# May 14, 2014

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Room</th>
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<tbody>
<tr>
<td>9:00 a.m. – 10:00 a.m.</td>
<td>Rules Seminar for Board Members</td>
<td>Board Conference Room, 4th Floor</td>
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<tr>
<td>10:00 a.m. – 11:15 p.m.</td>
<td>Convene Plenary Session</td>
<td>Board Room, 4th Floor</td>
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<tr>
<td>11:15 a.m. – 11:45 p.m.</td>
<td>Closed Session</td>
<td>Board Conference Room, 4th Floor</td>
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<tr>
<td>11:45 p.m. – 12:45 p.m.</td>
<td>Reconvene Plenary Session</td>
<td>Board Room, 4th Floor</td>
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<td>12:45 p.m. – 1:45 p.m.</td>
<td>Lunch</td>
<td>4 North A &amp; B</td>
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<tr>
<td>1:45 p.m. – 2:45 p.m.</td>
<td>Reconvene Plenary Session</td>
<td>Board Room, 4th Floor</td>
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* 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.
ILLINOIS STATE BOARD OF EDUCATION

State Board of Education Meeting
100 N. First Street, Springfield, IL 62777

May 14, 2014
9:00 a.m.

I. Rules Seminar for Board Members

Plenary Session
10:00 am

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

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

II. Public Participation

III. Resolutions & Recognition
A. Brenda Murphy, 2013 Thomas Lay Burroughs Award Winner (p. 4)
B. Dr. Kelly Stewart, 2014 Superintendent of the Year by the Illinois Association of School Administrators (p. 5)

IV. Presentations and Updates
A. The Purpose and Process of Community Engagement for Effective School Board Governance—Illinois Association of School Boards
B. Illinois Center for School Improvement Update

V. Legislative Update (pp. 158-219)

VI. Closed Session

VII. *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: April 9, 2014 (pp. 6-8)

B. *Rules for Initial Review
   1. Part 228 (Transitional Bilingual Education): Makes several changes, including incorporation of English development standards for English learners in preschool programs; establishing 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; requiring that transitional programs of instruction include instruction in English as a second language; and extending the deadline for teachers in preschool bilingual education programs to meet the requirements needed to be fully qualified to provide home language or English as a second language instruction. (pp. 9-31)
   2. Part 650 (Charter Schools): 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.

(pp. 32-67)

C. *Rules for Adoption

D. *Contracts & Grants Over $1 Million

1. Illinois Longitudinal Data Systems Data Warehouse (pp. 68-70)
2. ACT, Inc., WorkKeys, National Career Readiness Certificate Program Assessments (pp. 71-74)
3. Intergovernmental Agreement with Illinois Department of Human Services (pp. 75-77)
4. USDA Foods Warehousing and Distribution Sole Source Contract (pp. 78-80)
5. Advance Placement Test Fee Program Grant (pp. 81-82)
6. Statewide System of Support Request to Fund Fiscal Agents (pp. 83-87)
7. FY 14 Appropriation Transfer from Special Education Personnel to Regular/Vocational Transportation (pp. 88-1--88-3)

E. *Targeted Initiative Grants Award Increase

1. Austin Childcare Providers Network (pp. 89-92)
2. Oak Park ESD 97 (pp. 93-96)

F. *FY 2013 Statewide Single Audit (p. 97)

End of Consent Agenda

Lunch

G. Removal of Lemont-Bromberek Community School District 113A from Financial Difficulty Status (pp. 98-124)

VIII. Discussion Items

A. District Oversight – Monthly Update (Superintendent Koch)

B. Other Items for Discussion

IX. Announcements & Reports

A. Superintendent’s/Senior Staff Announcements

B. Chairman’s Report

C. Member Reports

X. Information Items

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

XI. Adjourn

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

NOTE: Chairman Chico may call for a break in the meeting as necessary in order for the Board to go into closed session.
Illinois State Board of Education

RESOLUTION

Honoring
Brenda Murphy
May 2014

WHEREAS, Brenda Murphy is the School Board President for Community Consolidated School District 62; and

WHEREAS, Brenda Murphy holds a B.A. in the Teaching of Spanish and a M.S. in Library and Information Science and has served on the School Board for 14 years and is in her ninth year as President; and

WHEREAS, Brenda Murphy is described as a visionary who is a ‘passionate driver’ of continuous improvement and has developed a Board that shares the belief that their focus must be on student achievement; and

WHEREAS, Brenda Murphy’s leadership and guidance has led the district to see a decline in the achievement gap from 28 to 14 percent over an eight-year period; and

WHEREAS, Brenda Murphy is highly visible in the community and the schools and has worked tirelessly to provide academic resources to all students as the district moved to digital learning; and

WHEREAS, Brenda Murphy successfully led the district and the community in a multi-year improvement program that included infrastructure upgrades, health/safety/security updates and curriculum modernizations that transformed the district to a district that will safely and successfully serve generations of students; and

WHEREAS, in November 2013, Brenda Murphy was named the recipient of the Thomas Lay Burroughs Award by the Illinois State Board of Education.

THEREFORE, BE IT RESOLVED that the Illinois State Board of Education extends its sincere appreciation and gratitude to Brenda Murphy for her leadership and dedication to the field of Education.

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

_________________________       __________
James W. Baumann, Member          Curtis W. Bradshaw, Member         Andrea S. Brown, Member

_________________________
David L. Fields, Member          Melinda A. LaBarre, Member
WHEREAS, Dr. Kelly Stewart is the Superintendent of Benton Consolidated High School District 103; and

WHEREAS, Dr. Stewart holds a B.S., M.S. and Ph.D., all from Southern Illinois University, and is in her 13th year as Superintendent of Benton and in her 30th year as an educator; and

WHEREAS, Dr. Stewart is credited with keeping District 103 ‘ahead of the curve’ in curriculum development by creating more opportunities for students and more dual-credit classes due to establishing a partnership with Rend Lake Community College; and

WHEREAS, Dr. Stewart’s leadership has resulted in the implementation of READ 180, a program that has dramatically improved the reading capabilities for some students and helped them become successful; and

WHEREAS, Dr. Stewart has led the district in remodeling and upgrading 40-year-old buildings, creating a safe learning environment that is equipped with state of the art technology; and

WHEREAS, Dr. Stewart’s guidance has produced an increase of students meeting or exceeding the standards on the PSAE from 44 to 50 percent, despite an increase in the low-income percentage; and

WHEREAS, in November 2013, Dr. Stewart was named the 2014 Illinois Superintendent of the Year by the Illinois Association of School Administrators.

THEREFORE, BE IT RESOLVED that the Illinois State Board of Education extends its sincere appreciation and gratitude to Dr. Kelly Stewart for her leadership and dedication to the field of Education.

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

__________________     _________________________
James W. Baumann, Member          Curtis W. Bradshaw, Member

David L. Fields, Member          Melinda A. LaBarre, Member
The Illinois State Board of Education (ISBE) established the Illinois Center for School Improvement (Illinois CSI) to:

- Provide high-quality, coordinated, and consistent support to ISBE’s statewide system of support (SSoS).
- Ensure that districts and schools receive expert, timely, and relevant assistance to increase district capacity, improve student performance, and close achievement gaps.

- The Year 1 contract was awarded February 2013.
- Illinois CSI service delivery to districts began in November 2013.
What We Do

Tiers of Support

Priority (5%)

Focus (15–20%)

Foundational (100%)
What We Do
Service Delivery Model

- District Continuous Improvement
- Needs Assessment
- Coaching Supports
- Learning Network
- Partnerships
Needs Assessment

- Comprehensive assessment to **identify** strengths and challenges, **examine** district-level structures and supports, **utilize** results to refine district improvement plans, and **build** stakeholder consensus:
  - Illinois CSI staff trained in the data collection and co-interpretationSM processes
  - 26 districts fully engaged in the data collection process
  - 26 co-interpretationsSM completed or scheduled
  - Positive feedback from district participants
Needs Assessment
Learning Network

- District leadership teams (DLTs):
  - Meet once per quarter
  - Design action plans that will address a priority (worthy target) of each district’s choosing
  - Learn how to embed implementation, monitoring, and feedback processes for continuous improvement

- Cohort I consists of seven districts: three districts from southern Illinois; four districts from northern Illinois.
“My leadership team and I found the DLT Learning Network a valuable experience. As soon as the first session ended, I felt compelled to schedule a meeting with my team to continue working through the improvement process Illinois CSI introduced to us. While Morton has many of its own initiatives designed to move us forward, the guidance we are receiving from the network and Illinois CSI already is proving valuable.”

Superintendent Mike Kuzniewski, J. Sterling Morton High School District 201
“Illinois CSI and the DLT Learning Network provide the type of coaching and support that districts need to help them be successful. The process used by the DLT Learning Network helps districts reflect on current practices objectively. This type of coaching and self-reflection helps districts validate their strengths and address their challenges methodically to improve overall practices. This is the type of support that districts need to help them to make positive gains.”

Superintendent Evelyn Kelly, Madison CUSD 12
Statewide Partnerships

A major goal is to connect districts with statewide organizations that can provide appropriate and relevant continuous improvement resources.

<table>
<thead>
<tr>
<th>Illinois CSI</th>
<th>Regional Offices of Education and Intermediate Service Centers</th>
<th>ISBE SSoS Service Providers</th>
<th>External Partners</th>
<th>Other Educational Organizations</th>
</tr>
</thead>
</table>

Supporting District Improvement
Partnering for Foundation Services
Supporting 100 Percent of the Districts in Illinois

Collaboration
• Illinois CSI
• Regional Offices of Education
• Intermediate Service Centers

Current Service Line
• Continuous Improvement Planning
• Common Core: English Language Arts
• Common Core: Mathematics
• Teacher Evaluation
• Balanced Assessment
Coaching Supports

- District assistance teams provide on-site services to DLTs:
  - 29 districts are fully engaged
  - Addressing key findings from the needs assessment
  - Further developing plans for addressing the worthy target from learning network
  - Determining improvement strategies specific to the district
  - Creating connections with SSoS partners and service providers
Coaching Supports

“After reflecting on the information presented to us at our last meeting by the CSI team, we had a discussion today about narrowing our efforts down to only a few key areas. Currently, we have 10 indicators identified through Rising Star as areas of focus this year, and it has become too cumbersome to monitor.”

Bremen School District 288
(From Rising Star meeting minutes, March 4, 2014)
After Illinois CSI’s West Cook district assistance team provided coaching on data-based decision making, Maywood-Melrose Park-Broadview, Cicero, and Proviso Township used data to confirm school climate and family and community engagement needs.

The district assistance team now is helping these districts apply for 21st Century grants to address these areas.
Measuring Success

**Year 2**
- Trained an effective Illinois CSI staff
- Statewide standardization of services and tools
- Districts fully engaged in coaching services
- Service plans based on results of DNA
- High participation in and feedback ratings of DLT Learning Network
- Partnerships created with SSoS partners and other organizations

**Years 3–4**
- Appropriate differentiation of products, services, and tools
- Consistent, effective implementation of quality practices statewide
- High engagement of districts; Illinois CSI is a sought-after resource
- Evidence of increased district capacity

**Year 5**
- Consistent, effective processes and practices statewide
- Expected impacts achieved or exceeded
- Illinois CSI recognized nationally for SSoS design and execution

- Student achievement growth
- Higher performing districts based on multiple measures
- Higher achieving subgroups
Year 2 Accomplishments

- Priority services developed and launched fall 2014, with 29 districts engaged in needs assessment, learning network, and coaching services; high engagement and strong feedback
- Foundational service model developed with regional office of education and intermediate service center partners and launched winter 2014, leading to increased consistency of service offerings across the state
- Key partnerships established and coordinating alignment of services for districts
Betheny Lyke
630-649-6696
blyke@illinoiscsi.org

1120 East Diehl Road, Suite 200
Naperville, IL 60563-1486
General Information: 630-649-6500
Illinois State Board of Education Meeting
via video conference
April 9, 2014

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

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

ROLL CALL

Mr. Gery Chico, Chairman, called the meeting to order at 10:05 a.m. Dr. Koch was in attendance and a quorum was present.

Members Present in Springfield
Dr. Andrea Brown
Dr. David Fields
Ms. Melinda LaBarre

Members Present in Chicago
Mr. Gery Chico, Chairman
Mr. Steven Gilford, Vice Chairman
Mr. Jim Baumann
Mr. Curt Bradshaw

Members Absent
Dr. Vinni Hall, Secretary

PUBLIC PARTICIPATION

Springfield Public Participation
No public participation in Springfield.

Chicago Public Participation
Kenneth Newman spoke about the concerns he has with charter schools in regards to his perception of the adequacy of their sports and recreation facilities.

PRESENTATIONS AND UPDATES

State Senator Andy Manar and Jon Furr, Director of the Office of Education System Innovation at Northern Illinois University provided an overview of the School Funding Reform Act of 2014. The Education Funding Advisory Committee issued a report on January 31, 2014, outlining the committee’s ten recommendations, which lead to Senator Andy Manar filing Amendment 1 to Senate Bill 16, also known as the School Funding Reform Act of 2014. Senator Manar and Furr took numerous questions from the Board and Chairman Chico thanked them for their dedication to education and expressed his support for the legislation.

Jason Helfer, Assistant Superintendent for Teacher and Leader Effectiveness gave a presentation on timeline requirements in Illinois for teacher candidates. Teacher preparation programs last two years. There are introductory courses that occur during the first and second years in college. Some institutions allow teacher candidates to apply to a teacher education program and declare a major in education concurrently, whereas others may allow a teacher candidate to declare a major first and then complete the application process at a later date. Preparation programs have additional requirements and checkpoints to track candidate progress.

Dr. Proshanta Nandi gave an update on the Illinois Board of Higher Education meeting of April 1 at College of Lake County. They discussed the progress over the past five years of the ten year plan for higher education.

CONSENT AGENDA

Motion:
Mr. Gilford moved that the State Board of Education hereby approves the consent agenda as presented. Mr. Baumann 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 March 12, 2014, board meeting.

**Rules for Initial Review**

**Part 50 (Evaluation of Certified Employees under Articles 24A and 34 of the School Code)**
This rulemaking proposes a change in the way in which the agency will identify those school districts whose performance ranks in the bottom 20 percent among districts statewide. School districts that fall within the lowest 20 percent will be required to implement performance evaluation systems incorporating data and indicators of student growth, beginning September 1, 2015. Currently, the rules rely on results from the 2014 administration of the state assessments to make the determination of lowest performance by district type (i.e., elementary, unit, high school). Given the pilot test of the PARCC assessments this spring and using ISAT scores that have been recalibrated using cut-scores that better align to the revised Illinois Learning Standards for English Language Arts and Mathematics, staff proposed that an average of overall district results from the 2011, 2012 and 2013 state assessments be used to make the determination of lowest performing. Additionally, all districts will be grouped together when formulating the list.

The State Board of Education authorized solicitation of public comment on this proposed rulemaking, including publication of the proposed amendments in the Illinois Register.

**Contracts & Grants over $1 Million**

**Approval of Grant: Support and Technical Assistance Regional Network (STARNET)**
The State Board of Education hereby authorizes the State Superintendent to continue grant agreements with the STARNET Project grantees and increase the amount of funding per Region to $589,250, per year, effective July 1, 2014 through June 30, 2016 for a maximum grant total not to exceed $15,877,500.

**Approval of Contract Renewal: ROE #20 – Harrisburg Project**
The State Board of Education hereby authorizes the State Superintendent to renew the current contract with the Regional Office of Education #20–Harrisburg Project through June 30, 2015 and to increase the contract’s maximum amount not to exceed $2,598,115. This contract is for the Illinois Special Education Child Tracking and Personnel Reimbursement Database Program.

**Approval of Intergovernmental Agreement Renewal: ROE#48-Peoria County for the Illinois Virtual School**
The State Board hereby authorizes the agency staff to renew the intergovernmental agreement with the Regional Office of Education #48 – Peoria County through June 30, 2015 and to increase the contract’s amount by $1,450,000, such that the total amount of the contract shall be $8,704,822. This contract is for the administration and management of the Illinois Virtual School.

**Approval of Contract Renewal: Web-Based Illinois Nutrition System (WINS)**
The State Board hereby authorizes the State Superintendent to renew the contract with Ashbaugh and Associates to assist with the development and support necessary to consolidate the web-based Child Nutrition System (CNS), Claim
Entry System (ACES) and the LAN based Child Nutrition System. The contract will extend from July 1, 2014 through June 30, 2015, and will not exceed $1,490,729.

Approval of Contract Renewal: Special Education Tracking and Reporting System (I-Star)
The State Board hereby authorizes the State Superintendent to renew the contract with Ashbaugh and Associates to assist in developing the web-based IEP Special Education Tracking and Reporting System (I-Star) and to integrate the new system with the Student Information System (SIS) and the Educator Licensure Information System (ELIS). The contract will extend from July 1, 2014 through June 30, 2015, and will not exceed $1,405,313.

END OF THE CONSENT AGENDA

Ms. LaBarre moved that the State Board of Education hereby authorizes the State Superintendent to forward the Special Education Expenditures and Receipts Report to the General Assembly and Governor by May 1, 2014. Mr. Bradshaw seconded the motion and it passed with a unanimous roll call.

DISCUSSION ITEMS

District Oversight
Superintendent Koch and Mr. Baumann, Chairman of the Finance and Audit Committee are continuing to work on the approach to district oversight and will have an update at an upcoming board meeting.

Budget Update
Robert Wolfe provided the Board with the comparison of the Board’s Fiscal Year 2015 recommended budget to the Governor’s recommended budget.

The board further discussed Senate Bill 16, the Education Funding Reform Act of 2014, and further directed legislative staff to support the bill in its initial form.

Legislative Update
Nicki Bazer, Amanda Elliott and Nicole Wills provided a summary of legislation that has been filed for the Spring 2014 legislative session and an update on the Board’s 2014 legislative agenda.

ANNOUNCEMENTS & REPORTS

None at this time.

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 12:43 p.m.

Respectfully Submitted,

Dr. Vinni Hall
Board Secretary

Mr. Gery J. Chico
Chairman
Agenda Topic: Action Item: Proposed Amendments for Initial Review: Part 228 (Transitional Bilingual Education)

Materials: Recommended Amendments

Staff Contact(s): Reyna Hernandez, 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 primarily relates to Strategic Plan Goal 1 (student achievement), as the proposed changes would ensure that English learners have access to the programs and services that will help them to be academically successful.

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

- Incorporate English development standards for English learners in preschool programs;
- Allow flexibility for school districts to choose the prescribed screening instrument for English learners who are in the second semester of grade 1 or in grades 2 through 12;
- Require that transitional programs of instruction include instruction in English as a second language; and
- Modify the requirement for preschool teachers of English learners to be fully qualified to provide home language or English as a second language instruction.

Each of these proposed modifications is more fully explained under “Policy Implications” below.

The proposed changes were discussed with the Illinois Advisory Council on Bilingual Education (IACBE) on March 14, 2004. No comments were received from members of the IACBE.

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

Policy Implications:

English Development Standards. Since 2006, the rules governing bilingual education programs have relied on English language development standards of the World-class International Design and Assessment Consortium (WIDA) at the University of Wisconsin at
Madison as the basis of the English proficiency test and starting in 2010, for English as a second language instruction. Originally, the standards addressed all students, prekindergarten through grade 12. In 2012, the standards were modified to apply only to students in kindergarten through grade 12. WIDA has now completed English language development standards for prekindergarten (i.e., ages 2 1/2 through 5 1/2) and these also are being incorporated into the rules. Both sets of standards are now defined in Section 228.10, and references to them in the body of the rules will direct the reader to Section 228.10 for the standards applicable to the ages/grade levels of the students being served. Adoption of the prekindergarten standards will ensure alignment to the kindergarten through grade-12 standards already incorporated into the rules.

**Screening Instrument.** Section 228.10 currently requires the use of the WIDA ACCESS Placement Test (W-APT™) as a screening instrument for use with students in the second semester of grade 1 through grade 12. Students in kindergarten or in the first semester of grade 1, however, must be screened using a different screener, WIDA’s Measure of Developing English Language, or MODEL™.

The distinction between the two screening instruments was added in 2010. MODEL is a more nuanced, student-specific screening instrument that enables school district staff to make better placement decisions for students just starting school (i.e., kindergarten or beginning of grade 1). Either test would be appropriate for students in the second semester of grade 1 through grade 12, and the proposed rule would provide school districts with the flexibility to choose which screening instrument to use for these students.

**English as a Second Language (ESL) Instruction.** The two components of a transitional program of instruction (TPI) are instruction or support in the student’s native language and ESL instruction. ESL is necessary to ensure that students who enter schools with little or no knowledge of English acquire the necessary skills to understand and produce academic English. The purpose of ESL is to provide direct instruction in the acquisition of the English language. Under Article 14C of the School Code [105 ILCS 5/Art. 14C], school districts are required to provide programs that will help English learners learn English. Therefore, the changes proposed in Section 228.30(d) do not create a new mandate. Rather, the changes clarify the existing rule to make clear that ESL instruction is not an optional component for TPI programs.

**Staff Qualifications.** Starting July 1, 2014, instruction provided to English learners in early childhood classrooms must be provided by an individual who holds a professional educator license endorsed for both early childhood and for the specific type of bilingual instruction that is being provided (i.e., either instruction conducted in the student’s home language or English as a second language instruction). This requirement was placed in Section 228.35(c) in 2010 in response to modifications to Article 14C of the School Code requiring the provision of bilingual education services by school districts to English learners served in preschool programs. At the time the requirement was put in place, the agency received public comment stating that school districts would not be able to recruit a sufficient number of qualified staff by 2014. They also suggested that then-employed early childhood teachers or those with bilingual credentials would lack the resources and time needed to earn the endorsement they lacked so that they would be fully qualified to instruct preschool-aged English learners.

As the July 1 deadline has been approaching, school districts and early childhood advocates have indicated to agency staff that they are anticipating staff shortages for the 2014-15 school year. Therefore, agency staff’s enforcement of the current rule could result in potential penalties.
for school districts with preschool programs and may jeopardize services for English learners in these settings. For these reasons, the proposed amendment would delay until July 1, 2016, the requirement for school districts to have fully qualified early childhood staff for their preschool programs. It also includes an interim measure for school districts not now in compliance that is intended to promote planning and implementation. The proposed modification will require school districts that are unable to meet the staffing requirements between now and July 1, 2016, to submit to the agency an annual staffing plan that includes a description of how the needs of English learners will be met. In this way, the proposed amendment balances the need for English learners to have fully qualified staff with the difficulty some school districts are experiencing in recruiting and employing fully credentialed preschool personnel. Currently, licensed early childhood teachers with either bilingual or ESL endorsements comprise 10.3% of all licensed early childhood teachers, while English Learners comprise 20.4% of all preschool children. (See Section 228.35(c)(3) for further details.)

<table>
<thead>
<tr>
<th></th>
<th>Total Early Childhood Teachers</th>
<th>Bilingual - Spanish</th>
<th>Bilingual - Other</th>
<th>ESL</th>
<th>Unduplicated # of Bilingual or ESL Endorsed EC Teachers</th>
<th>% of EC teachers with Bilingual/ESL</th>
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<tr>
<td>2012</td>
<td>17324</td>
<td>878</td>
<td>85</td>
<td>1230</td>
<td>1750</td>
<td>10.1%</td>
</tr>
<tr>
<td>2013</td>
<td>16805</td>
<td>849</td>
<td>78</td>
<td>1253</td>
<td>1738</td>
<td>10.3%</td>
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Finally, a slight technical modification is being made in Section 228.30(c)(3)(B)(v), which addresses placement of certain English learners in part-time transitional bilingual education (TBE) programs. The provision was added in August 2013 and modified in response to public comment received. The provision, however, has caused some confusion in the field. Its intent is to communicate that under certain circumstances (i.e., when the native language has no written component or is one for which written instructional materials are not available), English learners may receive limited native language instruction. Since the first sentence of the subsection does not make this clear, the modifier "limited" will be restored to the rule.

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

**Pros and Cons of Various Actions**
The proposed changes strengthen bilingual education programs and ensure that services to all English learners are aligned to rigorous standards and contain high-quality components necessary for becoming proficient in English. Additionally, early childhood and bilingual education staff in school districts unable to find a sufficient number of fully qualified staff for their preschool programs would be required to work together to make certain that preschoolers who are learning English have access to appropriate services and opportunities.

Not proceeding with the proposed rulemaking could result in limited services of a lesser quality being provided for English learners enrolled in preschool programs. Enforcing requirements that are outside of rules also would result in the agency being in conflict with the Illinois Administrative Procedure Act, which requires state agencies to set forth their policies in administrative rules.
**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:

Transitional Bilingual Education (23 Illinois Administrative Code 228),

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.
ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER f: INSTRUCTION FOR SPECIFIC STUDENT POPULATIONS

PART 228
TRANSITIONAL BILINGUAL EDUCATION

Section 228.10 Definitions

"English as a Second Language" or "ESL" means specialized instruction designed to assist students whose home language is other than English in attaining English language proficiency. ESL instruction includes skills development in listening, speaking, reading, and writing. (ESL is not to be confused with English language arts as taught to students whose home language is English.)
"English Language Development Standards" means either the:

"2012 Amplification of English Language Development Standards Kindergarten-Grade 12" (2012) for students in kindergarten and grades 1 through 12 published by the Board of Regents of the University of Wisconsin System on behalf of the World-class Instructional Design and Assessment (WIDA) Consortium, Wisconsin Center for Education Research (WCER), University of Wisconsin-Madison, 1025 West Johnson Street, MD#23, Madison WI 53706 and posted at http://wida.us/standards/eld.aspx (no later amendments to or editions of these standards are incorporated by this Section); or

"Early English Language Development Standards Ages 2.5-5.5 2013 Edition" (2013) for students in preschool education programs published by the Board of Regents of the University of Wisconsin System on behalf of the WIDA Consortium, Wisconsin Center for Education Research (WCER), University of Wisconsin-Madison, 1025 West Johnson Street, MD#23, Madison WI 53706 and posted at http://www.wida.us/standards/eeld.aspx (no later amendments to or editions of these standards are incorporated by this Section).

"English Language Proficiency Assessment" means the ACCESS for ELLs® (WIDA World-class Instructional Design and Assessment Consortium, Wisconsin Center for Education Research (WCER), University of Wisconsin-Madison, 1025 West Johnson Street, MD#23, Madison WI 53706 (2006)).

"English Learners" means any student in preschool, kindergarten or any of grades 1 through 12, whose home language background is a language other than English and whose proficiency in speaking, reading, writing, or understanding English is not yet sufficient to provide the student with:

the ability to meet the State's proficient level of achievement on State assessments;

the ability to successfully achieve in classrooms where the language of instruction is English; or

the opportunity to participate fully in the school setting.
For the purposes of this Part, the terms "limited English proficient student" and "students with limited English proficiency", as used in Article 14C of the School Code, are understood to be "English learners".

"Home Language" means that language normally used in the home by the student and/or by the student's parents or legal guardians.

"Language Background other than English" means that the home language of a student in preschool, kindergarten or any of grades 1 through 12, whether born in the United States or born elsewhere, is other than English or that the student comes from a home where a language other than English is spoken by the student, or by his or her parents or legal guardians, or by anyone who resides in the student's household.

"Preschool Program" means instruction provided to children who are ages 3 up to but not including those of kindergarten enrollment age as defined in Section 10-20.12 of the School Code [105 ILCS 5/10-20.12] in any program administered by a school district, regardless of whether the program is provided in an attendance center or a non-school-based facility.

"Prescribed Screening Instrument" means the:

WIDA ACCESS Placement Test (W-APT™) (2013, 2006 or 2007) for students entering or in the second semester of grade 1 or in grades 2 through 12 (WIDA World-class Instructional Design and Assessment Consortium, Wisconsin Center for Education Research (WCER), University of Wisconsin-Madison, 1025 West Johnson Street, MD#23, Madison WI 53706) and accessible at http://www.wida.us/assessment/W-APT/; or

Measure of Developing English Language (MODEL™) (2008) for students in entering kindergarten through or the first semester of grade 1 (WIDA World-class Instructional Design and Assessment Consortium, Wisconsin Center for Education Research (WCER), University of Wisconsin-Madison, 1025 West Johnson Street, MD#23, Madison WI 53706); this instrument also may be used for students in the second semester of grade 1 through grade 12.
"Prescribed Screening Procedures" means the procedures that a school district determines to be appropriate to assess a preschool student's level of English language proficiency (minimally in the domains of speaking and listening), in order to determine whether the student is eligible to receive bilingual education services. The procedures may include, without limitation, established screening instruments or other procedures provided that they are research-based. Further, screening procedures shall at least:

- Be age and developmentally appropriate;
- Be culturally and linguistically appropriate for the children being screened;
- Include one or more observations using culturally and linguistically appropriate tools;
- Use multiple measures and methods (e.g., home language assessments; verbal and nonverbal procedures; various activities, settings, and personal interactions);
- Involve family by seeking information and insight to help guide the screening process without involving them in the formal assessment or interpretation of results; and
- Involve staff who are knowledgeable about preschool education, child development, and first and second language acquisition.

"Sheltered Content Instruction" means instruction that is generally intended for English learners who demonstrate intermediate or advanced English proficiency and consists of adapting the language used in the particular subject to the student's English proficiency level to assist the student in understanding the content of the subject area and acquiring the knowledge and skills presented.

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

Section 228.15 Identification of Eligible Students

a) Each school district shall administer a home language survey with respect to each student in preschool, kindergarten or any of grades 1 through 12 who is entering the district's schools or any of the district's preschool programs for the first time,
for the purpose of identifying students who have a language background other than English. The survey should be administered as part of the enrollment process or, for preschool programs, by the first day the student commences participation in the program. The survey shall include at least the following questions, and the student shall be identified as having a language background other than English if the answer to either question is yes:

1) Whether a language other than English is spoken in the student's home and, if so, which language; and

2) Whether the student speaks a language other than English and, if so, which language.

b) The home language survey shall be administered in English and, if feasible, in the student's home language.

c) The home language survey form shall provide spaces for the date and the signature of the student's parent or legal guardian.

d) The completed home language survey form shall be placed into the student's temporary record as defined in 23 Ill. Adm. Code 375 (Student Records).

e) The district shall screen the English language proficiency of each student identified through the home language survey as having a language background other than English by using the prescribed screening instrument applicable to the student's grade level (i.e., kindergarten or any of grades 1 through 12), as set forth in Section 228.10, or the prescribed screening procedures identified by the preschool program. This screening shall take place within 30 days either after the student's enrollment in the district or, for preschool programs, after the student commences participation in the program, for the purpose of determining the student's eligibility for bilingual education services and, if eligible, the appropriate placement for the student. For kindergarten, all students identified through the home language survey, including students previously screened when enrolled in preschool, must be screened using the prescribed screening instrument for kindergarten.

1) The prescribed screening instrument does not need to be administered to a student who, in his or her previous school district:
A) has been screened and identified as English language proficient as required in this subsection (e); or

B) has met the State exit requirements as described in Section 228.25(b)(2) of this Part; or

C) has met all of the following criteria:
   i) resides in a home where a language other than English is spoken, and
   ii) has not been screened or identified as an English learner, and
   iii) has been enrolled in the general program of instruction in the school he or she has previously attended, and
   iv) has been performing at or above grade level as evidenced by having met or exceeded the Illinois Learning Standards in reading and math on the student's most recent State assessment administered pursuant to Section 2-3.64 of the School Code [105 ILCS 5/2-3.64] or, for students for whom State assessment scores are not available, a nationally normed standardized test, provided that either assessment was not administered with accommodations for English learners. This provision applies only to a student who had been enrolled in any of the grades in which the State assessment is required to be administered in accordance with Section 2-3.64 of the School Code.

2) For purposes of eligibility and placement, a district must rely upon a student's score attained on the English language proficiency assessment prescribed under Section 228.25(b) of this Part, if available from another school district or another state, provided that the score was achieved no sooner than the school year previous to the student's enrollment in the district.

3) If results are not available pursuant to subsection (e)(2) of this Section, then a district must rely upon a student's score on the prescribed screening instrument if available from another school district or another state for the
purposes of eligibility and placement for students entering any of grades 1 through 12, if the student's score on the prescribed screening instrument was achieved no more than 12 months prior to the district's need to assess the student's proficiency in English.

4) Each student whose score on the prescribed screening instrument or procedures, as applicable, is identified as not "proficient" as defined by the State Superintendent of Education shall be considered to be an English learner and therefore to be eligible for, and shall be placed into a program of, bilingual education services.

A) For preschool programs using a screening procedure other than an established assessment tool where "proficiency" is defined as part of the instrument, "proficiency" is the point at which performance identifies a child as proficient in English, as set forth in the program's proposed screening process.

B) For any preschool student who scores at the "proficient" level, the school district may consider additional indicators such as teachers' evaluations of performance, samples of a student's work, or information received from family members and school personnel in order to determine whether the student's proficiency in English is limited and the student is eligible for services.

f) Each district shall ensure that any accommodations called for in the Individualized Education Programs of students with disabilities are afforded to those students in the administration of the screening instrument or procedures, as applicable, discussed in this Section and the English language proficiency assessment prescribed under Section 228.25(b) of this Part.

g) The parent or guardian of any child resident in a school district who has not been identified as an English learner may request the district to determine whether the child should be considered for placement in a bilingual education program, and the school district shall make that determination upon request, using the process described in this Section.

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

Section 228.30 Establishment of Programs
a) Administrative Provisions

1) Program Facilities – Other than for preschool education programs, TBE and TPI programs shall be located in regular public school facilities rather than in separate facilities. (Section 14C-6 of the School Code [105 ILCS 5/14C-6]) If such a location is not feasible, the substitute location shall be comparable to those made available to a majority of the district's students with respect to space and equipment. If housed in a facility other than a public school (including a charter school), the school district shall provide a written explanation in its annual application to the State Superintendent of Education as to why the use of a public school building is not feasible.

2) Course Credit – Students enrolled in approved programs shall receive full credit for courses taken in these programs, which shall count toward promotion and fulfillment of district graduation requirements. Courses in ESL shall count toward English requirements for graduation. Students who change attendance centers or school districts shall do so without loss of credit for coursework completed in the program.

3) Extracurricular Activities – Each district shall ensure that students enrolled in programs shall have the opportunity to participate fully in the extracurricular activities of the public schools in the district. (Section 14C-7 of the School Code [105 ILCS 5/14C-7])

4) Inclusion of Students Whose First or Home Language is English – Students whose first or home language is English may be included in a program under this Part provided that all English learners are served.

5) Joint Programs – A school district may join with one or more other school districts to provide joint programs or services in accordance with the provisions of Section 10-22.31a of the School Code [105 ILCS 5/10-22.31a]. The designated administrative agent shall adhere to the procedures contained in 23 Ill. Adm. Code 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing) as they pertain to cooperative agreements.

6) Preschool and Summer School – A school district may establish preschool and summer school programs for English learners or join with other school districts in establishing these programs. Summer school programs
shall not replace programs required during the regular school year. (Section 14C-11 of the School Code [105 ILCS 5/14C-11]) A school district that offers a summer school program or preschool program shall provide transitional bilingual education programs or transitional programs of instruction for English learners in accordance with Article 14C and this Part.

b) Instructional Specifications

1) Student-Teacher Ratio – The student-teacher ratio in the ESL and home language components of programs serving students in kindergarten or any of grades 1 through 12 as of September 30 of each school year shall not exceed 90% of the average student-teacher ratio in general education classes for the same grades in that attendance center. Decreases in the ratio for general education during the course of a school year due to students' mobility shall not require corresponding adjustments within the bilingual program. Further, additional students may be placed into bilingual classes during the course of a school year, provided that no bilingual classroom may exhibit a student-teacher ratio that is greater than the average for general education classes in that grade and attendance center as a result of these placements. Preschool programs established pursuant to Section 2-3.71 of the School Code [105 ILCS 5/2-3.71] that provide bilingual education services shall meet the requirements of 23 Ill. Adm. Code 235.30 (Early Childhood Block Grant) rather than the requirements of this subsection (b)(1).

2) Grade-Level Placement – Students enrolled in a program of transitional bilingual education shall be placed in classes with students of approximately the same age or grade level, except as provided in subsection (b)(3) of this Section. (Section 14C-6 of the School Code)

3) Multilevel Grouping – If students of different age groups or educational levels are combined in the same class, the school district shall ensure that the instruction given each student is appropriate to his/her age or grade level. (Section 14C-6 of the School Code) Evidence of compliance with this requirement shall be:

A) individualized instructional programs; or

B) grouping of students for instruction according to grade level.
4) Beginning with the 2012-13 school year, instruction in Spanish language arts, where provided under subsection (c) or (d) of this Section, shall be aligned to the standards that are appropriate to the ages or grade levels of the students served, which are set forth in the document titled "World-Class Instructional Design and Assessment: Spanish Language Arts Standards" (2005), published by the Board of Regents of the University of Wisconsin System on behalf of the WIDA Consortium, University of Wisconsin-Madison, 1025 West Johnson Street, MD #23, Madison WI 53706, and posted at http://wida.us/standards/sla.aspx. No later amendments to or editions of these standards are incorporated by this Section.

5) Language Grouping – School districts may place English learners who have different home languages in the same class, provided that, in classes taught in the home language:

A) instructional personnel or assistants representing each of the languages in the class are used; and

B) the instructional materials are appropriate for the languages of instruction.

6) Program Integration – In courses of subjects in which language is not essential to an understanding of the subject matter, including, but not necessarily limited to, art, music, and physical education, English learners shall participate fully with their English-speaking classmates. (Section 14C-7 of the School Code)

c) Specific Requirements for Transitional Bilingual Education (TBE) Programs

1) Each full-time TBE program shall consist of at least the following components (Section 14C-2 of the School Code):

A) Instruction in subjects which are either required by law (see 23 Ill. Adm. Code 1) or by the student's school district, to be given in the student's home language and in English; core subjects such as math, science and social studies must be offered in the student's home language, except as otherwise provided in subsection (c)(3) of this Section:
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B) Instruction in the language arts in the student's home language;

C) Instruction in English as a second language, which must align to the applicable English language development standards set forth in Section 228.10 2012 Amplification of the English Language Development Standards Kindergarten-Grade 12 (2012), published by the Board of Regents of the University of Wisconsin System on behalf of the WIDA Consortium, University of Wisconsin-Madison, 1025 West Johnson Street, MD #23, Madison WI 53706, and posted at http://wida.us/standards/eld.aspx. No later amendments to or editions of these standards are incorporated by this Section; and

D) Instruction in the history and culture of the country, territory, or geographic area which is the native land of the students or of their parents and in the history and culture of the United States.

2) Programs may also include other services, modifications, or activities such as counseling, tutorial assistance, learning settings, or special instructional resources that will assist English learners in meeting the Illinois Learning Standards (see 23 Ill. Adm. Code 1, Appendix D) and for preschool programs established pursuant to Section 2-3.71 of the School Code, the Illinois Early Learning and Development Standards – Children Age 3 to Kindergarten Enrollment Age (see 23 Ill. Adm. Code 235, Appendix A).

3) Beginning September 1, 2013, students may be placed into a part-time program, or students previously placed in a full-time program may be placed in a part-time program in accordance with the requirements of this subsection (c)(3).

A) If an assessment of the student's English language skills has been performed in accordance with the provisions of either Section 228.15(e) or Section 228.25(b) of this Part and the assessment results indicate that the student has sufficient proficiency in English to benefit from a part-time program.

i) Evidence of sufficient proficiency shall be achievement of the minimum score to be used for this purpose set by the State Superintendent either on the prescribed screening
instrument required in Section 228.15(e) of this Part or the English language proficiency assessment required in Section 228.25(b). The State Superintendent shall inform districts of the minimum score to be used for the prescribed screening instrument or the English language proficiency assessment, and post the minimum score on the State Board's website. Should the minimum score be modified, the State Superintendent shall inform school districts no later than July 1 of the scores to be used and modify the State Board's website accordingly.

ii) Preschool programs shall use as evidence of sufficient proficiency either a minimum score for an established screening instrument or a minimum level of performance documented through established screening procedures.

B) If the student's score either on the prescribed screening instrument required in Section 228.15(e) of this Part or the English language proficiency assessment required in Section 228.25(b) is below the minimum identified pursuant to subsection (c)(3)(A) of this Section, the student may be placed in a part-time program only if one of the following conditions is met.

i) Native Language Proficiency

A native language proficiency test documents that the student has minimal or no proficiency in the home language and a parent provides written confirmation that English is the primary language spoken in the home.

ii) Academic Performance in Subjects Taught in English

Any student whose student grades, teacher recommendations and State or local assessment results in the previous school year indicate that the student has performed at or above grade level in one or more core subject areas (i.e., reading, English language arts, mathematics, physical sciences, social sciences) that were taught exclusively in English.
iii) Academic Performance

Any student in a departmentalized setting whose student grades, teacher recommendations and State or local assessment results in the previous school year indicate that the student has performed at or above grade level in at least two core subject areas that were taught in a U.S. school in the student's native language or via sheltered instruction in English.

iv) Students with Disabilities

Any student with a disability whose Individualized Education Program developed in accordance with 23 Ill. Adm. Code 226.Subpart C identifies a part-time transitional bilingual education program as the least restrictive environment for the student.

v) Limited Native Language Instruction

The limited use of native language instruction is permissible for a student whose native language has no written component or one for which written instructional materials are not available. Oral native language instruction or support should be provided based on the student’s needs.

C) A part-time program shall consist of components of a full-time program that are selected for a particular student based upon an assessment of the student's educational needs. Each student's part-time program shall provide daily instruction in English and in the student's home language as determined by the student's needs.

4) Parent and Community Participation – Each district or cooperative shall establish a parent advisory committee consisting of parents, legal guardians, transitional bilingual education teachers, counselors, and community leaders. This committee shall participate in the planning, operation, and evaluation of programs. The majority of committee members shall be parents or legal guardians of students enrolled in these programs. Membership on this committee shall be representative of the
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languages served in programs to the extent possible. (Section 14C-10 of the School Code [105 ILCS 5/14C-10])

A) The committee shall:

i) meet at least four times per year;

ii) maintain on file with the school district minutes of these meetings;

iii) review the district's annual program application to the State Superintendent of Education; and

iv) *autonomously carry out their affairs, including the election of officers and the establishment of internal rules, guidelines, and procedures.* (Section 14C-10 of the School Code)

B) Each district or cooperative shall ensure that training is provided annually to the members of its parent advisory committee. This training shall be conducted in language that the parent members can understand and shall encompass, but need not be limited to, information related to instructional approaches and methods in bilingual education; the provisions of State and federal law related to students' participation and parents' rights; and accountability measures relevant to students in bilingual programs.

d) Specific Requirements for Transitional Program of Instruction (TPI)

1) Program Structure – The level of a student's proficiency in English, as determined by an individual assessment of the student's language skills on the basis of either the prescribed screening instrument or procedures, as applicable, required in Section 228.15(e) of this Part or the English language proficiency assessment required in Section 228.25(b) of this Part in conjunction with other information available to the district regarding the student's level of literacy in his or her home language, will determine the structure of the student's instructional program.

2) Program Components – A transitional program of instruction must include instruction or *native language support* other assistance in the student's
home language to the extent necessary, as determined by the district on the basis of the prescribed screening instrument or procedures, as applicable, required in Section 228.15(e) of this Part, or the English language proficiency assessment required in Section 228.25(b) of this Part, to enable the student to keep pace with his/her age or grade peers in achievement in the core academic content areas. A transitional program of instruction shall may include, but is not limited to, the following components:

A) instruction in ESL, which must align to the applicable English language development standards set forth in Section 228.10. A transitional program of instruction also may include, but is not limited to: 2012 Amplification of the English Language Development Standards Kindergarten-Grade 12 (2012), published by the Board of Regents of the University of Wisconsin System on behalf of the WIDA Consortium, University of Wisconsin-Madison, 1025 West Johnson Street, MD #23, Madison WI 53706, and posted at http://wida.us/standards/eld.aspx. No later amendments to or editions of these standards are incorporated by this Section;

A)B) language arts in the students' home language; and

B)C) instruction in the history and culture of the country, territory, or geographic area that is the native land of the students or of their parents and in the history and culture of the United States.

(Source: Amended at 37 Ill. Reg. ______, effective ____________)

Section 228.35 Personnel Qualifications; Professional Development

a) Each individual assigned to provide instruction in a student's home language shall meet the requirements for bilingual education teachers set forth in 23 Ill. Adm. Code 25 (Educator Licensure) and 23 Ill. Adm. Code 1 (Public Schools Evaluation, Recognition and Supervision), as applicable.

b) Each individual assigned to provide instruction in ESL shall meet the requirements for ESL or English as a New Language teachers set forth in 23 Ill. Adm. Code 25 and 23 Ill. Adm. Code 1, as applicable.
c) Preschool Programs

1) Each individual assigned to provide instruction to students in a preschool program shall meet the requirements of 23 Ill. Adm. 235.20(c) (Application Procedure and Content for New or Expanding Programs).

2) By July 1, 2016 (2014), each individual assigned to provide instruction to students in a preschool program also shall meet the applicable requirements of subsection (a) or (b) of this Section, depending on the assignment, except as provided in subsection (c)(3).

3) During school years 2014-15 and 2015-16, any school district unable to meet the requirements of subsection (c)(2) shall submit a plan to the State Superintendent of Education by September 15 of each year that demonstrates how the program is actively working toward recruiting and hiring fully qualified staff and serve preschool-age English learners. The plan shall be developed jointly by school administrators responsible for the preschool program and the bilingual education program. Using a format prescribed by the State Superintendent of Education, the plan shall include, but is not limited to:

   A) Past and current efforts undertaken by the district to recruit and hire fully qualified staff;

   B) Reasons why individuals meeting the requirements of subsection (a) or (b) were not hired, if applicable;

   C) Professional development activities focused on the needs of preschool-age English learners; and

   D) How the educational program for English learners will meet the needs of those students without fully qualified staff, to include information relative to the components set forth in Section 228.27(b) through (f).

4) Staff who are employed to assist in instruction in a preschool program but do not hold a professional educator license shall meet the requirements of 23 Ill. Adm. 235.20(c).

d) Administrators
Beginning July 1, 2014, each individual assigned to administer a program under this Part shall meet the applicable requirements of this subsection (d).

1) Except as provided in subsections (d)(2) and (3) of this Section, any person designated to administer either a TBE or a TPI program must hold a valid administrative or a supervisory endorsement issued on a professional educator license by the State Board of Education in accordance with applicable provisions of 23 Ill. Adm. Code 25 (Educator Licensure) and 23 Ill. Adm. Code 1 (Public Schools Evaluation, Recognition and Supervision) and must meet the requirements of 23 Ill. Adm. Code 1.783 (Requirements for Administrators of Bilingual Education Programs), as applicable.

2) A person designated to administer a TBE or TPI program in a district with fewer than 200 TBE/TPI students shall be exempt from all but the requirement for an administrative or a supervisory endorsement issued on a professional educator license, provided that he or she annually completes a minimum of eight hours of professional development. An assurance that this requirement has been met shall be provided annually in a school district's application submitted pursuant to Section 228.50 of this Part. Documentation for this professional development activity shall be made available to a representative of the State Board of Education upon request.

3) A person who has been assigned to administer a TPI program in a district that experiences such growth in the number of students eligible for bilingual education that a TBE program is required shall become subject to the requirements of subsection (d)(1) of this Section at the beginning of the fourth school year of the TBE program's operation. A person who has been assigned to administer a program under subsection (d)(2) of this Section in a district where the number of students eligible for bilingual education reaches 200 shall become subject to the requirements of subsection (d)(1) of this Section at the beginning of the fourth school year in which the eligible population equals or exceeds 200 or more students. That is, each individual may continue to serve for the first three school years on the credentials that qualified him or her to administer the program previously operated.

e) Professional Development for Staff
1) Each school district having a program shall annually plan professional development activities for the licensed and nonlicensed personnel involved in the education of English learners. This plan shall be included in the district's annual application and shall be approved by the State Superintendent of Education if it meets the standards set forth in subsections (e)(2) and (e)(3) of this Section.

2) Program staff beginning their initial year of service shall be involved in training activities that will develop their knowledge of the requirements for the program established under this Part and the employing district's relevant policies and procedures.

3) Training activities shall be provided to all bilingual program staff at least twice yearly and shall address at least one of the following areas:

A) current research in bilingual education;

B) content-area and language proficiency assessment of English learners;

C) research-based methods and techniques for teaching English learners;

D) research-based methods and techniques for teaching English learners who also have disabilities; and

E) the culture and history of the United States and of the country, territory or geographic area that is the native land of the students or of their parents.

4) In addition to any other training required under this subsection (e), each individual who is responsible for administering the prescribed screening instrument referred to in Section 228.15(e) of this Part or the annual English language proficiency assessment discussed in Section 228.25(b) of this Part shall be required to complete on-line training designated by the State Superintendent of Education and to pass the test embedded in that material.
5) **Each** Beginning in the 2012-13 school year, each district that operates either a TBE or a TPI program for students of Spanish language background in kindergarten and any of grades 1 through 12 shall provide annually at least one training session related to the implementation of the Spanish language arts standards required under Section 228.30(b)(4) of this Part for staff members of that program who are providing instruction in the Spanish language arts.

(Source: Amended at 38 Ill. Reg. _____, effective ______________)
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
Nicki Bazer, Deputy Superintendent and General Counsel


Materials: Recommended Amendments

Staff Contact(s): Jen Saba, Assistant 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
The proposed amendments relate to Strategic Plan Goal 1 (student achievement), as they set forth procedures for reporting by authorizers of charter schools and a process to sanction charter school authorizers that are not complying with the law and rules or whose schools are underperforming, thus ensuring that students have access to high-quality charter schools.

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
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). 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 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.

Section 27A-12 of the School Code requires the State Board to publish a report about charter schools in January of every even-numbered year. To compile this report, the State Board must collect certain data from charter school authorizers by no later than September 30 of every odd-numbered year.
New Section 650.55 lists the information and data that all charter school authorizers must include in their reports. The information and data to be reported generally address a charter school authorizer's strategic vision for chartering and progress toward achieving that vision; the status of each charter school in the authorizer's portfolio; and the authorizing functions provided by the authorizer to the charter schools under its purview, including its operating costs and expenses. Section 650.55 also sets parameters for the agency’s collection of this information and data, including submission requirements and timelines. Agency staff will use this information and data to produce its biennial report, which also must include:

1. a comparison of the academic performance of charter school students to the performance of their peers in traditional public schools;
2. an analysis of whether exemptions that charter schools enjoy from certain laws and regulations assisted or impeded the ability of the charter schools to better meet their stated goals and objectives; and
3. recommendations for any changes to the Charter Schools Law necessary to "strengthen charter schools".

As further set forth in Section 27A-12 of the School Code, the State Board is authorized to remove a charter school authorizer's power to establish charter schools or oversee existing charter schools in those situations when the authorizer "does not demonstrate a commitment to high-quality authorization practices". The State Board also may, "if necessary, revoke the chronically low-performing charters authorized by the authorizer at the time of the removal". New Section 650.65 specifies the grounds upon which the State Board may remove an authorizer's authorizing power, based on information the agency receives from an authorizer's biennial reports, as well as complaints submitted to the agency and other ongoing monitoring efforts. The proposed amendments also establish a process for the State Board to follow if it chooses to remove an authorizer's power to authorize charter schools and address the process to be taken to determine the status of any charter schools established by an authorizer whose authorizing powers have been removed.

Proposed modifications in Section 650.30 place into rule specific mention of the format that authorizers must use when submitting to the State Board reports of approved charter school applications and reports related to renewal of approved charters or revisions to those charters made after approval is granted. The proposed changes do not place new requirements on charter school authorizers, as authorizers have been required to use certain forms for these processes for some time. Rather, the agency has an obligation to state all of its policies in administrative rules. The changes in Section 650.30 will correct the rule's oversight in not listing the complete requirements that apply to these reports.

In accordance with a long-standing policy of the State Board, agency staff shared the proposed amendments with charter school authorizers currently operating in the state (i.e., school districts with at least one charter school and the State Charter School Commission) to solicit their preliminary feedback before the proposal was brought to the Board for its initial review. City of Chicago School District 299 (CPS) submitted the only comments received. A summary of those comments and any changes made as a result are described under "Policy Implications".

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

Policy Implications: CPS grouped its comments under two general categories.

1. Flexibility in reporting requirements, periods and deadlines. CPS stated that the number of charter schools in the district and its existing policies and procedures will not
allow the district to “provide accurate and/or timely data”. They also asked for more clarity about the type of information to be submitted.

The intent of the rules, particularly in Section 650.55 (Biennial Reporting Requirements), is to present an overview of the type of information that a charter school authorizer is required to provide to the agency. As with any agency form, instructions specific to the type of information being requested will be included. Further, the information being requested, for the most part, is similar to the information that charter school authorizers currently are required to submit and for this reason, should be familiar to them. The proposed rules provide clear notice to authorizers of the type of data and information they should be collecting in order to meet their obligations under the Charter Schools Law and Part 650.

Regarding CPS’s concerns about the timelines for response, the agency cannot by rule change the reporting deadline of September 30 of each odd-numbered year since it is set forth in statute. Additionally, since the information an authorizer is to submit is from the two school years previous to the reporting deadline of September 30, sufficient opportunities should exist for any authorizer to gather the required data for each of the charter schools in its portfolio. In response to CPS’s comments, however, two changes have been made in the proposed rule.

- The agency will post the form to be used for reporting by July 1 of each year rather than August 1. (See the introduction to Section 650.55.)
- Clarification was added that the authorizer should submit information relative to the general categories of services it provides to its charter schools, rather than about specific services provided at the individual charter school level. (See Section 650.55(b)(8).)

Staff also provided flexibility in Section 650.65(c)(2) and (f) (monitoring and corrective action) to extend the timelines for authorizers to respond to complaints or submit corrective action plans, provided that both agency staff and the authorizer agree.

2. Clarity of protocols and procedures. CPS stated that certain of the procedures for monitoring and several of the proposed principles and standards fail to clearly articulate what is expected of authorizers or how these principles should be put into policy.

CPS asked that action taken by the State Board due to academic performance of the authorizer's charter schools consider the performance targets and standards established by the charter authorizer in a charter school performance plan. This suggestion is reasonable, as expectations may vary from school to school, as well as among authors. This criterion has been added as Section 650.65(a)(3)(B) and at Section 650.65(k)(1)(A).

As recommended by CPS, specific mention has been made that a charter school for which authorization will be transferred would remain open and under the authorizer subject to sanctions until the process for the transfer is completed, ensuring that students will continue to be served (see Section 650.65(j)(3)). Additionally, Section 650.65(c) was modified to require that the agency share any complaints that it will investigate with the affected authorizer (provided any personally identifiable information is redacted) in addition to listing in the notification to the authorizer the deficiencies found and the "particulars of the complaint".
CPS also questioned several of the proposed standards and how those will be used by the agency to provide oversight of authorizers. The standards are based on those developed by the National Association of Charter School Authorizers and are being used by several states other than Illinois. Staff have confidence in the knowledge and expertise reflected in the standards’ development. Moreover, in some places the standards have been modified for better alignment with the nuances of the Illinois Charter Schools Law. Staff will assist authorizers, as needed, to align their policies and practices to the standards.

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

Pros and Cons of Various Actions
It is appropriate to update the rules so that they can accurately reflect the procedures and State Board policies regarding biennial reporting by authorizers of charter schools, as well as ongoing monitoring and sanctioning of charter school authorizers, as necessary. The proposed rules place all charter school authorizers on notice of the agency’s expectations for reporting and the grounds upon which an authorizer may be subject to losing its power to authorize charter schools. Due process is afforded to authorizers in that the rules allow for reasonable inquiry for the agency to ascertain the validity of any charges or complaints, provide an opportunity for the authorizer to meet with State Board staff and propose a plan to correct any deficiencies, preserve the authorizer's right to provide written and oral comments to the State Board prior to the State Board taking final action to remove authorizing powers, and enable an authorizer to regain authorizing powers under certain conditions.

Not proceeding with the rulemaking will limit the State Board’s power to remove authorizing power and subject the agency to potential challenges to its actions since agency policies in this regard have not been stated in administrative rules, as is required under the Illinois Administrative Procedure Act.

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:

Charter Schools (23 Illinois Administrative Code 650),

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 o: MISCELLANEOUS

PART 650
CHARTER SCHOOLS

SUBPART A: GENERAL PROVISIONS

Section
650.10 Definitions
650.20 Purpose

SUBPART B: ACTIONS OF THE STATE BOARD OF EDUCATION

Section
650.30 Submission to the State Board of Education
650.40 Review by the State Superintendent of Education of Local or Commission Approvals
650.50 Revision and Renewal of Charters
650.55 Biennial Reporting Requirements
650.60 Appeal of Local School Board Decisions (Repealed)
650.65 Monitoring of Charter Authorizers by the State Board of Education; Corrective Action
650.70 Procedures for Closing a Charter School

SUBPART C: ACTIONS OF THE STATE CHARTER SCHOOL COMMISSION

Section
650.100 Appeals to, and Requests for Consideration by, the Commission
650.110 Review of Appeals and Requests for Consideration; Decision

650.Appendix A Principles and Standards for Authorizing Charter Schools

AUTHORITY: Implementing and authorized by Article 27A of the School Code [105 ILCS 5/Art. 27A].

SOURCE: Emergency rules adopted at 20 Ill. Reg. 6329, effective April 23, 1996, for a maximum of 150 days; emergency expired; emergency amendment at 20 Ill. Reg. 8677, effective June 25, 1996, for a maximum of 150 days; new Part adopted at 20 Ill. Reg. 15284, effective
SUBPART A: GENERAL PROVISIONS

Section 650.10 Definitions

"Article 27A of the School Code" or the "Charter Schools Law" means 105 ILCS 5/Art. 27A.

"Authorizer" has the meaning set forth in Section 27A-3 of the School Code and includes the Commission.

"Commission" has the meaning set forth in Section 27A-3 of the School Code.

"Day" means calendar day, unless otherwise specified in this Part. 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].

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

Section 650.20 Purpose

Article 27A of the School Code sets forth the requirements for a charter school and the procedure for consideration of a charter school proposal by a local board boards of education, by two or more local boards of education pursuant to Section 27A-4(e) of the School Code, or by the Commission.

a) This Part sets forth the procedures applicable to reporting to the State Board of Education by local school boards and the Commission of the submission of charter school proposals, as required by Sections 27A-8(f), and 27A-9(e) and 27A-9(f) of the School Code, and of reporting of data regarding the charter schools under the authorizer, as required by 27A-12 of the School Code.
b) This further this Part further sets forth procedures for appeals to the Commission of local board of education decisions under Section 27A-9 of the School Code and for the orderly closing of charter schools.

c) This Part also sets forth the procedures for the State Board of Education to remove the power of authorizers to authorize charter schools as provided under Section 27A-12 of the School Code.

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

SUBPART B: ACTIONS OF THE STATE BOARD OF EDUCATION

Section 650.30 Submission to the State Board of Education

Local boards of education shall submit a final report to the State Board of Education as to the action by the local boards of education with regard to an application for, revision of, renewal of, or revocation of a charter. A copy of the report shall be provided to the applicant or charter holder at the same time that the report is submitted to the State Board of Education. Reports shall be submitted as follows.

a) The local board of education shall submit the report to the State Board of Education either by electronic mail or U.S. mail to the address in subsection (e) of this Section not later than seven days after the date of the public meeting at which the board acted on the charter request.

1) For reports submitted by U.S. mail, the report must bear a postmark date of not later than seven days following the meeting date.

2) In case of separate public meetings by each school board involved, the seven days shall begin when the last school board votes on the matter.

b) Section 27A-6 of the School Code provides that a proposed contract between the governing body of a proposed charter school and the local school board must be submitted to and certified by the State Board before it can take effect.

1) Reports of approved applications, revisions, or renewals shall consist of the charter school proposal voted upon by each of the local boards of education authorizing the charter school and the contractual agreement. The report also shall be accompanied by each of the forms, a form to be supplied by the State Superintendent of Education, listed in this subsection (b)(1). Reports lacking one or more of these documents shall be
A) A form attesting to the local board of education's compliance with all of the procedural requirements and application components set forth in Article 27A of the School Code. The form and the proposed contractual agreement shall be signed by the president of each local school board that is a party to the application and the appropriate officers of the charter school governing body. Section 27A-6 of the School Code provides that a proposed contract between the governing body of a proposed charter school and the local school board must be submitted to and certified by the State Board before it can have effect.

B) A budget narrative and financial schedule for the term of the charter.

C) A plan for the provision of special education services to students with disabilities enrolled in the charter school, which for approved applications shall at least include, but not be limited to, an explanation of how parents of students with disabilities will be informed of their students' eligibility to participate in the charter school lottery held pursuant to Section 27A-4(h) of the School Code and how the charter school will identify students who may be eligible to receive special education services at the charter school.

2) Reports of approved revisions shall consist of the revised contractual agreement. The report also shall be accompanied by the form specified in subsection (b)(1)(A) and may include the forms specified in subsection (b)(1)(B) or (b)(1)(C), as applicable to the revisions being made.

c) Reports of denials, revocations or non-renewals shall consist of the charter proposal or current charter contract voted upon by each of the local boards of education; a copy of each board's resolution setting forth the board's action and its reasons for the action; a notice to the applicant or charter holder to the effect that a denial, revocation or non-renewal of a charter school application or revision may be appealed to the Commission within 30 days from the date that the school board voted to deny the application or revoke or not renew a contract; and any other documents upon which the board relied in denying the current proposal or revoking or not renewing the contract.
d) Each submission under subsection (b) or (c) of this Section also shall include a certification of publication and a copy of the printed notice of the public meeting for each local board of education involved, as required by Section 27A-8(d) of the School Code.

e) Reports shall be submitted via electronic submission to charter@isbe.net or by certified mail, return receipt requested, addressed to:

   Illinois State Board of Education
   Charter Schools
   100 West Randolph Street
   Suite 14-300
   Chicago, Illinois  60601

f) Reports and other documentation pertaining to denials, revocations or non-renewals also shall be submitted to the Commission within the timeframe set forth in subsection (a) of this Section via electronic submission to Jeanne.Nowaczewski@Illinois.gov or by certified mail, return receipt requested, addressed to:

   State Charter School Commission
   Michael A. Bilandic Building
   160 North LaSalle Street, 6th Floor
   Chicago, Illinois  60601

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

Section 650.55  Biennial Reporting Requirements

a) No later than September 30 of every odd-numbered year, each authorizer shall submit a report to the State Board of Education that shall respond at least to the reporting elements set forth in Section 27A-12 of the School Code [105 ILCS 5/27A-12]. The State Superintendent of Education shall develop and post at http://www.isbe.net/charter/Default.htm by July 1 of each odd-numbered year a standard form that shall be used for this purpose.

b) The report shall include, but not be limited to, the information specified in this subsection (b), to be reported for each of the two school years immediately preceding submission of the report.
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1) The name, job title and contact information for each person who has principal responsibilities relative to the authorization of charter schools, and if applicable, the name of each contractor so engaged and a description of its authorizing responsibilities.

2) Information relative to the authorizer's strategic vision for chartering, strategies for accomplishing that vision and an assessment of progress toward achieving that vision.

3) Information relative to the chartering policies and practices developed and maintained by the authorizer, including but not limited to:

   A) Solicitation and evaluation of charter applications;
   B) Decision-making processes regarding new charter approvals;
   C) Negotiation processes to ensure execution of sound charter contracts with clear performance standards established for each approved charter school;
   D) Ongoing charter school oversight and evaluation;
   E) Charter renewal decision-making; and
   F) Charter school non-renewal or revocation decision-making.

4) The status of the authorizer's charter school portfolio in each of the following categories.

   A) For any charter school that has been approved but is not opened by the date the authorizer submits its report to the State Board of Education:
      i) the targeted student population and the community the school hopes to serve;
      ii) the location or geographic area proposed for the school;
      iii) the projected enrollment;
IV) the grades to be operated during each year in the term of the charter contract;

V) the names and contact information for the governing board; and

VI) the planned date for opening.

B) The number of charter schools operating in each of the following categories:

i) Charter schools operating more than one campus under a single charter agreement;

ii) Virtual charter schools;

iii) Charter schools devoted exclusively to students from low-performing or overcrowded schools; and

iv) Charter schools devoted exclusively to re-enrolled high school dropouts and/or students at risk of dropping out.

C) Information relative to each charter school whose charter was renewed, to include at least the date of renewal.

D) Information relative to each charter school whose charter was transferred to another authorizer, to include at least the effective date of the transfer.

E) Information relative to each charter school whose charter was not renewed or was revoked, to include at least the effective date of and reasons for the non-renewal or revocation.

F) Information relative to each charter school that was voluntarily closed, to include at least the effective date of the closure.

G) Information relative to each charter school that was approved but was never opened and has no planned date for opening.

5) The total student enrollment by September 30 of the applicable school year for all charter schools authorized by the authorizer.
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6) Information relative to the academic and financial performance of each of the authorizer's operating charter schools, to include at least data related to the performance expectations for charter schools as set forth in Section 2-3.64 of the School Code [105 ILCS 5/2-3.64] or the charter contract.

7) The authorizer's operating costs and expenses associated with the performance of the powers and duties enumerated in Section 27A-7.10(a) of the School Code and any additional duties set forth in the terms of each charter contract.

8) A description of the general categories of services provided by the authorizer to the charter schools in its portfolio pursuant to Section 27A-11(b) of the School Code, as set forth in the charter school contracts, and an itemized accounting of the revenue the authorizer received from its charter schools for a particular service and the authorizer's actual costs for services provided, where applicable.

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

Section 650.65 Monitoring of Charter Authorizers by the State Board of Education; Corrective Action

In accordance with Section 27A-12 of the School Code, the State Board of Education shall rely on information reported by authorizers pursuant to Section 650.55 and ongoing monitoring of both charter schools and authorizers to determine whether to remove the power to authorize from any authorizer in this State if the authorizer does not demonstrate a commitment to high-quality authorization practices and, if necessary, revoke the charters of the chronically low-performing charters authorized by the authorizer at the time the power to authorize is removed. [105 ILCS 5/27A-12]

a) A charter school authorizer may be subject to corrective action, including but not limited to removal of chartering authority, in the following circumstances:

1) Failure to develop chartering policies and practices consistent with the principles and standards set forth in Appendix A (see Section 27A-7.10(e) of the School Code);

2) Failure to comply with any State or federal statutory or regulatory requirement for charter authorization;
3) Failure to require a plan of remediation pursuant to Section 27A-9(c) of the School Code for, and/or close, charter schools that:

   A) remain on academic watch status for three or more years after initial placement on academic watch status; and/or
   
   B) fail to meet performance targets and standards established by the authorizer in a charter school performance plan by the timelines specified in the plan.

4) Failure to require a plan of remediation pursuant to Section 27A-9(c) for, and/or close, charter schools for financial mismanagement or failure to meet generally accepted standards of fiscal management; and/or

5) A pattern of evidence-based complaints about the authorizer or any of its public charter schools, filed with the State Superintendent of Education in accordance with subsection (b).

b) A complaint alleging that an authorizer has violated a requirement of Article 27A of the School Code or this Part may be submitted in writing to the State Superintendent of Education.

1) The written complaint shall include:

   A) A statement as to which provision of law or rules has been violated;
   
   B) The facts on which the statement is based; and
   
   C) The signature and contact information for the complainant.

2) A complaint submitted in accordance with subsection (b)(1) shall be considered by the State Superintendent of Education unless:

   A) It clearly appears on its face to be frivolous, trivial or designed or intended primarily to harass the authorizer;
   
   B) Prior to any action by the State Superintendent of Education, the authorizer voluntarily concedes noncompliance and agrees to take appropriate remedial action within a reasonable timeframe; or
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C) Prior to any action by the State Superintendent of Education, the complainant withdraws the complaint.

c) When the State Superintendent of Education has information that the authorizer may meet one or more of the conditions specified in subsection (a) or upon a determination that a complaint submitted pursuant to subsection (b) is within the State Board of Education's jurisdiction and merits consideration, the State Superintendent shall provide written notification to the authorizer enumerating the deficiencies found or the particulars of the complaint filed against the authorizer and providing a copy of the complaint, redacting any personally identifiable information.

1) The written notification shall be sent by certified mail, return receipt requested to the authorizer, and a copy of the notification shall be provided by regular U.S. mail to the complainant.

2) Upon receipt of the notification, the authorizer shall have no more than 15 days to provide a written response to the State Board of Education. The authorizer and the State Superintendent of Education may mutually agree to a longer time for response, but in no case shall the response time exceed 45 days. The written response shall be addressed to the General Counsel, Illinois State Board of Education, 100 West Randolph Street, Suite 14-300, Chicago, Illinois 60601.

3) The authorizer's written response shall include a statement addressing any of the deficiencies cited by the State Superintendent of Education or the issues raised in a complaint, as well as any documentation requested by the State Superintendent.

d) Reasonable Inquiry

1) The State Superintendent of Education may conduct a reasonable inquiry to determine if the authorizer has violated any of the provisions of Article 27A of the School Code or this Part if:

A) The authorizer fails to respond to the complaint within the timeframe specified in subsection (c);

B) The authorizer denies the allegations in the complaint;
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C) It cannot otherwise be determined on the face of the complaint and the authorizer's response as to whether the authorizer has violated any section of the Charter Schools Law or this Part; or

D) In the authorizer's initial response, the authorizer concedes noncompliance and agrees to take appropriate remedial action, but:

   i) The complainant submits additional documentation, either orally or in writing, alleging that no remedial action has occurred or that remediation was not completed within the timeframe committed to by the authorizer; or

   ii) The State Superintendent of Education finds that no remedial action has occurred or remediation was not completed within the timeframe committed to by the authorizer.

2) The reasonable inquiry may include one or more of the following steps, which may be conducted by State Board of Education personnel, or an outside entity, at the State Superintendent of Education’s discretion:

   A) Review of all or selected portions of the authorizer's policies, practices, education records or curriculum;

   B) Contact with individuals from the authorizer or any charter school under the authorizer's jurisdiction who might reasonably be expected to have information relevant to identified deficiencies or the allegations of the complaint;

   C) Desk audit, whereby the State Superintendent of Education would require submission or complete access to materials or data from the authorizer or any charter school under the authorizer's jurisdiction that the State Superintendent of Education determines will assist him or her in responding to the identified deficiencies or the allegations in the complaint; and/or

   D) Technical assistance as needed to attempt to bring the authorizer into compliance.

   e) If the reasonable inquiry results in a determination of noncompliance, the State Superintendent shall provide a written notification of noncompliance to the
authorizer by certified mail, return receipt requested. The notification of noncompliance shall specify the following:

1) All formal findings of noncompliance specific to the statutory or regulatory violations that led to the finding of noncompliance;

2) The timeframe within which the areas of noncompliance must be cured;

3) The technical assistance available to the authorizer, if applicable;

4) The consequences, if any, that will be imposed by the State Board of Education should the authorizer fail to address the areas of noncompliance; and

5) A statement informing the authorizer that it may seek a conference with representatives of the State Board of Education by submitting a written request to the address specified in subsection (c)(2) within 15 days after receiving the notification of noncompliance.

f) Within 60 days of the date of receipt of notification of noncompliance issued under subsection (e), or within 60 days of the date of any conference scheduled pursuant to subsection (e)(5), whichever is later, the authorizer shall submit to the State Superintendent a corrective action plan that conforms to the requirements of subsection (g). The authorizer and State Superintendent of Education may mutually agree to a longer time for response, but in no case shall the response time exceed 90 days.

1) If the authorizer is a local school board, the plan shall be signed by the president and secretary of the local board of education pursuant to 105 ILCS 5/10-7, as evidence that the board adopted a resolution authorizing its submission.

2) If the authorizer is the Commission, the plan shall be signed by the chairman of the Commission as evidence that the Commission adopted a resolution authorizing its submission.

g) The State Superintendent of Education shall approve or disapprove a corrective action plan no later than 30 days after its receipt from the authorizer and shall notify the authorizer in writing of the decision.

1) The State Superintendent shall approve a plan if it:
A) Specifies the steps to be taken by the authorizer that are directly related to the area or areas of noncompliance cited;

B) Provides evidence that the authorizer has the resources and ability to take the steps described without giving rise to other issues of compliance that would subject the authorizer to corrective action; and

C) Specifies a timeline for correction of the cited deficiencies that is demonstrably linked to the factors leading to noncompliance and is no longer than needed to correct the identified problems.

2) If no plan is submitted, or if no approvable plan is received within the timeframe required under subsection (f), the State Board of Education may impose sanctions against the authorizer in accordance with subsection (i).

h) If, at any time while a plan for corrective action is in effect, the State Board of Education determines that the agreed-upon actions are not being implemented in accordance with the plan or the underlying areas of noncompliance are not being remedied, the State Board of Education may impose sanctions in accordance with subsection (i) of this Section.

i) Sanctions Against an Authorizer

In accordance with Section 27A-12 of the School Code, the State Board of Education may remove an authorizer's power to authorize charter schools. For the purposes of this Section, "removal of the power to authorize" shall mean removal of an authorizer's power to approve and oversee any new charter schools, and/or removal of an authorizer's power to oversee charter schools already operating that are under the jurisdiction of the authorizer.

1) An authorizer that is subject to sanctions pursuant to this Section may make an oral presentation to the State Board. A request to make an oral presentation must be submitted in writing and postmarked no later than 30 days from the date of receipt of notice that sanctions may be imposed, and must identify the specific agency findings with which the authorizer disagrees. The State Board shall consider oral presentations and written documents presented by staff and interested parties prior to rendering a final decision.
2) In the event that chartering authorization is removed, the State Board of Education shall determine the status of each charter school within the authorizer's portfolio. With respect to each charter school, the State Board may:

A) Allow the charter school to continue operating under the jurisdiction of the authorizer;

B) Terminate the existing charter agreement between the authorizer and the governing board of the charter school and transfer the charter school to another authorizer in accordance with subsection (j); or

C) Terminate the existing charter agreement between the authorizer and the governing board of the charter school and close the charter school in accordance with subsection (k).

j) Transfer of Charter Schools

1) Based upon a recommendation of the State Superintendent of Education, the State Board of Education may order a change in authorizer for charter schools under the jurisdiction of an authorizer that has had its power to authorize charter schools removed under this Section. Unless compelling reasons justify a different recommendation:

A) The State Superintendent shall recommend a transfer to the Commission in the case of sanctions against a local school board authorizer; or

B) The State Superintendent shall recommend a transfer to the school board for the district or districts of student residency in the case of sanctions against the Commission.

2) The State Superintendent of Education shall provide written notification of the transfer recommendation by certified mail, return receipt requested to the governing bodies of any charter school subject to transfer and the entity recommended to become the authorizer.

3) The governing bodies of any charter school that is subject to the transfer recommendation and the entity recommended to become the authorizer shall follow the same process and be subject to the same timelines for
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review as set forth in Section 27A-8 of the School Code to determine whether to enter into a contractual agreement for authorization. Until the process is complete, the charter school shall remain open under its current authorizer.

A) If the charter school does not consent to the transfer, the State Board of Education shall order the charter school to close. Prior to this direction, the State Board of Education shall permit members of the governing board of the charter school subject to closure to present written and oral comments to the State Board of Education. Any closure of a charter school pursuant to this subsection (j)(3)(A) shall follow the procedures set forth in Section 650.70 (Procedures for Closing a Charter School).

B) If the entity recommended to become the authorizer does not consent to the transfer, the State Board of Education shall direct the State Superintendent of Education to either recommend an alternative authorizer to which the charter school will be transferred in accordance with the requirements of this Section or to close the charter school by following the procedures set forth in Section 650.70.

4) Except in the case of an emergency, when the health, safety, or education of the charter school's students is at risk, the transfer of the charter school to its new authorizer shall occur at the end of the school year.

5) The term of the contract with a new authorizer after a transfer of authorizers may be for a period not to exceed five years, following certification of the new charter school in accordance with Article 27A of the School Code and this Part.

k) Closure of Charter Schools

1) The State Board of Education may order any charter school under the jurisdiction of the authorizer that has had its power to authorize charter schools removed under this Section to close if the State Board of Education clearly demonstrates that the charter school did any of the following or otherwise failed to comply with the requirements of Article 27A of the School Code:
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A) Remained on academic watch status for three or more years after initial placement on academic watch status and/or failed to meet performance targets and standards established by the charter school’s authorizer in a charter school performance plan within the timelines specified in the plan;

B) Mismanaged its finances or failed to meet generally accepted standards of fiscal management; and/or

C) Violated any provision of law from which the charter school was not exempted pursuant to Section 27A-5 of the School Code.

2) Prior to the State Board of Education ordering any charter school to close under this subsection, the State Superintendent of Education shall provide written notification by certified mail, return receipt requested to the governing board of the charter school subject to closure. The notice shall summarize the reasons for the closure recommendation and provide, as applicable, the formal opinion pertaining to the recommendation.

3) The governing board of the charter school subject to closure shall have 7 days from the date of receipt of the State Superintendent's notice to request the opportunity to present written and oral comments to the State Board of Education about the closure recommendation.

4) Any closure of a charter school pursuant to this subsection (k) shall follow the procedures set forth in Section 650.70.

l) An authorizer that has had its power to authorize charter schools removed pursuant to this Section may petition the State Board of Education for a return of authorizing powers. The State Board of Education shall reinstate the power to authorize to an authorizer if the authorizer clearly demonstrates that:

1) Any noncompliance matters that resulted in the sanctions have been resolved;

2) The authorizer has developed systems and processes to ensure that the noncompliance issues that resulted in the sanctions will not recur; and

3) The authorizer has participated in a State- or national-level training program designed to develop the capacity and effectiveness of charter school authorizers, including but not limited to any training programs...
Section 650. Appendix A  Principles and Standards for Authorizing Charter Schools

The following principles and standards for charter school authorizers align to Article 27A of the School Code and are based on the "Principles and Standards of Quality Charter School Authorizing" (2012), published by the National Association of Charter School Authorizers (NACSA), 105 West Adams Street, Suite 3500, Chicago, IL 60603-6253 and posted at http://www.qualitycharters.org/publications-resources/principles-standards.html. No later amendments to or editions of these standards are incorporated by this rule.

PRINCIPLES

A high-quality authorizer engages in responsible oversight of charter schools by ensuring that schools have both the autonomy to which they are entitled and the public accountability for which they are responsible. The following three principles lie at the heart of the authorizing endeavor, and authorizers should be guided by and fulfill these principles in all aspects of their work.

Principle 1: Maintain High Standards

Sets high standards for approving charter applicants.

Maintains high standards for the schools it oversees.

Effectively cultivates high-quality charter schools that meet identified educational needs.

Oversees charter schools that meet over time the performance standards and targets on a range of measures and metrics set forth in the charter contracts.

Principle 2: Uphold School Autonomy

Honors and preserves coreautonomies crucial to school success, including:

Governing board independent from the authorizer;

Personnel;
School vision and culture:

Instructional programming, design and use of time; and

Budgeting.

Minimizes administrative and compliance burdens on schools.

Focuses on holding schools accountable for outcomes rather than processes, while at all times strictly enforcing all applicable statutory and regulatory requirements for charter schools.

Principle 3: Protect Student and Public Interests

Makes the well-being and interests of students the fundamental value informing all the authorizer's actions and decisions.

Holds schools accountable for fulfilling fundamental public education obligations to all students, which includes providing:

Nonselective, nondiscriminatory access to all eligible students;

Fair treatment in admissions and disciplinary actions for all students; and

Appropriate services for all students, including those with disabilities and who are English learners, in accordance with applicable laws.

Holds schools accountable for fulfilling fundamental obligations to the public, which includes providing:

Sound governance, management and stewardship of public funds;

Public information and operational transparency in accordance with applicable State and federal laws; and

Compliance with all applicable laws and regulations.

Ensures in its own work:

Ethical conduct;
Focus on the mission of chartering high-quality schools;

Clarity, consistency and public transparency in authorizing policies, practices and decisions;

Effective and efficient public stewardship; and

Compliance with all applicable laws and regulations.

STANDARDS

Standard 1: Agency Commitment and Capacity

A high-quality authorizer engages in chartering as a means to foster excellent schools that meet identified needs; clearly prioritizes a commitment to excellence in education and in authorizing practices; and creates organizational structures and commits human and financial resources necessary to conduct its authorizing duties effectively and efficiently.

1.1 Standards for Planning and Commitment to Excellence

Supports and advances the purposes of Article 27A of the School Code.

Ensures that the authorizer's governing board, leadership and staff understand and are committed to the principles articulated in this Appendix A.

Defines external relationships and lines of authority to protect the authorizing functions from conflicts of interest and political influence.

Implements policies, processes and practices that streamline and organize its work toward State goals, and executes its duties efficiently while minimizing administrative burdens on schools.

Evaluates its work regularly against national standards for high-quality authorizing and recognized effective practices and develops and implements timely plans for improvement if these standards and practices are not achieved.

States a clear mission for high-quality authorizing (advanced).
Articulates and implements an intentional strategic vision and plan for chartering, including clear priorities, goals and timeframes for achievement (advanced).

Evaluates its work regularly against its chartering mission and strategic plan goals, and implements plans for improvement when the mission and strategic plan goals are not achieved (advanced).

Conforms to reporting requirements about its progress and performance in meeting its strategic plan goals, as required by Section 27A-12 of the School Code and Section 650.55 of this Part.

1.2 Standards for Human Resources

Enlists expertise and competent leadership for all areas essential to charter school oversight including, but not limited to, educational leadership; curriculum, instruction and assessment; special education; English learners and other diverse learning needs; performance management and accountability; law; finance; facilities; and nonprofit governance and management through the use of staff, contractual relationships, and/or intra- or inter-agency collaborations.

Employs competent personnel at a staffing level that is appropriate and sufficient, commensurate with the size of the charter school portfolio, to carry out all authorizing responsibilities in accordance with the principles and standards set forth in this Appendix A.

Provides for regular professional development for the authorizer's leadership and staff to achieve and maintain high standards of professional authorizing practice and to enable continual improvement.

1.3 Standards for Financial Resources

Determines the financial needs of the authorizing office and devotes sufficient financial resources to fulfill its authorizing responsibilities in accordance with the principles and standards set forth in this Appendix A and commensurate with the scale of the charter school portfolio.
Tracks operating costs and expenses associated with the performance of the powers and duties enumerated in Section 27A-7.10(a) of the School Code and any additional duties set forth in the terms of each charter contract.

When making decisions pertaining to approving or renewing a charter school, considers whether the terms of the charter as proposed are economically sound for both the charter school and the school district. (See Section 27A-7(a) of the School Code.)

Provides funding to all charter schools in compliance with the requirements of Article 27A of the School Code and submits to the State Board of Education information about the budget and financial schedule as may be required.

Structures funding in such a way as to avoid conflicts of interest, inducements, incentives or disincentives that might compromise its judgment in charter approval and accountability decision-making.

Deploys funds effectively and efficiently and maintains the public's interests when doing so.

Standard 2: Application Process and Decision-Making

A high-quality authorizer implements a comprehensive application process that includes clear application questions and guidance; follows fair, transparent procedures and rigorous criteria; and grants charters only to applicants who demonstrate a strong capacity to establish and operate a high-quality charter school.

2.1 Standards for Proposal Information, Questions and Guidance

Maintains a charter application information packet or, if actively soliciting proposals, issues a request for proposals (RFP) that:

States any chartering priorities the authorizer may have established;

Articulates comprehensive application questions to elicit the information needed for a rigorous evaluation of the applicant's plans and capacities; and
Provides clear guidance and requirements for the content and format of the application and the evaluation criteria that will be used when considering the application.

Welcomes proposals from first-time charter applicants, as well as existing school operators or replicators; appropriately distinguishes between the two types of developers in proposal requirements and evaluation criteria.

To the extent it is determined to be economically sound for the district and the charter school, encourages expansion and replication of charter schools that demonstrate success and capacity for growth.

Is open to considering diverse educational philosophies and approaches, and expresses a commitment to serve students with diverse needs.

To the extent it is determined to be economically sound for the district and the charter school, broadly invites and solicits charter applications, while publicizing the authorizer's strategic vision and chartering priorities without restricting or refusing to review applications that propose to fulfill other goals (advanced).

2.2 Standards for Fair, Transparent, Quality-Focused Procedures

Implements a charter application process that is open, well-publicized and transparent, and is organized around timelines that are clear, realistic and compliant with the timelines for review of charter proposals set forth in Section 27A-8 of the School Code.

Allows sufficient time in the application process so that each stage of the application review and school pre-opening processes are carried out with integrity and attention to high quality.

Explains how each stage of the application process is conducted and evaluated.

Informs applicants of their rights and responsibilities and promptly notifies applicants in writing of approval or denial, while explaining the factors that determined the decision.
ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

In compliance with Sections 27A-8(f) and 27A-9(e) of the School Code and Section 650.30 of this Part (Submission to the State Board of Education), submits all required documentation pertaining to charter school approvals to the State Board of Education, and all required documentation pertaining to denials, revocations or non-renewals to the State Board of Education and the Commission.

2.3 Standards for Rigorous Approval Criteria

Requires all applicants to submit a charter school proposal that is complete and fully addresses all required elements under Section 27A-7(a) of the School Code, including, but not limited to, a clear and compelling mission; a high-quality educational program; a solid business plan; a transportation plan to meet the needs of low-income and at-risk students; effective governance and management structures and systems; founding team members who demonstrate diverse and necessary capabilities; and clear evidence of the applicant's capacity to execute its plan successfully.

Establishes distinct requirements and criteria for applicants that are existing school operators and those that are replicators.

Establishes distinct requirements and criteria for applicants proposing to contract with education service or management providers.

To the extent that these schools are permitted under Article 27A of the School Code, establishes distinct requirements for applicants proposing to operate schools devoted exclusively to students from low-performing or overcrowded schools.

To the extent that these schools are permitted under Article 27A of the School Code, establishes distinct requirements for applicants proposing to operate schools devoted exclusively to re-enrolled high school dropouts and/or students 16 or 15 years old who are at risk of dropping out.

To the extent that these schools are permitted under Article 27A of the School Code, establishes distinct requirements and criteria for applicants proposing to operate virtual or online charter schools.

2.4 Standards for Rigorous Decision-Making
Grants charters only to applicants that have demonstrated competence and capacity to succeed in all aspects of the school, consistent with the stated approval criteria.

Rigorously evaluates each application through the use of knowledgeable and competent evaluators who employ some combination of a thorough review of the written proposal, a substantive in-person interview with the applicant group, the public meeting required under Section 27A-8(c) of the School Code for gathering more information to assist in determining whether to grant or deny the charter school proposal, and other due diligence to examine the applicant's experience and capacity.

Engages, for both written application reviews and any applicant interviews, highly competent teams of internal and external evaluators with relevant educational, organizational (governance and management), financial and legal expertise, as well as thorough understanding of the provisions of Article 27A of the School Code and the essential principles of charter school autonomy and accountability.

Provides orientation or training to application evaluators (including interviewers) to ensure the use of consistent evaluation standards and practices, observance of essential protocols and fair treatment of applicants.

Ensures that the application review process and decision-making are free of conflicts of interest, and requires full disclosure of any potential or perceived conflicts of interest between reviewers or decision-makers and applicants.

Standard 3: Performance Contracting

A high-quality authorizer executes contracts with charter schools that articulate the rights and responsibilities of each party regarding school autonomy, funding, administration and oversight, outcomes, measures for evaluating success or failure, performance consequences and other material terms. The contract is an essential document, separate from the charter application, that establishes the legally binding agreement and terms under which the school will operate and be held accountable.

3.1 Standards for Contract Term, Negotiation and Execution
Executes a contract with a legally incorporated governing board of a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois that is completely independent of the authorizer.

Executes all charter agreements within 120 days of the charter's approval and at least 30 days before the start of school, whichever date comes first.

Ensures that all charter school agreements have been certified by the State Board of Education in accordance with Section 650.40 prior to the date on which the charter school opens or begins its renewal term.

Defines material terms of the contract.

Ensures mutual understanding and acceptance of the contract by the school's governing board prior to authorization or charter granting by the authorizing board.

Allows—and requires contract amendments for—occasional material changes to the school's plan, but does not require amending the contract for non-material modifications.

### 3.2 Standards for Rights and Responsibilities

Executes charter school contracts that clearly:

State the rights and responsibilities of the school and the authorizer;

State and respect the autonomies to which charter schools are entitled, based on statute, waiver or authorizer policy, including those relating to the school's authority over educational programming, staffing, budgeting and scheduling;

Define performance standards, criteria and conditions for renewal, intervention, revocation and non-renewal, while establishing the consequences for meeting or not meeting standards or conditions;

State the statutory, regulatory and procedural terms and conditions for the school's operation, including a clearly defined list of all
health and safety requirements applicable to all public schools under the laws of the State of Illinois;

State reasonable pre-opening requirements or conditions for new schools to ensure that they meet all health, safety and other legal requirements prior to opening and are prepared to open smoothly;

State the responsibility and commitment of the school to adhere to essential public education obligations, including admitting and serving all eligible students so long as space is available, and not expelling or counseling out students except pursuant to a discipline policy approved by the authorizer; and

State the responsibilities of the school and the authorizer in the event of school closures.

Ensures that any fee-based services that the authorizer provides are set forth in a services agreement that respects charter school autonomy and treats the charter school equitably compared to district schools, if applicable; and ensures that purchasing these services is explicitly not a condition of charter approval, continuation or renewal.

3.3 Standards for Charter Performance Standards

Executes charter contracts that plainly:

Establish the performance standards under which schools will be evaluated, using objective and verifiable measures of student achievement as the primary measure of school quality;

Include expectations for appropriate access, education, support services and outcomes for students with disabilities;

Define clear, measurable and attainable academic, financial and organizational performance standards and targets that the school must meet as a condition of renewal, including but not limited to required State and federal measures;

Make increases in student academic achievement for all groups of students described in section 6311(b)(2)(C)(v) of the Elementary and Secondary Education Act (20 USC 6301 et seq.) the most
important factor to be considered for charter renewal or revocation decision-making;

Define the sources of academic data that will form the evidence base for ongoing and renewal evaluation, including State-mandated and other standardized assessments, student academic growth measures, internal assessments, qualitative reviews and performance comparisons with other comparable public schools in the district and State;

Define the sources of financial data that will form the evidence base for ongoing and renewal evaluation, grounded in professional standards for sound financial operations and sustainability;

Define the sources of organizational data that will form the evidence base for ongoing and renewal evaluation, focusing on fulfillment of legal obligations, fiduciary duties and sound public stewardship; and

Include clear, measurable performance standards to judge the effectiveness of alternative schools, if applicable, requiring and appropriately weighting rigorous mission-specific performance measures and metrics that credibly demonstrate each school's success in fulfilling its mission and serving its special population.

3.4 Standards for Education Service or Management Contracts (if applicable)

For any school that contracts with an external (third-party) provider for education design and operation or management, includes additional contractual provisions that ensure rigorous, independent contract oversight by the charter school governing board and the school's financial independence from the external provider. In determining whether a charter school is independent of the external provider, the authorizer shall consider the criteria listed in Q & A (B-13) of the U.S. Department of Education, Charter Schools Program, Title V, Part B of the ESEA, Nonregulatory Guidance (Published April 2011) and posted at file http://www2.ed.gov/programs/charter/nonregulatory-guidance.doc. No later amendments to or editions of this guidance are incorporated by this rule.
Reviews the proposed third-party contract as a condition of charter approval to ensure that it is consistent with applicable laws, authorizer policy and the public interest.

Standard 4: Ongoing Oversight and Evaluation

A high-quality authorizer conducts contract oversight that competently evaluates performance and monitors compliance; ensures schools' legally entitled autonomy; protects student rights; informs intervention, revocation and renewal decisions; and provides regular public reports on school performance.

4.1 Standards for Performance Evaluation and Compliance Monitoring

Implements a comprehensive performance accountability and compliance monitoring system that is defined by the charter contract and provides the information necessary to make rigorous and standards-based renewal, revocation, and intervention decisions.

Defines and communicates to schools the process, methods and timing of gathering and reporting school performance and compliance data.

Implements an accountability system that effectively streamlines local, State and federal performance expectations and compliance requirements, while protecting schools' legally entitled autonomy and minimizing schools' administrative and reporting burdens.

Provides clear technical guidance to schools, as needed, to ensure timely compliance with applicable regulations.

Visits each school, as appropriate and necessary for collecting data that cannot be obtained otherwise and in accordance with the contract, while ensuring that the frequency, purposes and methods of these visits respect school autonomy and avoid operational interference.

Evaluates each school annually on its performance and progress toward meeting the standards and targets stated in the charter contract, including essential compliance requirements, and clearly communicates evaluation results to the school's governing body and leadership.
In accordance with Section 27A-5(f) of the School Code, requires and reviews annual financial audits of schools conducted by a qualified independent auditor.

Communicates regularly with schools as needed, including both the school leaders and governing boards, and provides timely notice of contract violations or performance deficiencies.

Provides an annual written report to each school, summarizing its performance and compliance to date and identifying areas of strength and areas needing improvement.

Articulates and enforces stated consequences for failing to meet performance expectations or compliance requirements.

4.2 Standards for Respecting School Autonomy

Respects the school's authority over its day-to-day operations.

Collects information from the school in a manner that minimizes administrative burdens on the school, while ensuring that performance and compliance information is sufficiently detailed and timely to protect student and public interests.

Periodically reviews compliance requirements and evaluates the potential to increase school autonomy based on flexibility in the law, streamlining requirements, demonstrated school performance or other considerations.

Refrains from directing or participating in the educational decisions or choices that are appropriately within a school's purview under Article 27A of the School Code or the contract.

4.3 Standards for Protecting Student Rights

In accordance with Sections 27A-4(d) and 27A-4(h) of the School Code, ensures that schools admit students through a random selection that is open to all students who reside within the geographic boundaries of the areas served by the local school board, is publicly verifiable and does not establish undue barriers to application (such as mandatory information meetings, mandated volunteer service or parent contracts) that exclude
students based on socioeconomic, family, or language background; prior academic performance; special education status; or parental involvement.

Ensures that schools provide access and services to students with disabilities, as required by applicable State and federal laws, including compliance with individualized education programs and Section 504 plans, access to facilities and educational opportunities.

Ensures clarity in the roles and responsibilities of all parties involved in serving students with disabilities.

Ensures that schools provide access to and appropriately serve other special populations of students, including English learners, homeless students and gifted students, as required by State and federal law.

Ensures that schools' student discipline policies and actions comply with applicable State and federal laws regarding discipline, and are fair, and ensure that no student is expelled or counseled out of a school outside of the process set forth in those policies.

4.4 Standards for Intervention

Establishes, and makes available to schools as they are chartered, an intervention policy that states the general conditions that may trigger intervention and the types of actions and consequences that may ensue.

Gives schools clear, adequate, evidence-based and timely notice of contract violations or performance deficiencies.

Allows schools reasonable time and opportunity for remediation in non-emergency situations.

Where intervention is needed, engages in intervention strategies that clearly preserve school autonomy and responsibility (identifying what the school must remedy without prescribing solutions).

4.5 Standards for Public Reporting

Produces regular public reports that provide clear, accurate performance data for the charter schools overseen by the authorizer, reporting on
individual school and overall portfolio performance according to the framework set forth in the charter contract. (Also see Section 650.55.)

Standard 5: Revocation and Renewal Decision-Making

A high-quality authorizer designs and implements a transparent and rigorous process that uses comprehensive academic, financial and operational performance data to make merit-based renewal decisions and revokes charters when necessary to protect student and public interests.

5.1 Standards for Revocation

Adheres to all notice and corrective action requirements for revocation of a charter school, as set forth in Section 5/27A-9 of the School Code.

5.2 Standards for Renewal Decisions Based on Merit and Inclusive Evidence

Bases the renewal process and renewal decisions on thorough analyses of a comprehensive body of objective evidence defined by the performance framework in the charter contract.

Grants renewal only to schools that have achieved the standards and targets stated in the charter contract, are organizationally and fiscally viable, and have been faithful to the terms of the contract and applicable law.

Does not make renewal decisions, including granting probationary or short-term renewals, on the basis of political or community pressure or solely on promises of future improvement.

5.3 Standards for Cumulative Report and Renewal Application

Provides to each school, in advance of the renewal decision, a cumulative performance report that:

Summarizes the school's performance record over the charter term; and

States the authorizer's summative findings concerning the school's performance and its prospects for renewal.
Requires any school seeking renewal to apply through the use of a renewal application, which should provide the school with a meaningful opportunity and reasonable time to respond to the cumulative performance report; to correct the record, if needed; and to present additional evidence regarding its performance.

5.4 Standards for Fair, Transparent Process

Clearly communicates to schools the criteria for charter revocation, renewal and non-renewal decisions that are consistent with the charter contract and Article 27A of the School Code.

Promptly notifies each school of its renewal (or, if applicable, revocation) decision, including written explanation of the reasons for the decision.

Promptly communicates renewal or revocation decisions to the school community and public within a timeframe that allows parents and students to exercise choices for the coming school year.

Explains in writing any available rights of legal or administrative appeal through which a school may challenge the authorizer's decision.

In compliance with Sections 27A-8(f) and 27A-9(e) of the School Code and Section 650.30 of this Part, submits all required documentation pertaining to charter school renewals to the State Board of Education, and all required documentation pertaining to revocations or non-renewals to the State Board of Education and the Commission.

Regularly updates and publishes the process for renewal decision-making, including guidance regarding required content and format for renewal applications.

5.5 Standards for Closure

In the event of a school closure, oversees and works with the school's governing board and leadership in carrying out a detailed closure protocol that complies with Section 650.70 and all applicable State laws.

(Source: Added at 38 Ill. Reg. _____, effective ____________ )
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
      Donald Evans, Chief Operations Officer/Director of Human Resources
      and Labor Relations
      Peter Godard, Chief Performance Officer

Agenda Topic: Contract Exceeding $1 Million: Request to renew the contract for the
Illinois Longitudinal Data System (ILDS) Data Warehouse

Staff Contact(s): Brent Engelman, Information Technology Division Administrator/Director

Purpose of Agenda Item
The Division of Information Technology in conjunction with the Center for Performance requests
the Board to authorize the State Superintendent to renew the contract with International
Business Machines Corporation (IBM) to maintain and to continue development and support of
the Illinois State Board of Education's Illinois Longitudinal Data System (ILDS) Data Warehouse.
The maximum amount of the initial award was identified at $1,800,000 for the period of January
10, 2014, through June 30, 2014. This request is to renew that contract through June 30, 2015.
The contract proposal for this renewal is $1,800,000. Discussion is underway to establish the
final cost for the renewal and related deliverables.

Relationship to/Implications for the State Board’s Strategic Plan
The ILDS Data Warehouse contract 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 that the Board will authorize the State Superintendent to approve the renewal of
the contract to provide the ongoing development and support for the ILDS Data Warehouse.

Background Information
ISBE, along with our education partners, continues to move forward in the design, development
and implementation of the state-wide ILDS. When fully implemented, this system will have the
ability to provide meaningful information (based on the data collected) regarding the progress of
Illinois students from preschool through postsecondary education, and as they enter the
workforce. A longitudinal data system will provide an in-depth, comprehensive review of
students' progress. This data is intended to provide valuable information to most effectively
improve student achievement in our state.

As defined by Illinois Public Act 96-0107, the ILDS is made possible with federal funding, and
must historically link student test scores, length of enrollment, and graduation records. The
agencies responsible for implementation of Public Act 96-0107 have entered into an
intergovernmental agreement which specifies the ILDS will exist as a federated data system. In
practice, this means that each agency will maintain its own data systems and a common demographic dataset will allow linking of student records across agency systems. This approach ensures reduced maintenance cost while enabling easy data sharing for common P-20 goals such as evaluating early childhood programs or tracking college enrollment rates. The scope of work included in the IBM contract represents ISBE’s component of the federated ILDS system.

The ISBE currently collects a substantial set of individual-level data on Illinois students from preschool through twelfth grade, as well as information about their teachers. These data sets, that are the primary target of this data warehousing effort, include the Student Information System (SIS), the Educator Licensure Information System (ELIS) and the Employment Information System (EIS). In addition, the agency catalogs data on school entities (e.g., districts and individual schools) in its Entity Profile System (EPS). These data sources are also targeted for inclusion in this warehousing and reporting system.

As a result of this project, the public, the Board, and the ISBE will have ready access to useful information while maintaining a secure environment for the warehousing of student and teacher data. The project is also a critical precursor to the planned federated P-20 Longitudinal Data System.

The Illinois State Board of Education seeks a contractor to provide ongoing development and support of the ILDS Data Warehouse and to provide enhancements to that system as data collection requests and mandates change.

**Financial Background**
On November 22, 2013, the Board authorized the Illinois State Board of Education to enter into a contract with IBM for $1,800,000 through June 30, 2014. The initial term of this contract was funded with the State Longitudinal Data System Grant. The contract had the option of four one-year renewals contingent upon sufficient appropriation and satisfactory work performance of the contractor in the preceding contract year. This request is for an amendment to extend the end date of the contract through June 30, 2015, and to request an additional amount of funding for Fiscal Year 2015. The current maximum cost for this renewal is $1,800,000, with the final renewal price in discussion. This request is for approval of the renewal in an amount not to exceed $1,800,000 for a total contract maximum amount of up to $3,600,000. The two potential fund sources for this contract are federal LDS ARRA or GRF Longitudinal Data funds.

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 State Funding</th>
<th>Requested Federal Funding</th>
<th>Total Contract per Fiscal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY14</td>
<td>$ 1,800,000</td>
<td></td>
<td></td>
<td></td>
<td>$ 1,800,000</td>
</tr>
<tr>
<td>FY15</td>
<td></td>
<td>$ 1,800,000</td>
<td></td>
<td></td>
<td>$ 1,800,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$ 3,600,000</td>
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</tbody>
</table>

**Business Enterprise Goal**
The request for sealed proposal (RFSP) had a 20% Business Enterprise Program (BEP) goal.
International Business Machines Corporation (IBM) has identified Lead IT as the BEP vendor and has estimated an 11% spend for the contract period. The BEP goal will be addressed during contract negotiations.

The BEP totals and estimated projections are illustrated in the table below:

<table>
<thead>
<tr>
<th></th>
<th>BEP Goal Percentage</th>
<th>BEP Goal Amount</th>
<th>BEP Goal Percentage Attained</th>
<th>BEP Goal Amount Attained</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY14</td>
<td>20%</td>
<td>$360,000</td>
<td>11%</td>
<td>$198,000</td>
</tr>
<tr>
<td>FY15</td>
<td>20%</td>
<td>$360,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Effectiveness**

The agency expects that its internal processes of data management, data analysis, and reporting will be more efficient as a result of this project. ISBE will measure the effectiveness/success of the ILDS Data Warehouse based on the metrics noted below. Agency staff are currently working to establish a baseline and targets for these metrics.

- Number of daily visits to the data warehouse reports portal and dictionary
- Number of daily downloads of reports generated from the data warehouse
- Customer satisfaction based on surveys of visitors to the data warehouse reports portal
- Number and percent of ISBE non-technical staff with direct access to the data necessary to efficiently perform their job functions
- Number of data-related FOIA requests
- Number of research data sharing agreements executed

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

**Policy Implications:** None

**Budget Implications:** The ILDS Data Warehouse project will be funded by federal LDS ARRA funds or a combination of state funds.

**Legislative Action:** None

**Communication:** None

**Superintendent’s Recommendation**

I recommend that the following motion be adopted:

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.

**Next Steps**

Upon board authorization, procurement staff will present the renewal notice to the Chief Procurement Office for review and posting. The notice of contract renewal 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 renewal to extend until June 30, 2015.
TO: Illinois State Board of Education

FROM: Christopher Koch, Ed.D., State Superintendent of Education
Susie Morrison, Deputy Superintendent/Chief Education Officer


Materials: None required

Staff Contact(s): Mary O’Brien, Ed.D., Director of Assessment
Angela Chamness, Division Administrator of Student Assessment

Purpose of Agenda Item
The Illinois State Board of Education (ISBE) Division of Student Assessment requests the Board to authorize the State Superintendent, subject to appropriation, to enter into a one year renewal of the contract with ACT, Inc., in the amount of $14,043,684 for the purpose of the optional administration of the ACT and WorkKeys assessments and participation in the National Career Readiness Certificate (NCRC) Program.

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 ACT, WorkKeys and NCRC provide students with avenues to access post-secondary opportunities. Simultaneously, the optional administration of the ACT with the first-year operational administration of PARCC will allow the state to collect research data and create concordance tables for possible utilization by institutes of higher education in making future entrance and placement decisions.

Expected Outcome(s) of Agenda Item
It is expected the Board will authorize the State Superintendent to renew an amended contract with ACT, Inc., for optional administration of the ACT, WorkKeys, and participation in the NCRC Program pending appropriation.

Background Information
In Fiscal Year 2006, ACT, Inc. won a competitive bid to provide all services for the development and administration of the Prairie State Achievement Exam (PSAE) to students in grade 11 and 12, which includes the ACT assessment during Day 1 of the PSAE. In prior years the Illinois Legislature has allocated money for growth models of assessments. ACT, Inc. provides two exams, EXPLORE and PLAN, that allow the State to track growth toward achievement on the PSAE Day 1 assessment. EXPLORE is generally given to students in grades 8 or 9, and PLAN is typically administered to students in grade 10. The Illinois State Board of Education has approved the use of up to $118,173,600 for the contract through June 30, 2014.
In 2012, ISBE offered districts the opportunity to test 9th grade EXPLORE and 10th grade PLAN. In addition, the Locating Information Test (part of the available WorkKeys battery) was offered to the grade 11 students as a part of the National Career Readiness Certificate Program (NCRC).

Beginning in FY2015, the assessment developed by the Partnership for the Assessment of Readiness for College and Careers (PARCC) will be administered as the State of Illinois accountability exam for grades 3- high school. The PSAE will no longer serve as the accountability exam. However, the continued optional administration of the ACT, WorkKeys and NCRC participation would provide high schools with a link to their previous data systems during the transition to PARCC, as well as providing the state with valuable data to contribute to research that could potentially help to inform institutes of higher education and businesses as they seek to utilize the PARCC data to make decisions about students and employees. A renewal contract would seek to provide for the optional administration of the available ACT products that are currently being administered at grade 11. Due to the availability of PARCC in grades 3-11, the EXPLORE and PLAN, which are being retired by ACT, INC., anyway, would no longer be necessary as a bridge between the separate elementary/middle and high school state assessments.

The results of the last evaluation of the program (Professional and Artistic Contracts Post Performance Review for FY 2012-2013) found the performance to be satisfactory.

**Financial Background**

On July 1, 2005, ISBE entered in a contractual agreement with ACT, Inc. for $52,130,000 through June 30, 2010, with five possible one-year renewals. This contract was subsequently brought back for the Board’s approval for FY08, FY09, FY10, FY11, FY12, FY13, and FY14. In February 2013, the Board authorized the most recent renewal through June 30, 2014.

This request is for an amendment to extend the end date of the contract through June 30, 2015, and to request an additional $14,043,684 for Fiscal Year 2014. This amendment would bring the total amount of funding to $128,915,921. The funding will come from the General Revenue Assessment fund. This is the final renewal allowable under the original contract.

The financial background of this contract is illustrated in the following tables:

<table>
<thead>
<tr>
<th></th>
<th>Current Contract State Funding</th>
<th>Current Contract Federal Funding</th>
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The costs for this contract are generated in two major categories: (a) services and (b) materials. The materials costs are based on administration to approximately 150,000 students (our projected 11th grade enrollment is 142,103). Since our overall Low Income subgroup has hovered around 50% for the last three years (48/49/50) approximately 75,000* students would qualify for free and reduced lunch. Historically, the percent of free/reduced lunch is underreported at the high school level. Therefore, Student Assessment staff believes the 50% estimate appropriate. (*Based on 150,000 students at grade 11 – not the actual projected number)

**Business Enterprise Program (BEP)**
This solicitation did not include a BEP goal when it was bid in 2005.

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

**Policy Implications:** Approval will require the creation of procedures to outline the optional administration of ACT products.

**Budget Implications:** Approval is requested for $14,043,684 (pending appropriation) to renew the ACT, INC., contract for optional administration of ACT products.

**Legislative Action:** The ability to fund the optional administration of all ACT products is contingent upon sufficient appropriation.

**Communication:** The Division of Student Assessment will have to communicate clearly to the field regarding which components of high school assessment are required versus optional.

**Pros and Cons of Various Actions**

**Pros:** Pending appropriation, optional administration would allow districts to continue utilizing the ACT products to provide students with access to a no-cost post-secondary entrance exam and/or career certificate eligibility. It would potentially provide the State with data to conduct research that could inform the use of PARCC data in institutes of higher education and within the business community.

**Cons:** The ACT products are no longer part of the state accountability plan. Therefore, the ability to fund both the ACT products and the accountability exam (PARCC) may be limited by legislative appropriation.

**Superintendent's Recommendation**

I recommend that the following motion be adopted:

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.
**Next Steps**
Upon Board authorization, procurement staff will present the renewal notice to the Chief Procurement Office for review and posting. The notice of contract renewal 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 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


Materials: None

Staff Contact(s): Reyna P. Hernandez, Assistant Superintendent of Center for Language and Early Child Development

Purpose of Agenda Item
The Early Childhood Division requests the Board to authorize the State Superintendent to enter into an Intergovernmental Agreement with the Illinois Department of Human Services to transfer an additional $4,276,025 of Race to the Top-Early Learning Challenge Phase 2 and Supplemental funds.

Relationship to/Implications for the State Board's Strategic Plan
The Intergovernmental Agreement 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 that the Board will authorize the Superintendent to enter into an Intergovernmental Agreement (IGA) with the Illinois Department of Human Services (IDHS).

Background Information
Illinois has been awarded a Race to the Top-Early Learning Challenge (RTT-ELC) Phase 2 grant by the U.S. Department of Education and Health and Human Services. RTT-ELC focuses on improving early learning and development programs for young children. In Illinois, the grant builds on the state’s strong track record of rigorous evaluation and evidence-based decision making. A five-level quality rating improvement system will be created, which will be utilized by most early learning programs, including Preschool for All, Head Start, Early Head Start, center- and home-based child care, and private preschools licensed through the Department of Children and Family Services. Illinois will implement revised early learning standards for children ages birth to five. The plan will provide professional development and other supports to raise the quality of early childhood programs including ongoing supports for Illinois Higher Education Faculty using avenues that have proven successful in the past.

The Illinois State Board of Education (ISBE) is the fiscal agent for RTT-ELC funds. In April 2013, ISBE entered into an IGA with IDHS to establish a partnership between the state
agencies to perform certain services related to the RTT-ELC, as set forth in the State Plan and the State’s Final Scope of Work. In July 2013, Illinois received notification from the U.S. Department of Education that it would receive an additional supplemental award to complete an additional scope of work related to the original ELC application. Illinois submitted a scope of work and budget for the new supplemental grant. The supplemental award is focusing on additional development of the Quality Rating and Improvement System. Key projects include additional core personnel, quality improvements and additional data projects.

Over the course of implementing the grant, budgets and project timelines have been revised and funds have been reallocated. This IGA would reflect modifications to budgets and timelines, as well as two projects which have been moved to DHS: Supports for Preschool Instructional Excellence and a QRIS Specialist.

**Financial Background**
ISBE entered into an IGA with IDHS on April 2, 2013, in the amount of $20,939,776. The Board authorized ISBE to add $2,661,719 to accommodate for Targeted High Need Communities, if necessary, and increase the maximum amount to $23,601,495.

The Board authorized ISBE to amend the agreement with IDHS in February 2014 to increase the maximum amount payable by $16,635,871 through December 31, 2016, for a total of $37,575,647. The increase included the $2,661,719 originally requested for Targeted High Need Communities, an additional $3,011,587 for Targeted High Need Communities, and an additional $10,962,565 of supplemental RTT-ELC funds. The final scope of work and budget were approved by the U.S. Department of Education and the U.S. Department of Human Services on January 7, 2014.

ISBE is requesting to enter into an agreement with IDHS to increase the maximum amount payable by $4,276,025 through December 31, 2016, for a total not to exceed $41,851,672.

Shown below is a summary of the funding for the proposed IGA:

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<th>Current Contract Federal Funding</th>
<th>Requested Additional State Funding</th>
<th>Requested Additional Federal Funding</th>
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<td>$41,851,672</td>
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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.

**Effectiveness**
Effectiveness on this IGA will be measured in two ways. First, ISBE will work closely with the Governor’s Office for Early Childhood Development to monitor the use of IDHS funds and timely
completion of deliverables, in accordance with the approved scope of work. Second, the RTT-ELC grant will be evaluated based on Performance Measures identified by the U.S. Department of Education. These performance measures reflect the three strategic priorities of the RTT-ELC:

- Deepening the integration of the state supports to create a unified framework for all Early Learning and Development (ELD) systems;
- Connecting the most at-risk children with the services and supports they need; and
- Increasing the quality of both learning environments and instruction in early learning and development programs from “adequate to good” and from “good to great”.

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

Policy Implications: This IGA is required to transfer funds to the IDHS in order to implement the state’s RTT-ELC Phase 2 Supplemental Funding grant.

Budget Implications: Funds for this IGA are available through the Federal RTT-ELC Phase 2 and Supplemental Funding.

Legislative Action: None required

Communication: Not applicable

Pros and Cons of Various Actions

Approval of the IGA will allow ISBE to transfer funds according to the terms of the state’s scope of work and budget for RTT-ELC Supplemental Funding.

Failure to approve the IGA will delay or prevent implementation of the state’s RTT-ELC plan.

Superintendent’s Recommendation

I recommend that the following motion be adopted:

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.

Next Steps

Upon Board authorization, Agency staff will execute the IGA with IDHS.
ILEINOIS STATE BOARD OF EDUCATION MEETING
May 14, 2014

TO: Illinois State Board of Education

FROM: Christopher Koch, Ed.D., State Superintendent of Education
       Susie Morrison, Deputy Superintendent/Chief Education Officer

Agenda Topic: USDA Foods Warehousing and Distribution Sole Source Contract

Materials: None

Staff Contact(s): Elizabeth Hanselman, Assistant Superintendent, Specialized Instruction, Nutrition and Wellness
                Mark Haller, Division Administrator, Nutrition and Wellness Programs

Purpose of Agenda Item
The Division of Nutrition and Wellness Programs requests the Board to authorize the State
Superintendent to enter into a sole source contract with Lanter Distributing, LLC (Lanter) to
reimburse Illinois school districts participating in the National School Lunch Program (NSLP) for
warehousing and delivery services. This contract will be for a maximum amount of $2,100,000
for the term of August 1, 2014, through June 30, 2015.

Relationship to/Implications for the State Board’s Strategic Plan
The successful contractor will address the following goal:

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 approve the sole source
contract for the purpose of reimbursing for warehousing and delivery service expenses incurred
by Illinois schools during school year 2013-14 for US Department of Agriculture (USDA) foods
for a maximum amount not to exceed $2,100,000 from August 1, 2014, through June 30, 2015.

Background Information
The USDA recently issued Policy Memorandum FD-131 which states State Distribution
Agenes (SDA) should be using Federal State Administrative Expense (SAE) funds to pay for
the costs of storing USDA foods and shipping these foods from state-contracted warehouses to
school districts. Historically, ISBE returns approximately $3,000,000 of unused Federal SAE
funds annually. Following USDA’s recommendation will allow ISBE to utilize Federal SAE funds
to the maximum extent allowable. As a result of the federal Policy Memorandum FD-131, ISBE
will release up to $2,100,000 in FY15 through a sole source contract with Lanter which
describes the detail of the process by which school districts will be reimbursed for warehouse
and delivery fees incurred in school year 2013-14.

ISBE is currently in the second year of a five year contract with Lanter to accept, store and
deliver USDA foods to schools participating in the NSLP. Lanter was selected as the state
warehouse contractor through a Request For Sealed Proposals (RFSP) issued April 2012. The
purpose of the contract was to secure storage and delivery of USDA foods to Illinois schools by
the most economical means. The Agency notifies districts of the approved state warehouse and
the districts then contract with Lanter to secure their services. Illinois school districts currently pay Lanter for these services directly. Lanter has been ISBE’s contracted warehouse and delivery company for more than 25 years. Over the past 10 years, during our bid process, Lanter has been the only responsive bidder.

Financial Background
This request is to enter into a new sole source contract with Lanter in an amount not to exceed $2,100,000 for the term of August 1, 2014, through June 30, 2015. This contract will be funded by Federal State Administrative Expense (SAE) funds.

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

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<th>FY15</th>
<th>Current Contract State Funding</th>
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Business Enterprise Program (BEP)
The BEP goal is not part of this award requirement, because Lanter Distributing, LLC will be directly reimbursing Illinois school districts for warehouse and delivery fees incurred in school year 2013-14.

Analysis and Implications for Policy, Budget, Legislative Action, and Communications
Policy Implications: None
Budget Implications: The Sole Source Contract will be fully funded with Federal Child Nutrition Program SAE funds. These funds will be a direct benefit for all Illinois schools currently participating in the NSLP.
Legislative Action: None
Communication: None

Pros and Cons of Various Actions
Pros: Using SAE funds to pay for the storage and delivery fees associated with USDA foods will directly benefit every Illinois school participating in the NSLP. The Sole Source Contract will be fully funded with Federal Child Nutrition Program SAE funds.

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 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.
**Next Steps**
Upon Board authorization, procurement staff will present the sole source justification to the
Chief Procurement Office for review and posting on the Illinois Procurement Bulletin. The notice
of hearing must be posted on the Illinois Procurement Bulletin for 14 days. If a hearing is
requested within those 14 days, a hearing will be held by the Chief Procurement Office to
determine if this contract is an approved sole source contract. If there is no hearing requested,
the hearing will be canceled. After the hearing stage, the Chief Procurement Officer will issue
an approval or denial of the request. If approved by the Chief Procurement Office and the
Procurement Policy Board, Agency staff will draft and execute a contract renewal to extend until
June 30, 2015.
TO: Illinois State Board of Education

FROM: Christopher Koch, Ed.D., State Superintendent of Education
Susie Morrison, Deputy Superintendent/Chief Education Officer

Agenda Topic: Advanced Placement Test Fee Program

Materials: None

Staff Contact(s): Amy Jo Clemens, Assistant Superintendent of Innovation and Improvement
Dora Welker, Division Administrator, College and Career Readiness

Purpose of Agenda Item
The Division of College and Career Readiness requests the Board to authorize the State Superintendent to award a grant whereby eligible entities will receive reimbursement for the Advanced Placement (AP) Test Fees and International Baccalaureate (IB) Test Fees for low-income students. One or more eligible entities will receive a grant which exceeds $1 million in total over the term of the grant. The total award over the two year period will not exceed $4,198,841.

Relationship to/Implications for the State Board’s Strategic Plan
This proposal aligns with Goal 1:

Goal 1: Every student will demonstrate academic achievement and be prepared for success after high school.

Expected Outcome(s) of Agenda Item
It is expected the Board will authorize the State Superintendent to approve the grant awards for FY14 and renewal of FY15 with the total grants not to exceed $4,198,841.

Background Information

AP Test Fee Program funding will enable the Illinois State Board of Education (ISBE) to continue the significant achievement realized since it first implemented an advanced placement exam fee reimbursement program in 1999. In May 2000, 3,822 Illinois students requested fee reimbursements; in May 2013, 38,660 students requested fee reimbursements, an increase of 912 percent. As demonstrated in the 2013 College Board research report, Are AP Students More Likely to Graduate from College on Time?, there is a positive relationship between AP exam participation and four-year college graduation rates. The participation of low-income students in accessing these exams is a significant step toward improving their educational opportunities.

ISBE commits to high expectations for all students. According to the Illinois Report Card, 49.9% of Illinois students in grades 9-12 are currently considered low-income compared to 36.7% in 2000. The high exam fees for the AP and IB exams continue to be a hardship for these low-income students. This reimbursement program alleviates that barrier for low-income students. Currently, the AP Test Fee is $89 per student. With state and federal reductions, the AP Test
Fee for the low-income student is $8. Currently, the IB Test Fee is $108. With federal reductions, the IB Test Fee for the low-income student is $18.

**Financial Background**
Federal funds to support the Advanced Placement Test Fee Program, which includes International Baccalaureate, are derived from the United States Department of Education, however this will be the last year those are provided. As such, ISBE’s budget request for 2015 included $2,000,000 for this purpose going forward.

ISBE will award up to $2,040,747 in FY14 through this grant. The Advanced Placement Test Fee Program, which includes International Baccalaureate, will provide for a continuation award of up to $2,158,094 in FY15 contingent upon a sufficient appropriation for the program and satisfactory progress in the preceding grant period. The total award over FY14 to FY15 will not exceed $4,198,841.

**Business Enterprise Program (BEP)**
N/A

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

**Policy Implications:** Approval of the grant agreement will allow low-income students to continue taking AP and IB exams at a reduced rate.

**Budget Implications:** Federal funds currently support this effort.

**Legislative Action:** None required.

**Communication:** None required.

**Pros and Cons of Various Actions**
State Board approval of the grant agreement will allow low-income students to continue taking AP and IB exams at a reduced rate and will allow the grant agreement to be executed in a timely manner so that funds can be reimbursed for exams during FY14 and FY15.

**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 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.

**Next Steps**
Upon Board authorization, agency staff will enter into a grant agreement with the College Board for AP, Chicago Public Schools for IB, and Peoria School District 150 for IB reimbursement.
TO: Illinois State Board of Education

FROM: Christopher Koch, Ed.D., State Superintendent of Education
Susie Morrison, Deputy Superintendent/Chief Education Officer

Agenda Topic: Statewide System of Support (SSoS)
Request to Fund Fiscal Agents in excess of $1 Million Dollars

Materials: Appendix A - List of Area Allocations

Staff Contact(s): Amy Jo Clemens, Assistant Superintendent, Center for Innovation and Improvement

Purpose of Agenda Item
The System of Support and District Intervention Division within the Center for Innovation and Improvement requests the Board to authorize the State Superintendent to award continuation of the Statewide System of Support (SSoS) grant whereby one or more Regional Offices of Education/Intermediate Service Centers and Chicago Public School District 299 are expected to receive a System of Support Fiscal Agent grant which exceeds $1 million over the term of the grant. The total award over a period of 5 years will not exceed $55,617,681. These grants will provide support to districts eligible for priority and focus services and statewide delivery of foundational services in key state initiatives which are coordinated by the Illinois Center for School Improvement (Illinois CSI) in partnership with the Illinois State Board of Education (ISBE).

Relationship to/Implications for the State Board’s Strategic Plan
The proposed budget authorization aligns with Goals 1 and 2:

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 teacher and school leaders.

The authorization allows the SSoS grants to fund Illinois CSI District Assistance Team members to support the state’s persistently low performing schools and districts. This authorization will also support delivery of statewide professional development for the new Illinois Learning Standards, assessments, performance evaluation and Rising Star. All of this work is being done in partnership with the Illinois CSI.

Expected Outcome(s) of Agenda Item
It is expected the Board will authorize the State Superintendent to approve the continuation of the respective Fiscal Agent SSoS grants in excess of $1 million for the provision of support to districts eligible for priority and focus services and statewide delivery of foundational services for all districts that support implementation of state initiatives.
Background Information
The Illinois SSoS was founded in 2003 in response to the mandate under the ESEA Re-Authorization of 2001, referred to as No Child Left Behind (NCLB). Each state was required to establish a statewide system of intensive and sustained support and improvement for local educational agencies and schools receiving funds under Title I. Regional Offices of Education (ROEs), Intermediate Service Centers (ISCs) and Chicago Public Schools (CPS) were identified in ten geographical regions to engage with schools and districts in federal status for not making Adequate Yearly Progress.

While this model successfully supported districts and schools in meeting NCLB requirements for 10 years, evaluation data showed that the SSoS needed to provide more intensive, consistent support across the state. In September 2012, the Illinois CSI contract was awarded to the American Institutes of Research (AIR) to provide high-quality, coordinated, and consistent leadership to the current SSoS to ensure that districts and schools receive expert, timely, and relevant assistance to increase district-level capacity to improve student performance. As part of that design, pre-qualified Fiscal Agents in ROEs, ISCs and CPS collaboratively hire and house District Assistance Team (DAT) members for Illinois CSI. Fiscal Agents have also agreed to house commuting Illinois CSI Assistant Area Directors and District Liaisons and host regional professional development events for districts with priority and focus schools.

In October 2013, with ISBE direction, the ROE/ISC SSoS Fiscal Agents submitted a plan to provide statewide delivery of ISBE-approved and Illinois CSI-coordinated professional development in five key initiative areas across the state. This professional development is provided to Illinois districts as foundational services within SSoS and coordinated by Illinois CSI. The five key initiatives are:

- New Illinois Learning Standards in English Language Arts;
- New Illinois Learning Standards in Mathematics and the Illinois Mathematics Model Frameworks;
- Balanced assessment framework incorporating PARCC;
- Teacher evaluation including the student growth component;
- Rising Star Continuous Improvement Planning.

Under this statewide delivery plan, technical assistance, networking and professional development will be provided to all districts and schools across the state. The ROE/ISC Fiscal Agent plan provides statewide coordination, area-wide accountability and local ROE/ISC delivery. All services are approved by ISBE. Illinois CSI is providing oversight and coordination of the delivery along with ensuring that this professional development is integrated into priority and focus services for those identified districts. The CPS Fiscal Agent grant provides the same DATs and Foundational Services but is tailored to the CPS network structure and CPS employment and professional development systems.

Financial Background
Federal funds to support the SSoS Fiscal Agent grants are derived from Title I 1003(a) School Improvement funds.

This grant is expected to award up to $11,732,139 in FY 15 Statewide System of Support Fiscal Agent Grants. These grants will provide for continuation awards of up to $11,732,139 per year during FY 16 through FY18 contingent upon a sufficient appropriation for the program and
satisfactory progress in the preceding grant period. The total award over five years will not exceed $55,617,681. See Appendix A for a breakdown of the individual grants.

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

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</table>

**Business Enterprise Program (BEP) -**
There is no BEP as these are discretionary grants to governmental entities

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

**Policy Implications:** Failure to act will negatively impact the Board’s interest in building state capacity and support to improve persistently low achieving schools along with delivery of professional development and support to all districts.

**Budget Implications:** Federal Title I School Improvement 1003 (a) funds will be used to support this work.

**Legislative Action:** NA

**Communication:** At least once per month, ISBE, ROE/ISC/CPS Fiscal Agents and Illinois CSI staff together conduct meetings to coordinate this work between all of the partners. ISBE leadership meets weekly with Illinois CSI leadership.

**Pros and Cons of Various Actions**

**Pros:** Approval to continue the Fiscal Agent SSoS grants will further the Board’s interest in building state capacity and support to improve persistently low achieving schools and districts along with delivery of professional development and support to all districts.

**Cons:** Failure to approve the continuation of these grants will negatively impact the Board’s interest in building state capacity and support to improve persistently low achieving schools and districts along with delivery of professional development and support to all districts.

**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 $55,617,681 based on the
allocations in Appendix A, effective July 1, 2013, through June 30, 2018, for transfer of funds for the Statewide System of Support Fiscal Agent Grants.

Next Steps
Upon Board authorization, Agency staff will review and process for approval the continuation grants, especially those in excess of $1 Million Dollars to be executed in alignment with the priorities established by the Statewide System of Support. Staff anticipates the execution of grant agreements to be effective July 1, 2014, through and including June 30, 2018.
### Appendix A

List of Recipients

<table>
<thead>
<tr>
<th>List of Recipients</th>
<th>Total Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Total Life</th>
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<td>$8,689,125</td>
<td>$11,732,139</td>
<td>$11,732,139</td>
<td>$11,732,139</td>
<td>$11,732,139</td>
<td>$55,617,681</td>
</tr>
</tbody>
</table>
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
Robert Wolfe, Chief Financial Officer

Agenda Topic: FY 14 Appropriation Transfer from Special Education Personnel to Regular/Vocational Transportation

Materials: FY 2014 Mandated Categorical Funding (Exhibit A)

Staff Contact(s): Tim Imler, Division Administrator, Funding and Disbursements

Purpose of Agenda Item
To approve reclassifications of selected FY 14 Mandated Categorical Line Items by redistributing a portion of the FY 14 appropriation allocated to Special Education Personnel to Regular/Vocational Transportation. This action would reallocate funding from the Special Education Personnel program which would be lapsed to the Regular/Vocational Transportation program and improve the current proration for FY 14.

Relationship to/Implications for the State Board’s Strategic Plan
This action indirectly relates to the Board’s overall Strategic Plan.

Expected Outcomes
It is expected the Board will authorize the redistribution of a portion of the FY 2014 appropriation allocated to Special Education Personnel to Regular/Vocational Transportation.

Background Information
FY 14 ISBE allocation of selected Mandated Categorical Programs is shown in Exhibit A. Claims for six of the Mandated Categorical Programs were finalized in January 2014. These are (1) Funding for Children Requiring Special Education Services, (2) Special Education – Personnel, (3) Special Education – Private Tuition, (4) Special Education – Summer School, (5) Special Education – Transportation, and (6) Regular/Vocational Transportation. Claims for these programs are also shown in Exhibit A.

Pursuant to 30 ILCS 105/13.2, “the State Board of Education is authorized to make transfers between the following line item appropriations within the same treasury fund: Disabled Student Services/Materials (Section 14-13.01 of the School Code), Disabled Student Transportation Reimbursement (Section 14-13.01 of the School Code), Disabled Student Tuition - Private Tuition (Section 14-7.02 of the School Code), Extraordinary Special Education (Section 14-7.02b of the School Code), Reimbursement for Free Lunch/Breakfast Program, Summer School Payments (Section 18-4.3 of the School Code), and Transportation - Regular/Vocational Reimbursement (Section 29-5 of the School Code). Such transfers shall be made only when the balance remaining in one or more such line item appropriations is insufficient for the purpose for which the appropriation was made and provided that no such transfer may be made unless the amount transferred is no longer required for the purpose for which that appropriation was made.”

Plenary Packet - Page 88-1
Staff proposes that the Board reallocate funding from Special Education – Personnel, where appropriations exceed claims, to Regular/Vocational Transportation, where the appropriation is greatly insufficient to pay all claims. Under the plan being proposed by staff, $1,138,200 would be reallocated to Regular/Vocational Transportation. This transfer would improve the current FY 14 proration from 74% to 75%.

The rationale for moving funds from Special Education Personnel to Regular/Vocational Transportation is due primarily to the large cuts to the Regular/Vocational Transportation appropriation since FY 11 when it was cut from a high of $351 million to $205 million and proration fell to 74%. The program has been level funded at $205 million ever since. There are currently 828 districts and 10 Vocational Centers that receive Regular/Vocational Transportation funding and of that total, 496 districts must provide free transportation per statute. While selected other special education programs are also being prorated, none are as significant or severe as Regular/Vocational Transportation.

Funding is available for reallocation because Special Education Personnel claims outside Chicago District 299 came in at a lower amount than was projected. In addition, enhanced edit checks were implemented between the Special Education Personnel claim file and the new Educator Licensure Information System which improved data quality.

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

**Policy Implications:** None  
**Budget Implications:** None  
**Legislative Action:** None  
**Communication:** Agency staff will communicate with the Comptroller to make the appropriate transfer of funds.

### Superintendent’s Recommendation

I recommend that the following motion be adopted:

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.
**Next Steps**
Agency staff will file the necessary paperwork with the Office of the Comptroller to make the appropriation transfer and recalculate the final FY 14 quarterly payment for the Regular/Vocational Transportation program which will be vouchered on or before June 20. The appropriation revisions will be posted on the Agency’s website and staff will communicate the new proration amount via the Weekly Superintendent’s message as well as to recipients in the Pupil Transportation Claim Reimbursement System in IWAS.
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
Robert Wolfe, Chief Financial Officer

Agenda Topic: Targeted Initiative Grants: Austin Childcare Providers Network – Grant Award Increase – $20,000

Materials: Letter from Chairman Davis

Staff Contact(s): Robert Wolfe, Chief Financial Officer

Purpose of Agenda Item
The Budget and Fiscal Management Division seeks Board authorization to increase the grant award to the Austin Childcare Providers Network which was originally approved in February 2014 and a grant award has been processed. The originally approved amount was $20,000; this amendment increases the grant amount by $25,000 for an amount not to exceed $45,000 at the request of the Chair of the House Appropriation-Elementary and Secondary Education Committee. The additional funding is derived from the elimination of two previously identified grant recipients that have been eliminated from eligibility as a result of the Member Initiative Grant procedures. Grant funds will be used to support costs for training early childhood care providers in areas required under the Illinois Quality Rating and Improvement System (QRIS), with special emphasis on Social Emotional Development. The center has been recommended by the Chair of the House Appropriations-Elementary and Secondary Education Committee to receive funding to support child care programs offered by the center. While youth do not participate directly in the program, it indirectly targets youth in age groups ranging from birth to Kindergarten in the Austin neighborhood on the west side of Chicago.

Relationship to/Implications for the State Board’s Strategic Plan
The activities of the Austin Childcare Providers Network report a link to the following Agency goal:

GOAL 2: Every student will be supported by highly prepared and effective teachers and school leaders.

The program describes how participating providers who provide home-based day care or operate preschool centers will receive training addressing human growth and development; health, safety and well-being; observation and assessment; curriculum or program design; and other areas of social emotional development.

Expected Outcome(s) of Agenda Item
The Board is being asked to authorize the State Superintendent to increase the grant award to the Austin Childcare Providers Network by $25,000 to support training programs for early childhood care providers. Other grant terms and conditions are unchanged. The total cost of the grant, after amendment, is $45,000.
Background Information
In May 2013, the Illinois General Assembly included an allocation of $350,000 from the General Revenue Fund for various targeted initiatives. In September 2013, the Chair of the House Appropriations-Elementary and Secondary Education Committee provided a list of the intended recipients of the targeted initiative funds, as well as the allocation of the funds. At its September meeting, the Board approved a motion to send applications to the intended grantees, with the applications subject to review and final approval by the Board. The Board approved the grant application for the Austin Childcare Providers Network at the February 2014 meeting.

In April 2014, the Chair of the House Appropriations-Elementary and Secondary Education Committee provided a list of reallocations of grant funds for some of the intended recipients of the targeted initiative funds. This request addresses one of the requested reallocations.

The Austin Childcare Providers Network, in partnership with other community organizations, has conducted an early childhood needs assessment for the Austin community. As a result of that survey, the Network helped develop a resource directory for parents, caregivers, teachers, child care providers and others within the Austin neighborhood of available services for children and families. These services include family support, child care and mental health referrals, preschool, Head Start and other early childhood services. The Network has also worked with other community organizations to implement an initiative to improve the transition of young children into Kindergarten.

The grant application indicated that the overall goals of the Network for this program, which includes 80 licensed home childcare providers and 15 childcare centers, include:

- Improving the overall quality of early childhood care and education in the Austin neighborhood;
- Providing leadership in areas of early childhood education, youth development, and workforce development, and
- Providing leadership in social and emotional learning services and training for community partners, school staff, parents, and community leaders and organizations.

The Network cooperates with both community organizations (such as Austin Coming Together and the By The Hand Club) and higher education (University of Illinois at Chicago College of Education; the Erikson Institute; and the University of Illinois Extension) in providing services.

Goals and Measures
The Austin Childcare Providers Network administrators have set achievement objectives for this program:

- To provide training to 75 early childhood care providers in 2 of 7 areas of social emotional development learning, in accordance with Illinois QRIS and the Gateways for Opportunity program.
- These 75 providers will serve up to 600 children under the age of 6 in the Austin neighborhood of Chicago.
- Participants will complete an assessment component at the end of training to demonstrate what they have learned.
At the end of the grant period, the Austin Childcare Providers Network will have agreed-upon procedures performed by an independent Certified Public Accountant licensed in Illinois to verify that spending was in accordance with the grant agreement.

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

**Policy Implications:** This project supports students and families by providing training in various areas of social emotional development to early childhood care providers.

**Budget Implications:** Funding for this grant was allocated from the General Revenue Fund by the General Assembly for fiscal year 2014.

**Legislative Action:** None required.

**Communication:** The grant recipient will be notified of the Board's approval.

**Pros and Cons of Various Actions**

Approval of this grant increase will allow for the activities of the proposed project to proceed, which include training offered by the Network to early childhood care providers. If this grant amendment is not approved, the $25,000 reallocation will not be expended and the grant amount will remain at the original allocation of $20,000.

**Superintendent's Recommendation**

I recommend that the following motion be adopted:

> 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.

**Next Steps**

Upon Board authorization, Agency staff will notify the Austin Childcare Providers Network of the approval of the award increase and will execute an amended agreement in accordance with Board approval.
April 4, 2014

Dr. Christopher Koch, State Superintendent
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777

Dear Dr. Koch:

Please be advised of the General Assembly’s intent to reallocate the following listed programs out of the GRF lump sum appropriations to the Illinois State Board of Education for grants associated with targeted initiatives for $350,000 as follows:

<table>
<thead>
<tr>
<th>From:</th>
<th>Amount</th>
<th>To:</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Lawndale Eagles</td>
<td>$10,000</td>
<td>Oak Park ESD 97</td>
<td>$10,000</td>
</tr>
<tr>
<td>Back to School Throw Down</td>
<td>$25,000</td>
<td>Austin Childcare Providers Network</td>
<td>$25,000</td>
</tr>
</tbody>
</table>

All other grant amounts are the same as allocated originally in my letter of September 5, 2013; these reallocations increase the amounts originally allocated to the named recipients by the amounts indicated.

As you know, the members of the House Appropriations – Elementary and Secondary Education Committee went through the lengthy process of budgeting for results and selected the above programs for their merit and performance in engaging and educating our youth.

Thank you for your cooperation and support in this matter.

Sincerely,

William Q. Davis
State Representative
30th District of Illinois
TO: Illinois State Board of Education
FROM: Christopher A. Koch, Ed.D., State Superintendent of Education  
Robert Wolfe, Chief Financial Officer

Agenda Topic: Targeted Initiative Grants: Oak Park ESD 97 – Grant Award Increase – $10,000

Materials: Letter from Chairman Davis

Staff Contact(s): Robert Wolfe, Chief Financial Officer

Purpose of Agenda Item
The Budget and Fiscal Management Division seeks Board authorization to increase the grant award to Oak Park Elementary School District (ESD) 97 which was originally approved in March 2014 and a grant award has been processed. The originally approved amount was $10,000; this amendment increases the grant amount to $20,000 at the request of the Chair of the House Appropriation-Elementary and Secondary Education Committee. The additional funding is derived from the elimination of two previously identified grant recipients that have been eliminated from eligibility as a result of the Member Initiative Grant process procedures. The school district intends to use the funds to support the multicultural center housed at Julian Middle School, which has been recommended by the Chair of the House Appropriations-Elementary and Secondary Education Committee to receive funding to support programs offered by the center. This program targets primarily youth in grades pre-Kindergarten through 8 in the Village of Oak Park with strategies in promoting human dignity and cultural pluralism by providing services and materials to teachers, students and the overall community.

Relationship to/Implications for the State Board’s Strategic Plan
The activities of the Oak Park ESD 97 multicultural center report a link to the following Agency 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.

The program uses regular review of participants’ school report cards to determine areas of academic need. Discipline and attendance records will be used in assessing student participation. Communication with participants will be maintained through and after high school to monitor and assess program impact and effectiveness.

The program describes activities for continued staff development in areas of cross-cultural conflict resolution, differentiation of instruction, culturally appropriate instruction methodologies and other areas for improving teaching skills in addressing diverse student populations.
**Expected Outcome(s) of Agenda Item**
The Board is being asked to authorize the State Superintendent to increase the grant award to Oak Park ESD 97 by $10,000 for programs of the multicultural center. Other terms and conditions of the grant are unchanged. The total cost of the grant, after amendment, is $20,000.

**Background Information**
In May 2013, the Illinois General Assembly included an allocation of $350,000 from the General Revenue Fund for various targeted initiatives. In September 2013, the Chair of the House Appropriations-Elementary and Secondary Education Committee provided a list of the intended recipients of the targeted initiative funds, as well as the allocation of the funds. At its September meeting, the Board approved a motion to send applications to the intended grantees, with the applications subject to review and final approval by the Board. The Board approved the grant application for Oak Park ESD 97 at the March 2014 meeting.

In April 2014, the Chair of the House Appropriations-Elementary and Secondary Education Committee provided a list of reallocations of grant funds for some of the intended recipients of the targeted initiative funds. This request addresses one of the requested reallocations.

The Oak Park ESD 97 multicultural center offers programs to youth and their families in the Village of Oak Park. Overall program participants come from schools throughout the district, as well as several community-based organizations.

The grant application indicated that program participants have shown improvement in the following areas:

- Increased attendance at school;
- Improved academic performance; and
- Increased participation in team-building and consensus development, as well as healthy lifestyles and improved self-discipline.

The purchase of technology and artifacts for the multicultural center will allow the center to upgrade the programming offered to faculty, students and the community by enhancing learning opportunities in the classroom and extracurricular activities.

**Goals and Measures**
The multicultural center and District leadership have set achievement objectives for this program:

- To serve approximately 5,000 youth in the district schools through cultural activities and youth mentoring programs.
- Participants will maintain good grades and strive for improved academic performance.
- Participants are expected to participate in various cultural activities and events to demonstrate the various educational and developmental skills learned.
- Participants will maintain and, where needed, show improved attendance at school.

At the end of the grant period, Oak Park ESD 97 will have agreed-upon procedures performed by an independent Certified Public Accountant licensed in Illinois to verify that spending was in accordance with the grant agreement.
Analysis and Implications for Policy, Budget, Legislative Action and Communications

Policy Implications: This project supports students and families by providing introductions to various cultural activities, supporting a diverse and educated community. Increased parental involvement and participation are also encouraged.

Budget Implications: Funding for this grant was allocated from the General Revenue Fund by the General Assembly for fiscal year 2014.
Legislative Action: None required.
Communication: The grant recipient will be notified of the Board’s approval.

Pros and Cons of Various Actions
Approval of this grant will allow for the activities of the proposed project to proceed, which include information technology upgrades. If this grant amendment is not approved, the $10,000 reallocation will not be expended and the grant amount will remain at the original allocation of $10,000.

Superintendent’s Recommendation
I recommend that the following motion be adopted:

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.

Next Steps
Upon Board authorization, Agency staff will notify Oak Park ESD 97 of the approval of the award increase and will execute an amended agreement in accordance with Board approval.
April 4, 2014

Dr. Christopher Koch, State Superintendent  
Illinois State Board of Education  
100 North First Street  
Springfield, Illinois 62777

Dear Dr. Koch:

Please be advised of the General Assembly’s intent to reallocate the following listed programs out of the GRF lump sum appropriations to the Illinois State Board of Education for grants associated with targeted initiatives for $350,000 as follows:

<table>
<thead>
<tr>
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<th>Amount</th>
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<td>$10,000</td>
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<td>Back to School Throw Down</td>
<td>$25,000</td>
<td>Austin Childcare Providers Network</td>
<td>$25,000</td>
</tr>
</tbody>
</table>

All other grant amounts are the same as allocated originally in my letter of September 5, 2013; these reallocations increase the amounts originally allocated to the named recipients by the amounts indicated.

As you know, the members of the House Appropriations – Elementary and Secondary Education Committee went through the lengthy process of budgeting for results and selected the above programs for their merit and performance in engaging and educating our youth.

Thank you for your cooperation and support in this matter.

Sincerely,

William Q. Davis  
State Representative  
30th District of Illinois
TO: Illinois State Board of Education

FROM: Christopher Koch, Ed.D., State Superintendent of Education
       Melissa Oller, Chief Internal Auditor

Agenda Topic: Presentation of FY 2013 A-133 Statewide Single Audit Report

Materials: FY 2013 Statewide Single Audit Report (sent under separate cover)

Staff Contact: Melissa Oller

Purpose of Agenda Item
The Internal Audit Division requests the Board accept the FY 2013 Statewide Single Audit Report, as it relates to reported ISBE findings detailed on pages 123-129.

Relationship to/Implications for the State Board’s Strategic Plan
The acceptance of this report confirms the Board’s continued efforts to ensure compliance with federal rules and regulations which are required to support the achievement of all goals identified in the Board’s strategic plan.

Expected Outcome(s) of Agenda Item
It is expected the Board will be informed of the issues identified by the Office of the Auditor General in the FY 2013 Statewide Single Audit report and accept the audit.

Background Information
The Auditor General annually conducts a Statewide Single Audit of all major programs (FY13 threshold for major programs was $44,302,437 in expenditures), as required by the Federal Single Audit Act. The primary focus of this audit is to determine compliance with federal program and administrative requirements and the adequacy of internal controls to ensure such compliance and accuracy of reporting.

Analysis and Implications for Policy, Budget, Legislative Action, and Communications
Legislative Action: This audit will be reviewed by the Legislative Audit Commission.
Communication: The audit is issued by the Auditor General and is available to the public. Findings are sent to the office of the federal agency responsible for the subject program by the Auditor General. The federal agency may request additional information regarding the adequacy and status of the corrective action plan or direct ISBE to take additional corrective actions. Upon resolution, the responsible federal agency will issue a program determination letter noting the finding is resolved and closed.

Superintendent’s Recommendation
I recommend that the following motion be adopted:

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

Next Steps
No further actions necessary.
TO: Illinois State Board of Education

FROM: Christopher Koch, Ed.D., State Superintendent of Education
Robert Wolfe, Chief Financial Officer

Agenda Topic: Recommendation to Remove Lemont-Bromberek Community School District 113A from 1A-8 Financial Difficulty Certification

Materials: FACTS Report of Lemont-Bromberek Community School District 113A Finances
PMA Financial Network’s Financial Projections for the District

Staff Contact(s): Deb Vespa

Purpose of Agenda Item
The purpose of the agenda item is to present the financial condition of Lemont-Bromberek Community School District 113A (District) to the Board and obtain the Board’s approval to remove the District from 1A-8 Financial Difficulty status. [105 ILCS 5/1A-8]

Relationship to/Implications for the State Board’s Strategic Plan
The financial condition of school district relates to each of the three State Board goals. Without financial solvency, districts would have difficulty achieving any of the 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 will be asked to approve the removal of Lemont-Bromberek Community School District 113A from Article 1A-8 Financial Difficulty status.

Background Information
In October 2009, Lemont-Bromberek School District 113A contacted the Illinois State Board of Education stating that they could not make payroll and were having difficulty issuing Tax Anticipation Warrants (TAWs) due to several banks denying the district’s loan application. Eventually, BMO Harris Bank agreed to lend the district the TAW proceeds. However, because of their severe financial condition, the Illinois State Board of Education certified Lemont-Bromberek Community School District 113A in financial difficulty in accordance with Article 1A-8 of the Illinois School Code on December 17, 2009.

School districts certified in financial difficulty are required to submit a financial plan to the Illinois State Board of Education for approval and are required to follow the approved financial plan. Certified districts are prohibited from issuing debt without the approval of the State Board of Education.

The district continued to experience severe cash flow needs. In January 2011, when they were unable to find a bank willing to issue the TAWs, Lemont-Bromberek District 113A took the

The history of the TAWs issued by the district is reflected below in Table 1:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Amount (in the millions)</th>
<th>Issuance Date</th>
<th>Payment Date</th>
</tr>
</thead>
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<td>n/a</td>
</tr>
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<td>$3,490,000</td>
<td>December, 2009</td>
<td>April, 2010</td>
</tr>
<tr>
<td>FY 2010</td>
<td>$6,593,220</td>
<td>May 2010</td>
<td>February 2011</td>
</tr>
<tr>
<td>FY 2011</td>
<td>$5,479,650</td>
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<td>June 2011</td>
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<tr>
<td>FY 2012</td>
<td>$5,000,000</td>
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<td>January 2012</td>
</tr>
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<td>FY 2012</td>
<td>$1,800,000</td>
<td>January 2012</td>
<td>June 2012</td>
</tr>
<tr>
<td>FY 2013</td>
<td>TAWs Were Not Issued</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Through significant reductions in staff, freezing salaries, and other budgetary reductions, the district has realized financial improvement since the original plan was submitted.

<table>
<thead>
<tr>
<th>Fiscal Year 2009 (AFR)</th>
<th>Fiscal Year 2010 (AFR)</th>
<th>Fiscal Year 2011 (AFR)</th>
<th>Fiscal Year 2012 (AFR)</th>
<th>Fiscal Year 2013 (AFR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results of Operation</td>
<td>Ending Fund Balance</td>
<td>Results of Operation</td>
<td>Ending Fund Balance</td>
<td>Results of Operation</td>
</tr>
<tr>
<td>Education Fund</td>
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<td>$(2.4)</td>
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<td>$0.7</td>
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<td>$0.7</td>
<td>$(0.3)</td>
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<td>Working Cash Fund</td>
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<td>$0.0</td>
</tr>
<tr>
<td>Total</td>
<td>$(2.0)</td>
<td>$1.9</td>
<td>$(2.2)</td>
<td>$(1.6)</td>
</tr>
</tbody>
</table>
As reflected in Table 1, Table 2 and Chart 1 above, the district is no longer reliant upon TAWs to sustain their cash flow and through budgetary reductions in these difficult economic times, the district has gone from deficit spending and negative fund balance to surpluses for both the Results of Operation and Operational Fund Balances. District administration has expressed that they will not be issuing TAWs for FY 2014.

Long-term debt has not been issued since January 2002. As of June 30, 2013, $14.5 million was outstanding for the long-term debt. $2.6 million is outstanding for building bonds. The remaining $11.9 million is for funding bonds. The last issuance was in January and February of 2001 ($7.6 million) and January of 2002 ($4.3 million). Due to the Property Tax Extension Limitation Law (PTELL), the district currently has the ability to issue only $226,000 in non-referendum long-term debt. However, district administration has stated that they currently do not have the need nor are planning to issue any long-term debt.

The financial improvements have been accomplished through the hard work and dedication of the local School Board, Superintendents, Business Managers, and the staff. The district has realized turnovers with their Superintendent. Just recently, they hired Dr. Pamela Hollich, when the previous Superintendent left to take a position at the Lyon’s Township Treasurers’ Office. This is the third year the Business Manager, Barbara Germany, has been with the district.

The district has been working with PMA Financial Network to assist them with financial projections and financial analysis. PMA’s financial projections reflect the district will continue to experience financial growth. Table 3 and Chart 2 below reflect the district’s projected Results of Operations and Fund Balances for FY 2014 through FY 2017. In the projections, PMA assumes:

- General State Aid will be prorated at 82.5%,
- General State Aid will be flat grant in 2017
- Average daily attendance will continue to decline
- EAV projected to increase slightly with minimal new property
Transportation has been projected to decrease due to an audit adjustment
Salaries will increase by 2%
In FY 2015, 3.5 additional teachers and .5 administrators will be hired. No additional staff will be added after FY 2015
Because the district transferred to a fully insured plan, health insurance will decrease by $200,000
Fuel costs are projected to increase by 5%, all other expenditures are projected to increase by 2%

ISBE staff believe these assumptions to be conservative and reasonable.

The table and chart below include results for only the operational funds, Education, Operation and Maintenance, Pupil Transportation, and Working Cash. The projections on PMA Financial Network’s projections include these four funds plus the IMRF/FICA fund.

<table>
<thead>
<tr>
<th>Table 3</th>
<th>FY 2014 Budget</th>
<th>FY 2015 Projections</th>
<th>FY 2016 Projections</th>
<th>FY 2017 Projections</th>
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</thead>
<tbody>
<tr>
<td>Results of Operations</td>
<td>$1.2</td>
<td>$1.4</td>
<td>$1.5</td>
<td>$0.9</td>
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<tr>
<td>Ending Fund Balances</td>
<td>$6.8</td>
<td>$8.2</td>
<td>$9.7</td>
<td>$10.7</td>
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</table>

Chart 2  
Lemont-Bromberek Community School District 113A
Analysis and Implications for Policy, Budget, Legislative Action, and Communications

Policy Implications: No policy implications
Budget Implications: No budget implication
Legislative Action: None
Communication: If approved, ISBE will communicate to the Lemont-Bromberek SD 113A Board that the district is no longer certified in financial difficulty.

Pros and Cons of Various Actions
Pros: Through hard work and dedication, Lemont-Bromberek School District 113A has been able to achieve financial stability without the implementation of a Financial Oversight Panel.
Cons: None

Superintendent’s Recommendation
I recommend that the following motion be adopted:

    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]

Next Steps
Upon Board authorization, Agency staff will communicate the action with the Lemont-Bromberek School District 113A Board and Superintendent.
Leoment-Bromberek School District 113A
Facts Report
05/01/14

07-016-113A-02

Superintendent: Dr. Pamela Hollich
School Type: Elementary
County: Cook
sp School District: Yes

Revenue Sources
Local 87.9% State 26.1%
Federal 4.0%

School Type:
Elementary Local 87.9% 65.8%

County:
Cook State 8.1% 26.1%

Tax Rates:
Education Fund 1.3765 3.50
Operation & Maint. Fund 0.1643 0.55
Transportation Fund 0.1111 As Needed
Working Cash Fund 0.0000 0.05

Low Income Rate:
State 12.2% 49.9%

IEP:
State 9.2% 13.6%

Overall Performance - All State Tests:
State 89.5% 76.0%

2011-2012 9.2% 13.6%
2012-2013 70.4% 58.2%

Ave. Class Size
Kindergarten 27.7 21.7
First 26.9 21.5
Third 32.3 21.9
Sixth 31.5 23.1
Eighth 32.6 22.2

SUMMARY OF OPERATING FUNDS

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<tr>
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<tbody>
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<td>Beginning Fund Balance</td>
<td>7,482,020</td>
<td>6,866,951</td>
<td>3,882,756</td>
<td>1,871,754</td>
<td>1,811,316</td>
<td>5,605,243</td>
<td>8,335,418</td>
<td>9,229,228</td>
<td>9,748,427</td>
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<td></td>
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<tr>
<td>Revenues</td>
<td>18,836,089</td>
<td>18,944,113</td>
<td>19,864,752</td>
<td>20,430,854</td>
<td>20,492,994</td>
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<td>21,801,350</td>
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<td>23,462,525</td>
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<tr>
<td>Expenditures</td>
<td>19,431,158</td>
<td>21,928,308</td>
<td>21,875,754</td>
<td>23,257,410</td>
<td>19,191,068</td>
<td>18,365,078</td>
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<td>20,571,175</td>
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<tr>
<td>Results of Operation</td>
<td>(595,069)</td>
<td>(2,984,195)</td>
<td>(2,011,002)</td>
<td>(2,178,965)</td>
<td>1,239,786</td>
<td>2,127,916</td>
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<td>Other Sources/Uses</td>
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<td>(1,261,885)</td>
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<td>0</td>
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<td>Other Changes to Fund Bal.</td>
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<tr>
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<td>6,866,951</td>
<td>3,882,756</td>
<td>1,871,754</td>
<td>(1,569,096)</td>
<td>(316,600)</td>
<td>1,811,316</td>
<td>5,605,243</td>
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Cash & Investments

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Tax Year

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<th>2011</th>
<th>2012</th>
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<tr>
<td>EAV</td>
<td>$1,031,004,033</td>
<td>$1,125,545,789</td>
<td>$1,280,605,086</td>
<td>$1,309,485,138</td>
<td>$1,280,570,293</td>
<td>$1,113,343,737</td>
<td>$1,034,976,673</td>
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School Year

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<tbody>
<tr>
<td>Enrollment</td>
<td>2.591</td>
<td>2.616</td>
<td>2.625</td>
<td>2.625</td>
<td>2.602</td>
<td>2.532</td>
<td>2.398</td>
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Outstanding Debt

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<th>Short-Term Debt</th>
<th>Long-Term Debt</th>
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<td>Short-Term Debt</td>
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<tr>
<td>Long-Term Debt Limit</td>
<td>0</td>
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</table>

Profile Score

|          | 3.45 | 2.75 | 2.65 | 2.20 | 2.65 | 3.10 | 3.90 |

Profile Designation

|          | Review | Warning | Warning | Watch | Warning | Recognition |

Plenary Packet - Page 103
Lemont-Bromberek CSD 113A: 3.5 Add'l FTE, 82.5% GSA Proration, 1.5% CPI, No Contingency FY14

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>LOCAL</td>
<td></td>
<td>FY 2015 %chg</td>
<td>FY 2016 %chg</td>
<td>FY 2017 %chg</td>
<td>FY 2018 %chg</td>
<td>FY 2019 %chg</td>
</tr>
<tr>
<td>Property Taxes</td>
<td>$17,881,978</td>
<td>$18,699,313 4.57%</td>
<td>$19,371,655 3.60%</td>
<td>$19,578,608 1.07%</td>
<td>$20,025,166 2.28%</td>
<td>$20,919,573 4.42%</td>
</tr>
<tr>
<td>CPPRT</td>
<td>$261,622</td>
<td>$352,960 34.91%</td>
<td>$352,960 0.00%</td>
<td>$352,960 0.00%</td>
<td>$352,960 0.00%</td>
<td>$352,960 0.00%</td>
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<tr>
<td>Pupil Activities</td>
<td>$111,184</td>
<td>$111,184 0.00%</td>
<td>$111,184 0.00%</td>
<td>$111,184 0.00%</td>
<td>$111,184 0.00%</td>
<td>$111,184 0.00%</td>
</tr>
<tr>
<td>Other Local Revenue</td>
<td>$1,431,435</td>
<td>$1,444,799 0.93%</td>
<td>$1,471,910 1.88%</td>
<td>$1,504,216 2.19%</td>
<td>$1,539,124 2.32%</td>
<td>$1,578,030 2.53%</td>
</tr>
<tr>
<td>TOTAL LOCAL REVENUE</td>
<td>$19,686,219</td>
<td>$20,608,256 4.68%</td>
<td>$21,307,710 3.39%</td>
<td>$21,546,968 1.12%</td>
<td>$22,028,433 2.23%</td>
<td>$22,961,747 4.24%</td>
</tr>
<tr>
<td>STATE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General State Aid</td>
<td>$816,139</td>
<td>$754,339 -7.77%</td>
<td>$717,826 -4.84%</td>
<td>$538,571 24.97%</td>
<td>$516,797 -4.04%</td>
<td>$496,256 -3.07%</td>
</tr>
<tr>
<td>Other State Revenue</td>
<td>$989,010</td>
<td>$958,645 -3.07%</td>
<td>$958,645 0.00%</td>
<td>$1,033,645 7.82%</td>
<td>$1,033,645 0.00%</td>
<td>$1,033,645 0.00%</td>
</tr>
<tr>
<td>TOTAL STATE REVENUE</td>
<td>$1,805,149</td>
<td>$1,712,984 -5.11%</td>
<td>$1,676,471 -2.13%</td>
<td>$1,572,216 -6.22%</td>
<td>$1,550,442 -1.38%</td>
<td>$1,529,901 -1.32%</td>
</tr>
<tr>
<td>TOTAL FEDERAL REVENUE</td>
<td>$932,176</td>
<td>$932,176 0.00%</td>
<td>$932,176 0.00%</td>
<td>$932,176 0.00%</td>
<td>$932,176 0.00%</td>
<td>$932,176 0.00%</td>
</tr>
<tr>
<td>FLOW-THROUGH REVENUE</td>
<td>$0</td>
<td>$0 0.00%</td>
<td>$0 0.00%</td>
<td>$0 0.00%</td>
<td>$0 0.00%</td>
<td>$0 0.00%</td>
</tr>
<tr>
<td>TOTAL REVENUE</td>
<td>$22,423,544</td>
<td>$23,253,416 3.70%</td>
<td>$23,916,357 2.85%</td>
<td>$24,051,360 0.96%</td>
<td>$24,511,052 1.91%</td>
<td>$25,423,824 3.72%</td>
</tr>
</tbody>
</table>

REVENUE BY SOURCE DETAIL - FY 2014

REVENUE PROJECTION (MILLIONS)
**Lemont-Bromberek CSD 113A: 3.5 Add'l FTE, 82.5% GSA Proration, 1.5% CPI, No Contingency FY14**

<table>
<thead>
<tr>
<th></th>
<th>BUDGET FY 2014</th>
<th>EXPENDITURE PROJECTIONS</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>FY 2015</td>
<td>% chg FY 2016</td>
</tr>
<tr>
<td>Salaries</td>
<td>$11,230,899</td>
<td>$12,363,064</td>
</tr>
<tr>
<td>Benefits</td>
<td>$4,471,126</td>
<td>$5,573,487</td>
</tr>
<tr>
<td><strong>TOTAL SALARIES &amp; BENEFITS</strong></td>
<td><strong>$15,702,025</strong></td>
<td><strong>$15,936,552</strong></td>
</tr>
<tr>
<td>Purchased Services</td>
<td>$2,527,984</td>
<td>$2,567,719</td>
</tr>
<tr>
<td>Supplies And Materials</td>
<td>$1,166,852</td>
<td>$1,200,297</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>$970,737</td>
<td>$1,209,063</td>
</tr>
<tr>
<td>Other Objects</td>
<td>$819,103</td>
<td>$839,068</td>
</tr>
<tr>
<td>Non-Capitalized Equipment</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Termination Benefits</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Provision For Contingencies</td>
<td>$0</td>
<td>$100,000</td>
</tr>
<tr>
<td><strong>TOTAL ALL OTHER</strong></td>
<td><strong>$5,484,676</strong></td>
<td><strong>$5,916,147</strong></td>
</tr>
<tr>
<td><strong>TOTAL EXPENDITURES</strong></td>
<td><strong>$21,186,701</strong></td>
<td><strong>$21,852,699</strong></td>
</tr>
</tbody>
</table>

**FY 2014 EXPENDITURES BY OBJECT**

- Purchased Services: 11.9%
- Benefits: 21.1%
- Supplies And Materials: 5.5%
- Capital Outlay: 4.6%
- Other Objects: 3.6%
- Salaries: 53.0%

**EXPENDITURE PROJECTION (MILLIONS)**

- FY 2014: $21.2
- FY 2015: $21.9
- FY 2016: $22.4
- FY 2017: $23.1
- FY 2018: $23.7
- FY 2019: $24.5
### Lemont-Bromberek CSD 113A: 3.5 Add'l FTE, 82.5% GSA Proration, 1.5% CPI, No Contingency FY14

#### Aggregate - Proportion Summary

<table>
<thead>
<tr>
<th></th>
<th>FY 2014</th>
<th>FY 2015</th>
<th>% chg</th>
<th>FY 2016</th>
<th>% chg</th>
<th>FY 2017</th>
<th>% chg</th>
<th>FY 2018</th>
<th>% chg</th>
<th>FY 2019</th>
<th>% chg</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REVENUE</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local</td>
<td>$19,686,219</td>
<td>$20,608,256</td>
<td>4.08%</td>
<td>$21,367,710</td>
<td>3.88%</td>
<td>$21,546,968</td>
<td>0.42%</td>
<td>$22,028,433</td>
<td>2.17%</td>
<td>$22,961,747</td>
<td>4.49%</td>
</tr>
<tr>
<td>State</td>
<td>$1,805,149</td>
<td>$1,712,984</td>
<td>-5.11%</td>
<td>$1,676,471</td>
<td>-1.91%</td>
<td>$1,572,216</td>
<td>6.72%</td>
<td>$1,550,442</td>
<td>0.86%</td>
<td>$1,529,902</td>
<td>1.92%</td>
</tr>
<tr>
<td>Federal</td>
<td>$932,176</td>
<td>$932,176</td>
<td>0.00%</td>
<td>$932,176</td>
<td>0.00%</td>
<td>$932,176</td>
<td>0.00%</td>
<td>$932,176</td>
<td>0.00%</td>
<td>$932,176</td>
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<td></td>
<td>$0</td>
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<td>$0</td>
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</tr>
<tr>
<td><strong>TOTAL REVENUE</strong></td>
<td>$22,423,544</td>
<td>$23,253,416</td>
<td>3.70%</td>
<td>$23,916,357</td>
<td>2.85%</td>
<td>$24,051,360</td>
<td>0.58%</td>
<td>$24,511,652</td>
<td>1.50%</td>
<td>$25,423,824</td>
<td>3.72%</td>
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<tr>
<td><strong>EXPENDITURES</strong></td>
<td></td>
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<tr>
<td>Salary and Benefit Costs</td>
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<td>$6,089,739</td>
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<tr>
<td><strong>TOTAL EXPENDITURES</strong></td>
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<td>$21,852,699</td>
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<td>$22,384,213</td>
<td>2.83%</td>
<td>$23,097,361</td>
<td>3.19%</td>
<td>$23,713,596</td>
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<tr>
<td><strong>SURPLUS / DEFICIT</strong></td>
<td>$1,238,843</td>
<td>$1,400,717</td>
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<td>$1,532,144</td>
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<td>4.14%</td>
<td>$797,096</td>
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<td>$907,272</td>
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#### Other Financing Sources/Uses

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<th>FY 2015</th>
<th>% chg</th>
<th>FY 2016</th>
<th>% chg</th>
<th>FY 2017</th>
<th>% chg</th>
<th>FY 2018</th>
<th>% chg</th>
<th>FY 2019</th>
<th>% chg</th>
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</thead>
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<td>$0</td>
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<tr>
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<td>$0</td>
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<td>$0</td>
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<tr>
<td>Other Financing Uses</td>
<td>$0</td>
<td>$0</td>
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<td>$0</td>
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</tr>
<tr>
<td><strong>TOTAL OTHER FIN. SOURCES/USES</strong></td>
<td>$0</td>
<td>$0</td>
<td></td>
<td>$0</td>
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<td>$0</td>
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</tbody>
</table>

**SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES**

<table>
<thead>
<tr>
<th>FY 2014</th>
<th>FY 2015</th>
<th>% chg</th>
<th>FY 2016</th>
<th>% chg</th>
<th>FY 2017</th>
<th>% chg</th>
<th>FY 2018</th>
<th>% chg</th>
<th>FY 2019</th>
<th>% chg</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,238,843</td>
<td>$1,400,717</td>
<td>1.46%</td>
<td>$1,532,144</td>
<td>7.08%</td>
<td>$953,999</td>
<td>4.14%</td>
<td>$797,096</td>
<td>0.87%</td>
<td>$907,272</td>
<td>1.07%</td>
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**BEGINNING FUND BALANCE**

<table>
<thead>
<tr>
<th>FY 2014</th>
<th>FY 2015</th>
<th>% chg</th>
<th>FY 2016</th>
<th>% chg</th>
<th>FY 2017</th>
<th>% chg</th>
<th>FY 2018</th>
<th>% chg</th>
<th>FY 2019</th>
<th>% chg</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5,980,427</td>
<td>$7,217,270</td>
<td>20.60%</td>
<td>$8,617,987</td>
<td>18.85%</td>
<td>$10,150,131</td>
<td>18.69%</td>
<td>$11,104,130</td>
<td>9.16%</td>
<td>$11,901,226</td>
<td>7.22%</td>
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**PROJECTED YEAR END BALANCE**

<table>
<thead>
<tr>
<th>FY 2014</th>
<th>FY 2015</th>
<th>% chg</th>
<th>FY 2016</th>
<th>% chg</th>
<th>FY 2017</th>
<th>% chg</th>
<th>FY 2018</th>
<th>% chg</th>
<th>FY 2019</th>
<th>% chg</th>
</tr>
</thead>
<tbody>
<tr>
<td>$7,217,270</td>
<td>$8,617,987</td>
<td>19.05%</td>
<td>$10,150,131</td>
<td>18.85%</td>
<td>$11,104,130</td>
<td>9.16%</td>
<td>$11,901,226</td>
<td>7.22%</td>
<td>$12,808,498</td>
<td>7.54%</td>
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**FUND BALANCE AS % OF EXPENDITURES**

<table>
<thead>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>34.07%</td>
<td>34.44%</td>
<td>45.35%</td>
<td>48.08%</td>
<td>50.19%</td>
<td>52.24%</td>
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**FUND BALANCE AS # OF MONTHS OF EXPEND.**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>4.09</td>
<td>4.73</td>
<td>5.44</td>
<td>5.77</td>
<td>6.02</td>
<td>6.27</td>
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</table>
Lemont-Bromberek CSD 113A: 3.5 Add'l FTE, 82.5% GSA Proration, 1.5% CPI, No Contingency FY14

**REVENUES VS. EXPENDITURES**

<table>
<thead>
<tr>
<th>Year</th>
<th>Revenues</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2014</td>
<td>$30,000,000</td>
<td>$15,000,000</td>
</tr>
<tr>
<td>FY 2015</td>
<td>$25,000,000</td>
<td>$20,000,000</td>
</tr>
<tr>
<td>FY 2016</td>
<td>$20,000,000</td>
<td>$15,000,000</td>
</tr>
<tr>
<td>FY 2017</td>
<td>$15,000,000</td>
<td>$10,000,000</td>
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<tr>
<td>FY 2018</td>
<td>$10,000,000</td>
<td>$5,000,000</td>
</tr>
<tr>
<td>FY 2019</td>
<td>$5,000,000</td>
<td>$0</td>
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**FY SURPLUS / DEFICIT**

<table>
<thead>
<tr>
<th>Year</th>
<th>Surplus/Deficit</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2014</td>
<td>$1,800,000</td>
</tr>
<tr>
<td>FY 2015</td>
<td>$1,600,000</td>
</tr>
<tr>
<td>FY 2016</td>
<td>$1,400,000</td>
</tr>
<tr>
<td>FY 2017</td>
<td>$1,200,000</td>
</tr>
<tr>
<td>FY 2018</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>FY 2019</td>
<td>$800,000</td>
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</table>

**OTHER FINANCING SOURCES & USES**

<table>
<thead>
<tr>
<th>Year</th>
<th>$1</th>
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</thead>
<tbody>
<tr>
<td>FY 2014</td>
<td>1</td>
</tr>
<tr>
<td>FY 2015</td>
<td>0</td>
</tr>
<tr>
<td>FY 2016</td>
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<td>FY 2017</td>
<td>0</td>
</tr>
<tr>
<td>FY 2018</td>
<td>0</td>
</tr>
<tr>
<td>FY 2019</td>
<td>0</td>
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</tbody>
</table>

**YEAR END FUND BALANCE (MILLIONS)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Fund Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2014</td>
<td>$7.2</td>
</tr>
<tr>
<td>FY 2015</td>
<td>$8.6</td>
</tr>
<tr>
<td>FY 2016</td>
<td>$10.2</td>
</tr>
<tr>
<td>FY 2017</td>
<td>$11.3</td>
</tr>
<tr>
<td>FY 2018</td>
<td>$11.9</td>
</tr>
<tr>
<td>FY 2019</td>
<td>$12.8</td>
</tr>
</tbody>
</table>
# Lemont-Bromberek CSD 113A: 3.5 Add'l FTE, 82.5% GSA Proration, 1.5% CPI, No Contingency FY14

## Budget

<table>
<thead>
<tr>
<th>Local</th>
<th>FY 2014</th>
<th>FY 2015 % chg</th>
<th>FY 2016 % chg</th>
<th>FY 2017 % chg</th>
<th>FY 2018 % chg</th>
<th>FY 2019 % chg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Property Taxes</td>
<td>$14,456,421</td>
<td>3.87%</td>
<td>$15,015,438</td>
<td>$15,589,197</td>
<td>$15,820,399</td>
<td>2.84%</td>
</tr>
<tr>
<td>CPPRT</td>
<td>$261,622</td>
<td>0.00%</td>
<td>$252,960</td>
<td>$352,960</td>
<td>$352,960</td>
<td>0.00%</td>
</tr>
<tr>
<td>Pupil Activities</td>
<td>$111,184</td>
<td>0.00%</td>
<td>$111,184</td>
<td>$111,184</td>
<td>$111,184</td>
<td>0.00%</td>
</tr>
<tr>
<td>Other Local Revenue</td>
<td>$1,194,543</td>
<td>0.00%</td>
<td>$1,206,723</td>
<td>$1,228,933</td>
<td>$1,255,756</td>
<td>2.18%</td>
</tr>
<tr>
<td><strong>Total Local Revenue</strong></td>
<td><strong>$16,023,770</strong></td>
<td><strong>4.13%</strong></td>
<td><strong>$16,686,305</strong></td>
<td><strong>$17,282,274</strong></td>
<td><strong>$17,540,300</strong></td>
<td><strong>1.49%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State</th>
<th>FY 2014</th>
<th>FY 2015 % chg</th>
<th>FY 2016 % chg</th>
<th>FY 2017 % chg</th>
<th>FY 2018 % chg</th>
<th>FY 2019 % chg</th>
</tr>
</thead>
<tbody>
<tr>
<td>General State Aid</td>
<td>$816,139</td>
<td>7.57%</td>
<td>$754,339</td>
<td>$717,826</td>
<td>$638,571</td>
<td>-2.97%</td>
</tr>
<tr>
<td>Other State Revenue</td>
<td>$765,590</td>
<td>7.57%</td>
<td>$709,162</td>
<td>$709,162</td>
<td>$709,162</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>Total State Revenue</strong></td>
<td><strong>$1,581,729</strong></td>
<td><strong>7.47%</strong></td>
<td><strong>$1,463,501</strong></td>
<td><strong>$1,426,988</strong></td>
<td><strong>$1,247,733</strong></td>
<td><strong>12.56%</strong></td>
</tr>
<tr>
<td><strong>Total Federal Revenue</strong></td>
<td><strong>$932,176</strong></td>
<td>0.00%</td>
<td><strong>$932,176</strong></td>
<td><strong>$932,176</strong></td>
<td><strong>$932,176</strong></td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>Flow-Through Revenue</strong></td>
<td><strong>$0</strong></td>
<td>0.00%</td>
<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>$18,537,675</strong></td>
<td>2.94%</td>
<td><strong>$19,081,982</strong></td>
<td><strong>$19,641,438</strong></td>
<td><strong>$19,720,209</strong></td>
<td><strong>2.93%</strong></td>
</tr>
</tbody>
</table>

## Revenue by Source Detail - FY 2014

- General State Aid: 5.0%
- Other State: 4.1%
- Federal: 4.1%
- Other Local: 8.5%
- Property Taxes: 70.0%

## Revenue Projection (Millions)

<table>
<thead>
<tr>
<th>Year</th>
<th>FY 2014</th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>FY 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$18.5</td>
<td>$19.1</td>
<td>$19.6</td>
<td>$19.7</td>
<td>$20.2</td>
<td>$21.0</td>
</tr>
</tbody>
</table>

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## Lemont-Bromberek CSD 113A: 3.5 Add'l FTE, 82.5% GSA Proration, 1.5% CPI, No Contingency FY14

### Budget vs. Expenditure Projections

<table>
<thead>
<tr>
<th></th>
<th>FY 2014</th>
<th>FY 2015</th>
<th>% chg</th>
<th>FY 2016</th>
<th>% chg</th>
<th>FY 2017</th>
<th>% chg</th>
<th>FY 2018</th>
<th>% chg</th>
<th>FY 2019</th>
<th>% chg</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Salaries</strong></td>
<td>$10,201,569</td>
<td>$11,313,250</td>
<td>10.9%</td>
<td>$11,504,248</td>
<td>1.6%</td>
<td>$11,655,698</td>
<td>1.2%</td>
<td>$11,879,830</td>
<td>1.0%</td>
<td>$12,133,394</td>
<td>2.1%</td>
</tr>
<tr>
<td><strong>Benefits</strong></td>
<td>$3,613,611</td>
<td>$2,730,056</td>
<td>24.6%</td>
<td>$3,000,376</td>
<td>9.5%</td>
<td>$3,287,773</td>
<td>9.5%</td>
<td>$3,604,672</td>
<td>9.9%</td>
<td>$3,948,996</td>
<td>9.8%</td>
</tr>
<tr>
<td><strong>TOTAL SALARIES &amp; BENEFITS</strong></td>
<td><strong>$13,815,180</strong></td>
<td><strong>$14,043,306</strong></td>
<td><strong>1.6%</strong></td>
<td><strong>$14,504,624</strong></td>
<td><strong>3.2%</strong></td>
<td><strong>$14,943,471</strong></td>
<td><strong>3.0%</strong></td>
<td><strong>$15,484,502</strong></td>
<td><strong>3.4%</strong></td>
<td><strong>$16,082,390</strong></td>
<td><strong>3.5%</strong></td>
</tr>
<tr>
<td><strong>Purchased Services</strong></td>
<td>$1,719,180</td>
<td>$1,716,160</td>
<td>0.2%</td>
<td>$1,715,063</td>
<td>0.1%</td>
<td>$1,757,940</td>
<td>2.5%</td>
<td>$1,801,889</td>
<td>2.5%</td>
<td>$1,846,936</td>
<td>2.5%</td>
</tr>
<tr>
<td><strong>Supplies And Materials</strong></td>
<td>$645,472</td>
<td>$661,609</td>
<td>2.5%</td>
<td>$678,149</td>
<td>2.0%</td>
<td>$695,103</td>
<td>2.5%</td>
<td>$712,480</td>
<td>2.5%</td>
<td>$730,292</td>
<td>2.5%</td>
</tr>
<tr>
<td><strong>Capital Outlay</strong></td>
<td>$460,716</td>
<td>$472,234</td>
<td>2.6%</td>
<td>$484,040</td>
<td>2.5%</td>
<td>$496,141</td>
<td>2.5%</td>
<td>$508,544</td>
<td>2.5%</td>
<td>$521,258</td>
<td>2.5%</td>
</tr>
<tr>
<td><strong>Other Objects</strong></td>
<td>$798,593</td>
<td>$818,558</td>
<td>2.6%</td>
<td>$839,022</td>
<td>2.5%</td>
<td>$859,597</td>
<td>2.5%</td>
<td>$881,497</td>
<td>2.5%</td>
<td>$903,335</td>
<td>2.5%</td>
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<tr>
<td><strong>Non-Capitalized Equipment</strong></td>
<td>$0</td>
<td>$0</td>
<td>0.0%</td>
<td>$0</td>
<td>0.0%</td>
<td>$0</td>
<td>0.0%</td>
<td>$0</td>
<td>0.0%</td>
<td>$0</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Termination Benefits</strong></td>
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<td>$0</td>
<td>0.0%</td>
<td>$0</td>
<td>0.0%</td>
<td>$0</td>
<td>0.0%</td>
<td>$0</td>
<td>0.0%</td>
<td>$0</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Provision For Contingencies</strong></td>
<td>$0</td>
<td>$100,000</td>
<td>1.0%</td>
<td>$100,000</td>
<td>1.0%</td>
<td>$100,000</td>
<td>1.0%</td>
<td>$100,000</td>
<td>1.0%</td>
<td>$100,000</td>
<td>1.0%</td>
</tr>
<tr>
<td><strong>TOTAL ALL OTHER</strong></td>
<td><strong>$3,623,961</strong></td>
<td><strong>$3,768,560</strong></td>
<td><strong>4.0%</strong></td>
<td><strong>$3,816,274</strong></td>
<td><strong>1.8%</strong></td>
<td><strong>$3,909,181</strong></td>
<td><strong>2.4%</strong></td>
<td><strong>$4,004,410</strong></td>
<td><strong>2.6%</strong></td>
<td><strong>$4,102,921</strong></td>
<td><strong>2.6%</strong></td>
</tr>
<tr>
<td><strong>TOTAL EXPENDITURES</strong></td>
<td><strong>$17,439,241</strong></td>
<td><strong>$18,122,865</strong></td>
<td><strong>3.9%</strong></td>
<td><strong>$18,320,898</strong></td>
<td><strong>1.6%</strong></td>
<td><strong>$18,852,651</strong></td>
<td><strong>3.0%</strong></td>
<td><strong>$19,488,913</strong></td>
<td><strong>3.4%</strong></td>
<td><strong>$20,184,410</strong></td>
<td><strong>3.2%</strong></td>
</tr>
</tbody>
</table>

### FY 2014 Expenditures by Object

- **Benefits**: 20.7%
- **Salaries**: 58.5%
- **Purchased Services** and **Supplies And Materials**: 9.9%
- **Capital Outlay**: 3.7%
- **Other Objects**: 4.6%

### Expenditure Projection (Millions)

- FY 2014: $17,439,241
- FY 2015: $18,122,865
- FY 2016: $18,320,898
- FY 2017: $18,852,651
- FY 2018: $19,488,913
- FY 2019: $20,184,410

---

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# Lemont-Bromberek CSD 113A: 3.5 Add'l FTE, 82.5% GSA Proration, 1.5% CPI, No Contingency FY14

<table>
<thead>
<tr>
<th></th>
<th>BUDGET FY 2014</th>
<th>REVENUE / EXPENDITURE PROJECTIONS</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FY 2015</td>
<td>% chg</td>
<td>FY 2016</td>
<td>% chg</td>
<td>FY 2017</td>
<td>% chg</td>
<td>FY 2018</td>
<td>% chg</td>
<td>FY 2019</td>
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<tr>
<td>REVENUE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local</td>
<td>$16,023,770</td>
<td>1.3%</td>
<td>$17,282,274</td>
<td>3.7%</td>
<td>$17,540,300</td>
<td>1.9%</td>
<td>$18,019,065</td>
<td>2.6%</td>
<td>$18,846,157</td>
</tr>
<tr>
<td>State</td>
<td>$1,581,729</td>
<td>0.0%</td>
<td>$1,426,988</td>
<td>1.1%</td>
<td>$1,247,733</td>
<td>0.0%</td>
<td>$1,225,959</td>
<td>0.0%</td>
<td>$1,205,418</td>
</tr>
<tr>
<td>Federal</td>
<td>$932,176</td>
<td>0.0%</td>
<td>$932,176</td>
<td>0.0%</td>
<td>$932,176</td>
<td>0.0%</td>
<td>$932,176</td>
<td>0.0%</td>
<td>$932,176</td>
</tr>
<tr>
<td>Other</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>TOTAL REVENUE</td>
<td>$18,537,675</td>
<td>2.9%</td>
<td>$19,643,438</td>
<td>2.9%</td>
<td>$19,720,209</td>
<td>0.0%</td>
<td>$20,177,200</td>
<td>2.2%</td>
<td>$20,983,750</td>
</tr>
<tr>
<td>EXPENDITURES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salary and Benefit Costs</td>
<td>$13,815,280</td>
<td>1.0%</td>
<td>$14,504,624</td>
<td>1.0%</td>
<td>$14,943,471</td>
<td>0.9%</td>
<td>$15,484,502</td>
<td>0.8%</td>
<td>$16,082,390</td>
</tr>
<tr>
<td>Other</td>
<td>$3,623,961</td>
<td>2.2%</td>
<td>$3,316,274</td>
<td>2.2%</td>
<td>$3,909,181</td>
<td>2.0%</td>
<td>$4,004,410</td>
<td>2.2%</td>
<td>$4,102,023</td>
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<tr>
<td>TOTAL EXPENDITURES</td>
<td>$17,439,241</td>
<td>3.2%</td>
<td>$17,821,905</td>
<td>3.1%</td>
<td>$18,852,651</td>
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<td>$19,488,913</td>
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<td>$20,184,410</td>
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<tr>
<td>SURPLUS / DEFICIT</td>
<td>$1,098,434</td>
<td>$1,269,517</td>
<td>$1,320,540</td>
<td>$867,557</td>
<td>$868,287</td>
<td>$799,340</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHER FINANCING SOURCES/USES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer Among Funds (Net)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<td>$0</td>
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<tr>
<td>Sale of Bonds</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Other Financing Sources</td>
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<tr>
<td>TOTAL OTHER FIN. SOURCES/USES</td>
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<td>$0</td>
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<td>$0</td>
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<td>SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES</td>
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<td>$1,269,517</td>
<td>$1,320,540</td>
<td>$867,557</td>
<td>$868,287</td>
<td>$799,340</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BEGINNING FUND BALANCE</td>
<td>$4,551,577</td>
<td>$5,650,011</td>
<td>$6,919,527</td>
<td>$8,240,067</td>
<td>$9,107,625</td>
<td>$9,795,912</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>PROJECTED YEAR END BALANCE</td>
<td>$5,650,011</td>
<td>$6,919,527</td>
<td>$8,240,067</td>
<td>$9,107,625</td>
<td>$9,795,912</td>
<td>$10,595,252</td>
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<td></td>
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</tr>
<tr>
<td>FUND BALANCE AS % OF EXPENDITURES</td>
<td>32.40%</td>
<td>38.85%</td>
<td>44.98%</td>
<td>48.31%</td>
<td>50.26%</td>
<td>52.49%</td>
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<tr>
<td>FUND BALANCE AS # OF MONTHS OF EXPENDITURES</td>
<td>3.89</td>
<td>4.66</td>
<td>5.40</td>
<td>5.80</td>
<td>6.03</td>
<td>6.30</td>
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</tbody>
</table>

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Lemont-Bromberek CSD 113A: 3.5 Add'l FTE, 82.5% GSA Proration, 1.5% CPI, No Contingency FY14

**REVENUES VS EXPENDITURES**

**FY SURPLUS / DEFICIT**

**OTHER FINANCING SOURCES & USES**

**YEAR END FUND BALANCE (MILLIONS)**
## BUDGET
### FY 2014
<table>
<thead>
<tr>
<th>Source</th>
<th>FY 2015</th>
<th>% chg</th>
<th>FY 2016</th>
<th>% chg</th>
<th>FY 2017</th>
<th>% chg</th>
<th>FY 2018</th>
<th>% chg</th>
<th>FY 2019</th>
<th>% chg</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LOCAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property Taxes</td>
<td>$1,864,404</td>
<td></td>
<td>$2,028,798</td>
<td>8.82%</td>
<td>$2,192,717</td>
<td>8.08%</td>
<td>$2,155,395</td>
<td>1.70%</td>
<td>$2,173,544</td>
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<td>Earnings on Investments</td>
<td>$1,603</td>
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<td>$1,416</td>
<td>11.67%</td>
<td>$1,301</td>
<td>13.12%</td>
<td>$1,526</td>
<td>47.42%</td>
<td>$7,785</td>
<td>10.88%</td>
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<td>Rentals</td>
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<td>0.00%</td>
<td>$150,000</td>
<td>0.00%</td>
<td>$150,000</td>
<td>0.00%</td>
<td>$150,000</td>
<td>0.00%</td>
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<tr>
<td>Other Local Revenue</td>
<td>$38,000</td>
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<td>$38,000</td>
<td>0.00%</td>
<td>$38,000</td>
<td>0.00%</td>
<td>$38,000</td>
<td>0.00%</td>
<td>$38,000</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>TOTAL LOCAL REVENUE</strong></td>
<td>$2,054,007</td>
<td></td>
<td>$2,218,213</td>
<td>7.99%</td>
<td>$2,384,018</td>
<td>7.47%</td>
<td>$2,348,921</td>
<td>1.47%</td>
<td>$2,369,328</td>
<td>0.87%</td>
</tr>
<tr>
<td><strong>STATE</strong></td>
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<td></td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>General State Aid</td>
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<td></td>
<td>$0</td>
<td></td>
<td>$0</td>
<td></td>
<td>$0</td>
<td></td>
<td>$0</td>
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</tr>
<tr>
<td>Other State Revenue</td>
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<td></td>
<td>$0</td>
<td></td>
<td>$0</td>
<td></td>
<td>$0</td>
<td></td>
<td>$0</td>
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<tr>
<td><strong>TOTAL STATE REVENUE</strong></td>
<td>$0</td>
<td></td>
<td>$0</td>
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<td>$0</td>
<td></td>
<td>$0</td>
<td></td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL FEDERAL REVENUE</strong></td>
<td>$0</td>
<td></td>
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<td></td>
<td>$0</td>
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<tr>
<td><strong>FLOW-THROUGH REVENUE</strong></td>
<td>$0</td>
<td></td>
<td>$0</td>
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<td>$0</td>
<td></td>
<td>$0</td>
<td></td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL REVENUE</strong></td>
<td>$2,054,007</td>
<td></td>
<td>$2,218,213</td>
<td>7.99%</td>
<td>$2,384,018</td>
<td>7.47%</td>
<td>$2,348,921</td>
<td>1.47%</td>
<td>$2,369,328</td>
<td>0.87%</td>
</tr>
</tbody>
</table>

## REVENUE BY SOURCE DETAIL - FY 2014
- Property Taxes: 91%
- Other Local: 9%

## REVENUE PROJECTION (MILLIONS)
- FY 2014: $2.1
- FY 2015: $2.2
- FY 2016: $2.4
- FY 2017: $2.3
- FY 2018: $2.4
- FY 2019: $2.4

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Lemont-Bromberek CSD 113A: 3.5 Add'l FTE, 82.5% GSA Proration, 1.5% CPI, No Contingency FY14

<table>
<thead>
<tr>
<th></th>
<th>BUDGET FY 2014</th>
<th>EXPENDITURE PROJECTIONS</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FY 2015 $%</td>
<td>FY 2016 $%</td>
<td>FY 2017 $%</td>
<td>FY 2018 $%</td>
<td>FY 2019 $%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries</td>
<td>$598,954</td>
<td>$610,933</td>
<td>2.00%</td>
<td>$632,356</td>
<td>10.80%</td>
<td>$700,077</td>
<td>4.16%</td>
<td>$713,044</td>
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<tr>
<td>Benefits</td>
<td>$216,674</td>
<td>$194,839</td>
<td>0.00%</td>
<td>$213,356</td>
<td>2.50%</td>
<td>$233,681</td>
<td>0.70%</td>
<td>$255,995</td>
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<tr>
<td><strong>TOTAL SALARIES &amp; BENEFITS</strong></td>
<td><strong>$815,628</strong></td>
<td><strong>$805,772</strong></td>
<td>1.21%</td>
<td><strong>$845,712</strong></td>
<td>3.21%</td>
<td><strong>$921,046</strong></td>
<td>1.11%</td>
<td><strong>$993,039</strong></td>
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</tr>
<tr>
<td>Purchased Services</td>
<td>$510,709</td>
<td>$552,964</td>
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<td>$536,788</td>
<td>2.40%</td>
<td>$550,208</td>
<td>0.70%</td>
<td>$563,963</td>
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</tr>
<tr>
<td>Supplies And Materials</td>
<td>$350,420</td>
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<td>2.50%</td>
<td>$368,160</td>
<td>2.50%</td>
<td>$377,364</td>
<td>2.50%</td>
<td>$386,798</td>
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</tr>
<tr>
<td>Capital Outlay</td>
<td>$272,330</td>
<td>$499,138</td>
<td>87.00%</td>
<td>$466,617</td>
<td>6.50%</td>
<td>$498,282</td>
<td>6.70%</td>
<td>$385,739</td>
<td></td>
</tr>
<tr>
<td>Other Objects</td>
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<td>0.00%</td>
<td>$510</td>
<td>0.00%</td>
<td>$510</td>
<td>0.00%</td>
<td>$510</td>
<td></td>
</tr>
<tr>
<td>Non-Capitalized Equipment</td>
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<td>0.00%</td>
<td>$0</td>
<td>0.00%</td>
<td>$0</td>
<td>0.00%</td>
<td>$0</td>
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<tr>
<td>Termination Benefits</td>
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<td>0.00%</td>
<td>$0</td>
<td>0.00%</td>
<td>$0</td>
<td>0.00%</td>
<td>$0</td>
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</tr>
<tr>
<td>Provision For Contingencies</td>
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<td>0.00%</td>
<td>$0</td>
<td>0.00%</td>
<td>$0</td>
<td>0.00%</td>
<td>$0</td>
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</tr>
<tr>
<td><strong>TOTAL ALL OTHER</strong></td>
<td><strong>$1,133,469</strong></td>
<td><strong>$1,411,793</strong></td>
<td>24.00%</td>
<td><strong>$1,372,075</strong></td>
<td>24.00%</td>
<td><strong>$1,426,364</strong></td>
<td>24.00%</td>
<td><strong>$1,337,011</strong></td>
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</tr>
<tr>
<td><strong>TOTAL EXPENDITURES</strong></td>
<td><strong>$1,949,097</strong></td>
<td><strong>$2,217,565</strong></td>
<td>13.77%</td>
<td><strong>$2,208,582</strong></td>
<td>9.24%</td>
<td><strong>$2,347,410</strong></td>
<td>6.70%</td>
<td><strong>$2,393,082</strong></td>
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</tr>
</tbody>
</table>

**FY 2014 EXPENDITURES BY OBJECT**

- Purchased Services: 26.2%
- Salaries: 30.7%
- Benefits: 11.1%
- Supplies And Materials: 18.0%
- Capital Outlay: 14.0%
- Other Objects: 0.0%

**EXPENDITURE PROJECTION (MILLIONS)**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>$1.9</td>
<td>$2.2</td>
<td>$2.2</td>
<td>$2.3</td>
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</table>

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# Lemont-Bromberek CSD 113A: 3.5 Add'l FTE, 82.5% GSA Proration, 1.5% CPI, No Contingency FY14

<table>
<thead>
<tr>
<th>REVENUE</th>
<th>BUDGET FY 2014</th>
<th>REVENUE / EXPENDITURE PROJECTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FY 2015</td>
<td>% chg</td>
</tr>
<tr>
<td>Local</td>
<td>$2,054,007</td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL REVENUE</strong></td>
<td><strong>$2,054,007</strong></td>
<td><strong>7.99%</strong></td>
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</table>

<table>
<thead>
<tr>
<th>EXPENDITURES</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary and Benefit Costs</td>
<td>$815,628</td>
<td>$805,772</td>
</tr>
<tr>
<td>Other</td>
<td>$1,333,469</td>
<td>$1,411,253</td>
</tr>
<tr>
<td><strong>TOTAL EXPENDITURES</strong></td>
<td><strong>$1,333,469</strong></td>
<td><strong>$1,411,253</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SURPLUS / DEFICIT</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SURPLUS / DEFICIT</strong></td>
<td><strong>$104,910</strong></td>
<td><strong>$648</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OTHER FINANCING SOURCES/USES</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer Among Funds (Net)</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Sale of Bonds</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other Financing Sources</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other Financing Uses</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>TOTAL OTHER FIN. SOURCES/USES</strong></td>
<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES</strong></td>
<td><strong>$104,910</strong></td>
<td><strong>$648</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BEGINNING FUND BALANCE</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BEGINNING FUND BALANCE</strong></td>
<td><strong>$526,993</strong></td>
<td><strong>$631,903</strong></td>
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</table>

<table>
<thead>
<tr>
<th>PROJECTED YEAR END BALANCE</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>PROJECTED YEAR END BALANCE</strong></td>
<td><strong>$631,903</strong></td>
<td><strong>$632,551</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>FUND BALANCE AS % OF EXPENDITURES</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FUND BALANCE AS % OF EXPENDITURES</strong></td>
<td><strong>32.42%</strong></td>
<td><strong>28.52%</strong></td>
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</table>

<table>
<thead>
<tr>
<th>FUND BALANCE AS # OF MONTHS OF EXPEND.</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>FUND BALANCE AS # OF MONTHS OF EXPEND.</strong></td>
<td><strong>3.89</strong></td>
<td><strong>3.42</strong></td>
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### BUDGET FY 2014

<table>
<thead>
<tr>
<th>LOCAL</th>
<th>FY 2015</th>
<th>% chg</th>
<th>FY 2016</th>
<th>% chg</th>
<th>FY 2017</th>
<th>% chg</th>
<th>FY 2018</th>
<th>% chg</th>
<th>FY 2019</th>
<th>% chg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Property Taxes</td>
<td>$939,559</td>
<td></td>
<td>$1,023,908</td>
<td>8.9%</td>
<td>$921,668</td>
<td>-9.9%</td>
<td>$917,210</td>
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<tr>
<td>Transportation Fees</td>
<td>$5,200</td>
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<td>$5,200</td>
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<td>$5,200</td>
<td>0.00%</td>
<td>$5,200</td>
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<tr>
<td>Earnings on Investments</td>
<td>$637</td>
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<td>$1,658</td>
<td>160.30%</td>
<td>$3,620</td>
<td>118.34%</td>
<td>$5,650</td>
<td>56.07%</td>
<td>$7,859</td>
<td>49.09%</td>
</tr>
<tr>
<td>Other Local Revenue</td>
<td>$40,852</td>
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<td>0.00%</td>
<td>$40,852</td>
<td>0.00%</td>
<td>$40,852</td>
<td>0.00%</td>
<td>$40,852</td>
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<tr>
<td><strong>TOTAL LOCAL REVENUE</strong></td>
<td>$986,248</td>
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<td>$1,071,618</td>
<td>8.66%</td>
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<td>$968,912</td>
<td>-0.25%</td>
<td>$949,803</td>
<td>-1.97%</td>
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<table>
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<tr>
<th>STATE</th>
<th>FY 2015</th>
<th>% chg</th>
<th>FY 2016</th>
<th>% chg</th>
<th>FY 2017</th>
<th>% chg</th>
<th>FY 2018</th>
<th>% chg</th>
<th>FY 2019</th>
<th>% chg</th>
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<td>General State Aid</td>
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<td>$0</td>
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<td>Other State Revenue</td>
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<td>$223,420</td>
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<td>$249,483</td>
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<td>$249,483</td>
<td>0.00%</td>
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<td>30.06%</td>
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<tr>
<td><strong>FLOW-THROUGH REVENUE</strong></td>
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<td>0.00%</td>
<td>$0</td>
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</tr>
<tr>
<td><strong>TOTAL REVENUE</strong></td>
<td>$1,209,668</td>
<td></td>
<td>$1,321,102</td>
<td>9.21%</td>
<td>$1,220,823</td>
<td>-7.59%</td>
<td>$1,293,396</td>
<td>5.94%</td>
<td>$1,274,286</td>
<td>-1.48%</td>
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</tbody>
</table>

### REVENUE BY SOURCE DETAIL - FY 2014

- Property Taxes: 77.7%
- Transportation Fees: 5.2%
- Other Local: 3.9%
- Other State: 18.5%

### REVENUE PROJECTION (MILLIONS)

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<tr>
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<td>Total</td>
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</table>

Plenary Packet - Page 117
### Lemont-Bromberek CSD 113A: 3.5 Add'l FTE, 82.5% GSA Proration, 1.5% CPI, No Contingency FY14

#### Transportation Fund - Expenditure Analysis

**Budget vs. Expenditure Projections**

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<thead>
<tr>
<th></th>
<th>FY 2014</th>
<th>FY 2015</th>
<th>%chg</th>
<th>FY 2016</th>
<th>%chg</th>
<th>FY 2017</th>
<th>%chg</th>
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<th>%chg</th>
<th>FY 2019</th>
<th>%chg</th>
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<tbody>
<tr>
<td><strong>Salaries</strong></td>
<td>$430,276</td>
<td>$438,882</td>
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<td>$447,659</td>
<td>2.07%</td>
<td>$456,612</td>
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<td>$465,745</td>
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<td>$475,059</td>
<td>2.07%</td>
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<tr>
<td><strong>Benefits</strong></td>
<td>$25,315</td>
<td>$22,781</td>
<td>10.03%</td>
<td>$25,171</td>
<td>0.42%</td>
<td>$27,882</td>
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<td>$30,744</td>
<td>10.27%</td>
<td>$33,873</td>
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<tr>
<td><strong>Total Salaries &amp; Benefits</strong></td>
<td>$455,591</td>
<td>$461,662</td>
<td>1.30%</td>
<td>$472,830</td>
<td>1.31%</td>
<td>$484,494</td>
<td>1.33%</td>
<td>$496,489</td>
<td>1.33%</td>
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<td>5.00%</td>
<td>$197,908</td>
<td>5.00%</td>
<td>$207,803</td>
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<td>0.00%</td>
<td>$237,691</td>
<td>0.00%</td>
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<tr>
<td><strong>Other Objects</strong></td>
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<td>0.00%</td>
<td>$29,000</td>
<td>0.00%</td>
<td>$29,000</td>
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<td>0.00%</td>
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<td><strong>Non-Capitalized Equipment</strong></td>
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<td>0.00%</td>
<td>$0</td>
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<tr>
<td><strong>Total All Other</strong></td>
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<td>$735,794</td>
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<td>1.22%</td>
<td>$754,194</td>
<td>1.22%</td>
<td>$764,089</td>
<td>1.22%</td>
<td>$774,479</td>
<td>1.22%</td>
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<td><strong>Total Expenditures</strong></td>
<td>$1,182,837</td>
<td>$1,197,456</td>
<td>1.24%</td>
<td>$1,217,600</td>
<td>1.09%</td>
<td>$1,238,688</td>
<td>1.09%</td>
<td>$1,260,578</td>
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<td>$1,283,411</td>
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</table>

#### FY 2014 Expenditures by Object

- **Supplies And Materials**: 14.5%
- **Purchased Services**: 25.2%
- **Salaries**: 36.4%
- **Benefits**: 2.1%
- **Other Objects**: 20.1%

#### Expenditure Projection (Millions)

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<tr>
<th>Year</th>
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<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>FY 2019</th>
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<td>$1.3</td>
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## Lemont-Bromberek CSD 113A: 3.5 Add'l FTE, 82.5% GSA Proration, 1.5% CPI, No Contingency FY14

### Transportation Fund - Projection Summary

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<th></th>
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<th>FY 2016</th>
<th>% chg</th>
<th>FY 2017</th>
<th>% chg</th>
<th>FY 2018</th>
<th>% chg</th>
<th>FY 2019</th>
<th>% chg</th>
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<tr>
<td><strong>TOTAL REVENUE</strong></td>
<td>$1,209,668</td>
<td>7.41%</td>
<td>$1,321,102</td>
<td>7.91%</td>
<td>$1,220,823</td>
<td>5.99%</td>
<td>$1,293,396</td>
<td>5.98%</td>
<td>$1,274,286</td>
<td>1.19%</td>
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<tr>
<td>Salary and Benefit Costs</td>
<td>$455,591</td>
<td></td>
<td>$481,662</td>
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<td>$472,830</td>
<td></td>
<td>$484,494</td>
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<td>$496,489</td>
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<tr>
<td>Other</td>
<td>$727,246</td>
<td></td>
<td>$735,794</td>
<td></td>
<td>$744,769</td>
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<td>$751,594</td>
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<td>$764,089</td>
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<tr>
<td><strong>TOTAL EXPENDITURES</strong></td>
<td>$1,182,837</td>
<td>1.23%</td>
<td>$1,217,456</td>
<td>1.66%</td>
<td>$1,217,600</td>
<td>1.66%</td>
<td>$1,238,688</td>
<td>1.21%</td>
<td>$1,260,578</td>
<td>1.17%</td>
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<tr>
<td><strong>SURPLUS / DEFICIT</strong></td>
<td>$26,831</td>
<td></td>
<td>$3,224</td>
<td></td>
<td>$54,707</td>
<td></td>
<td>$13,708</td>
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<td>$6,442</td>
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<tr>
<td>OTHER FINANCING SOURCES/USES</td>
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<tr>
<td><strong>TOTAL OTHER FIN. SOURCES/USES</strong></td>
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<td></td>
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<tr>
<td><strong>SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES</strong></td>
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<td></td>
<td>$13,708</td>
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<td>$6,442</td>
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### Important Notes
- **Plenary Packet - Page 119**

The table above provides a detailed breakdown of budgeted revenues and expenditures, as well as projections for future years. The revenue projections show an increase from FY 2015 to FY 2019, while expenditure projections also show a similar trend. The surplus/deficit calculations take into account other financing sources to provide a balanced overview of the financial projections for the transportation fund.
Lemont-Bromberek CSD 113A: 3.5 Add'l FTE, 82.5% GSA Proration, 1.5% CPI, No Contingency FY14

<table>
<thead>
<tr>
<th>BUDGET FY 2014</th>
<th>REVENUE / EXPENDITURE PROJECTIONS</th>
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<td><strong>TOTAL REVENUE</strong></td>
<td>$622,194</td>
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<td><strong>EXPENDITURES</strong></td>
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<td>Salary and Benefit Costs</td>
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<td><strong>TOTAL EXPENDITURES</strong></td>
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<td><strong>SURPLUS / DEFICIT</strong></td>
<td>$6,668</td>
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</tbody>
</table>

**OTHER FINANCING SOURCES/USES**
- Transfer Among Funds (Net): $0
- Sale of Bonds: $0
- Other Financing Sources: $0
- Other Financing Uses: $0
- **TOTAL OTHER FIN. SOURCES/USES**: $0

**SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES**: $6,668

**BEGINNING FUND BALANCE**: $375,184

**PROJECTED YEAR END BALANCE**: $381,852

FUND BALANCE AS % OF EXPENDITURES: 62.04%, 62.18%, 66.19%, 68.62%, 70.12%, 73.44%

FUND BALANCE AS # OF MONTHS OF EXPEND.: 7.44, 7.46, 7.94, 8.23, 8.41, 8.81
Lemont-Bromberek CSD 113A: 3.5 Add'l FTE, 82.5% GSA Proration, 1.5% CPI, No Contingency FY14

**REVENUES VS. EXPENDITURES**

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<td>FY 2019</td>
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**FY SURPLUS / DEFICIT**

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**OTHER FINANCING SOURCES & USES**

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**YEAR END FUND BALANCE (THOUSANDS)**

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Lemont-Bromberek CSD 113A: 3.5 Add'l FTE, 82.5% GSA Proration, 1.5% CPI, No Contingency FY14

Aggregate View - Projection Summary

$14,000,000 $12,000,000 $10,000,000 $8,000,000 $6,000,000 $4,000,000 $2,000,000 0
$2,177,270 $8,617,987 $10,150,131 $11,104,130 $11,901,226 $12,808,498

Educational Operations and Maintenance Transportation IMRF Working Cash

Lemont-Bromberek CSD 113A: 3.5 Add'l FTE, 82.5% GSA Proration, 1.5% CPI, No Contingency FY14

### Aggregate View - Projection Summary

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<th>Financial Profile Calculation For FY 2014</th>
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Total Score: 3.9  
Category: Financial Recognition

### Graphical Representation

![Graph showing financial metrics for FY 2009 to FY 2019]
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

Attachments: 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 legislation that has been filed in 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.

Background Information

Synopsis of Tracked Legislation
In addition to legislation included on the Synopsis List, and legislation listed in the Board Initiatives section below, the following bills are highlighted as bills of particular interest. Friday, April 11 was the 3rd reading deadline for both the House and Senate. Unless otherwise noted the legislation listed below has passed its chamber of origin and is considered active.

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 has not yet passed the Senate.
- 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 has not yet passed the House.

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 5333 (Davis, M/Lightford) – Requires school districts to file a report with ISBE that summarizes each school’s instruction on African American history for that school year. Also requires ISBE to submit an annual statewide report on the instruction of African American history to the General Assembly.

- 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) – Requires ISBE to submit an annual report on the use of stock epinephrine auto-injectors to the General Assembly (see Student Safety).

- 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 Discipline / Bullying).

- SB 3030 (Collins) / HB 5328 (Hernandez) – Removes the authority to operate a lottery away from the charter schools and puts it in the hands of the school's “authorizer,” which can be a school district, ISBE or the State Charter School Commission, includes provisions revamping how charter schools manage their funding, what they can purchase with dollars they get from the state and how they account for their spending. It also requires ISBE to conduct a study to determine the impact of charter schools and whether different categories of students are being equitably and fully served. This legislation has not passed the Senate/House. (see Charter Schools).

- SB 3129 (Silverstein/Feigenholtz) – Makes changes to the existing Holocaust Commission by increasing membership. ISBE is a member of this Commission.

Transportation

- HB 3662 (Flowers/Lightford) / SB 2775 (Lightford) – Requires CPS 299 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 to reach school or return home. SB 2775 has not yet passed the Senate.

- HB 4612 (Sandack/Raoul) – Requires ISBE to study the feasibility and benefits of a school district incentive program for consolidated transportation services.

- 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.
- 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.

Discipline / Bullying
- HB 4655 (W. Davis) / SB 3004 (Lightford) – Makes changes regarding student discipline in schools. This legislation has not yet passed the Senate/House.
- HB 4207 (Fine/Silverstein)/SB 2870 (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 4775 (Hoffman/Cullerton, J.) – Allows school districts to expel or suspend pupils that are convicted of a violent felony.
- HB 5707 (Cassidy/Steans) – Makes changes concerning the creation, maintenance, and implementation of a policy on bullying.
- SB 2760 (Lightford) – Creates a Student Bill of Rights which pertains to the questioning of students by law enforcement authorities. This legislation has not yet passed the Senate.
- 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
- 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 has not yet passed the Senate.
- SB 2156 (Cunningham) – Limits the number of standardized tests that a student can take to 4 per school year. This legislation has not yet passed the Senate.
- 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.

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 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).
- 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.
Licensure

- 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.
- 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 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.
- SB 3497 (Cunningham) – Makes changes regarding student teacher background checks. This legislation has not yet passed the Senate.
- 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. ISBE initiative.

Charter Schools

- HB 3937 (Chapa LaVia/Collins) – Extends the moratorium on virtual charter schools from April 1, 2014 to December 31, 2017.
- 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 has not yet passed the House.
- 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.
- SB 2627 (Lightford)/HB 3754 (Chapa LaVia/Lightford) – repeals the Charter School Commission and transfers authorizing duties back to ISBE. SB 2627 has not yet passed the Senate.
- SB 2779 (Holmes) – Removes the existing appeals process for charter school applicants that are denied by local school boards. This legislation has not yet passed the Senate.
- SB 3030 (Collins) / HB 5328 (Hernandez) – Removes the authority to operate a lottery away from the charter schools and puts it in the hands of the school’s “authorizer,” which can be a school district, ISBE or the State Charter School Commission, includes provisions revamping how charter schools manage their funding, what they can purchase with dollars they get from the state and how they account for their spending. It also requires ISBE to conduct a study to determine the impact of charter schools and
whether different categories of students are being equitably and fully served (see Reports, Task Forces, Commissions, etc.). This legislation has not yet passed the Senate/House.

- **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. ISBE initiative.
- **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. ISBE initiative.

### Funding

- **HB 4492 (Hammond)** – Requires the General Assembly to fully appropriate funds for district consolidation incentives. This legislation is currently assigned to the House Elementary and Secondary Education Appropriations Committee.
- **HB 4493 (Hammond)** – Appropriates $400.0 from the GRF to ISBE for FY 14 district consolidation incentives. This legislation is currently assigned to the House Elementary and Secondary Education Appropriations Committee.
- **SB 16 (Manar)** – 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 has not yet passed the Senate.
- **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.
- **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 has not yet passed the Senate.
- **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. ISBE initiative.

### Student Safety

- **HB 5431 (Sente)** – 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 5892 (Mussman)** – 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) – 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.

Summary of Board Initiatives
All of the agency initiatives have been filed. The Agency’s Governmental Relations staff has been working with division staff, stakeholders and lawmakers to move these initiatives forward in the legislative process.

HB 5537 (Currie/Steans) District Interventions: This proposal will amend 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. The bill would specifically:
• Identify low-performing school districts that may be subject to an accreditation process run by a national organization with research-based, peer reviewed standards.
• Provide that if a district fails to meet accreditation because of governance, as defined in part by failure to adhere to requirements in the School Code for school board members, then ISBE has the discretion to remove the school board and put in place an Independent Authority (IA).
• Provide specific criteria that the accreditation entity will use when considering if a district can meet the governance standards for accreditation.
• Provide specific due process rights to board members being removed.
• Define an IA’s authority as being identical to a school board.
• Provide specifics on the make-up and organization of an IA, including requiring a majority of the IA members be residents of the District.
• Suspend school board elections for one election cycle and then phase school board elections back into the district over 4 years while keeping an IA in place.

This legislation has passed the House and is currently assigned to the Senate Committee on Assignments.

SB 3412 (Steans/Currie) Assessments: This proposal will include 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 legislation has passed the Senate and is currently assigned to the House Elementary and Secondary Education Committee.

HB 4527 (Chapa LaVia/Lightford) Charter Schools: This proposal will amend 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 legislation has passed the House and is currently assigned to the Senate Committee on Assignments.

SB 3081 (Biss/Burke) Charter Schools: This legislation will amend 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 legislation has passed the Senate and is currently assigned to the House Elementary and Secondary Education Committee.

**SB 2711 (Sullivan/Davis, W.) Federal Grant Processing:** This proposal will provide 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 legislation has passed the Senate and is currently assigned to the House Rules Committee.

**HB 5546 (Nekritz/Harmon) Elections:** 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 has passed the House and is currently assigned to the Senate Committee on Assignments.

**HB 4262 (Fine/Delgado) Tuberculosis Testing:** This proposal will align Tuberculosis (TB) screening requirements for school district employees in the School Code with screening requirements in Illinois Department of Public Health (IDPH) rules.

This legislation has passed the House and is currently assigned to the Senate Education Committee.

**SB 2710 (Cunningham/Walsh) School Safety Drills:** This initiative would clarify 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.

This legislation has passed the Senate and is currently assigned to the House Elementary and Secondary Education Committee.

**HB 5588 (Mautino/Biss) Obsolete/Duplicative Bill:** This initiative would be 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. Changes include:

- **Home/Hospital Reimbursement** – legislation to align the amount of home/hospital reimbursement for each eligible teacher from $8,000 to $9,000 as currently provided in Section 14-13.01
- **Special Education Reimbursement** – legislation to strike obsolete language as to how special education students are reimbursed in group orphanage settings. Since fiscal year 2002, eligible special education students served in group homes are claimed individually instead of via a group program budget application through the regional superintendent. All eligible students are claimed individually with appropriate eligible costs and reimbursed fully.
• Multi-Function School Activity Bus (MFSAB) – legislation to align Section 29-6.3 regarding the definition of a multi-function school activity bus (MFSAB) to mirror the Illinois Vehicle Code (IVC) in 625 ILCS 5/1-148.3a-5 which defines such vehicle. Currently, the School Code in Section 29-6.3 limits a MFSAB to 15 passengers while the IVC defines the same vehicle as those manufactured to carry 11 or more persons including the driver.

• Reorganization – changes are needed to the various reorganization articles in the School Code. When the new performance evaluation language was enacted, the section on contractual continued service protection in a reorganization was moved from Section 24-12 of the School Code to Section 24-11(h) of the School Code. Due to this, the references within the reorganization articles dealing with this topic need to be updated.

This legislation has passed the House and is currently assigned to the Senate Committee on Assignments.

Next Steps
Governmental Relations staff will continue monitoring legislation and work with sponsors of our legislative initiatives to pass the Agency’s legislative agenda.
HB 671

Short Description:  CHILDREN-TECH

House Sponsors

Senate Sponsors
(Sen. Melinda Bush)

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.

Last Action

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HB 1152

Short Description:  SCH CD-CHI EDUC GOVERNANCE

House Sponsors
Rep. La Shawn K. Ford-Mary E. Flowers-Linda Chapa LaVia-Monique D. Davis-Kenneth Dunkin, Derrick Smith and Arthur Turner

Senate Sponsors
(Sen. Antonio Muñoz)

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
Requirements the Chicago Board of Education (instead of the State Board of Education) to provide administrative and other support to the task force.

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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)

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.

Last Action

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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 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 3700**

Plenary Packet - Page 135
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 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 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

Senate Sponsors
(Sen. Kimberly A. Lightford-Linda Holmes)
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
Deletes everything after the enacting clause. Amends the State Finance Act and the Charter Schools Law of the School Code. 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.

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HB 3937

Short Description:  EDUCATION-TECH

House Sponsors
Rep. Linda Chapa LaVia

Senate Sponsors
(Sen. Jennifer Bertino-Tarrant)

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.

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**HB 3939**

**Short Description:** EDUCATION-TECH

**House Sponsors**

**Senate Sponsors**
(Sen. Melinda Bush)

**Synopsis As Introduced**
Amends the School Code. Makes a technical change in a Section concerning the Common School Fund.

**House Floor Amendment No. 3**
Replaces 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.

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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.

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**HB 4207**

**Short Description:** SCH CD-BULLYING PREVENTION

**House Sponsors**

**Senate Sponsors**
(SEN. Ira I. Silverstein-Melinda Bush and William Delgado)

**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 substantially disrupts 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 4262

Short Description: SCH CD-EMPLOYEE-FITNESS-GROWTH

House Sponsors
Rep. Laura Fine

Senate Sponsors
(Sen. William Delgado)

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 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

Senate Sponsors
(Sen. Michael W. Frerichs)

Synopsis As Introduced


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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

**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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**HB 4440**

**Short Description:** SCH CD-EARLY CHILDHOOD GRANT

**House 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.
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 4527

Short Description: SCH CD-CHARTER SCH-ENG LEARNER

House Sponsors

Senate Sponsors
(Sen. Kimberly A. Lightford)

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 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)

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.

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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 4591

Short Description: SCH CD-CHARTER SCH-FINANCING

House Sponsors

Senate Sponsors
(Sen. Jacqueline Y. Collins)

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 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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<td>Placed on Calendar Order of 2nd Reading April 30, 2014</td>
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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 and Jason A. Barickman)

**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.

**Last Action**

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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.
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 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 5286
Short Description: SCH CD-PRINCIPAL ENDORSEMENT

House Sponsors
Rep. Mike Bost

Senate Sponsors
(Sen. Jennifer Bertino-Tarrant-Christine Radogno and David S. Luechtefeld)

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 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 and Sue Rezin)

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.

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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. and Eddie Lee Jackson, Sr.

Senate Sponsors
(Sen. Kimberly A. Lightford)

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.

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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)

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.

Last Action
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)

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. 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 schools 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.

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HB 5431

Short Description: ONLINE CONCUSSION CERTIFICATE

House Sponsors
Senate Sponsors
(Sen. Dan Kotowski)

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 5491

Short Description: PROCUREMENT CODE-VARIOUS

House Sponsors
Rep. Barbara Flynn Currie

Senate Sponsors
(Sen. Daniel Biss)

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.

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HB 5537

Short Description: SCH CD-ST BD ED INTERVENTIONS

House Sponsors

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. Elaine Nekritz and Camille Y. Lilly

Senate Sponsors
(Sen. Don Harmon)

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.
### 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
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

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 5619

**Short Description:** MUNI CD-SCH GROUND IMPROVMNTS

**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 5623

**Short Description:** LOCAL GOVT-OFFICER EMAIL

**House Sponsors**
Rep. Ron Sandack-Anthony DeLuca-Scott Drury

**Senate Sponsors**
(Sen. Don Harmon)

**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 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, II, 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 5701

**Short Description:** EMPLOYEE BACKGROUND CHECK

**House Sponsors**

**Senate Sponsors**
(Sen. Antonio Muñoz-Iris Y. Martinez-Patricia Van Pelt)

**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. Grants specific rulemaking authority to the Department of Labor. 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 and Iris Y. Martinez)

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.

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### HB 5716

**Short Description:** SCH EMERGENCY PLAN-ELECTRONIC

**House Sponsors**


**Senate Sponsors**

(Sen. Andy Manar, Bill Cunningham and Kirk W. Dillard-Pamela J. Althoff-Kimberly A. Lightford)

**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 5838

**Short Description:** SCH-DROPOUT PROGRAMS-AGE LIMIT

**House Sponsors**


**Senate Sponsors**

(Sen. Dan Kotowski)
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 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.

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HB 5892

Short Description: UNDESIGNATED EPI AUTO-INJECTOR

House Sponsors

Senate Sponsors
(Sen. Andy Manar)
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 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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**SB 16**

**Short Description:** EDUCATION-TECH

**Senate 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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**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.

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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.

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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.

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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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SB 2729

Short Description: HIGH SCHOOL EQUIVALENCY TEST

Senate Sponsors
Sen. Michael W. Frerichs

House Sponsors
(Rep. Naomi D. Jakobsson)

Synopsis As Introduced

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SB 2747

Short Description: SCHOOL SECURITY TASK FORCE

Senate Sponsors
House Sponsors
(Rep. Brian W. Stewart-Lou Lang-David Harris-John D. Anthony, Carol A. Sente, Michael Unes and Linda Chapa LaVia)

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

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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SB 2775

Short Description: SCH CD- TRANSPORT-SAFE PASSAGE

Senate Sponsors
Sen. Kimberly A. Lightford-Jacqueline Y. Collins and Napoleon Harris, III-William Delgado-Mattie Hunter

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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### 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.

**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 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. Arthur Turner and Derrick Smith)

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, which plan must be approved at a public school board meeting and posted on the school district's Internet website. Provides that, within one year after being identified, the school district shall post a progress report describing the implementation of the school discipline improvement plan and the results achieved on the school district's Internet website. Effective July 1, 2014.

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SB 2839

Short Description: IHPA-AMISTAD&FREDOM TRAIL COMM

Senate Sponsors
Sen. Pamela J. Althoff-Steven M. Landek-Wm. Sam McCann

House Sponsors
(Rep. Barbara Wheeler-David Harris)

Synopsis As Introduced
Amends the Historic Preservation Agency Act. Expands the list of State Historic Sites to include (i) Apple River Fort State Historic Site, Jo Daviess County; (ii) the Crenshaw House State Historic Site, Gallatin County; (iii) the Lewis and Clark State Historic Site, Madison County; (iv) the Martin Boismenue House State Historic Site, St. Clair County; and (v) the World War II 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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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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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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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)

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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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.
SB 2989

**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**
Sen. Kimberly A. Lightford-Jacqueline Y. Collins-Toi W. Hutchinson-William Delgado-Patricia Van Pelt, Napoleon Harris, Ill, Emil Jones, III, Donne E. Trotter, Michael Noland, Iris Y. Martinez and Mattie Hunter

**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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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
( )

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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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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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. Robert Rita)

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 of Education 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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SB 3106

Short Description: LOCAL RECORDS-INTERNET POSTING

Senate Sponsors
Sen. Michael Connelly and Christine Radogno-Kyle McCarter

House Sponsors
(Rep. Ron Sandack)

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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SB 3113

Short Description: DEBT LIMIT-MILFORD TWP H.S.

Senate Sponsors
Sen. Jason A. Barickman

House Sponsors
(Rep. Josh Harms)

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.

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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
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 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.

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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 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 3407

Short Description:  STATE MANDATE-BD OF ED REPORT

Senate Sponsors
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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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 Testing Review Committee. Effective July 1, 2014.

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-Pamela J. Althoff and Jason A. Barickman-Linda Holmes

House Sponsors

Plenary Packet - Page 181
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.

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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 3554

Short Description: SCH CD-PURCHASE CARE REVIEW BD
Senator 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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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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SR 638

Short Description: COMMON CORE ST STANDARDS-DELAY

Senate Sponsors

Synopsis As Introduced
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 Career's.

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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**
(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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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.

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Totals: 92 - (House Bills: 54) (Senate Bills: 33) (Other Bills: 5)