Programs for the Preparation of Superintendents in Illinois) | Establishes criteria for the approval of programs to prepare superintendents, including admission standards, minimum curriculum, internship components, and required assessments and rubric. | DIBR: March 13, 2014  
Adoption: June 18, 2014  
Effective: |
| Part 1 (Public Schools Evaluation, Recognition and Supervision) | Makes technical changes to conform to the new licensure system that took effect July 1, 2013, and acknowledges changes in receipt of the elementary education and middle grades endorsements. | DIBR: December 19, 2013  
Adoption: March 13, 2014  
Effective: May 6, 2014 |
| Part 25 (Educator Licensure) | Responds to recently enacted statutory changes and makes other technical changes; eliminates the limit on the number of times a licensure candidate or applicant may take a required test; and proposes minimum scores to be used for the ACT and SAT writing components that are comparable to the minimum writing score on the Illinois test of basic skills. | DIBR: December 19, 2013  
Adoption: March 13, 2014  
Effective: May 6, 2014 |
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<tr>
<td>Part 30 (Programs for the Preparation of Principals in Illinois)</td>
<td>Proposes flexibility in requirements specific to internship sites and the number of candidates for which a mentor has responsibility; responds to P.A. 97-581, effective August 27, 2013, regarding the content-area test.</td>
<td>DIBR: December 19, 2013 Adoption: March 13, 2014 Effective: May 6, 2014</td>
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<tr>
<td>Part 227 (Gifted Education)</td>
<td>Makes technical changes to conform to the new licensure system that took effect July 1, 2013.</td>
<td>DIBR: November 22, 2013 Adoption: February 19, 2014 Effective: April 1, 2014</td>
</tr>
<tr>
<td>Part 232 (Summer Bridges Program)</td>
<td>Makes technical changes to conform to the new licensure system that took effect July 1, 2013.</td>
<td>DIBR: November 22, 2013 Adoption: February 19, 2014 Effective: April 1, 2014</td>
</tr>
<tr>
<td>Part 240 (Alternative Learning Opportunities Program)</td>
<td>Makes technical changes to conform to the new licensure system that took effect July 1, 2013, as well as incorporates recent statutory changes addressing placement of suspended or expelled students in an ALOP and transfer of approval of certain entities from the State Board to other State entities.</td>
<td>DIBR: November 22, 2013 Adoption: February 19, 2014 Effective: April 1, 2014</td>
</tr>
<tr>
<td>Part 265 (Grants for Arts Education and for Foreign Language Education)</td>
<td>Makes technical changes to conform to the new licensure system that took effect July 1, 2013.</td>
<td>DIBR: November 22, 2013 Adoption: February 19, 2014 Effective: April 1, 2014</td>
</tr>
<tr>
<td>Part 22 (Code of Ethics for Illinois Educators)</td>
<td>Makes technical changes to conform to the new licensure system that took effect July 1, 2013.</td>
<td>DIBR: October 23, 2013 Adoption: January 23, 2014 Effective: February 27, 2014</td>
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<tr>
<td>Part 23 (Standards for the School Service Personnel Certificate)</td>
<td>Makes technical changes to conform to the new licensure system that took effect July 1, 2013, and updates standards that have been incorporated into the rules by reference.</td>
<td>DIBR: October 23, 2013 Adoption: January 23, 2014 Effective: February 27, 2014</td>
</tr>
<tr>
<td>Part 28 (Standards for Certification in Special Education)</td>
<td>Makes technical changes to conform to the new licensure system that took effect July 1, 2013.</td>
<td>DIBR: October 23, 2013 Adoption: January 23, 2014 Effective: February 27, 2014</td>
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| Part 29 (Standards for Administrative Certification) | Makes technical changes to conform to the new licensure system that took effect July 1, 2013; acknowledges the elimination of the general administrative endorsement as of September 1, 2014, and incorporates standards set forth in the rules governing Programs for the Preparation of Principals in Illinois (23 Ill. Adm. Code 30). | DIBR: October 23, 2013  
Adoption: January 23, 2014  
Effective: February 27, 2014 |
| Part 1 (Public Schools Evaluation, Recognition and Supervision) | Updates standards for science and physical development and health; aligns terminology to the new licensure system that took effect July 1, 2013; and updates various provisions to reflect current policy and practices. | DIBR: September 18, 2013  
Adoption: January 23, 2014  
Effective: February 27, 2014 |
| Part 65 (New Teacher Induction and Mentoring) | Makes technical changes to conform the rules to the new licensure system that took effect July 1, 2013. | DIBR: May 16, 2013  
Adoption: August 15, 2013  
Effective: October 2, 2013 |
| Part 75 (Agricultural Education Program) | Makes technical changes to conform the rules to the new licensure system that took effect July 1, 2013. | DIBR: May 16, 2013  
Adoption: August 15, 2013  
Effective: October 2, 2013 |
| Part 140 (Calculation of Excess Cost under Section 18-3 of the School Code) | Makes technical changes to conform the rules to the new licensure system that took effect July 1, 2013. | DIBR: May 16, 2013  
Adoption: August 15, 2013  
Effective: October 2, 2013 |
| Part 210 (Illinois Hope and Opportunity Pathways through Education Program) | Makes technical changes to conform the rules to the new licensure system that took effect July 1, 2013. | DIBR: May 16, 2013  
Adoption: August 15, 2013  
Effective: October 2, 2013 |
| Part 228 (Transitional Bilingual Education) | Adds additional criteria to be considered in addition to English proficiency for part-time placement in a transitional bilingual program; other technical changes also included. | DIBR: May 16, 2013  
Adoption: August 15, 2013  
Effective: October 2, 2013 |
<table>
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| Part 226 (Special Education)                | Delays until July 1, 2015, new requirements for the conduct of the medical review, establishes a definition of a medical review, and provides for training or testing options in lieu of educator licensure for certain personnel to make education recommendations as a result of educationally relevant medical findings. | DIBR: April 16, 2013  
Adoption: August 15, 2013  
Effective: October 2, 2013 |
| Part 20 (Standards for Endorsements in Elementary Education) | Establishes standards to take effect February 1, 2017, for receipt of the elementary endorsement and for program approval. | DIBR: March 20, 2013  
Adoption: August 15, 2013  
Effective: October 2, 2013 |
| Part 21 (Standards for Endorsements in the Middle Grades) | Establishes standards to take effect February 1, 2018, for receipt of the middle grades endorsement and for program approval. | DIBR: March 20, 2013  
Adoption: August 15, 2013  
Effective: October 2, 2013 |
| Part 25 (Certification)                     | Establishes requirements for the receipt of endorsements for elementary education and middle grades and for gifted education teacher and specialist. | DIBR: March 20, 2013  
Adoption: August 15, 2013  
Effective: October 2, 2013 |
| Part 26 (Standards for Certification in Early Childhood Education and in Elementary Education) | Provides for the phase out by January 31, 2017, of standards specific to the elementary education endorsement, to be replaced by standards in Part 20, and prohibits enrollment in programs aligned to Part 26 after October 1, 2015. | DIBR: March 20, 2013  
Adoption: August 15, 2013  
Effective: October 2, 2013 |
| Part 27 (Standards for Certification in Middle Grades) | Acknowledges the proposed standards for the middle grades and sets forth standards for an optional endorsement for gifted education teacher and gifted education specialist. | DIBR: March 20, 2013  
Adoption: August 15, 2013  
Effective: October 7, 2013 |
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| Part 226 (Special Education)                  | Revises the definition of "general education classroom" for purposes of placement of children with disabilities in the least restrictive environment and removes limits on teacher-student ratios for self-contained special education classrooms. Also eliminates Section 226.731, whose class size provisions no longer apply. | DIBR: February 20, 2013  
Adoption: No final action taken.  
Expired: March 8, 2014 |