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

PART 1
PUBLIC SCHOOLS EVALUATION, RECOGNITION AND SUPERVISION

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effective October 23, 2006; amended at 31 Ill. Reg. 5116, effective March 16, 2007; amended at 31 Ill. Reg. 7135, effective April 25, 2007; amended at 31 Ill. Reg. 9897, effective June 26, 2007; amended at 32 Ill. Reg. 10229, effective June 30, 2008; amended at 33 Ill. Reg. 5448, effective March 24, 2009; amended at 33 Ill. Reg. 15193, effective October 20, 2009; amended at 34 Ill. Reg. 2959, effective February 18, 2010; emergency amendment at 34 Ill. Reg. 9533, effective June 24, 2010, for a maximum of 150 days; amended at 34 Ill. Reg. 17411, effective October 28, 2010; amended at 35 Ill. Reg. 1056, effective January 3, 2011; amended at 35 Ill. Reg. 2230, effective January 20, 2011; amended at 35 Ill. Reg. 12328, effective July 6, 2011; amended at 35 Ill. Reg. 16743, effective September 29, 2011; amended at 36 Ill. Reg. 5580, effective March 20, 2012; amended at 36 Ill. Reg. 8303, effective May 21, 2012; amended at 38 Ill. Reg. 6127, effective February 27, 2014; amended at 38 Ill. Reg. 11203, effective May 6, 2014; amended at 39 Ill. Reg. 2773, effective February 9, 2015; emergency amendment at 39 Ill. Reg. 12369, effective August 20, 2015, for a maximum of 150 days; amended at 39 Ill. Reg. 13411, effective September 24, 2015; amended at 40 Ill. Reg. 1900, effective January 6, 2016; amended at 40 Ill. Reg. 2990, effective January 27, 2016; amended at 40 Ill. Reg. 4929, effective March 2, 2016; amended at 40 Ill. Reg. 12276, effective August 9, 2016; emergency amendment at 40 Ill. Reg. 15957, effective November 18, 2016, for a maximum of 150 days; amended at 41 Ill. Reg. 126, effective December 27, 2016; amended at 41 Ill. Reg. 4430, effective April 5, 2017; amended at 41 Ill. Reg. 6924, effective June 2, 2017; emergency amendment at 41 Ill. Reg. 8932, effective June 28, 2017, for a maximum of 150 days; amended at 41 Ill. Reg. 14044, effective November 3, 2017; amended at 42 Ill. Reg. 11512, effective June 8, 2018; amended at 43 Ill. Reg. 3792, effective February 28, 2019; amended at 43 Ill. Reg. 10213, effective August 30, 2019; amended at 43 Ill. Reg. 10718, effective September 11, 2019; amended at 43 Ill. Reg. 13324, effective October 29, 2019; emergency amendment at 43 Ill. Reg. 14305, effective November 20, 2019, for a maximum of 150 days; emergency amendment to emergency rule at 43 Ill. Reg. 14941, effective December 4, 2019, for the remainder of the 150 days; emergency amendment to amended emergency rule at 44 Ill. Reg. 4085, effective February 25, 2020, for the remainder of the 150 days; amended at 44 Ill. Reg. 1929, effective January 13, 2020; amended at 44 Ill. Reg. 6377, effective April 9, 2020; emergency amendment at 44 Ill. Reg. 7971, effective April 27, 2020, for a maximum of 150 days; emergency expired September 23, 2020; emergency amendment at 44 Ill. Reg. 8382, effective May 1, 2020, for a maximum of 150 days; emergency expired September 27, 2020; amended at 44 Ill. Reg. 9961, effective May 21, 2020; emergency amendment at 44 Ill. Reg. 13498, effective July 31, 2020, for a maximum of 150 days; emergency expired December 27, 2020; emergency amendment at 44 Ill. Reg. 16860, effective September 29, 2020, for a maximum of 150 days; emergency amendment to emergency rule at 44 Ill. Reg. 17816, effective October 23, 2020, for the remainder of the 150 days; emergency rule as amended expired February 25, 2021; amended at 45 Ill. Reg. 867, effective January 4, 2021; amended at 45 Ill. Reg. 1644, effective January 22, 2021; emergency amendment at 45 Ill. Reg. 4543, effective March 24, 2021, for a maximum of 150 days; emergency expired August 20, 2021; amended at 45 Ill. Reg. 5362, effective April 12, 2021; amended at 45 Ill. Reg. 5744, effective April 21, 2021; amended at 45 Ill. Reg. 8280, effective June 24, 2021; amended at 45 Ill. Reg. 9446, effective July 7, 2021; amended at 45 Ill. Reg. 9760, effective July 22, 2021; emergency amendment at 45 Ill. Reg. 11212, effective August 26, 2021, for a maximum of 150

days; emergency expired January 22, 2022; amended at 45 Ill. Reg. 13180, effective October 8, 2021; emergency amendment at 45 Ill. Reg. 14211, effective October 28, 2021, for a maximum of 150 days; emergency amendment to emergency rule at 45 Ill. Reg. 15344, effective November 22, 2021, for the remainder of the 150 days; emergency rule as amended expired March 26, 2022; amended at 45 Ill. Reg. 14769, effective November 10, 2021; amended at 45 Ill. Reg. 15997, effective December 1, 2021; amended at 46 Ill. Reg. 6272, effective April 11, 2022; amended at 46 Ill. Reg. 12736, effective July 13, 2022; amended at 46 Ill. Reg. 17093, effective October 3, 2022; amended at 46 Ill. Reg. 18472, effective November 7, 2022; amended at 47 Ill. Reg. 18457, effective November 28, 2023; amended at 48 Ill. Reg. 2411, effective February 5, 2024; emergency amendment at 48 Ill. Reg. 6909, effective April 24, 2024, for a maximum of 150 days; emergency expired September 20, 2024; amended at 48 Ill. Reg. 7716, effective May 9, 2024; amended at 48 Ill. Reg. 8535, effective May 29, 2024; amended at 48 Ill. Reg. 13586, effective August 27, 2024; amended at 48 Ill. Reg. 14539, effective September 26, 2024; amended at 50 Ill. Reg. 7794, effective May 29, 2026.

SUBPART A: RECOGNITION REQUIREMENTS

Section 1.10 Public School Accountability Framework

a) Section 27-1 of the School Code [105 ILCS 5/27-1] establishes the primary purpose of schooling as the transmission of knowledge and culture in certain fundamental learning areas and requires the State Board of Education to define the knowledge and skills which the State expects students to master. These "State Goals for Learning" are set forth in Appendix D to this Part and amplified by the "Illinois Learning Standards", also set forth in that Appendix D. Further, Section 2-3.25 of the School Code [105 ILCS 5/2-3.25] requires that the State Board of Education establish general operational recognition standards for public schools, and Section 2-3.25a of the School Code [105 ILCS 5/2-3.25a] requires that the Board develop recognition standards for student performance and school improvement.

b) Each school district shall ensure that each school makes available to all students instruction in the six fundamental learning areas, i.e., the language arts, mathematics, the biological and physical sciences, the social sciences, the fine arts, and physical development and health.

(Source: Amended at 31 Ill. Reg. 5116, effective March 16, 2007)

Section 1.20 Operational Requirements

a) Districts' and schools' recognition status is based upon compliance with the requirements imposed by law, including but not limited to the recognition standards established by the State Board of Education ("State Board") pursuant to Section 2-3.25 of the School Code [105 ILCS 5] and this Part, as modified or waived, if applicable, pursuant to Section 2-3.25g of the Code and Section 1.100 of this Part or Section 22-60 of the Code and Section 1.110 of this Part.

1) No later than September 30 of each year, each district shall apply for recognition of each school operated by the district. This application shall be submitted to the respective regional superintendent of schools through an electronic submission process established by the State Superintendent of Education ("State Superintendent"), except that a district operated pursuant to Article 34 of the Code shall submit its application directly to the State Superintendent. For the purposes of this Part, references to "regional superintendent of schools" shall be understood to include the chief administrator of the Intermediate Service Centers established in that portion of Cook County located outside of the City of Chicago. (See 105 ILCS 5/3-0.01.)

2) No later than October 15 of each year, each regional superintendent of schools shall summarize, through an electronic process established by the State Superintendent, the degree to which the schools in the districts for which the regional superintendent is responsible adhere to operational compliance requirements. The regional superintendent shall recommend the assignment of recognition status as applicable considering the compliance-related information supplied.

3) As part of this process, the regional superintendent of schools shall periodically visit the region's districts as the regional superintendent may deem necessary to ascertain the degree to which the districts' schools comply with operational requirements.

b) Based upon the information provided by the district and the regional superintendent, or information obtained by the State Superintendent by any other means, the State Superintendent shall annually assign a recognition status for each school and for each district as a whole and may, in accordance with 105 ILCS 5/1A-4 and this Subpart, change the existing recognition status for a school or district at any time. The recognition status of each school and district will be posted and maintained on the State Board's website at https://www.isbe.net. In each case, a district or school shall be recognized and assigned a status of "Fully Recognized", "On Probation", or "Recognized Pending Further Review", or, after

action is taken by the State Board consistent with this Section, shall be "Nonrecognized". A district or school that is placed on "Recognized Pending Further Review" or "On Probation" status shall not, because of this change in status, lose any rights or privileges afforded by the State Board to districts and schools that are "Fully Recognized".

1) Each school or district that meets the requirements imposed by law, including the requirements established by the State Board pursuant to Section 2-3.25 of the Code and this Part, shall be Fully Recognized.

2) A school or district shall be immediately placed On Probation by the State Superintendent following the process outlined in Section 1.20(e) if it:

A) exhibits deficiencies that present a health hazard or a danger to students or staff;

B) fails to offer required coursework;

C) employs personnel who lack the required qualifications and who are not in the process of attaining these qualifications;

D) fails or refuses to serve students according to relevant legal and regulatory requirements; or

E) prolongs or repeats instances of noncompliance to a degree that indicates an intention not to comply with relevant requirements, including failure to correct deficiencies as required by subsection (b)(3)(B).

3) A school or district shall be immediately Recognized Pending Further Review by the State Superintendent if:

A) it exhibits any deficiencies other than those delineated in subsection (b)(2); and

B) such deficiencies may be corrected prior to the end of the school year following the school year in which they were identified.

c) The recognition status of a district or a school may, in accordance with 105 ILCS 5/1A-4 and this Part, be changed to On Probation or Recognized Pending Further Review, upon written notification to the district or school, by the State Superintendent at any time to reflect information confirmed during the compliance monitoring process outlined in subsection (a) or information obtained

by the State Superintendent by any other means, subject to the district's right to appeal the status change as provided in this Section. Any change in status that may occur pursuant to this Section will be posted on the State Board's website no later than 30 days after the change in status.

d) Districts and Schools Recognized Pending Further Review

1) The superintendent of a district that is Recognized Pending Further Review, or in which one or more schools are Recognized Pending Further Review, may, within 5 days after receipt of notification to this effect, request a conference at which representatives of the district will have an opportunity to discuss compliance issues with State Board staff. By agreement of the parties, the conference may be conducted via videoconference or any other means.

2) The superintendent of a district that is Recognized Pending Further Review, or in which one or more schools are Recognized Pending Further Review, may request a hearing to appeal the change in recognition status within 10 days after the designation is issued or 10 days after the conference in subsection (d)(1), whichever date is later. The request for appeal must be submitted in writing to the State Superintendent at RecognitionAppeal@isbe.net or, if the email address becomes inaccessible or is changed, via mail to the Illinois State Board of Education at 100 N 1st Street, Springfield, IL 62777, and must set forth evidence that the district or school is in compliance with the applicable requirements that resulted in the change of recognition status. Upon receipt of the district's request, the State Superintendent shall notify the district of the date, time, and location of the hearing, which shall be held no sooner than 10 days after receipt of the request for appeal. The hearing may be conducted via videoconference or any other means. The district may be represented by an attorney throughout the appeal process.

A) The hearing shall be conducted by a hearing officer, designated by the State Superintendent, who is determined to be impartial and disinterested and to have relevant knowledge of this Section and the enabling Sections of the School Code. The hearing officer so designated shall not be an employee of the State Board. The parties shall be notified of the appointment of the hearing officer.

B) The hearing officer shall convene a hearing at which the district shall have the opportunity to present evidence that the district is in compliance with the applicable requirements that resulted in the change of recognition status.

C) The hearing officer shall provide a written decision to the district within 5 days of the date of the hearing.

3) A district or school that is Recognized Pending Further Review shall be Fully Recognized at any time upon submission of satisfactory evidence that demonstrates the district or school is in compliance with the applicable requirements that resulted in the change of recognition status.

e) Districts and Schools Placed On Probation

1) The State Superintendent shall schedule a conference with the superintendent of a district prior to placing that district or any of its schools On Probation, at which representatives of the district will discuss compliance issues with State Board staff. By agreement of the parties, the conference may be conducted via videoconference or any other means. Within 5 days after the date of the scheduled conference, the State Superintendent will determine if the district or school(s) will be placed On Probation and will notify the district to this effect.

2) The superintendent of a district that is placed On Probation, or in which one or more schools are placed On Probation, may request a hearing to appeal the change in recognition status of the district or such school(s) within 10 days after the designation is issued pursuant to subsection (e)(1). The request for appeal must be submitted in writing to the State Superintendent at RecognitionAppeal@isbe.net or, if the email address becomes inaccessible or is changed, via U.S. mail to the Illinois State Board of Education at 100 N 1st Street, Springfield, IL 62777, and must set forth evidence that the district is in compliance with the applicable requirements that resulted in the change of recognition status. Upon receipt of the district's request, the State Superintendent shall notify the district of the date, time, and location of the hearing, which shall be held no sooner than 10 days after receipt of the request for appeal. The district may be represented by an attorney throughout the appeal process.

A) The hearing shall be conducted by a hearing officer, designated by the State Superintendent, who is determined to be impartial and disinterested and to have relevant knowledge of this Section and the enabling Sections of the School Code. The hearing officer so designated shall not be an employee of the State Board. The parties shall be notified of the appointment of the hearing officer.

B) The hearing officer shall convene a hearing at which the district shall have the opportunity to present evidence that the district is in compliance with the applicable requirements that resulted in the change of recognition status.

C) The hearing officer shall provide a written decision to the district within 5 days of the date of the hearing.

3) Within 15 days of the conference pursuant to subsection (e)(1) or, if applicable, a decision on the appeal described in subsection (e)(2) affirming the change in recognition status, whichever is later, the district shall submit to the regional superintendent of schools and the State Superintendent a corrective action plan that conforms to the requirements of subsection (e)(4).

A) If the plan is required to relate to areas of noncompliance at the district level, the plan shall be signed by the secretary of the local board of education as evidence that the board adopted a resolution authorizing its submission.

B) If the plan is required to relate to areas of noncompliance at one or more schools, the plan shall be signed by the district superintendent and each affected principal.

4) The State Superintendent shall respond to the submission of a plan within 15 days after receiving it and may consult with the regional superintendent of schools to determine the appropriateness of the actions proposed by the district to correct the cited deficiencies. The State Superintendent shall approve a plan if it:

A) specifies steps to be taken by the district that are directly related to the area or areas of noncompliance cited;

B) provides evidence that the district has the resources and the ability to take the steps described without giving rise to other issues of compliance that would lead to probationary status; 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.

5) A district or school that is On Probation shall be Fully Recognized at any time upon submission of satisfactory evidence that demonstrates the

district or school is in compliance with the applicable requirements that resulted in the change of recognition status.

f) Nonrecognition of Districts

1) If a district's corrective action plan does not meet the requirements of subsection (e), the State Superintendent shall notify the district to this effect. If no plan is submitted, or if no plan meeting the requirements of subsection (e) is received within 15 days after the district's conference with State Board staff, or any extended timeline pursuant to subsection (e)(3)(C), or after a decision on the appeal affirming the change in recognition status, the State Superintendent shall recommend to the State Board that the district be Nonrecognized subject to the district's right to a hearing as set forth in subsection (f)(3) and shall provide notification of this recommendation to the district.

2) If, at any time while a plan for corrective action is in effect, the State Superintendent 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 Superintendent shall recommend to the State Board that the status of the district be changed to Nonrecognized subject to the district's right to a hearing as set forth in subsection (f)(3).

3) A district that has been recommended to be Nonrecognized by the State Superintendent may submit a written request for a hearing to the State Board within 30 days of being notified of the State Superintendent's recommendation for nonrecognition. If the district does not request a hearing to challenge the State Superintendent's recommendation that the district be Nonrecognized within 30 days of being notified, the State Board will make a determination on the State Superintendent's recommendation for nonrecognition of the district at a State Board meeting, and the district will be notified of the decision in writing.

A) The request for a hearing must be formally approved by a local school board resolution.

B) The local school board resolution requesting the hearing must identify the specific findings with which the district disagrees.

C) Upon submission of the local school board resolution requesting a hearing, the State Superintendent shall give written notice of the date, time and place of the hearing to the district superintendent not

less than 21 days before the hearing date. The notice shall be sent by certified mail, return receipt requested. By agreement of both parties, the hearing may be conducted via videoconference or any other means.

D) The hearing shall be conducted by a hearing officer, designated by the State Superintendent, who is determined to be impartial and disinterested and to have relevant knowledge of this Section and the enabling Sections of the School Code. The hearing officer so designated shall not be an employee of the State Board. The parties shall be notified of the appointment of the hearing officer.

E) The district may be represented by an attorney throughout the proceedings. An attorney from the Office of the Legal Counsel to the State Board, or an attorney selected by the State Superintendent, will represent the State Superintendent.

F) Both the district and the State Superintendent will be afforded the opportunity to file written briefs before the hearing. The district shall submit its brief to the hearing officer and a copy to the State Superintendent at the following address: Illinois State Board of Education, Office of Legal Counsel, 100 N First St., Springfield, IL 62777. The State Superintendent shall submit its brief to the hearing officer and a copy to the district superintendent or the district's attorney, if represented at the hearing by counsel.

i) The district's brief shall be due 7 days after receipt of the notice of the appointment of the hearing officer.

ii) The State Superintendent's brief shall be due 7 days after the State Superintendent's receipt of the district's brief.

G) At the time its brief is filed, either the district or the State Superintendent may request an opportunity to present witnesses and oral argument before the hearing officer.

H) If requested, each party may produce witnesses at the hearing. After the completion of witness testimony, if oral argument has been requested, each party will be given at least 30 minutes for oral argument. The hearing officer may ask questions during such arguments. The district shall present its argument first followed by the argument for the State Superintendent. The district will then be allowed at least 10 minutes for a rebuttal. If neither party requests

oral argument, the hearing officer may request that the parties make an oral presentation on the date scheduled for the hearing.

I) If two or more districts request an appeal regarding the same issue(s), the appeals may be consolidated if consolidation would secure economies of time and effort, promote uniformity of decision-making by the hearing officer, and consolidation would not prejudice the rights of a party. Consolidated appeals shall be handled as provided in this subsection (f)(3)(I).

i) The hearing officer may consider any objections by the parties related to the consolidation of appeals prior to such consolidation.

ii) Each district may submit its own brief, or any two or more of the districts whose appeals are consolidated may elect to write a joint brief and may request oral argument.

iii) All districts whose appeals are consolidated will be given an opportunity to produce witnesses and a collective total of at least 40 minutes for oral argument, and the districts may reserve at least 10 of their 40 minutes for rebuttal. The districts shall either select one or more representatives to argue on behalf of the districts or divide the time equally amongst all districts.

iv) The State Superintendent shall submit one brief in response to the issue(s) subject to the consolidated appeal and shall have at least 30 minutes for oral argument.

J) During the hearing, the hearing officer shall consider only those issues raised in the written briefs, witness testimony if any and oral argument of the parties if the parties request the opportunity to present oral arguments. All hearings shall be recorded.

K) Within 14 days after the hearing, the hearing officer shall submit a written recommendation for action to the State Board and shall state the reasons for the recommendations. The hearing officer may recommend that the State Board adopt, modify, or reject the recommendation of the State Superintendent, in whole or in part.

L) A final decision shall be rendered by the State Board after receipt of the hearing officer's recommendation and the parties shall be

notified in writing of the decision. The decision shall specify whether it is final, and, if so, that it is subject to the Administrative Review Law [735 ILCS 5/Art. III].

M) Nothing contained in this Section shall preclude the State Superintendent or the State Board, when required, and the district from reaching an agreement as to the resolution of an appeal at any time during the appeals process.

g) The timelines set forth in subsections (d), (e), and (f) may be extended by the mutual agreement of the district and the State Superintendent or designee.

h) Neither a district nor a school shall be Nonrecognized under this Section without first having been placed On Probation. Except that, the State Superintendent may recommend to the State Board that a district or school that was previously On Probation be Nonrecognized if it is subsequently noncompliant with the same requirements that led to its previous placement On Probation and both instances of noncompliance occur within the same school year. A district that is Nonrecognized, or in which one or more schools are Nonrecognized, shall be subject to the provisions of Section 18-8.15(h)(6) of the Code.

i) Subject to Section 5-32 of the Code, a school or district that has been Nonrecognized by the State Board pursuant to this section may petition the State Board to be returned to Fully Recognized status if the school or district clearly demonstrates that:

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

2) The district or school has developed systems and processes to ensure that the noncompliance issues that resulted in the change in recognition status will not recur; and

3) The district or school will agree to any additional corrective steps that the State Superintendent deems necessary to remedy any harm caused by the district's or school's noncompliance.

(Source: Amended at 46 Ill. Reg. 6272, effective April 11, 2022)

Section 1.30 State Assessment

The State Superintendent of Education shall develop and administer assessment instruments and other procedures in accordance with Section 2-3.64a-5 of the School Code [105 ILCS 5]. In addition, school districts shall collaborate with the State Superintendent in the design and implementation of special studies.

a) Development and Participation

1) Assessment instruments and procedures shall meet generally accepted standards of validity and reliability as stated in "Standards for Educational and Psychological Testing" (2014), published by the American Educational Research Association, 1430 K St., N.W., Suite 1200, Washington, D.C. 20005. (No later amendments to or editions of these standards are incorporated.)

2) Districts shall participate in special studies, tryouts, and/or pilot testing of these assessment procedures and instruments when one or more schools in the district are selected to do so by the State Superintendent.

3) A school shall generally be selected for participation in these special studies, tryouts and/or pilot testing no more than once every four years, except that participation may be required more frequently as needed to ensure sufficient sample size for validity.

4) *All pupils enrolled in a public or State-operated elementary school, secondary school, or cooperative or joint agreement with a governing body or board of control, a charter school operating in compliance with the Charter Schools Law* [105 ILCS 5/Art. 27A]*, a school operated by a regional office of education under Section 13A-3 of the School Code* [105 ILCS 5/13A-3]*, or a public school administered by a local public agency or the Department of Human Services* and students receiving scholarships to attend nonpublic schools under the Invest in Kids Act [35 ILCS 40] shall be required to participate in the State's accountability assessments, whether by taking the regular assessment, with or without accommodations, or by participating in the State's approved alternate assessment (Sections 2-3.25a and 2-3.64 of the School Code). Assessments in English/language arts and mathematics are administered annually in grades 3 through 11, and, for science, in grades 5, 8 and at least once in high school.

A) Students who are served in any locked facility that has a State-assigned region/county/district/type/school (RCDTS) code, and

students beyond the age of compulsory attendance whose programs do not culminate in the issuance of regular high school diplomas are not required to participate in the State's accountability assessment. Students with an IEP who receive an alternate diploma are required to participate in the State's accountability assessment during years of compulsory attendance. These students can be exempted only after participating in the State's final accountability assessment.

B) It is the responsibility of each district or other affected entity (e.g., nonpublic school or special education cooperative) to ensure that all students required to participate in the State's accountability assessment do so. (See also Section 1.50.)

5) Each district or other affected entity shall ensure the availability of reasonable accommodations for participation in the State's accountability assessment by students with disabilities, as reflected in those students' IEPs, ISPs, or plans developed under Section 504 of the Rehabilitation Act of 1973 (29 USC 794), or limited English proficiency.

b) Assessment Procedures

1) All assessment procedures and practices shall be based on fair testing practice, as described in "Code of Fair Testing Practices in Education" (2004), published by the Joint Committee on Testing Practices of the American Educational Research Association, American Psychological Association, and National Council on Measurement in Education, 750 First Avenue, N.E., Washington D.C. 20002-4242. (No later amendments to or editions of this code are incorporated.)

2) Districts and other affected entities shall protect the security and confidentiality of all assessment questions and other materials that are considered part of the State's accountability assessments, including but not necessarily limited to test items, reading passages, charts, graphs, and tables.

3) Districts shall promptly report to the State Superintendent all complaints received by the district of testing irregularities. A district shall fully investigate the validity of any complaint and shall report to the State Superintendent the results of its investigation.

4) Districts shall administer the State's final accountability assessment or its approved alternate assessment, if applicable under subsection (d), to

students in grade 11. (See Section 2-3.64 of the School Code.) For the purpose of this subsection (b)(4), "grade 11" means the point in time when a student has earned the number of credits necessary for enrollment in grade 11, as determined by the student's school district in accordance with Sections 1.420(b) and 1.440 or, during any time in which the Governor has declared a disaster due to a public health emergency, "grade 11" means any time in grade 11 or grade 12 if the State Board of Education has received a waiver from accountability assessments from the U.S. Department of Education.

5) Districts shall ensure that students who have not taken the State's final accountability assessment at the highest grade or level assessed shall not receive a regular high school diploma. In accordance with Section 2-3.64a-5 of the School Code, districts, with approval from the State Board of Education, may issue a regular high school diploma to a student who has not met this requirement.

6) To request approval to graduate a student who has not taken the State's final accountability assessment, the school must submit to the State Board:

A) Explanation of why the student was not able to be assessed on the State's final approved accountability assessment in either grade 11 or 12, or in the commensurate final stage of a competency-based program.

B) Justification that granting the exemption does not represent systemic exclusion from accountability based on gender, race, disability, English Learner status, income or other demographic factors.

7) Schools within a district that exercise this exemption for less than 1 percent of the graduating cohort of that school year (i.e., all students receiving a regular diploma from that school within a single school year) will have these exemption requests approved without requiring additional evidence.

8) Schools within a district that exercise this exemption for more than 1 percent of the graduating cohort of that school year will be asked to submit additional evidence in support of subsection (b)(6)(B) and may receive additional support, monitoring or audits.

c) Accommodations

Students who have been identified at the local level as having limited proficiency in English as provided in 23 Ill. Adm. Code 228.15 (Identification of Eligible Students), including students not enrolled in programs of bilingual education, may participate in an accommodated setting for the State's accountability assessment, subject to the limitations set forth in Section 2-3.64 of the School Code**.** A student with limited proficiency in English shall be afforded extra time for completion of the State's accountability assessment when, in the judgment of the student's teacher, extra time is necessary in order for the student's performance to reflect the student's level of achievement more accurately, provided that each test must be completed in one session. See also Section 1.60(b) of this Part.

d) Illinois Alternate Assessment
The 1 percent of students with the most significant cognitive disabilities whose IEPs identify the State's regular accountability assessment as inappropriate for them even with accommodations shall participate in the State's approved alternative accountability assessment, based on achievement standards aligned to the Illinois Learning Standards, for all subjects tested. (See also Section 1.60(c).)

e) Review and Verification of Information
Each school district, charter school and nonpublic school participating in the Invest in Kids Act shall have an opportunity to review and, if necessary, correct the preliminary data generated from the administration of the State's accountability assessment, including information about the participating students as well as the scores achieved.

1) Within 10 business days after the preliminary data from the accountability assessments is made available, each district or charter school shall make any necessary corrections to its data and then use a means prescribed by the State Board to indicate either:

A) that both its demographic and preliminary data are correct; or

B) that it is requesting rescoring of some or all portions of the assessment for specific students, if available.

2) When districts request rescoring, staff of the State Board and/or its contractor shall have an additional period of 21 days within which to work with the affected district or charter school to make any resulting corrections.

3) At the end of the 21-day period discussed in subsection (e)(2), all districts' and charter schools' data shall stand as the basis for the applicable school report cards and determination of status. Any inaccuracies that are

believed to persist at that time shall be subject to the appeal procedure set forth in Section 1.95.

f) Reports of the State's Accountability Assessment Results

1) Following verification of the data under subsection (e), the State Board shall send each school and district a report containing final information from the results of each administration of the State's accountability assessment.

A) The scores of students who are served by cooperatives or joint agreements, in Alternative Learning Opportunities Programs established under Article 13B of the School Code, by regional offices of education under Section 13A-3 of the School Code, by local agencies, or in schools operated by the Department of Human Services, scores of students who are served in any other program or school not operated by a school district and who are scheduled to receive regular high school diplomas, all scores of students who are youth in care of the State, and all scores of students who have IEPs, shall be reported to the students' respective districts of residence and to the schools within those districts that they would otherwise attend.

B) The scores of students enrolled in charter schools shall be reported to the chief administrator of the charter school and to any school district serving as a chartering entity for the charter school.

C) The scores of students who were enrolled in nonpublic schools through the Invest in Kids Act scholarship program shall be reported to the students' nonpublic schools of record.

2) Each report shall include, as applicable to the receiving entity:

A) results for each student to whom the State assessment was administered (excluding any scores deemed by the State Board to be invalid due to testing irregularities); and

B) summary data for the school and/or district and the State, including but not limited to raw scores, scale scores, comparison scores, including national comparisons when available, and distributions of students' scores among the applicable proficiency classifications (see subsection (h)).

g) Each school district and each charter school shall receive notification from the State Board of Education as to the status of each affected school with respect to accountability as reflected in the final data.

h) Classification of Scores
Each score achieved by a student on the State's regular or alternate accountability assessment shall be classified among a set of performance levels, as reflected in score ranges that the State Board shall disseminate at the time of testing, for the purpose of identifying scores that "demonstrate proficiency".

1) Each score achieved by a student on a regular State assessment shall be classified among categories such as "did not yet meet", "partially meets", "approaching", "meets standards", or "exceeds standards". Among these scores, those identified as either meeting or exceeding standards shall be considered as demonstrating proficiency.

2) Each score achieved by a student on the State's approved alternate accountability assessment shall be classified among categories such as "emerging", "approaching", "at target", or "advanced". Among these scores, those identified as "at target" or "advanced" shall be considered as demonstrating proficiency.

i) Scores Relevant to Accountability
For purposes of determining a school's annual summative accountability rating, scores achieved and measures of growth calculated from those scores on the State's accountability assessment in reading or mathematics from students who attended the "same school within a local educational agency for at least half of a school year" (see section 1111(c)(4)(F)(i) of the Elementary and Secondary Education Act (20 USC 6301 et seq.)), shall be "relevant scores". For schools without grades higher than 2 and 3 (that is, for schools where the State's accountability assessment is not administered, and administered such that student growth can be calculated for attending students), the "relevant scores" used to determine the annual summative accountability rating shall be current year data of students who were enrolled at the impacted school in the nearest year to have current applicable assessment data (i.e., a kindergarten-grade 3 school would map its 2016 grade 3 enrollments to use those students' 2017 grade 4 growth scores; a prekindergarten-grade 2 school would map its 2016 grade 2 enrollments to use those students' 2017 grade 3 English language arts and math proficiency scores, and would map its 2015 grade 2 enrollments to use those students' 2017 growth scores).

(Source: Amended at 45 Ill. Reg. 15997, effective December 1, 2021)

Section 1.40 Adequate Yearly Progress

School districts and individual schools shall be required to make "adequate yearly progress" in order to maintain academic standing that will avoid their placement into academic early warning or academic watch status as set forth in Section 1.80 of this Part. In order to make adequate yearly progress for a particular school year, an affected entity shall be required to attain at least the required percentage of scores demonstrating proficiency in both reading and mathematics, for each of the subgroups of students served by that entity and for the entity as a whole, based on a participation rate in the required assessments of at least 95 percent for each subgroup and for the entity as a whole, as well as attaining the targeted rate for the additional indicator that is applicable to that entity, for each subgroup served and for the entity as a whole. See Sections 1.50, 1.60, and 1.70 of this Part. However, special provisions shall apply to the calculation of adequate yearly progress for school districts that serve students at more than one grade span (i.e., elementary school (Grades 3-5), middle school (Grades 6-8), and high school (Grades 9-12)). Such a district shall fail to make adequate yearly progress only if data for each of the grade spans served indicate that one or more applicable targets were not met by the students at that grade span.

(Source: Section repealed at 22 Ill. Reg. 22233, effective December 8, 1998; new Section adopted at 29 Ill. Reg. 19891, effective November 23, 2005)

Section 1.50 Calculation of Participation Rate

a) A school's accountability score for a particular year is generally contingent upon participation in the State's accountability assessment by at least 95 percent of the district's or the school's students, both in the aggregate and within each subgroup represented.

b) Students who, at the time of administration of the State's accountability assessment, are participating in residential programs that provide psychological treatment or treatment for drug or alcohol abuse, are jailed or in a locked-down facility, are residing in or attending facilities out of state or out of country, or are hospitalized because of medical emergencies or procedures shall not be required to participate in the State's accountability assessment. For students who are homebound, districts shall examine the circumstances of each case individually to determine whether administration of the State's accountability assessment is feasible and appropriate. A student not tested pursuant to this subsection (b) may be excluded from the enrollment counts of the affected schools and districts for purposes of calculating accountability ratings.

(Source: Amended at 43 Ill. Reg. 10718, effective September 11, 2019)

Section 1.60 Subgroups of Students; Inclusion of Relevant Scores

A student's scores shall count among those for his or her school or district, as applicable, for a given year only if he or she was enrolled continuously in the district on or before May 1 of the previous academic year through State testing the following spring. Students who feed into another school within the same district during the summer based upon the district's progression of students among attendance centers based on grade level shall have their scores counted for the school and district. Any student who is continuously enrolled within the district but, for reasons not mandated by the district, changes to a new school within the district after May 1 will be counted at the district level but not at the school level. Nothing in this Section is intended to exempt a student from the requirement for participation in the State assessment, except as provided in subsection (b)(1) of this Section.

a) Relevant scores shall be disaggregated by content area for any subgroup identified in this subsection (a) whose membership meets the minimum subgroup size. For purposes of this Section 1.60, "minimum subgroup size" shall mean 45 students across all the grades tested in the school or district, as applicable. Except as provided in subsection (b) of this Section, each student's scores shall be counted in each of the subgroups to which he or she belongs.

1) Students with disabilities, i.e., students who have Individualized Education Programs (IEPs);

2) For school years through 2009-10, racial/ethnic groups:

A) White,

B) Black,

C) Hispanic,

D) American Indian or Alaskan Native,

E) Asian/Pacific Islander,

F) Multiracial/ethnic;

3) For school year 2010-11 and beyond, racial/ethnic groups:

A) Hispanic or Latino of any race,

B) For students who are not Hispanic or Latino:

i) American Indian or Alaska Native,

ii) Asian,

iii) Black or African American,

iv) Native Hawaiian or Other Pacific Islander,

v) White,

vi) Two or more races;

4) Students who have been identified at the local level as having limited proficiency in English as provided in 23 Ill. Adm. Code 228.15; and/or

5) Students who are eligible for free or reduced-price meals under the Child Nutrition Act of 1966 (42 USC 1771 et seq.) or the National School Lunch Act (42 USC 1751 et seq.).

b) Special provisions shall apply to the treatment of scores achieved by students of limited English proficiency in certain circumstances.

1) An Illinois student who is in his or her first year of enrollment in school in the United States and who is identified as having limited proficiency in English may elect to participate in the State assessment in reading. Any student who elects not to participate shall nevertheless be treated as having participated for purposes of calculating the participation rate.

2) The score achieved by a student who elects to participate in the regular State assessment in reading under subsection (b)(1) of this Section shall be counted for purposes of calculating the participation rate but not for purposes of calculating performance.

3) An Illinois student who is in his or her first year of enrollment in school in the United States and who is identified as having limited proficiency in English shall be required to participate in the State assessment in mathematics. The score achieved by such a student shall be counted for purposes of calculating the participation rate but not for purposes of calculating performance.

4) A student who has previously been identified as having limited proficiency in English and whose scores have been attributed to that subgroup shall continue to have his or her scores attributed to that

subgroup for the first two years after the last year when he or she was considered to have limited English proficiency. However, districts and schools shall not be required to count students to whom this subsection (b)(4) applies as part of the subgroup with limited English proficiency for purposes of determining whether the minimum subgroup size exists.

c) All relevant scores of a district's students with disabilities who participate in the alternate form of the State assessment shall be included in the district's calculations for purposes of determining whether adequate yearly progress has been made.

1) The number of scores earned by students who participate in the alternate form of the State assessment that may be counted as demonstrating proficiency in a content area shall be no more than 1 percent of all scores achieved by the district's students in that subject. (See the regulations of the U.S. Department of Education at 34 CFR 200.6.)

2) Except as provided in subsection (c)(3) of this Section, for purposes of calculating adequate yearly progress at the district level, each score that demonstrates proficiency but is in excess of the 1 percent maximum set forth in subsection (c)(1) of this Section shall be counted as not demonstrating proficiency and shall be included as such in the calculations for each subgroup of which the student is a member.

3) A district may apply to the State Superintendent of Education for a one-year exception to the 1 percent maximum set forth in subsection (c)(1) of this Section, which may be renewed for one or more subsequent years if warranted. Using a format established by the State Superintendent, the district shall display information demonstrating that the prevalence of students for whom the alternate assessment is appropriate exceeds 1 percent of the total population. The district shall also supply a narrative explaining the disproportionate representation of these students in its population. The State Superintendent of Education shall approve a district's request for an exception if the district superintendent provides assurances that the district meets all the requirements of 34 CFR 200.6 and if the information supplied by the district demonstrates that:

A) families of students with the most significant intellectual disabilities have been attracted to live in the district by the availability of educational, health, or community services that respond to their needs; or

B) the district's student population is so small that the presence of even a small number of students with the most significant intellectual disabilities causes the district to exceed the 1 percent threshold (e.g., in a population of 50 students, one student represents 2 percent); or

C) other circumstances exist such that the overrepresentation of students with the most significant intellectual disabilities is outside the control of the district, i.e., the overrepresentation is not a result of inappropriate decision-making as to the form of the State assessment that should be used for particular students.

4) When scores that demonstrate proficiency and were achieved by students on the IAA make up more than 1 percent of a district's scores in either reading or mathematics, and the district has not received approval for an exception to the 1 percent maximum pursuant to subsection (c)(3) of this Section, the district shall be required to identify the "proficient" scores on the IAA that will be counted as not demonstrating proficiency for purposes of calculating adequate yearly progress (AYP). In making this determination, a district may choose to identify:

A) scores of students who belong to the fewest subgroups;

B) scores of students who belong to the largest subgroups;

C) scores of students who belong to the smallest subgroups;

D) scores of students who belong to the subgroups whose performance is farthest above the target applicable to the year in question; or

E) scores of students who belong to the subgroups whose performance is farthest below the target applicable to the year in question.

5) The State Superintendent of Education shall notify each district that is affected by the requirement to identify excess "proficient" scores on the IAA. The deadline set by the State Superintendent shall allow at least five business days for districts' responses. For any district that does not submit the requested information on this selection within the time allowed, the State Superintendent shall identify the scores that will be considered as not demonstrating proficiency for this purpose.

d) Targets for scores demonstrating proficiency

1) In each subject and for each subgroup of students, the percentage of scores demonstrating proficiency that is required for AYP shall increase from the original baseline of 40 percent for the 2002-03 school year according to the following schedule:

A) For 2003-04, 40 percent;

B) For 2004-05 and for 2005-06, 47.5 percent;

C) For 2006-07, 55 percent;

D) For 2007-08, 62.5 percent;

E) For 2008-09, 70 percent;

F) For 2009-10, 77.5 percent;

G) For 2010-11, 85 percent;

H) For 2011-12 and for 2012-13, 92.5 percent;

I) For 2013-14, 100 percent.

2) In order to avoid penalizing schools and districts for the decision bias that is associated with a minimum subgroup size, a 95 percent "confidence interval" shall be applied to subgroups' data. (A confidence interval is a mathematical approach designed to compensate for the unreliability of data derived from consideration of small groups.)

e) "Safe Harbor"

A school or a district in which one or more subgroups fail to achieve the required academic target for a particular year may nevertheless be considered as having made AYP for that year. Each subgroup in question must have attained the minimum subgroup size in the preceding year and, for each such subgroup, there must have been a decrease of at least ten percent in the proportion of scores that do not demonstrate proficiency in comparison to that subgroup's scores for the preceding year. In addition, if the school is a high school, the relevant subgroup's graduation rate must at least equal the target rate for that year, and, if the school is an elementary or a middle school, the relevant subgroup's attendance rate must at least equal the target rate for that year (see Section 1.70

of this Part). This "safe harbor" method for calculating AYP shall apply only to subgroups within schools or districts; it shall not be used for the aggregate scores of a school or a district as a whole.

(Source: Amended at 38 Ill. Reg. 6127, effective February 27, 2014)

Section 1.70 Additional Indicators for Adequate Yearly Progress

The indicators discussed in this Section shall apply to all subgroups represented in a school or district as well as to each school or district in the aggregate.

a) The graduation rate that is required for adequate yearly progress (AYP) in high schools shall increase from the original baseline of 65 percent for the 2002-03 school year according to the following schedule:

1) For 2003-04, 66 percent;

2) For 2004-05, 67 percent;

3) For 2005-06, 69 percent;

4) For 2006-07, 72 percent;

5) For 2007-08, 75 percent;

6) For 2008-09, 78 percent;

7) For 2009-10, 80 percent;

8) For 2010-11, 82 percent;

9) For 2011-12, 84 percent;

10) For 2012-13 and for 2013-14, 85 percent.

b) The attendance rate that is required for AYP in elementary or middle schools shall increase from the original baseline of 88 percent for the 2002-03 school year according to the following schedule:

1) For 2003-04, for 2004-05, and for 2005-06, 89 percent;

2) For 2006-07, for 2007-08, and for 2008-09, 90 percent;

3) For 2009-10, for 2010-11, and for 2011-12, 91 percent;

4) For 2012-13 and for 2013-14, 92 percent.

c) A district that includes both high schools and elementary or middle schools shall be required to reach both the targeted graduation rate among its high school

students and the targeted attendance rate among its elementary or middle school students in order to achieve AYP for any given year.

d) The "beginning cohort" for purposes of calculating the adjusted four-year and five-year extended year graduation rates, in accordance with 20 USC 6301 et seq. and 34 CFR 200.19 (2011), shall be the number of students who are entering grade 9 for the first time starting at the beginning of a given school year and continuing until October 1 of that year.

(Source: Amended at 39 Ill. Reg. 13411, effective September 24, 2015)

Section 1.75 Student Information System

a) Each school district shall participate in the Student Information System (SIS) established by the State Board of Education by entering data on the students served, their characteristics, their particular needs, the programs in which they participate, and their academic achievement to the Board in a format specified by the State Superintendent and according to the timelines applicable to the system.

b) In accordance with Section 20 of the P-20 Longitudinal Education Data System Act, any nonpublic school that is recognized under 23 Ill. Adm. Code 425 may elect to participate in the longitudinal data system by disclosing data to the State Board for one or more of the purposes of the Act. [105 ILCS 13/20]

1) A nonpublic school wishing to participate in the SIS shall notify the State Superintendent of Education no later than the start of the school year in which participation will begin. Failure to meet the notification deadline shall delay participation until the following school year.

2) Data submitted to the SIS shall be in a format and in accordance with timelines established by the State Superintendent.

3) Representatives from participating nonpublic schools shall complete any training relative to the SIS that the State Superintendent may require.

(Source: Amended at 35 Ill. Reg. 1056, effective January 3, 2011)

Section 1.77 Educator Licensure Information System (ELIS)

Each school district shall ensure that information on the qualifications of its professional and paraprofessional staff is recorded on the electronic data system maintained by the State Board of Education so that the State Board may complete federally required reports and collect data for the school report card required by Section 10-17a of the Code. (See Section 1.79.) Regional Offices of Education and Intermediate Service Centers, as agents of the State Board, may access ELIS to ensure an educator is qualified to receive or hold a particular license and/or endorsement or to ensure the educator is qualified for a particular teaching assignment.

(Source: Amended at 45 Ill. Reg. 5744, effective April 21, 2021)

Section 1.79 School Report Card

a) Each school district shall annually submit, in an electronic format at http://www.isbe.net/e-reportcard/default.htm, the information and data required under Section 10-17a of the School Code [105 ILCS 5/10-17a] in accordance with the criteria set forth in this Section.

b) For the purpose of information required under Section 10-17a(2)(A) of the School Code:

1) Student data relative to race or ethnicity, low-income status, English learners and students with disabilities shall be entered into the SIS (see Section 1.75) by October 15 for enrollment and July 31 for the end-of-the-year enrollment.

2) Data relative to average class and student mobility shall be entered into the electronic report card by June 30.

3) Data relative to average teaching experience shall be calculated using data submitted to the Employment Information System (EIS) located in the Illinois State Board of Education Web-based Application Security System (IWAS) and from data collected by the Illinois Teachers Retirement System.

4) Data relative to the per pupil operating expenditure of the school district and per pupil State operating expenditure shall be calculated through the Annual Financial Reports required under Section 3-15.1 of the School Code [105 ILCS 5/3-15.1] and submitted to regional superintendents of education by October 15.

c) For the purpose of information required under Section 10-17a(2)(B) of the School Code:

1) Data relative to coursework (i.e., Advanced Placement, International Baccalaureate or other equivalent courses; dual enrollment; foreign language; electives; physical education and health; career and technical education) shall be entered into SIS by July 31. For the purposes of this subsection (c)(1):

A) "Equivalent" shall mean college coursework; and

B) Information regarding physical education coursework shall include the average number of days the course is offered per week per student.

2) Data relative to personnel resources shall be entered into ELIS for every individual holding an educator license in a teaching, school support personnel or administrative field.

3) Data relative to other school programs (i.e., before and after school; extracurricular; community partnerships; work-study; and programs for students who are gifted and talented or have disabilities) shall be entered into the electronic report card before October 31.

d) For the purpose of information required under Section 10-17a(2)(C) of the School Code:

1) Data relative to the percentage of students deemed proficient on the State assessment required under Section 2-3.64a-5 of the School Code relative to the Illinois Learning Standards (see Appendix D) for English language arts and mathematics shall be the results provided to the State Board by the testing contractor.

2) Data relative to the percentage of students who, by grade 8, have passed algebra I, as defined by the Illinois State Course System (see http://www.isbe.net/ISCS/default.htm), with a grade of D or better shall be entered into SIS by July 31. (The Illinois State Course System is used to help schools comply with certain federal reporting systems. It uses course titles with descriptions so districts can determine course equivalency (e.g., local course with algebra I).)

3) Data relative to the percentage of high school graduates who are college ready and career ready, respectively, shall be the score determined to be "college ready and career ready" on an assessment identified for this purpose pursuant to Section 2-3.64a-5(c) of the School Code [105 ILCS 5/2-3.64a-5(c)].

4) Data relative to the percentage of high school graduates who are enrolled in postsecondary institutions and are taking a developmental course shall be obtained from the National Student Clearinghouse (see http://www.studentclearinghouse.org/).

e) For the purpose of information required under Section 10-17a(2)(D) of the School Code:

1) Data relative to academic progress of students in grade 9 shall be entered into SIS, using the Illinois State Course System, by July 31 and include an indication of whether a student passed or failed each course in which he or she was enrolled.

2) Data relative to whether students entering kindergarten are ready shall be that information reported from the KIDS assessment (see Section 1.420(h)).

3) Starting with the 2016 report card, data relative to academic growth shall be calculated by using a district's results from the State assessment received in the calendar year in which the school report card is published in comparison to the district's results received in the immediately preceding school year.

4) Data relative to the percentage of students who enter grade 9 who are on track for college and career readiness (Section 10-17a(2)(D) of the School Code) shall be achievement of a Level 4 or a Level 5 on the State assessment in English language arts and mathematics administered in grade 8.

f) For the purpose of information required under Section 10-17a(2)(E) of the School Code:

1) Data relative to chronic truants, as defined in Section 26-2a of the School Code [105 ILCS 5/26-2a], shall be entered into the electronic report card by June 20.

2) Data relative to teacher absences, teacher retention and principal retention shall be entered into EIS by September 1.

3) Data relative to school climate shall be reported by the State Board of Education using either the information supplied by the survey vendor or the information submitted pursuant to Section 1.97(g).

4) Data relative to teacher performance evaluations conducted under Article 24A of the School Code [105 ILCS 5/Art. 24A] shall be collected beginning in school year 2016-17 and entered into ELIS by September 30 to allow the calculation of a combined percentage of teachers rated as proficient or excellent on their most recent evaluation to be included on the school report card. (Section 10-17a(2)(E) of the School Code)

(Source: Added at 40 Ill. Reg. 12276, effective August 9, 2016)

Section 1.80 Academic Early Warning and Watch Status

The movement of schools and districts that do not make adequate yearly progress (AYP) into academic early warning status and then into academic watch status shall be as specified in Section 2-3.25d of the School Code, except that the failure to make AYP for two consecutive annual calculations shall be based upon failure to attain the same applicable target, regardless of whether the same subgroup is involved in both calculations. Further, a school or district shall be removed from any "status designation" after two consecutive years' calculations show that it has met the applicable criteria for AYP in both those years.

(Source: Amended at 31 Ill. Reg. 9897, effective June 26, 2007)

Section 1.85 School and District Improvement Plans; Restructuring Plans

Section 2-3.25d of the School Code requires each district to revise the school improvement plans of any of its schools that are placed on academic early warning or academic watch status and to revise the district's improvement plan if it is placed on academic early warning or academic watch status. Similarly, restructuring plans are required for schools that remain on academic watch status after a fifth annual calculation. As used in this Section, "NCLB" refers to Public Law 107-110, the No Child Left Behind Act of 2001 (20 USC 6301 et seq.).

a) A revised school improvement plan shall be submitted to the local school board (and to the local school council in a district operating under Article 34 of the School Code) no later than three months after the district's receipt of notification regarding the school's status. During the 45-day period following its submission to the local board and prior to the board's final approval, each plan shall undergo a peer review process designed by the district.

1) In school districts with a population of 500,000 or fewer, revised school improvement plans shall be required to cover the two school years following the assessment necessitating the plan and to:

A) incorporate strategies based on scientifically based research and an analysis of State and local assessment data and other information that will strengthen the core academic subjects in the school and address the specific academic areas in which the school's performance has been deficient (NCLB, Section 1116(b)(3)(A)(i));

B) include information about the extent to which all students in the grade levels chosen by the district pursuant to Section 2-3.63 of the School Code are achieving in the fundamental learning areas;

C) adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all subgroups enrolled in the school will meet the State's proficient level of achievement not later than the end of the 2013-14 school year, including:

i) specific, measurable steps to be taken,

ii) a timeline for these activities, and

iii) a budget for these activities (NCLB, Section 1116(b)(3)(A)(ii));

D) include professional development activities for at least the staff providing services in the academic areas in which the school's performance has been deficient (NCLB, Section 1116(b)(3)(A)(iii));

E) incorporate a teacher mentoring program (NCLB, Section 1116(b)(3)(A)(x));

F) establish specific annual, measurable objectives for continuous and substantial progress by each subgroup of students enrolled in the school that will ensure that all such subgroups will make adequate yearly progress and meet the State's proficient level of achievement not later than the 2013-14 school year (NCLB, Section 1116(b)(3)(v));

G) describe how the school will provide written notice about the identification to parents of each student enrolled in each school, in a format and, to the extent practicable, in a language that the parents can understand (NCLB 1116(b)(3)(A)(vi));

H) specify the responsibilities of the school and the school board under the plan, including the internal and external technical assistance to be provided by the district, technical assistance requested of ISBE, and, if applicable, the district's fiscal responsibilities under Section 1120A of NCLB (NCLB, Section 1116(b)(3)(A)(vii));

I) include strategies for promoting effective parental involvement in the school (NCLB, Section 1116(b)(3)(A)(viii));

J) incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year (NCLB, Section 1116(b)(3)(A)(ix)); and

K) include a process for monitoring progress and revising the plan as needed.

2) In school districts operating under Article 34 of the School Code, school improvement plans shall comply with the requirements set forth in Section 34-2.4 of the School Code and, if applicable, the requirements set forth in Section 1116 of NCLB.

3) Each newly established school shall be required to have a school improvement plan in place by the beginning of its second year of operation. School improvement plans for new schools shall conform to the requirements of subsection (a)(1) or (a)(2) of this Section, as applicable.

b) A new or revised district improvement plan shall be submitted to the local school board no later than three months after the district's receipt of notification regarding its status. The district improvement plan shall be required to cover the two school years following the assessment necessitating the plan and to:

1) incorporate scientifically based research strategies that strengthen the core academic program in schools served by the district (NCLB, Section 1116(c)(7)(A)(i));

2) identify actions that have the greatest likelihood of improving the achievement of participating children in meeting the State's student academic achievement standards (NCLB, Section 1116(c)(7)(A)(ii));

3) address the professional development needs of the instructional staff serving the district (NCLB, Section (c)(7)(A)(iii));

4) include specific measurable achievement goals and targets for each subgroup of students, consistent with adequate yearly progress (NCLB, Section 1116(c)(7)(A)(iv));

5) address the fundamental teaching and learning needs in the schools of the district and the specific academic problems of low-achieving students, including a determination of why the district's prior plan failed to bring about increased student academic achievement (NCLB, Section 1116(c)(7)(A)(v));

6) incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year (NCLB, Section 1116(c)(7)(A)(vi));

7) specify any requests to ISBE for technical assistance related to the plan and the district's fiscal responsibilities, if applicable, under Section 1120A of NCLB (NCLB, Section 1116(c)(7)(A)(vii));

8) include strategies for promoting effective parental involvement in the district's schools (NCLB, Section 1116(c)(7)(A)(viii)); and

9) include a process for monitoring progress and revising the plan as needed.

c) For purposes of compliance with Section 2-3.25d of the School Code [105 ILCS 5/2-3.25d], the requirement for collaboration with "outside experts" in the development of revised school and district improvement plans shall be met through the involvement of a school support team as defined in NCLB, Section 1117(a)(5), or by involving one or more other individuals who would qualify as members of a school support team pursuant to that definition.

d) Each revised school or district improvement plan shall be submitted to the State Superintendent on the business day next following the date of its approval by the local board, using the electronic format made available for this purpose. The State Superintendent shall verify that each plan contains each of the elements set forth in subsection (a) or subsection (b) of this Section, as applicable.

e) Section 2-3.25d of the School Code requires the development of a restructuring plan for a school that remains on academic watch status after a fifth annual calculation. Each required restructuring plan shall be approved by the local school board no later than six months after the district's receipt of notification regarding its status. Each school restructuring plan shall indicate that the district is undertaking one or more of the following actions in the affected school:

1) reopening the school as a public charter school, consistent with Article 27A of the School Code [105 ILCS 5/Art. 27A];

2) replacing all or most of the school staff, which may include the principal, who are relevant to the school's inability to make adequate yearly progress;

3) entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school;

4) implementing any other major restructuring of the school's governance that makes fundamental reform in:

A) governance and management, and/or

B) financing and material resources, and/or

C) staffing.

f) Failure by a school district to develop, submit, revise, or implement its school and district improvement plans or school restructuring plans as required by Section 2-3.25d of the School Code shall affect the district's recognition status (see Section 1.20(b) of this Part).

(Source: Amended at 31 Ill. Reg. 5116, effective March 16, 2007)

Section 1.88 Additional Accountability Requirements for Districts Serving Students of Limited English Proficiency under Title III

This Section implements section 6842 of the Elementary and Secondary Education Act (ESEA) (20 USC 6842), which requires that states establish "Annual Measurable Achievement Objectives" (AMAOs) for educational agencies that use funds provided under Title III of the Act to serve students of limited proficiency in English and hold those entities accountable for meeting those objectives. Further, this Section implements section 6823 of ESEA (20 USC 6823), which requires states to hold local educational agencies and schools accountable for meeting all the objectives described in ESEA section 6842.

a) The three distinct AMAOs address progress, proficiency, and adequate yearly progress (AYP), respectively, in connection with students taking the annual English language proficiency assessment prescribed by the State Board of Education in 23 Ill. Adm. Code 228 (Transitional Bilingual Education). These objectives shall apply at the district or cooperative level, as applicable, i.e., based on the test scores achieved by all the students served by each entity that receives Title III funding. In order to "meet AMAOs" for any given year, a district or cooperative must achieve all of the applicable objectives described in this subsection (a).

1) "Progress" relates to the percentage of a school district's or cooperative's students who are making progress in learning English. An individual student is determined to have made progress in English when his or her composite English proficiency level, which is derived from his or her score on a given administration of the English language proficiency assessment, increased in comparison to the previous composite English proficiency level achieved by at least .5 of a proficiency level or, in the second administration of the English language proficiency assessment, the student achieved the maximum composite English proficiency level attainable on the assessment. (Also see subsection (a)(1)(E) of this Section.) The composite English proficiency levels of students tested but whose parents have withdrawn them from bilingual education programs in accordance with 23 Ill. Adm. Code 228.40(a)(2) (Students' Participation; Records) shall not be counted for this purpose.

A) For the purpose of this subsection (a), "composite English proficiency level" means the level associated with the overall scale score achieved on the English language proficiency assessment. The overall scale score is calculated using individual scores achieved in each of the four domains of listening, speaking, reading and writing, with greater value being placed on literacy development (i.e., reading and writing scores are weighted).

B) The Illinois annual progress target shall be 54.4 percent of students showing progress for school year 2010-11, which shall increase to 69.6 percent by school year 2015-16.

C) The percentage of a district's or cooperative's students who show progress shall increase by a minimum of 3 percent each year.

D) The provisions of this subsection (a)(1) shall apply provided that the number of students enrolled during the time in which the State-prescribed English language proficiency assessment is administered and being served in bilingual education programs is no fewer than 45 at the district or cooperative level, as applicable.

E) A student's composite English proficiency level shall be counted for this purpose only if he or she has participated in at least two consecutive administrations of the State-prescribed English language proficiency assessment, except as provided in this subsection (a)(1)(E).

i) For a student who previously was enrolled in an Illinois school district and who re-enrolled in an Illinois school district during the current school year, the level of attainment for making progress shall be determined as prescribed in subsection (a)(1) of this Section using the student's current composite English proficiency level on the State-prescribed English language proficiency assessment compared to the student's most recent, previous composite English proficiency level achieved when he or she was enrolled in an Illinois district.

ii) For a student enrolled in an Illinois school district and who, for any reason other than not having been enrolled in an Illinois school district at the time of testing, does not have composite English proficiency levels from two consecutive administrations of the State-prescribed English language proficiency assessment, the level of attainment for making progress shall be calculated by multiplying the number of years between the two most recent administrations of the State-prescribed English language proficiency assessment in which the student has participated by .5. For example, a student who took the test in school year 2010-11 and school year 2008-09 must increase his or her composite English

proficiency level by 1.0 of a proficiency level in order to be considered as making progress (.5 of a proficiency level x 2 years = 1.0 of a proficiency level).

2) "Proficiency" relates to the percentage of students who attained the scores identified by the State Board of Education as demonstrating English language proficiency and eligibility to exit an English learner program. The scores of students tested but whose parents have withdrawn them from bilingual education programs in accordance with 23 Ill. Adm. Code 228.40(a)(2) (Students' Participation; Records) shall not be counted for this purpose.

A) The Illinois annual proficiency target shall be six percent of students attaining English proficiency for school year 2009-10, with the target increasing to 15 percent by school year 2015-16.

B) The percentage of the district's or cooperative's students attaining proficiency shall increase by 1 or 2 percent each year. The State Superintendent shall inform districts and cooperatives annually of the percentage to be used.

C) The provisions of this subsection (a)(2) shall apply provided that the number of students enrolled during the time in which the State-prescribed English language proficiency assessment is administered and being served in bilingual education programs is no fewer than 45 at the district or cooperative level, as applicable.

3) "Adequate yearly progress" or "AYP" has the meaning given to that term in Section 1.40 of this Part, except that, for purposes of this Section, AYP is specific to the scores earned on the reading and mathematics portions of the State assessment by students with limited proficiency in English, to their participation in the State assessment, and to their attendance or graduation rate, as applicable. The AYP objective shall apply only when the number of students served is treated as a subgroup under Section 1.60(a) of this Part.

b) In order to avoid penalizing districts and cooperatives for the decision bias that is associated with drawing inferences from a small distribution, a 95 percent "confidence interval" shall be applied to the data involved in each calculation discussed in subsection (a) of this Section. (A confidence interval is a mathematical approach designed to compensate for the unreliability of data derived from consideration of small groups.)

c) The scores of all students served by a cooperative shall be analyzed as one group for purposes of determining whether the cooperative has met AMAOs in a given year. When a district changes cooperative membership, the scores of its students from the most recently completed school year will be used to determine whether the new cooperative has met progress under subsection (a)(1) of this Section. The determination for a cooperative shall also apply to each of its member districts.

d) Section 6842(b) of ESEA requires entities funded under Title III that fail to reach AMAOs for two consecutive years to prepare improvement plans designed to ensure that the entities will meet those objectives in the future. Each entity that is subject to this requirement shall submit its plan no later than six months after it receives notification from ISBE of its failure to meet AMAOs for the second consecutive year. Should a district or cooperative elect not to apply for Title III funding in the subsequent year, it shall be required to submit an improvement plan before it next applies, unless data on the performance of its students demonstrate that the entity met AMAOs in the most recent year preceding its new application for funding. ISBE shall not approve an application for Title III funds from an entity that is subject to this requirement until its plan has been submitted.

e) When an entity funded under Title III has failed to reach AMAOs for four consecutive years, ISBE shall, as required by section 6842(b)(4) of ESEA:

1) require the entity to modify its curriculum, program, and method of instruction; or

2) make a determination regarding the entity's continued receipt of funds under Title III and require the entity to replace educational personnel relevant to the entity's failure to meet the achievement objectives.

f) The sanctions chosen pursuant to subsection (e) of this Section shall be identified based upon ISBE's analysis of the factors that prevented the entity from attaining the AMAOs, including those factors presented in the improvement plan submitted in accordance with subsection (d) of this Section. In particular, ISBE shall deny continued Title III funding to an entity that:

1) fails or refuses to serve students according to relevant legal and/or regulatory requirements; or

2) prolongs or repeats instances of noncompliance to a degree that indicates an intention not to comply with relevant requirements.

(Source: Amended at 38 Ill. Reg. 6127, effective February 27, 2014)

Section 1.90 System of Rewards and Recognition – The Illinois Honor Roll

The State Board of Education shall recognize schools for academic performance in three separate categories as provided in this Section.

a) Criteria for Spotlight Schools

1) The school made adequate yearly progress in the two most recent school years;

2) At least 50 percent of the students enrolled in the school in the most recent school year were classified as low-income students;

3) At least 60 percent of the scores relevant to adequate yearly progress that were attained by the school's students in the most recent school year were classified as demonstrating proficiency (see Section 1.30(h) of this Part); and

4) At least 50 percent of the scores relevant to adequate yearly progress that were attained by the school's students in the two school years immediately prior to the most recent school year were classified as demonstrating proficiency.

b) Criteria for the Academic Improvement Award

The school made significant academic improvement by showing, with respect to its students' scores that are relevant to adequate yearly progress and were classified as demonstrating proficiency, either:

1) at least a 7.5 percent increase for the most recent school year when compared to the immediately preceding school year; or

2) at least a 15 percent cumulative increase for the most recent school year when compared to the school year two years before that year, provided that during that time there has been no decrease in the percentage from any one year to the next.

c) Criteria for the Academic Excellence Award

The school made adequate yearly progress in the two most recent school years and:

1) The school served any of Grades 8 and below only and at least 90 percent of its students' scores that are relevant to adequate yearly progress were classified as demonstrating proficiency for the three most recent school years; or

2) The school served any of Grades 9 through 12 only and at least 80 percent of its students' scores that are relevant to adequate yearly progress were classified as demonstrating proficiency for the three most recent school years; or

3) The school served one or more grades below Grade 9 as well as one or more grades above Grade 8 and met the criteria stated in both subsection (c)(1) and subsection (c)(2) of this Section.

(Source: Amended at 29 Ill. Reg. 19891, effective November 23, 2005)

Section 1.95 Appeals Procedure

A school district may request an appeal of a school's or the district's status determined pursuant to Section 2-3.25f of the School Code related to the development and implementation of school and district improvement plans or corrective actions undertaken by ISBE pursuant to Section 2-3.25f of the School Code or the Every Student Succeeds Act. An appeal may not be brought challenging the validity of any State or federal law, a legal challenge to this rule, or requesting relief that ISBE is without authority to provide. This Section does not apply to recognition level changes under Section 1.20 of this Part.

a) A district shall request such an appeal by sending a written request to the State Board of Education for consideration by the Appeals Advisory Committee. The district must submit its appeal within 30 days after receipt of notification from the State Board of the school's or district's status level or corrective action, or by September 1 of the calendar year in which the notification occurs, whichever occurs later. The appeal may not be based upon alleged inaccuracies in data in any State assessment other than the most recent State assessment, or any other cause known to the district during the prior year's period for appeals. Upon receipt of a request, State Board staff shall provide an opportunity for the district to meet with State Board staff (either in person or over the telephone) in an effort to resolve the issues raised in the request through informal means.

b) If a district elects not to meet with State Board staff, or if the district wishes to proceed with the appeal upon conclusion of the informal resolution process, the State Board shall commence the appeals process set forth in this Section. The timeframes set forth for appeals shall be tolled during the pendency of the informal resolution process. Nothing contained in this Section shall preclude the State Board and the district from reaching agreement as to the resolution of an appeal at any time during the appeals process.

c) After a determination of a review schedule by the Committee, the State Board will give written notice of the date, time, and place of the hearing to the school district not less than 21 days before the hearing date. The notice shall be sent by certified mail, return receipt requested.

d) The school district may be represented by an attorney throughout the proceedings. The office of the General Counsel to the State Board will represent the State Board. Both the school district and the State Board will be afforded the opportunity to file written briefs before the hearing. The school district shall submit its brief to the following address: Illinois State Board of Education, Office of the General Counsel, 100 North First Street, Springfield, Illinois 62777-0001. The State Board shall submit its brief to the district and shall provide both the district's and the State Board's briefs to each member of the Committee.

1) The school district's brief shall be due 7 days after the district's receipt of the notice of opportunity for hearing.

2) The State Board's brief shall be due 14 days after the State Board's receipt of the district's brief or, if no brief is filed by the district, 14 days after the notice of opportunity for hearing is sent.

e) After briefs have been submitted pursuant to subsection (d) of this Section, no party shall submit additional information to the Committee unless so requested by the Committee's chairperson. The State Board will provide a signed assurance to the Committee that any calculations at issue were double-checked.

f) At the time its brief is filed, either the school district or the State Board may request an opportunity for oral argument before the Committee.

1) Each party will be given 30 minutes for argument, and the school district may reserve 10 of its 30 minutes for rebuttal. The Committee may ask questions during such argument.

2) If neither party requests oral argument, the Committee may request that the parties make an oral presentation on the date scheduled for the hearing.

g) If two or more districts request an appeal regarding the same question of policy, law, or fact, the State Board may consolidate those appeals if the agency determines that consolidation would secure economies of time and effort and promote uniformity of decision-making by the Committee. Consolidated appeals shall be handled as provided in this subsection (g).

1) Each district may submit its own brief, or any two or more of the districts whose appeals are consolidated may elect to write a joint brief.

2) All districts whose appeals are consolidated will be given 40 minutes for argument, and the districts may reserve ten of their 40 minutes for rebuttal. The districts shall either select one or more representatives to argue on behalf of the districts or divide the time equally amongst all districts.

3) The agency shall submit one brief in response to the question of policy, law, or fact subject to the consolidated appeal and shall have 30 minutes for argument.

h) The chair of the Committee will conduct the review proceeding and hearing. During the hearing, the Committee shall consider only those issues raised in the

briefs or by oral argument of the parties. All hearings will be recorded. A majority of committee members shall constitute a quorum. Committee recommendations must be approved by a majority vote of a quorum. Each committee member shall recuse himself or herself when hearing an appeal from a district with which the member has a conflict of interest, e.g., employment by the district, having a close family member in attendance at a school in the district or employed by the district, service as a school board member, or other affiliation with the district. The Committee may adopt other procedures for its governance not inconsistent with this Part.

i) Within 30 days after the hearing, the Committee shall submit a written recommendation for action to the State Superintendent of Education and shall state the reasons for its recommendation. All recommendations shall be based on an objective evaluation of the district's claims and a review of the State Board's data and calculations. The Committee may recommend that the State Superintendent affirm or reverse the decision of the State Board, in whole or in part.

j) The State Superintendent shall thereafter make a recommendation for action to the State Board of Education. The State Board of Education shall make the final determination.

(Source: Amended at 46 Ill. Reg. 6272, effective April 11, 2022)

Section 1.97 Survey of Learning Conditions

In accordance with Section 2-3.153 of the School Code [105 ILCS 5], each school district shall *administer a climate survey on the instructional environment within a school. The survey shall be identified and paid for by the State Board of Education and shall provide feedback from, at a minimum, students in grades 4 through 12 and teachers. Each school district shall annually administer the climate survey in every public school attendance center by a date specified by the State Superintendent of Education, and data resulting from the instrument's administration must be provided to the State Board of Education.* The survey component that requires completion by teachers must be administered during teacher meetings or professional development days or at other times that would not interfere with the teachers' regular duties or classroom instructional duties. *The State Superintendent shall publicly report on the survey indicators of learning conditions resulting from administration of the instrument at the individual school, district, and State levels and shall identify whether the indicators result from an anonymous administration of the instrument.* A regional-based program, special education cooperative, district-based alternative site or program, community-based early childhood center or program, State-authorized laboratory school, or any other site or program deemed appropriate and applicable by the State Board of Education may, but is not required to, participate in the survey established under this Section.

a) Each school with students in any of grades 4 through 12 shall administer the survey to teachers and students in those grade levels no sooner than 100 days from the start of the school year and no later than March 31. The State Superintendent of Education shall annually identify the survey to be used and post the specific dates of the survey's administration by July 1 annually at https://www.isbe.net/Pages/Educational-Supports.aspx. The Survey administration window may not last longer than 75 days or fewer than 14 days. For the purposes of this Section:

1) "Teacher" means any individual who holds an educator license issued pursuant to Article 21B of the School Code and whose primary responsibility is to provide instruction to students at any grade level of prekindergarten through grade 12 for more than 50 percent of the school day or school year. "Teacher" does not include paraprofessional educators, substitute teachers, tutors, instructional coaches who do not meet the criteria specified in this subsection (a)(1), or student teachers.

2) "School" includes any alternative school established by the school district, including Alternative Learning Opportunity Programs authorized under Article 13B of the School Code operated at a location other than one of the district's schools.

b) A school district shall not require a student or teacher to participate in the survey nor respond to each question on the survey; however, at least 50 percent of the teachers in a school must submit a survey in order for the school district to receive results.

c) The climate survey's ethical code of conduct may be found at www.isbe.net.

d) Schools with fewer than eight teachers shall administer the survey to their student population only.

e) Survey results shall be used to meet the requirements of Section 10-17a(2)(E) of the School Code regarding reporting, on the State and district school report cards, *2 or more indicators from any school climate survey*. School districts using a survey instrument identified under subsection (g), or those districts choosing to survey parents, shall submit the results to the State Superintendent of Education no later than May 1 for inclusion on the school report cards.

f) For purposes of Section 24A-20 of the School Code, the survey required under Section 2-3.153 of the School Code and this Section shall be the instrument to be used *to provide feedback to principals on the instructional environment within a school* (Section 24A-20 of the School Code). A school district may incorporate results from the survey into the principal evaluation rubric or instrument required under 23 Ill. Adm. Code 50.320 (Professional Practice Components for Principals and Assistant Principals).

g) *A school district may elect to use, on a district-wide basis and at the school district's sole cost and expense, an alternate survey of learning conditions instrument pre-approved by the State Superintendent.* (Section 2-3.153(b) of the School Code)

1) The State Superintendent shall post annually the survey instruments authorized under this subsection (g) no later than July 1 at https://www.isbe.net/Pages/Educational-Supports.aspx.

2) Any school district wishing to use a survey instrument authorized under this subsection (g) shall annually submit a form developed for this purpose and posted at https://www.isbe.net/Pages/Educational-Supports.aspx to the State Superintendent no later than September 15. The form shall state, at a minimum, the requirements for and conditions of administering a survey instrument authorized under this subsection (g) that are stipulated at Section 2-3.153(b) of the School Code. A school district approved under this subsection (g)(2) to administer an alternate survey must submit to the State Board of Education the appropriate survey data no later than May

31. The data submitted by the school district will be used to meet the requirements of subsection (f) and for calculating a summative designation for school accountability.

3) A school district's failure to annually submit the form required under subsection (g)(2) shall result in the district's being required to use the survey identified for statewide administration and posted at https://www.isbe.net/Pages/Educational-Supports.aspx.

(Source: Amended at 45 Ill. Reg. 867, effective January 4, 2021)

Section 1.100 Waiver and Modification of State Board Rules and School Code Mandates

a) As authorized in Section 2-3.25g of the School Code [105 ILCS 5], an eligible applicant, as defined in 2-3.25g(a), or *any Independent Authority established under Section 2-3.25f-5 of the School Code* may petition for:

1) Approval of waivers or modifications of State Board of Education rules and of modifications of School Code mandates, which may be requested to meet the *intent of the rule or mandate in a more effective, efficient, or economical manner or when necessary to stimulate innovation or to improve student performance* (Section 2-3.25g(b) of the School Code); or

2) Approval of waivers of School Code mandates, which *may be requested when necessary to stimulate innovation or to improve student performance or the intent of the mandate in a more effective, efficient, or economical manner* (Section 2-3.25g(b) of the School Code).

b) "The School Code" comprises only those statutes compiled at 105 ILCS 5.

1) Waivers or modifications from State Board rules or School Code mandates *pertaining to special education, teacher educator licensure, teacher tenure and seniority, or* implementing compliance with the federal Every Student Succeeds Act (20 U.S.C. 6301 et seq.) or the Every Student Succeeds Act State Plan are not permitted.

2) Waivers or modifications of mandates pertaining to the use of student performance data and performance categories for teacher and principal evaluations, as required under Article 24A of the School Code, are not permitted and *on September 1, 2014, any previously authorized waiver or modification from such requirements shall terminate* (Section 2-3.25g(b) of the School Code).

3) Waivers of mandates contained in Section 5-1 of the School Code or in Section 5-2.1 of the School Code also shall not be requested.

c) As used in this Section, "waiver" means a petition to discontinue the implementation of a mandate and "modification" means a petition to partially implement a mandate.

d) Each application for a waiver or modification shall provide the following, on a form supplied by the State Board of Education.

1) Identification of the rules or mandates involved, either by quoting the

exact language of or by providing a citation to the rules or mandates at issue. Applicants unable to determine the exact language or citation may obtain a copy of, or citation to, the rules or mandates involved by contacting the State Board of Education Legislative Affairs Department by mail at 100 North First Street, Springfield, Illinois, 62777-0001, by email at waivercorrespondence@isbe.net, or by telephone at 217-782-6510.

2) Identification as to the specific waivers or modifications sought. For modifications, the specific modified wording of the rules or mandates must be stated.

3) Identification as to whether the request is for an initial waiver or modification or for the renewal of a previously approved request.

4) For requests based upon meeting the intent of the rule or mandate in a more effective, efficient, or economical manner, a narrative description that sets forth:

A) the intent of the rule or mandate to be achieved;

B) the manner in which the applicant will meet that intent;

C) how the manner proposed by the applicant will be more effective, efficient, or economical; and

D) if the applicant proposes a more economical manner, a fiscal analysis showing current expenditures related to the request and the projected savings that would result from approval of the request.

5) If the request is necessary for stimulating innovation or improving student performance, the request must include the specific plan for improved student performance and school improvement upon which the request is based. This plan must include a description of how the applicant will determine success in the stimulation of innovation or the improvement of student performance.

6) If the request is for a waiver of the administrative expenditure limitation established by Section 17-1.5 of the School Code, the request must include the amount, nature, and reason for the requested relief and all remedies that have been exhausted to comply with the administrative expenditure limitation and shall otherwise comply with Section 17-1.5(d) of the School Code.

7) The time period for which the waiver or modification is sought. Pursuant to Section 2-3.25g of the School Code, this time period may not exceed five years, except for requests made pursuant to subsection (c)(6), which may not exceed one year (see Section 17-1.5(d) of the School Code).

8) A description of the public hearing held to take testimony about the request from educators, parents, and students, which shall include the information required by Section 2-3.25g of the School Code.

9) An assurance stating the date of the public hearing conducted to consider the application and, if applicable, the specific plan for improved student performance and school improvement; affirming that the hearing was held before a quorum of the board or before the regional superintendent, as applicable, and that it was conducted as prescribed in Section 2-3.25g of the School Code; and stating the date the application (and, if applicable, the plan) was approved by the local governing board or regional superintendent.

e) Each applicant must attach to the application a dated copy of the notice of the public hearing that was published in a newspaper of general circulation, a dated copy of the written notifications about the public hearing provided to the applicant's collective bargaining agent and to those State legislators representing the applicant, and a dated copy of the notice of the public hearing posted on the applicant's website, each of which must comply with the requirements of Section 2-3.25g of the School Code. Those State legislators representing the applicant must be notified of the public hearing at least seven days prior to the date of the hearing.

f) Applications must be sent by certified mail, return receipt requested, and addressed as specified on the application form.

g) Applications must be postmarked no later than 15 calendar days following the local governing board's approval. (See Section 2-3.25g(d) of the School Code.) Applications addressed other than as specified on the application form shall not be processed.

h) Applications for the waiver or modification of State Board rules or for the modification of School Code mandates shall be deemed approved and effective 46 calendar days after the date of receipt by the State Board of Education unless disapproved in writing. Receipt by the State Board shall be determined by the date of receipt shown on the return receipt form, except in the case of an incomplete application.

1) An applicant submitting an incomplete application shall be contacted by staff of the State Board regarding the need for additional information and the date by which the information must be received in order to avoid the application's return as ineligible for consideration.

2) The 45-day response time referred to in this subsection (h) shall not commence until the applicant submits the additional material requested by the State Board.

3) Each application that has not been made complete by the date identified in accordance with subsection (h)(1) shall be ineligible for consideration and shall be returned to the applicant with an explanation as to the deficiencies.

i) *The State Board may disapprove a request* for the waiver or modification of State Board rules or for the modification of School Code mandates *if* the request:

1) *is not based upon sound educational practices;*

2) *endangers the health or safety of students or staff;*

3) *compromises equal opportunities for learning; or*

4) *does not address the intent of the rule or mandate in a more effective, efficient or economical manner or does not have improved student performance as a primary goal.* (Section 2-3.25g(d) of the School Code).

j) Disapproval of an application for a waiver or modification of a State Board rule or for a modification of a School Code mandate shall be sent by certified mail to the applicant no later than 45 calendar days after receipt of the application by the State Board. An applicant wishing to appeal the denial of a request may do so within 30 calendar days after receipt of the denial letter by sending a written appeal by certified mail to the Illinois State Board of Education, Legislative Affairs Department, 100 North First Street, S-404, Springfield, Illinois 62777-0001 or by email to waiverscorrespondence@isbe.net. The written appeal shall include the date the local governing board approved the original request, the citation of the rule or School Code section involved, and a brief description of the issue. Appeals of denials shall be submitted to the General Assembly in the semiannual report required under Section 2-3.25g of the School Code.

k) Applications shall be postmarked by July 15 to be considered for the fall waiver report and December 15 to be considered for the spring waiver report. The State

Superintendent of Education shall periodically notify school districts and other potential applicants of the date by which applications must be postmarked to be processed for inclusion in the next report to the General Assembly. Each application will be reviewed for completeness. Complete applications shall be submitted to the General Assembly in the next report. Incomplete applications shall be treated as discussed in subsections (h)(1) and (h)(3).

l) The State Superintendent shall notify Regional Superintendents of Schools and Intermediate Service Centers of the disposition of requests for waivers or modifications submitted by school districts located within their regions.

(Source: Amended at 48 Ill. Reg. 7716, effective May 9, 2024)

Section 1.110 Appeal Process under Section 22-60 of the School Code

Section 22-60 of the School Code [105 ILCS 5/22-60] authorizes regional superintendents of schools to grant exemptions from certain mandates contained in the School Code [105 ILCS 5] or in administrative rules of the State Board of Education. Any decision of the regional superintendent regarding a school district's or private school's request for an exemption may be appealed to the State Superintendent by the school district, the private school or a resident of the district. For the purposes of this Section, references to "regional superintendent" shall be understood to include the intermediate service centers established in that portion of Cook County located outside of the City of Chicago.

a) A school district, private school or resident wishing to appeal the decision of the regional superintendent to deny or approve an exemption request may do so by sending a written appeal on or before April 15 by certified mail to the Illinois State Board of Education, Public School Recognition Division, 100 West Randolph Street, Suite 14-300, Chicago, Illinois 60601 or by email to mandateappeal@isbe.net. The written appeal shall include:

1) the date the regional office of education acted on the exemption request;

2) a copy of the original request that includes the citation of the rule or School Code section involved;

3) a copy of the regional superintendent's decision to grant or deny the request;

4) a narrative explanation of the petitioner's objections to the regional superintendent's decision (not to exceed two pages), along with any documentation that directly supports the argument being made; and

5) the name, address, telephone number and contact person of the school district or private school submitting the appeal, or the name, address and telephone number of the resident submitting the appeal.

b) The State Superintendent of Education shall provide written notice of the date, time, and location of the hearing to consider the appeal to the petitioner not less than 10 days before the hearing date. The notice shall be sent by certified mail, return receipt requested. Copies of the notice of hearing also shall be provided to the school district's regional superintendent of schools and, in the case of a resident's appeal, to the school district superintendent or private school administrator. Any hearing shall be held no later than May 15 of each year.

c) A petitioner may present oral testimony at the hearing, not to exceed 30 minutes. Any responses to the petitioner's testimony made by the school district, private school or regional superintendent of schools also shall be limited to no more than 30 minutes.

d) The State Superintendent of Education shall consider the net costs associated with the implementation of the mandate and other evidence of its financial impact presented by the school district or private school to determine if implementation or operation is cost-prohibitive. For purposes of this Section, "cost-prohibitive" means that the financial burden of implementing or operating the mandate is greater than the benefits to be received.

e) The State Superintendent shall inform the petitioner of his or her decision at the conclusion of the hearing. (See Section 22-60(b) of the School Code.) A written summary of the decision, including reasons for accepting or denying the appeal, shall be provided to each affected party no later than 10 calendar days after the hearing.

f) A school district, private school or regional superintendent of schools shall provide to a resident of the district, upon the resident's request, a copy of the original exemption request or a copy of the decision regarding the exemption request, along with the reason for the denial or approval, no later than 10 calendar days after the request has been made.

g) City of Chicago School District 299 or a private school located in the City of Chicago shall submit any request for an exemption from a statutory or regulatory mandate to the Division Supervisor of the Public School Recognition Division, 100 West Randolph Street, Suite 14-300, Chicago, Illinois 60601, within the timelines and in the format specified in Section 22-60 of the School Code.

1) The division supervisor shall schedule a public hearing to take testimony from the district and interested residents about the request.

2) A committee comprised of representatives from each department of the State Board of Education with a responsibility for the statutory or regulatory mandate shall review the request and the testimony provided at the public hearing. The committee shall recommend to the division supervisor whether the request should be granted, and the division supervisor shall send written notification of his or her decision to the district or private school on or before March 15, along with reasons why the exemption was granted or denied.

3) A public hearing conducted under this subsection (g) shall comply with the Open Meetings Act [5 ILCS 120].

4) The process for a school district, private school or resident to appeal a decision made pursuant to subsection (g)(2) of this Section shall be as provided in this Section.

(Source: Amended at 38 Ill. Reg. 6127, effective February 27, 2014)

SUBPART B: SCHOOL GOVERNANCE

Section 1.210 Approval of Providers of Training for School Board Members under Section 10-16a of the School Code

Entities that offer professional development activities, such as training organizations, institutions, regional offices of education, firms, professional associations, teachers' unions, and universities and colleges, may apply to the State Board of Education for approval to conduct leadership training activities for members of Illinois boards of education or Independent Authorities established under Section 2-3.25f-5 of the Code in each of the topics specified in Section 10-16a of the Code [105 ILCS 5].

a) Except as provided in subsection (b), each entity wishing to receive approval to offer the leadership training required under Section 10-16a of the Code shall submit an application on a form supplied by the State Board of Education. An entity shall submit the application to the State Board any time between March 1 and May 1 of each even-numbered year. Any application received after May 1 shall not be considered for that approval cycle. If the Governor has declared a disaster due to a public health emergency under Section 7 of the Illinois Emergency Management Agency Act [20 ILCS 3305], the application submission deadlines of this subsection are waived, and an entity may submit an application for review by the State Board of Education no later than 30 days after that declaration is no longer in effect. Each entity shall provide:

1) a description of the intended offerings in each of the required areas;

2) the qualifications and experience of the entity and of each presenter to be assigned to provide the leadership training, which shall include evidence of a presenter's specific skills and knowledge in the area or areas in which he or she will be assigned;

3) the mode of delivery of the professional development (e.g., in-person instruction, distance-learning); and

4) assurances that the requirements of subsection (c) will be met.

b) An organization that has one or more affiliates (e.g., regional offices, local chapters) based in Illinois may apply for approval on their behalf.

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

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

3) The applicant organization shall notify the State Board any time it determines that one or more affiliates should be removed from the list of approved providers.

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

c) Each entity approved to provide leadership training under this Section shall:

1) verify attendance at its training activities, provide to participants a written confirmation of their completion of the training, and require participants to complete an evaluation of the training; and

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

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

e) The State Superintendent, in consultation with the Illinois Association of School Boards (IASB), shall respond to each application for approval no later than 30 days after receiving it.

f) An entity shall be approved to offer leadership training if the entity's application presents evidence that:

1) the leadership training that it sponsors or conducts will be developed and presented by persons with education and experience in the applicable areas to which they will be assigned; and

2) the proposed training meets the requirements of Section 10-16a of the School Code.

g) The State Board shall post on its website at www.isbe.net the list of all approved providers. The website also shall indicate that the IASB is authorized under Section 10-16a(c) of the Code to provide leadership training.

h) Approval as a provider shall be valid for two calendar years (i.e., January 1 through December 31). To request renewal of approval, a provider shall submit a

renewal application on a form supplied by the State Board, within the timeframe specified in subsection (a), and containing:

1) a description of any significant changes in the material submitted as part of its approved application or a certification that no such changes have occurred;

2) evidence that the material to be used in the renewal cycle conforms to current statute, rules and procedures of the State Board; and

3) copies of the evaluations of the training that participants completed during the last approval period.

i) A provider's approval shall be renewed if the application conforms to the requirements of subsection (h), provided that the State Superintendent has received no evidence of noncompliance with the requirements of this Section.

j) The State Board may evaluate an approved provider at any time to ensure compliance with the requirements of this Section. Upon request by the State Board, a provider shall supply information regarding its schedule of leadership training, which the State Board may, at its discretion, monitor at any time. In the event an evaluation indicates that the requirements have not been met, the State Board, in consultation with IASB, may withdraw approval of the provider.

(Source: Amended at 45 Ill. Reg. 1644, effective January 22, 2021)

Section 1.220 Duties of Superintendent (Repealed)

(Source: Repealed at 29 Ill. Reg. 15789, effective October 3, 2005)

Section 1.230 Board of Education and the School Code (Repealed)

(Source: Repealed at 29 Ill. Reg. 15789, effective October 3, 2005)

Section 1.240 Equal Opportunities for all Students

a) All students within a school district must be provided equal opportunities in all education programs and services provided by the system (see Section 10-20.12 of the School Code).

b) No school system may *exclude or segregate any pupil*, or discriminate against any pupil on the basis of *his or her race, color, religion, sex, national origin, ancestry, age, marital status, or physical or mental disability, sexual orientation, pregnancy [775 ILCS 5/1-102(A)]*, gender identity, *or status of being homeless [105 ILCS 45/1-5 and 42 USC 11434a(2)].* Further, no school system may deny access to its schools or programs to students who lack documentation of their immigration status or legal presence in the United States, and no school system may inquire about the immigration status of a student (Plyler v. Doe, 457 U.S. 202 (1982)). In order to comply with this subsection (b), the documents required by a school system as proof of residency for a student, when taken together, shall not result in a requirement for proof of legal presence, such as a Social Security number. That is, the permissible combinations of documents must be sufficiently variable to afford an opportunity for those who lack proof of legal presence or immigration status to meet the stated requirements. No school district shall impose requirements for enrollment more restrictive than those established under relevant Illinois and federal law. For example, no school system shall require court-ordered guardianship when an individual enrolling a student meets the legal custody requirements of Section 10-20.12b(a)(2)(iv) or (v) of the School Code [105 ILCS 5/10-20.12b(a)(2)(iv) or (v)], and each school system shall immediately enroll and serve homeless children without requiring the provision of any documentation, in accordance with the Illinois Education for Homeless Children Act [105 ILCS 45] and the McKinney-Vento Homeless Education Assistance Act [42 USC 11434].

c) The board of education shall submit periodic reports as required by the State Board of Education detailing pupil attendance, faculty assignments, and actions taken and planned to prevent and eliminate segregation.

(Source: Amended at 39 Ill. Reg. 13411, effective September 24, 2015)

Section 1.241 Dispute Resolution for Students Experiencing Homelessness

a) In this Section:

1) "School district" means any public school district in this State.

2) "State Coordinator" means the Coordinator of Education of Homeless Children and Youth established by 42 U.S.C. 11432(d)(3).

b) This Section establishes the dispute resolution procedure for disputes involving a student's homeless status or homelessness-related claim, as determined under the Education for Homeless Children Act [105 ILCS 45] and the federal McKinney-Vento Education for Homeless Children Act (45 U.S.C. 11431 through 11435).

1) Any issue related to the homelessness or the homeless-related claim of a student or the student's parent or guardian is eligible for dispute resolution under this Section. These issues include, but are not limited to, impacts or alleged impacts of homelessness on eligibility, registration, enrollment, transportation, access to curricular and extracurricular programs, and fee waivers. The school district's local homelessness liaison must attempt to resolve any disagreement between the student or the student's parent or guardian and the school district before the district initiates a dispute resolution under this Section.

2) School districts must structure dispute resolutions as informally as possible to give students or students' parents or guardians any necessary assistance navigating the process.

3) A school district shall not delay enrollment, transportation, or other services before or during dispute resolution. The school district must continue to provide those services until the conclusion of the dispute resolution process, including any appeals.

c) If collaboration with the local homelessness liaison does not resolve an issue described under subsection (b)(1), the school district must initiate a dispute resolution under this Section and send a letter to the student or the student's parent or guardian indicating the school district position on the dispute. The district must also send this letter to the regional superintendent of schools and the State Coordinator. The letter must include information on:

1) *the availability of an ombudsperson;*

2) *sources of low cost or free legal assistance;*

3) *other advocacy services in the community* [105 ILCS 45/1-25]; and

4) the dispute resolution procedure.

d) No later than 10 school days after receiving the notification required under subsection (c), the regional superintendent of schools must *appoint an ombudsperson who is fair and impartial and familiar with the educational rights and needs of homeless children to provide resource information and resolve the disputes at schools within* the region *relating to the rights of homeless children under* the Education for Homeless Children *Act* and this Part. If possible, *the ombudsperson shall convene a meeting of all parties and attempt to resolve the dispute within 5 school days after receiving notice of the dispute*. [105 ILCS 45/1-25(a)]

1) The ombudsperson must set clear rules and timelines for the dispute resolution process and inform each party of their respective expectations for the duration of the dispute resolution.

2) The ombudsperson must provide copies of documents that will be used by the other party before the meeting, if possible.

3) The ombudsperson must allow:

A) a complete presentation of relevant facts by all parties; and

B) assistance for the student or the student's parent or guardian from a legal representative knowledgeable of federal and State laws concerning homeless students' educational rights.

4) The ombudsperson may:

A) require each party to make an opening statement;

B) limit the amount of time each party may use to present information;

C) pose questions to each party;

D) limit any redundant testimony or testimony that is not directly related to homelessness claims; or

E) make allowances for the student or the student's parent or guardian (e.g., in how evidence or arguments are presented).

5) No later than ten school days after the conclusion of the dispute resolution meeting, if possible, the ombudsperson must make a written determination on a form supplied by the State Board of Education (available at www.isbe.net). At a minimum, the form will include the following:

A) The name of the school district and school, names of the student and the student's parent or guardian, and the nature of the dispute.

B) A complete list of all individuals attending the meeting and their professional titles.

C) Timeline of procedural events, including the date the school district initiated the dispute resolution procedure, the date of the meeting, and the date of the ombudsperson's final determination.

D) The arguments and positions of each party, including the evidence, testimony, and documentation presented at the meeting.

E) The ombudsperson's analysis of the arguments.

F) If the ombudsperson does not agree with or support an argument made by one of the parties, an analysis of the ombudsperson's reasoning.

G) For disputes relating to enrollment eligibility and in which the school district is asserting the student is not homeless, an analysis of the current living situation of the student and if the living situation is fixed, regular, and adequate.

H) The ombudsperson's final determination, explicitly noted, as to whether the student is homeless or not homeless.

I) Notice of the parties' right to appeal the final determination to the State Coordinator under subsection (e).

e) No later than five school days after receiving the ombudsperson's determination under subsection (d), each party of the dispute resolution meeting may appeal the decision by submitting a written request, via email to homeless@isbe.net or regular mail to 100 North First Street, Springfield, IL 62777, to the State

Coordinator that includes any documentation relating to the dispute resolution meeting and final determination.

1) After receiving a request for an appeal, the State Coordinator must obtain from the ombudsperson all documents, notes, transcripts, and any other materials used by the parties to present their respective cases. The State Coordinator may also request additional information that the State Coordinator deems relevant in determining the appeal.

2) No later than 15 school days after receiving a request for an appeal, the State Coordinator must make a final determination based on the appealed decision's compliance with relevant law and notify, via email or, if requested by either party, via certified mail, both parties of its decision. The State Coordinator may extend this timeline by an additional five school days, if necessary, and must notify each party of this extension.

f) If the State Superintendent of Education or designee determines that a school district's actions giving rise to a dispute under this Section are inconsistent with applicable law, the State Superintendent may require the school district to take any action necessary to comply with applicable law. If the school district does not comply with this requirement, the State Superintendent will place the school district's recognition status on probation in accordance with 23 Ill. Adm. Code 1.20(b).

(Source: Added at 48 Ill. Reg. 2411, effective February 5, 2024)

Section 1.242 Temporary Exclusion for Failure to Meet Minimum Academic or Attendance Standards

A parent or guardian who receives notice of a school board's intention to deny enrollment to a student for either of the reasons specified in Section 26-2(c) of the School Code [105 ILCS 5/26-2] may appeal the determination to exclude the student.

a) Upon the request of the parent or guardian, the school board or a hearing officer appointed by the board shall hold a hearing to review the board's determination.

b) The parent or guardian shall have the right to appear at the hearing and discuss the board's determination to exclude the student with the board or its hearing officer.

c) If a hearing officer has been appointed by the board, he or she shall provide to the board a written summary of the evidence heard at the hearing.

d) After the hearing, if held by the board, or after the board's receipt of the hearing officer's written summary, the board may take the action it finds appropriate.

e) Any appeal requested by the parent or guardian must be heard and a final determination made under subsection (d) of this Section before the student may be denied enrollment under Section 26-2(c) of the School Code.

(Source: Added at 30 Ill. Reg. 16338, effective September 26, 2006)

Section 1.245 Waiver of School Fees

This Section provides the rules required by Section 2-3.96 of the School Code [105 ILCS 5] under which each school district must adopt a written policy for the waiver of school fees and fines as required by Sections 10-20.13 and 34-21.6 of the School Code.

a) For the purposes of this Section, "school fees" or "fees" means any monetary charge collected by a public school or public school district from a student or the parents or guardian of a student as a prerequisite for the student's participation in any curricular or extracurricular program of the school or school district. A school or school district does not impose a "fee" when it requires students provide ordinary supplies or materials (e.g., pencil, paper, notebooks), which are necessary to participate in any curricular or extracurricular program. "Fines" includes charges for the loss of school property assessed by a district.

1) "School fees" include, but are not limited to, the following:

A) All charges for required textbooks and instructional materials.

B) All charges and deposits collected by a school for use of school property (e.g., locks, towels, laboratory equipment).

C) Charges for field trips made during school hours, or after school hours if the field trip is a required or customary part of a class or extracurricular activity (e.g., annually scheduled trips to museums, concerts, places of business and industry or field trips related to instruction in social studies, the fine arts, career and technical education, or the sciences).

D) Charges or deposits for uniforms or equipment related to varsity and intramural sports or fine arts programs.

E) Charges for supplies required for a particular class (e.g., shop or home economics materials, laboratory or art supplies).

F) Graduation fees (e.g., caps, gowns).

G) School records fees.

H) School health services fees.

I) Driver's education fees assessed pursuant to Section 27-24.2 of the Code.

2) "School fees" do not include:

A) Library fines and other charges for the loss, misuse, or destruction of school property (e.g., musical instruments).

B) Charges for the purchase of class rings, yearbooks, pictures, diploma covers, or similar items.

C) Charges for optional travel undertaken by a school club or group of students outside of school hours (e.g., a trip to Spain by the Spanish club or a senior class trip).

D) Charges for admission to school dances, athletic events, or other social events.

E) Optional community service programs for which fees are charged (e.g., preschool, before-school and after-school child care, recreation programs).

b) School boards that do not charge school fees must adopt a policy so stating. Parents must be notified of this policy as provided in this Section.

c) School boards that charge school fees or fines must adopt a policy and procedures containing at least the following elements:

1) Eligibility Criteria

A) Eligibility criteria must include a waiver of fees and fines for all students who qualify for free lunches or breakfasts under the School Breakfast and Lunch Program Act [105 ILCS 125] (students must meet the income requirements of the program but need not participate to receive a waiver) and homeless children and youth as defined in Section 11434a of the federal McKinney-Vento Homeless Assistance Act [42 U.S.C. 11434a].

B) Eligibility criteria must also include a description of other extenuating circumstances under which the district will grant a waiver of school fees or fines. Examples include students who are eligible to receive reduced-price lunch or breakfast; very significant loss of income due to severe illness or injury in the family or unusual expenses such as fire, flood, or storm damage; or similar emergency situations that the district determines to include

in its policy.

2) Notification of Parents

A) The district's policy for the waiver of school fees and fines shall be communicated in writing to the parents of all students enrolling in the district for the first time and with every bill for fees or fines. A fee or fine waiver application form also may be included with this notice when it is sent to parents. The notification must be in English or the home language of the parents if it is needed to ensure their understanding of the district's policy (if translation of the notice is not feasible, the use of interpreters is permitted, e.g., other students or neighbors). The notice shall at least describe:

i) the district's policy, including the criteria and other circumstances under which the district will waive school fees or fines;

ii) the fees or fines subject to waiver under the district's policy;

iii) the procedure to be used by parents in applying for a waiver of school fees or fines, including the availability of forms that may be used to request a fee or fine waiver and the documents whose use is required by the school district in verifying income as permitted under subsection (d); and

iv) the procedure to be used by parents in resolving disputes concerning the waiver of school fees or fines.

B) The district's policy also shall provide that the first bill or notice of each school year sent to parents who owe fees or fines shall state:

i) the district waives fees or fines for persons unable to afford them in accordance with its policy; and

ii) the procedure for applying for a fee or fine waiver, or the name, address, and telephone number of the person to contact for information concerning a fee or fine waiver.

3) Procedures for the Resolution of Disputes

A) The district's policy must provide that if it denies a request for a

fee or fine waiver, then it shall mail a copy of its decision to the parents within 30 calendar days after receipt of the request. The decision shall state the reason for the denial and shall inform the parents of their right to appeal, including the process and timelines for that action. The denial notice shall also include a statement informing the parents that they may reapply for a waiver any time during the school year if circumstances change.

B) An appeal shall be decided within 30 calendar days after the receipt of a parent's request for an appeal. Parents shall have the right to meet with the person who will decide the appeal to explain why the fee waiver should be granted. The person who decides the appeal shall not be the person who initially denied the fee or fine waiver or a subordinate of this person. If the appeal is denied, then the district shall mail a copy of its decision to the parents. The decision shall state the reason for the denial.

C) No fee or fine shall be collected from any parent who is seeking a fee or fine waiver in accordance with the district's policy until the district has acted on the initial request or appeal (if any is made), and the parents have been notified of its decision.

d) A school district may make reasonable requirements for verifying a family's income (e.g., payroll stubs, tax returns, evidence of receipt of food stamps or Temporary Assistance for Needy Families) in accordance with the restrictions set forth in Sections 10-20.13 and 34-21.6 of the School Code. If a student receiving a waiver of school fees or fines is found to be no longer eligible during the school year, then the district shall charge the student a prorated amount based on the number of school days remaining in the school year. The process for proration shall be set forth in the district's waiver policy adopted in accordance with subsection (c) of this Section.

e) If the fee or fine waiver policy or procedures are substantively amended, then parents of students enrolled in the district must be notified in writing within 30 calendar days following the adoption of the amendments.

f) School records that identify individual students as applicants for or recipients of fee or fine waivers are subject to the Illinois School Student Records Act [105 ILCS 10]. Information from such records is confidential and may be disclosed only as provided in that Act.

g) *No discrimination or punishment of any kind, including the lowering of grades, exclusion from classes, or withholding of student records, transcripts, or*

diplomas may be exercised against a student whose parents or guardians are unable to purchase required textbooks or instructional materials or to pay required fees [Section 28-19.2(a) of the School Code].

(Source: Amended at 47 Ill. Reg. 18457, effective November 28, 2023)

Section 1.250 District to Comply with 23 Ill. Adm. Code 180 (Repealed)

(Source: Repealed at 29 Ill. Reg. 15789, effective October 3, 2005)

Section 1.260 Commemorative Holidays to be Observed by Public Schools (Repealed)

(Source: Repealed at 29 Ill. Reg. 15789, effective October 3, 2005)

Section 1.270 Book and Material Selection (Repealed)

(Source: Repealed at 29 Ill. Reg. 15789, effective October 3, 2005)

Section 1.280 Discipline

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

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

b) The board of education shall establish a policy on the administration of discipline in accordance with the requirements of Sections 10-20.14 and 24-24 of the School Code and disseminate that policy as provided in Section 10-20.14 of the School Code. Under no circumstance shall the policy authorize the use of isolated time out, time out, or physical restraint as a form of discipline or punishment.

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

(Source: Amended at 45 Ill. Reg. 8280, effective June 24, 2021)

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

Isolated time out, time out, and physical restraint, as defined in this Section, shall be used only when the student's behavior presents an imminent danger of serious physical harm to the student or others, other less restrictive and intrusive measures have been tried and proven ineffective in stopping the imminent danger of serious physical harm, *there is no known medical contraindication to its use on the student, and the school staff members or members applying the intervention have been trained in its safe application under this Section.* (Section 10-20.33(b) or 34-18.20(b) of the School Code). Isolated time out, time out, or physical restraint shall not be used as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others. In addition to any other remedy provided for in State or federal laws, rules, or regulations, a school district or other entity that violates this Section will be subject to the compliance measures outlined in subsection (k).

a) Isolated Time Out or Time Out

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

2) "Time out" means a behavior management technique for the purpose of calming or de-escalation that involves the involuntary monitored separation of a student from classmates with an adult trained under subsection (i) for part of the school day, only for a brief time, in a non-locked setting.

3) "Isolated time out" or "time out" does not include a student-initiated or student-requested break, a student-initiated or teacher-initiated sensory break, including a sensory room containing sensory tools to assist a student to calm and de-escalate, an in-school suspension or detention, or any other appropriate disciplinary measure, including a student's brief removal to the hallway or similar environment.

4) Any enclosure used for isolated time out shall:

A) meet all of the health/life safety requirements of 23 Ill. Adm. Code 180;

B) have the same ceiling height as the surrounding room or rooms and be large enough to accommodate not only the student being placed in isolated time out but also, if applicable, any other individual who is required to accompany that student under this Section;

C) be constructed of materials that cannot be used by students to harm themselves or others, be free of electrical outlets, exposed wiring, and other objects that could be used by students to harm themselves or others, and be designed so that students cannot climb up the walls;

D) be designed to permit continuous visual monitoring of and communication with the student; and

E) if fitted with a door, be fitted with either a steel door or a wooden door of solid-core construction. If the door includes a viewing panel, the panel shall be unbreakable. The door shall not be fitted with a locking mechanism or be physically blocked by furniture or any other inanimate object at any time during the isolated time out.

5) Any enclosure used for time out shall:

A) meet all the health/life safety requirements of 23 Ill. Adm. Code 180;

B) have the same ceiling height as the surrounding room or rooms and be large enough to accommodate not only the student being placed in time out but also, if applicable, any other individual who is required to accompany that student under this Section; and

C) if fitted with a door, be fitted with either a steel door or a wooden door of solid-core construction. If the door includes a viewing panel, the panel shall be unbreakable. The door shall not be locked or be physically blocked by furniture or any other inanimate object at any time during the time out.

6) For an isolated time out, an adult who is responsible for supervising the student must remain within two feet of the enclosure. The supervising staff member must always be able to see, hear, and communicate with the student. The door shall not be locked or held to block egress. A student in

isolated time out shall not be supervised using cameras, audio recording, or any other electronic monitoring device.

7) For time out, an adult trained under subsection (h) who is responsible for supervising the student must remain in the same room as the student at all times during the time out.

8) The deprivation of necessities needed to sustain the health of a person is prohibited. A student placed in isolated time out or time out must have reasonable access to food, water, medication, and toileting facilities. Except in circumstances in which there is a risk of self-injury or injury to staff or others, a student in isolated time out or time out shall not have clothing removed, including, but not limited to, shoes, shoelaces, boots, or belts.

b) "Physical restraint" or "restraint" means holding a student or otherwise restricting a student's movements. "Physical restraint", as permitted pursuant to this Section, includes only the use of specific, planned techniques. *"Physical restraint" or "restraint" does not include momentary periods of physical restriction by direct person to person contact, without the aid of material or mechanical devices, that are accomplished with limited force and that are designed to prevent a student from completing an act that would result in potential physical harm to* the student *or another or damage to property* (see Section 10-20.33 or 34-18.20 of the School Code).

c) In addition to all other requirements under this Section, the use of physical restraint shall be subject to the following requirements and limitations.

1) Physical restraint must end immediately when:

A) the threat of imminent danger of serious physical harm ends; or

B) the student indicates the inability to breathe or staff supervising the student recognizes that the student may be in respiratory distress.

2) The staff involved in physically restraining a student must periodically halt physical restraint every five minutes or sooner based upon the type of physical management hold used and the methodology that the staff member trained in subsection (h) learned in training. If the imminent danger of serious physical harm continues to exist, staff may continue to use the physical restraint and the continued use may not be considered a separate instance of physical restraint.

3) A physical restraint shall not impair a student's ability to breathe or communicate normally, obstruct a student's airway, or interfere with a student's ability to speak. If physical restraint is imposed upon a student whose primary mode of communication is sign language or an augmentative mode, the student shall be permitted to have hands free of restraint for brief periods unless the supervising adult determines that this freedom appears likely to result in imminent danger of serious physical harm to the student or others.

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

5) "Supine physical restraint" means a physical restraint in which a student is held face up on the floor or other surface and physical pressure is applied to the student's body to keep the student in the supine position. Supine physical restraint is prohibited unless all of the following criteria are met:

A) Before using a supine physical restraint, the school district or other entity serving the student shall review and determine if there are any known medical or psychological limitations that contraindicate the use of a supine physical restraint.

B) The school district or other entity serving the student deems the situation an emergency, defined as a situation in which immediate intervention is needed to protect a student or other individual from imminent danger of serious physical harm to the student or others and less restrictive and intrusive interventions have been tried and proven ineffective in stopping the imminent danger.

C) Supine physical restraint is used in a manner that does not restrict or impair a student's ability to breathe or communicate normally, apply pressure to a student's neck or torso, obstruct a student's airway, or interfere with a student's primary mode of communication.

D) Supine physical restraint is used only by personnel who have completed required training under subsection (h).

E) Supine physical restraint is used only if those interventions are the least restrictive and intrusive interventions to address the emergency and stop the imminent danger of serious physical harm

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

F) The supine physical restraint ends immediately when the threat of imminent danger of serious physical harm ends, but in no event shall supine physical restraint last longer than 30 minutes. If after 30 minutes the emergency has not resolved, or if an additional emergency arises the same school day that meets the standards of this subsection (c), a school administrator, in consultation with a psychologist, social worker, nurse, or behavior specialist, may authorize the continuation of the restraint or an additional supine physical restraint. No restraint may be continued, nor may additional restraints be applied, unless continuation is authorized by a school administrator.

G) If the student is restrained in a supine physical restraint in at least 2 separate instances within a 30-school day period, the school personnel who initiated, monitored, and supervised the incidents shall initiate a Restraint Review, which is a review of the effectiveness of the procedures used. If the personnel involved in the restraints do not include a psychologist, social worker, nurse, or behavior specialist, at least one of those staff members shall be included in the Restraint Review. The State Superintendent may request that the school district or entity provide documentation from the Restraint Review. The Restraint Review must include, but is not limited to:

i) conducting or reviewing a functional behavioral analysis, reviewing data, considering the development of additional or revised positive behavioral interventions and supports, considering actions to reduce the use of restrictive procedures, or, if applicable, modifying the student's individualized educational program, federal Section 504 plan, behavior intervention plan, or other plan of care, as appropriate; and

ii) reviewing any known medical or psychological limitations that contraindicate the use of a restrictive procedure, considering whether to prohibit that restrictive procedure, and, if applicable, documenting any prohibitions in the student's individualized education program, federal Section 504 plan, behavior intervention plan, or other plan of care.

6) Students shall not be subjected to physical restraint for using profanity or other verbal displays of disrespect for themselves or others. A verbal threat shall not be considered as constituting an imminent risk of serious physical harm unless a student also demonstrates a means of or intent to immediately carry out the threat that would result in the imminent risk of serious physical harm.

7) Except as permitted by the administrative rules of another State agency operating or licensing a facility in which elementary or secondary educational services are provided (e.g., the Illinois Department of Corrections, the Illinois Department of Juvenile Justice, or the Illinois Department of Human Services), mechanical restraint or chemical restraint, as defined in subsection (c)(11) or (c)(12), shall not be employed.

8) Medically prescribed restraint procedures employed for the treatment of a physical disorder or for the immobilization of a person in connection with a medical or surgical procedure shall not be used as means of physical restraint for purposes of maintaining discipline.

9) Any application of physical restraint shall take into consideration the safety and security of the student. Physical restraint shall not rely upon pain as an intentional method of control.

10) In determining whether a student who is being physically restrained should be removed from the area where the restraint was initiated, the supervising adult shall consider the potential for injury to the student, the student's need for privacy, and the educational and emotional well-being of other students in the vicinity.

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

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

A) treat a student's medical needs;

B) protect a student known to be at risk of injury resulting from lack of coordination or frequent loss of consciousness;

C) position a student with physical disabilities in a manner specified in the student's individualized education program, federal Section 504 plan, or other plan of care, where there is an evidenced medical need for the positioning and the restraint is not used for convenience;

D) provide a supplementary aid or service or an accommodation, including, but not limited to, assistive technology that provides proprioceptive input or aids in self-regulation; or

E) promote student safety in vehicles used to transport students.

d) Time Limits

1) A student shall be released from isolated time out or time out immediately upon determination by the staff member that the student no longer poses an imminent danger of causing serious physical harm to the student or others. No less than once every 15 minutes, an adult trained under subsection (h) must assess whether the student has ceased presenting the specific behavior for which the time out was imposed.

2) A student shall be released from physical restraint immediately upon a determination by the staff member administering the restraint that the student is no longer in imminent danger of causing serious physical harm to the student or others. No less than once every 15 minutes, an adult trained under subsection (h) must assess whether the student has ceased presenting the specific behavior for which the restraint was imposed.

e) Documentation and Evaluation

1) In a form and manner prescribed by the State Superintendent, a written record of each episode of isolated time out, time out, or physical restraint shall be maintained in the student's temporary record. The official

designated under this Section shall also maintain a copy of each of these records. Each record shall include, but is not limited to, all of the following:

A) the student's name;

B) the date of the incident;

C) the beginning and ending times of the incident;

D) a description of any relevant events leading up to the incident;

E) a description of any less restrictive or intrusive alternative measures that were used prior to the implementation of isolated time out, time out, or physical restraint and why those measures were ineffective or deemed inappropriate;

F) a description of the incident or student behavior that resulted in isolated time out, time out, or physical restraint, including the specific imminent danger of serious physical harm to the student or others;

G) for isolated time out, a description of the rationale of why the needs of the student cannot be met by a lesser restrictive intervention and why an adult could not be present in the time out room;

H) a log of the student's behavior in isolated time out, time out, or during physical restraint, including a description of the restraint techniques used and any other interaction between the student and staff;

I) a description of any injuries (whether to students, staff, or others) or property damage;

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

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

L) the date on which parental or guardian notification took place, as required by subsection (f).

2) The school official designated under subsection (i)(3) shall be notified of the incident as soon as possible, but no later than the end of the school day on which it occurred.

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

A) A licensed educator or licensed clinical practitioner who has completed the training requirements under subsection (h) shall evaluate the situation.

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

C) The results of the evaluation shall be committed to writing and copies of this documentation shall be placed into the student's temporary student record and provided to the official designated under subsection (i)(3).

4) When a student experiences instances of isolated time out, time out, or physical restraint on any 3 days within a 30-day period, the school personnel who initiated, monitored, and supervised the incidents shall initiate a review meeting of the effectiveness of the procedures used, review the student's functional behavioral assessment, including a determination as to whether a new functional behavior assessment is necessary, and prepare an individual behavior plan for the student that includes, if applicable, a plan for conducting a new functional behavior assessment that provides either for continued use of these interventions or for the use of other specified interventions. The plan shall be placed into the student's temporary student record. The review meeting shall also consider the student's potential need for an alternative program, for special education eligibility, or, for a student already eligible for special education, for a change in program.

A) The review meeting must be held no later than 20 days after the third day the instance of isolated time out, time out, or physical restraint occurred. The timeline required by this subsection (e)(4)(A) may be extended if a request for extension is received from the student's parent or guardian.

B) The district or other entity serving the student shall invite the student's parents or guardians to participate in this review meeting and shall provide ten days' notice of its date, time, and location. If a student has an individualized education program (IEP), an IEP meeting may satisfy the meeting requirement under this subsection (e)(4) and must comply with 23 Ill. Adm. Code 226 and 34 CFR Part 300.

C) The notification shall inform the parents or guardians that the student's potential need for special education, an alternative program, or, for students already eligible for special education, the student's potential need for a change in program, will be considered and that the results of the review meeting will be entered into the temporary student record.

f) Notification to Parents or Guardians

1) A district whose policies allow for the use of isolated time out, time out, or physical restraint shall notify parents or guardians to this effect as part of the information distributed annually or upon enrollment pursuant to Sections 10-20.14 and 14-8.05(c) of the School Code.

2) If a student is subject to isolated time out, time out, or physical restraint, the school must make a reasonable attempt to notify the student's parent or guardian on the same day the isolated time out, time out, or physical restraint is imposed.

3) Within one business day after any use of isolated time out, time out, or physical restraint, the school district or other entity serving the student shall send the form required under subsection (e)(1) to the student's parents or guardians and the following information:

A) *a copy of the standards for when isolated time out, time out, and physical restraint can be used;*

B) *information about the rights of parents, guardians, and students;*

C) *information about the parent's or guardian's right to file a complaint with the State Superintendent of Education, the complaint process, and other information to assist the parent or guardian in navigating the complaint process.* (Section 10-20.33(h) or 34-18.20(h) of the School Code);

D) a description of the State complaint, mediation, and due process procedures for students who are eligible to receive special education services; and

E) information on the procedures for requesting an evaluation and pursuing accommodations and modifications under Section 504 of the Rehabilitation Act of 1973 or special education eligibility and services for students who are not yet eligible to receive these accommodations or services.

4) No later than 2 school days after each incident of isolated time out, time out, or physical restraint, the principal or another designated administrator shall notify the student's parent or guardian that he or she may request a meeting with appropriate school personnel to discuss the incident. *This meeting shall be held separate and apart from meetings held in accordance with the student's individualized education program or from meetings held in accordance with the student's plan for services under Section 504 of the federal Rehabilitation Act of 1973. If a parent or guardian requests a meeting, the meeting must be convened within 2 school days after the request, provided that the 2-school day limitation shall be extended if requested by the parent or guardian. The parent or guardian may also request that the meeting be convened via telephone or video conference*. A meeting conducted under this subsection (f)(4) must comply with all of the requirements under Section 10-20.33(g) or 34-18.20(g) of the School Code. *A summary of the meeting and any agreements or conclusions reached during the meeting shall be documented in writing and shall become part of the student's school record. A copy of the documents shall be provided to the student's parent or guardian. If a parent or guardian does not request a meeting within 10 school days after the school has provided the documents to the parent or guardian or if a parent or guardian fails to attend a requested meeting, that fact shall be documented as part of the student's school record.* (Section 10-20.33(g) or 34-18.20(g) of the School Code)

g) Report to the State Superintendent

1) No later than 2 school days after any use of isolated time out, time out, or physical restraint, the school district or other entity serving the student shall, in a form and manner prescribed by the State Superintendent, submit the information required under subsection (e)(1) to the State Superintendent.

2) The State Superintendent reserves the authority to require districts to submit the information required under subsection (e)(1) for previous school years.

h) Requirements for Training

1) Any adult who is supervising a student in isolated time out or time out, or who is involved in a physical restraint, shall receive at least 8 hours of developmentally appropriate training annually. Except for training on physical restraint, online training may be utilized for all training areas under this subsection (h)(1). Training is required in the following areas:

A) crisis de-escalation;

B) restorative practices;

C) identifying signs of distress during physical restraint and time out;

D) trauma-informed practices; and

E) behavior management practices.

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

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

has received prior annual training, as indicated by written evidence of participation.

4) The training required under this subsection (h) with respect to isolated time out, time out, or physical restraint may be provided either by the employer or by an external entity.

A) All persons or entities who provide training must be trained and certified in:

i) the effective use of less restrictive and intrusive alternatives to prevent imminent danger of serious physical harm to the student or others; and

ii) the safe application of isolated time out, time out, and physical restraint when less restrictive and intrusive alternatives have been tried and proven ineffective.

B) The training shall include, but need not be limited to:

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

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

iii) recognizing and responding appropriately to the antecedent of a student's behavior;

iv) recognizing contraindications and other conditions and events that increase risk of death;

v) a description and identification of dangerous behaviors on the part of students that may indicate the need for isolated time out, time out, or physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;

vi) the simulated experience of administering and receiving a

variety of isolated time out, time out, and physical restraint techniques, ranging from minimal physical involvement to very controlling interventions;

vii) instruction regarding the effects of isolated time out, time out, and physical restraint on the person in restraint, isolated time out, or time out, including instruction on monitoring physical signs of distress and obtaining medical assistance;

viii) instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and

ix) demonstration by participants of proficiency in administering isolated time out, time out, and physical restraint.

5) An individual may provide training to others in a particular method of time out and physical restraint only if the individual has received written evidence of completing training in those techniques that meet the requirements of this subsection (h) within the preceding one-year period.

i) Any use of isolated time out, time out, or physical restraint permitted by a board's policy shall be implemented in accordance with written procedures that include:

1) the circumstances under which isolated time out, time out, or physical restraint will be applied;

2) a written procedure to be followed by staff in cases of isolated time out, time out, or physical restraint;

3) designation of a school official who will be informed of incidents and maintain the documentation required under this Section when isolated time out, time out, or physical restraint is used;

4) the process the district or other entity serving public school students will use to evaluate any incident that results in an injury to the affected student; and

5) a description of the district's or other entity's annual review of the use of isolated time out, time out, or physical restraint, which, at a minimum, shall include:

A) the number of incidents involving the use of these interventions;

B) the location and duration of each incident;

C) identification of the staff members who were involved;

D) any injuries or property damage that occurred; and

E) the timeliness of parental or guardian notification and timelines for agency notification and administrative review.

j) Complaint Procedures

1) Any parent or guardian, individual, organization, or advocate may file a signed, written complaint with the State Superintendent alleging that a local school district or other entity serving the student has violated this Section. The complaint shall include all of the following:

A) the facts on which the complaint is based;

B) the signature and contact information for the complainant;

C) if known, the names and addresses of the students involved and the name of the school of attendance;

D) a description of the nature of the problem, including any facts relating to the problem; and

E) a proposed resolution of the problem to the extent known.

2) The State Superintendent shall only consider a complaint if it alleges a violation occurring not more than one year prior to the date in which the parent, guardian, individual, organization, or advocate received notification of the violation, if the notification contained all of the requirements in subsection (f).

3) If mutually agreed upon in writing, the parties to the complaint may request State-sponsored mediation. If one of the parties in the complaint is a nonpublic special education facility, the student's home district must also agree to participate in the mediation. If the parties agree to a resolution in mediation, the parent, guardian, individual, organization, or advocate that filed the complaint must formally withdraw the complaint. The State

Board of Education will publish the metrics for the use of mediation, including the number of complaints resulting in mediations and the number of complaints successfully resolved through mediation. All data released by the State Board shall be consistent with federal and State laws and rules governing student privacy rights, including, but not limited to, the federal Family Educational Rights and Privacy Act of 1974 and the Illinois School Student Records Act.

4) After receiving a complaint that meets the requirements of this subsection (j), the State Superintendent shall:

A) carry out an independent investigation, including, but not limited to, an on-site investigation, if deemed necessary by the State Superintendent;

B) give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint; and

C) require that the public entity that is the subject of the complaint submit a written response to the complaint. The public entity shall submit its response and all other documentation to the State Superintendent and the parent, guardian, individual, organization, or advocate filing the complaint no later than the date indicated in the written correspondence received under this subsection (j), except as prohibited under the Freedom of Information Act [5 ILCS 140].

5) The State Superintendent must issue a written decision to the complainant that addresses each allegation in the complaint and that contains all of the following:

A) findings of fact and conclusion;

B) the reasons for the State Board of Education's final decision; and

C) orders for any action, including technical assistance.

6) If the State Board receives information, from school data reporting or any other source, alleging or indicating that a school district or other entity serving a student has violated this Section, the State Board shall have the authority to commence an investigation under subsection (j)(4) and issue a written decision as to the allegations or indications under subsection (j)(5).

An individual, organization, or other entity providing such information to the State Board shall be able to do so confidentially.

7) The complaint procedure under this subsection (j) does not limit, diminish, or otherwise deny the federal and State rights and procedural safeguards afforded to students.

k) Compliance Measures

1) The State Board shall continuously audit or monitor school districts or entities that have utilized isolated time out, time out, or physical restraint to ensure that the school district or entity is meeting the State Board's established goals and benchmarks for reducing and eventually eliminating the use of isolated time out, time out, or physical restraint. These goals and benchmarks will be established in accordance with the requirements of Section 2-3.130(e) of the School Code and will be available on the State Board's website. Each school district or entity that utilizes isolated time out, time out, or physical restraint must:

A) Demonstrate progress toward the statewide goal of achieving a reduction in the use of physical restraint, time out, and isolated time out for students. *The progress toward the reduction and eventual elimination of the use of isolated time out and physical restraint shall be measured by the reduction in the overall number of incidents of those interventions and the total number of students subjected to those interventions.* (Section 2-3.130(e) of the School Code)

B) Create an oversight team to develop a school district plan, including school-specific considerations, for reducing and eventually eliminating the use of time out and physical restraint. The plan must include specific actions set forth in Public Act 102-339. This school district plan is required unless a school district can show that it has not used isolated time out, time out, or physical restraint within the previous three years and the school district has adopted a policy prohibiting these interventions and can demonstrate enforcement of that policy;

C) Make the school district plan available for review by parents or guardians;

D) Modify the school district plan as necessary to meet the goal in subsection (k)(1)(A); and

E) Submit a report to ISBE once per year for three years detailing progress made toward achieving the goal in subsection (k)(1)(A).

2) The State Board will review each school district's or other entity's plan to reduce and eventually eliminate the use of isolated time out, time out, or physical restraint and will periodically follow-up with the school district or other entity to ensure compliance with the plan.

3) In addition to the authority granted to the State Board under subsection (j the State Board shall have authority to initiate any of the following compliance measures if a school district or other entity violates this Section:

A) publishing a public notice on the State Board's website that includes a description of the school's or entity's violation;

B) requiring the school or entity to provide notice of the violation to the parent or guardian of the student and the school official designated under subsection (i)(3) and shall require the release of any school improvement plan if required to be drafted under subsection (k)(1)(C);

C) requiring the school or entity to draft a school improvement plan that directly addresses, but is not limited to, the following:

i) a description of the violation;

ii) the reasons proven or believed to be the cause of the violation;

iii) the school's or entity's plan to ensure the violation does not reoccur; and

iv) alignment of the plan to the State Board's established benchmarks and goals in subsection (k)(1).

D) requiring the school or entity to conduct a functional behavioral assessment, with written parental or guardian consent, if applicable, or to create or revise a student's behavior intervention plan, with input from the student's parent or guardian, and to provide a copy of those documents to the State Board;

E) monthly oversight meetings with State Board staff to review the school's or entity's progress toward correcting the violation;

F) announced or unannounced on-site visitation and monitoring of the school or entity;

G) interviews with school personnel or other staff members, parents or guardians, or students, as appropriate;

H) requiring specified school personnel or other staff members to complete further training or professional development;

I) implementing any student-specific remedial intervention that may be appropriate; and

J) referral to other State agencies or law enforcement, as necessary.

4) A school district or other entity that does not comply with the compliance measures under this subsection or that has multiple findings of noncompliance will be subject to the progressive enforcement actions outlined in Section 1.20.

l) Youth Centers and Juvenile Detention Facilities

1) Any provision in this Section that limits which rooms, enclosures, or other infrastructure may be used for time out or isolated time out does not apply to Department of Juvenile Justice youth centers, county juvenile detention centers, or any other correctional institutions ("detention centers").

2) Any provision in this Section that regulates staff behavior does not apply to detention center staff who are not employed by or contracting with a school district or regional office of education in an educational capacity ("school staff").

3) This Section applies to school staff working in detention centers. Any removal of a student from the educational environment in detention center witnessed by school staff must be documented by that school staff, regardless of who initiated or carried out the removal. If multiple school staff people witness a removal, they must collaborate on a single report.

A) For disciplinary or punitive removals, school staff must comply with documentation requirements under Section 10-22.6 of the School Code [105 ILCS 5/10-22.6].

B) For removals due to danger to the student or others, school staff must comply with documentation requirements under subsection (e).

4) A school staff person that witnesses an episode of physical restraint, time out, or isolated time out must document the episode under subsection (1)(3) regardless of who initiated or carried out the intervention. When documenting an episode of restraint, time out, or isolated time out carried out by detention center or other non-educational staff, the school staff person completing the report may have incomplete knowledge of the episode. A school staff person with incomplete knowledge of an episode must complete the relevant documentation to the best of their ability. Incomplete knowledge of an episode does not release a school staff person from documentation requirements under this subsection.

(Source: Amended at 48 Ill. Reg. 8535, effective May 29, 2024)

Section 1.290 Absenteeism and Truancy Policies (Repealed)

(Source: Repealed at 46 Ill. Reg. 17093, effective October 3, 2022)

Section 1.295 Bullying Prevention Policy and Data

a) For purposes of this Section:

1) "Bullying" and "policy on bullying" have the meanings given to those terms under Section 27-23.7 of the School Code [105 ILCS 5].

2) "Verified allegation of bullying" or "verified bullying allegation and incident" means a bullying allegation that a school determines meets the definition of "bullying" under Section 27-23.7(b) of the School Code.

b) *Each school district, charter school, and non-public, non-sectarian elementary or secondary school shall create, maintain, and implement a policy on bullying, which policy must be filed with the State Board of Education* (see Section 27-23.7(d) of the School Code). Such policies shall contain all of the requirements of Section 27-23.7 of the School Code and shall specify the date of adoption (indicated by month, date, and year) by the district or school.

c) *Every 2 years, each school district, charter school, and non-public, non-sectarian elementary or secondary school shall conduct a review and re-evaluation of its policy and make any necessary and appropriate revisions.* Such biennial policy reviews and re-evaluations shall be filed no later than September 30 of the year due and *must be filed* electronically through the IWAS *system with the State Board of Education after being updated* (see Section 27-23.7(d) of the School Code).

1) If the school or district has an Internet website, the policy must be posted on the website and the school or district must provide the website address to the State Board of Education. The policy may not be password protected and shall be easily accessible to students and parents or guardians. If the school or district does not have an Internet website, the policy must be published in the school's or district's student handbook and included in the school's or district's annual student registration materials. Proof of posting or publication must be included in the submissions under subsection (b) and this subsection.

2) The school or district must submit the entire updated policy with the amendment or modification date included in the reference portion of the policy. All policy revisions shall specify the date of adoption (indicated by month, date, and year) by the district or school.

3) If, after review and re-evaluation of its bullying policy, the school or district determines that no revisions are necessary, a copy of board

minutes clearly indicating that the policy was re-evaluated and no changes were deemed to be necessary, or a signed statement from the board president indicating that the policy was re-evaluated and no changes were deemed to be necessary, shall be submitted electronically through the IWAS system to the State Board of Education. In instances where the school does not have a board or board president, the school's chief school administrator may submit the signed statement.

d) Upon receiving an updated policy or other documentation under subsection (c), State Board staff will review the policy or documentation to ensure its compliance with Section 27-23.7 of the School Code, as applicable. The agency will notify the school or district in writing if the policy or documentation has been approved or disapproved. If a policy or documentation has been disapproved, the school or district may correct the deficiency. The school or district must re-submit the policy no later than 90 days after the notification provided in this subsection (d).

e) Pursuant to Section 27-23.7(d) of the School Code, *the State Board of Education shall monitor and provide technical support for the implementation of policies.* Upon receipt of a written allegation by a parent or guardian that a school or district has not substantially complied with the school's or district's bullying policy, State Board staff shall offer technical assistance and support to the school or district to aid in correcting the alleged noncompliance. State Board staff shall not offer technical assistance on the basis of an allegation that does not allege substantial noncompliance with a bullying policy.

f) State Board staff may request documentation from a school or district to assess its substantial compliance with its bullying policy. If the State Board finds that a school or district has not substantially complied with its bullying policy, the school or district must accept technical assistance from the State Board to establish compliance with its bullying policy. State Board staff will include the district superintendent or chief school administrator in all discussions with the school or district staff.

g) If a school or district fails to submit a policy or submits a policy on bullying that does not meet the requirements of Section 27-23.7 of the School Code and this Section, State Board staff will:

1) Provide the school or district with technical assistance and resources to assist with meeting the requirements of Section 27-23.7 of the School Code and this Section, including, but not limited to, the following:

A) referencing any deficiencies in the policy to assist the school or district with bringing the policy into compliance with the requirements of Section 27-23.7(b) of the School Code; or

B) providing the school or district with a model policy for bullying prevention.

2) As appropriate, notify the school's or district's regional office of education or intermediate service center of failure to submit a bullying prevention policy that meets the requirements of Section 27-23.7 of the School Code and this Section.

3) Upon continued non-compliance with the requirements of Section 27-23.7 of the School Code and this Section, issue a letter stating the school's or district's failure to comply. Continued non-compliance with the requirements of Section 27-23.7 of the School Code and this Section will result in the State Board publishing on its Internet website the name of the school or district that has failed to come into compliance. The school or district will remain on this website until thirty days after the school district comes into compliance.

4) Be available for technical assistance throughout the process.

h) *School districts, charter schools, and non-public, non-sectarian elementary and secondary schools shall collect, maintain, and submit to the State Board of Education non-identifiable data regarding verified allegations of bullying within the school district, charter school, or non-public, non-sectarian elementary or secondary school. School districts, charter schools, and non-public, non-sectarian elementary and secondary schools must submit such data in an annual report due to the State Board of Education no later than August 15 of each year starting with the 2024-2025 school year through the 2030-2031 school year*. [105 ILCS 5/27-23.7(f)]

1) All data shall be submitted electronically to the State Board, on a form approved by the State Board.

2) The data shall include:

A) *a record of each verified allegation of bullying and action taken*. If a school receives multiple verified allegations of bullying pertaining to one student, each allegation and the action taken must be reported separately;

B) *whether the instance of bullying was based on actual or perceived characteristics* identified in Section 27-23.7(a) of the School Code *and, if so, lists the relevant characteristics*; and

C) a record that demonstrates the school or district adhered to its bullying policy, including parental notification within a 24-hour period, the number of bullying incidents referred to the complaint manager, the number of safety plans issued to students as a result of the outcome of the bullying complaint investigation, and any other information pertinent to the investigation and findings related to the bullying complaint investigation.

3) All data submitted to the State Board shall be consistent with federal and State laws and rules governing student privacy rights, including, but not limited to, the federal Family Educational Rights and Privacy Act of 1974 and the Illinois School Student Records Act.

4) If a school or district fails to submit the required data by August 15 of each year, the State Board shall provide a written request for submission to the school or district. If a school or district fails to submit the required data within 14 days after receipt of the written request, the State Board shall publish notice of the non-compliance on the State Board of Education's website.

i) *Upon the request of a parent or legal guardian of a child enrolled in a school district, charter school, or non-public, non-sectarian elementary or secondary school within this State, the State Board of Education must provide non-identifiable data on the number of* verified *bullying allegations and incidents in a given year in the school district, charter school, or non-public, non-sectarian elementary or secondary school to the requesting parent or legal guardian*. [105 ILCS 5/27-23.7(g)] Data shall be maintained and, upon request, provided by the State Board in conformance with the State Board of Education's "Data Access and Use Policy and Procedures", as well as with federal and State laws and rules governing student privacy rights, including, but not limited to, the federal Family Educational Rights and Privacy Act of 1974 and the Illinois School Student Records Act. The State Board will redact data points to ensure the identity of a student is not publicly revealed and when necessary to comply with the requirements of the federal Family Educational Rights and Privacy Act of 1974 and the Illinois School Student Records Act.

(Source: Amended at 48 Ill. Reg. 13586, effective August 27, 2024)

SUBPART C: SCHOOL DISTRICT ADMINISTRATION

Section 1.310 Administrative Qualifications and Responsibilities

Administrators and supervisors shall be appropriately licensed, meeting the requirements stated in Sections 21B-20 and 21B-25 of the School Code [105 ILCS 5/21B-20 and 21B-25] and Section 1.705 of this Part.

a) Chief school business officials, effective July 1, 1977, shall be appropriately licensed, meeting the requirements stated either in Section 21B-20(2)(K) or 21B-25 of the School Code.

b) Department chairpersons and teacher leaders who are required to supervise and/or evaluate teachers shall meet the applicable requirements of Section 1.705 of this Part. (See also Section 21B-25 of the School Code.) This regulation shall apply only to those individuals serving as department chairs first assigned to this position on or after September 1, 1978 and individuals holding a teacher leader endorsement issued in accordance with 23 Ill. Adm. Code 25.32 (Teacher Leader Endorsement).

c) Divided Service

1) An administrator, i.e., a superintendent or principal, may serve in two professional capacities provided that full-time equivalency results in a maximum of one full-time position.

2) In school districts with an enrollment of 100 or fewer, an individual may serve as superintendent/principal and teach (up to ½ day).

(Source: Amended at 40 Ill. Reg. 2990, effective January 27, 2016)

Section 1.320 Evaluation of Licensed Educators

Each school district shall develop an evaluation plan (the Plan) for the evaluation of all licensed educators. Where cooperative educational programs operate between or among school districts, or are operated by regional superintendents of education, pursuant to Sections 3-15.14, 10-22.31 and/or 10-22.31a of the School Code [105 ILCS 5/3-15.14, 10-22.31, and/or 10-22.31a], the Plan shall be developed by the administrative agent who is the fiscal and legal agent for the cooperative program, or the governing board, or the board of control of the entity. In this Section, all of these entities are included in the term "school district".

a) The Plan shall conform to the requirements of Article 24A of the School Code [105 ILCS 5/Art. 24A] and, upon the date as set forth in Section 24A-2.5 of the School Code [105 ILCS 5/24A-2.5] by which the school district must implement a performance evaluation system incorporating data and indicators of student growth, meet the requirements of 23 Ill. Adm. Code 50 (Evaluation of Certified Employees under Articles 24A and 34 of the School Code). The school district shall involve teachers in the development of the Plan or, when applicable, develop the Plan in cooperation with the exclusive bargaining representatives. Development of the Plan under a performance evaluation system shall conform to the requirements of Section 24A-4 of the School Code [105 ILCS 5/24A-4].

b) On or before July 1 of the calendar year in which a school district is required to implement a performance evaluation system incorporating data and indicators of student growth for teachers or principals and assistant principals, a school district shall execute and make available to the State Board of Education, upon request, a signed assurance specific to its principal evaluation plan and one specific to its teacher evaluation plan as to whether the Plan:

    1) incorporates the State Performance Evaluation Model for Teachers or the State Performance Evaluation Model for Principals, as applicable; or

    2) incorporates a locally developed principal evaluation plan or teacher evaluation plan that aligns to the provisions of Article 24A of the School Code and 23 Ill. Adm. Code 50.

c) Consulting Teachers

    1) The school official responsible for selecting a consulting teacher when required under Section 24A-5(j) of the School Code must undertake a diligent effort to identify a consulting teacher, which effort must include, but should not be limited to:

        A) contacting qualified teachers within the district;

B) requesting the regional superintendent of schools to supply a roster of qualified consulting teachers; and

C) requesting the exclusive bargaining agent for the district to supply a roster of qualified consulting teachers.

2) If the school official cannot identify a qualified consulting teacher after completing the effort described in subsection (c)(1) of this Section, the employing school district's regional office of education shall supply a qualified consulting teacher.

3) If the consulting teacher becomes unavailable during the course of a remediation plan, a new consulting teacher shall be selected in the same manner as the initial consulting teacher. The remediation plan shall be amended as necessary upon consultation with the new consulting teacher for the balance of the remediation period. The consulting teacher shall be informed, through conferences with the evaluator and the teacher under remediation, of the results of the periodic evaluations conducted pursuant to Section 24A-5(k) of the School Code in order to continue to provide assistance to the teacher under a remediation plan.

(Source: Amended at 38 Ill. Reg. 6127, effective February 27, 2014)

Section 1.323 Teacher Evaluation Ratings During a Declared Gubernatorial Disaster

a) This Section does not apply to circumstances in which a board and any exclusive employee representatives have completed the performance rating for teachers or mutually agreed to an alternate performance rating for teachers, with or without contractual continued service. That agreement shall be in writing.

b) *During any time in which the Governor has declared a disaster due to a public health emergency under Section 7 of the Illinois Emergency Management Agency Act (IEMA Act), the following shall apply:*

1) *Any teacher in contractual continued service who received an "Excellent" on his or her most recent evaluation, and whose performance evaluation is not conducted when the evaluation is supposed to be conducted, will not default to the rating of "Proficient" and will instead default to a rating of "Excellent".*

2) Any teacher not in contractual continued service will default to the rating of "Proficient".

c) *A school board and any exclusive bargaining representative may mutually agree to an alternate performance rating for teachers not in contractual continued service during any time in which the Governor has declared a disaster due to a public health emergency pursuant to Section 7 of the IEMA Act. That agreement shall be in writing.* (Section 24-12 of the Code)

(Source: Added at 45 Ill. Reg. 1644, effective January 22, 2021)

Section 1.325 Teacher Remediation Plan During a Declared Gubernatorial Disaster

If the Governor has declared a disaster due to a public health emergency pursuant to Section 7 of the IEMA Act that suspends in-person instruction, the timelines connected to the commencement and completion of any remediation plan are waived. Unless the parties enter a different written agreement, any remediation plan that had been in place for more than 45 days prior to the suspension of in-person instruction shall resume when in-person instruction resumes. Any remediation plan that had been in place for fewer than 45 days prior to the suspension of in-person instruction shall be discontinued. A new remediation period shall begin when in-person instruction resumes. (Section 24A-5 of the Code)

(Source: Added at 45 Ill. Reg. 1644, effective January 22, 2021)

Section 1.330 Toxic Materials Training

Each district shall maintain an inservice training plan for working with toxic materials (as defined in Section 3 of the Toxic Substances Disclosure to Employees Act [820 ILCS 255/3]) that meets the requirements of Section 16 of the Act. Each district shall ensure that all new staff members whose assignments bring them into recurring contact, i.e., daily, weekly, or monthly, with toxic materials who have not received education and training within the past 12 months receive the approved course of training prior to working with toxic materials (see Section 16 of the Act). Examples may include science teachers, maintenance workers, and cafeteria employees. Each district shall keep on file a list of the job titles in the district whose incumbents are subject to the requirements of this Section and the names of employees who have attended a training program, including the location, presenters, and date of the program.

(Source: Amended at 38 Ill. Reg. 6127, effective February 27, 2014)

SUBPART D: THE INSTRUCTIONAL PROGRAM

Section 1.410 Determination of the Instructional Program

Subject to the requirements listed in this Subpart D, the instructional program of a school district shall be determined by the board of education with involvement of parents, students, the professional staff, and the local community. The basic curriculum shall include organized experiences that provide each student ample opportunity to achieve the goals set forth in Appendix D of this Part and that meet the minimum program defined by the School Code and the State Board of Education. It is recommended that activities, including student internships and observations of government in action, be a part of the instructional program where appropriate.

(Source: Amended at 38 Ill. Reg. 6127, effective February 27, 2014)

Section 1.420 Basic Standards

a) Class schedules shall be maintained in the administrative office in each attendance center of a school district.

b) Every school district shall have an organized plan for recording pupil progress and/or awarding credit, including credit for courses completed by correspondence, online, or from other external sources, that can be disseminated to other schools within the State.

c) Every school district shall:

1) Provide curricula and staff inservice training to help eliminate unconstitutional and unlawful discrimination in schools and society. School districts shall use the resources of the community to achieve the stated objective of eliminating discrimination and to enrich the instructional program.

2) Include in its instructional program concepts designed to improve students' understanding of and their relationships with individuals and groups of different ages, sexes, races, national origins, religions and socio-economic backgrounds.

d) Boards shall adopt and implement a policy for the distribution of teaching assignments, including study hall and extra class duties and responsibilities.

e) Every school system shall conduct supervisory and inservice programs for its professional staff. The staff shall be involved in planning, conducting and evaluating supervisory and inservice programs.

f) Sections 10-19, 18-8.05, 18-12 and 18-12.5 of the School Code [105 ILCS 5] establish certain requirements regarding the school year and the school day. School districts shall observe these requirements when preparing their calendars and when calculating average daily attendance for the purpose of claiming general State financial aid.

1) Section 18-8.05(F)(2)(c) of the School Code provides that, with the approval of the State Superintendent of Education, four or more clock-hours of instruction may be counted as a day of attendance when the regional superintendent certifies that, due to a condition beyond the control of the district, the district has been forced to use multiple sessions. The State Superintendent's approval will be granted when the district demonstrates that, due to a condition beyond the control of the district, its

facilities are inadequate to house a program offering five clock-hours daily to all students.

A) The district superintendent's request to the State Superintendent shall be accompanied by an assurance that the local school board has approved the plan for multiple sessions, including the date of the meeting at which this occurred, and evidence of the approval of the responsible regional superintendent.

B) Each request shall include a description of the circumstances that resulted in the need for multiple sessions; information on the buildings and grades affected; the intended beginning and ending dates for the multiple sessions; a plan for remedying the situation leading to the request; and a daily schedule showing that each student will be in class for at least four clock-hours.

C) Approval for multiple sessions shall be granted for the school year to which the request pertains. Each request for renewed approval shall conform to the requirements of subsections (f)(1)(A) and (B).

D) Students who are in attendance for at least 150 minutes of school work but fewer than 240 minutes may be counted for a half-day of attendance. Students in attendance for fewer than 150 minutes of school work shall not be counted for purposes of calculating average daily attendance.

2) Section 18-8.05(F)(2)(h) of the School Code allows for a determination under rules of the State Board regarding the necessity for a second year's attendance at kindergarten for certain students so they may be included in a district's calculation of average daily attendance. Districts may count these students when they determine through an assessment of their individual educational development that a second year of kindergarten is warranted.

3) A school district shall be considered to have conducted a legal school day, which is eligible to be counted for General State Aid, when the following conditions are met during a work stoppage.

A) Fifty percent or more of the district's students are in attendance, based on the average daily attendance during the most recent full month of attendance prior to the work stoppage.

B) Educational programs are available at all grade levels in the

district, in accordance with the minimum standards set forth in this Part.

C) All teachers hold educator licenses that are registered with the regional superintendent of schools for their county of employment. Other than substitute teachers, licensure appropriate to the grade level and subject areas of instruction is held by all teachers.

4) Sections 18-12 and 18-12.5 of the School Code set forth requirements for a school district to claim General State Aid in certain circumstances when one or more, but not all, of the district's school buildings are closed either for a full or partial day. A school district shall certify the reasons for the closure in an electronic format specified by the State Superintendent within 30 days from the date of the incident.

A) If the certification is submitted under Section 18-12 of the School Code, it shall indicate whether instruction was provided to students using an e-learning day authorized under Section 10-20.56 of the School Code and Section 1.422 of this Part.

B) If the certification is submitted for reasons of a public health emergency under Section 18-12.5 of the School Code, it shall be accompanied by a signed statement from the local health department to the State Superintendent that includes:

i) the name of the building that is being recommended for closure;

ii) the specific public health emergency that warrants the closure; and

iii) the anticipated building closure dates recommended by the health department.

5) Attendance for General State Aid Purposes

A) For purposes of determining average daily attendance on the district's General State Aid claim, students in full-day kindergarten and first grade may be counted for a full day of attendance only when they are in attendance for four or more clock hours of school work; provided, however, that students in attendance for more than two clock hours of school work but less than four clock hours may be counted for a half-day of attendance. Students in attendance for

fewer than two hours of school work shall not be counted for purposes of calculating average daily attendance.

B) For purposes of determining average daily attendance on the district's General State Aid claim, students enrolled full-time in grades 2 through 12 may be counted for a full day of attendance only when they are in attendance for five or more clock hours of school work; provided, however, that students in attendance for more than two and one-half clock hours of school work but less than five clock hours may be counted for a half-day of attendance. Students in attendance for fewer than two and one-half hours of school work shall not be counted for purposes of calculating average daily attendance.

C) For purposes of determining average daily attendance for General State Aid received under Sections 18-12 and 18-12.5 of the School Code, "immediately preceding school day" shall include school days in the previous school year in instances in which the building closure occurs before three or more days of instruction have been provided in the school year for which attendance is being counted.

D) For the purposes of determining average daily attendance for General State Aid under Section 10-20.56 or 10-29 of the School Code, a school district operating a remote educational program shall document the clock hours of instruction for each student, and make available to the State Superintendent or a designee upon request, a written or online record of instructional time for each student enrolled in the program that provides sufficient evidence of the student's active participation in the program (e.g., log in and log off process, electronic monitoring, adult supervision, two-way interaction between teacher and student, video cam). "Clock hours of instruction" shall be calculated in accordance with Section 18-8.05(F)(2)(j) of the School Code.

g) *Each school board shall annually prepare a calendar for the school term, specifying the opening and closing dates and providing a minimum term of at least 185 days to* ensure *176 days of actual pupil attendance, computable under Section 10-9.05 of the School Code* (Section 10-19 of the School Code).

h) Local boards of education shall establish and maintain kindergartens for the instruction of children (see Sections 10-20.19a and 10-22.18 of the School Code).

1) School districts may establish a kindergarten of either half-day or full-day

duration. If the district establishes a full-day kindergarten, it must also provide a half-day kindergarten for those students whose parents or guardians request a half-day program.

2) If a school district that establishes a full-day kindergarten also has 20 or more students whose parents request a half-day program, the district must schedule half-day classes, separate and apart from full-day classes, for those children. If there are fewer than 20 children whose parents request a half-day program, those students may be enrolled in either the morning or afternoon session of a full-day program provided that the following conditions are met.

A) Distinctive curriculum plans for the half-day and full-day kindergarten programs must be developed by the school district, made available to parents to assist the parents in selecting the appropriate program for their child, and maintained in district files.

B) A common core of developmental, readiness and academic activities must be made available to all kindergarten students in the district regardless of the amount of time they attend school.

C) All support services (e.g., health counseling and transportation) provided by the district must be equally available to full-day and half-day students.

3) Each public school district, including charter schools, offering a kindergarten program, whether full-day or half-day, shall report to the State Board of Education on the 14 State Readiness Measures listed in subsection (h)(3)(A) annually on each student enrolled in kindergarten, except as otherwise provided under this subsection (h)(3). The Kindergarten Individual Development Survey (KIDS) shall be available to school districts for this purpose. Data for each student, based on local instruction and assessment practices, shall be reported through the KIDSTech rating system. A school district is not obligated to administer KIDS in any school year in which the State does not provide funding sufficient for the cost of reporting or access to professional development for teachers and administrators.

A) For the purpose of this subsection (h)(3), the 14 State Readiness Measures shall address, at a minimum:

i) language and literacy development:

- communication and use of language (Expressive);
- reciprocal communication and conversation;
- comprehension of age-appropriate text;
- phonological awareness;
- letter and word knowledge;

ii) cognition; math:

- classification;
- number sense of quantity;
- number sense of math operations;
- shapes; and

iii) approaches toward learning and social and emotional development:

- curiosity and initiative in learning;
- self-control of feelings and behavior;
- engagement and persistence;
- relationships and social interactions with familiar adults;
- relationships and social interactions with peers.

B) Each school district shall report electronically the results of the observations conducted and evidence collected once each school year (i.e., after 40 days of enrollment beginning with the first day of official attendance). The data required under this subsection (h)(3)(B) shall be reported for any student who was enrolled in a kindergarten classroom at least 30 days before the date on which the data is required to be reported.

C) By August 1 of each school year, each school district shall provide to the State Superintendent the name, title, email address, and telephone number for the district staff personnel who will serve as the KIDS contact persons, using a form prescribed for this purpose. Staff personnel serving as the KIDS contact person can be anyone that the district chooses, but preferably is someone who is working closely with the kindergarten teachers and can act as a liaison between SBE and the kindergarten teachers. This can include teachers and administrators.

D) Each KIDS contact person designated under subsection (h)(3)(C) shall participate in, at a minimum, a KIDS administrator training sponsored by the State Board no later than 30 days after the beginning of the school year. A KIDS contact person need only take the KIDS administrator training once.

E) All teachers teaching in a public or charter school classroom containing kindergarten students must complete or have completed the KIDS teacher training sponsored by the State Board.

F) Beginning in the 2017-18 school year and thereafter, a public school district, including charter schools, shall report the data required under subsection (h)(3)(B) for each student enrolled in kindergarten.

G) The 14 State Readiness Measures shall be reported for kindergarten children taught in a self-contained special education classroom or an alternative setting unless a special education team deems it inappropriate, at which time the justification for this decision must be recorded in the Individualized Education Program.

H) The 14 State Readiness Measures shall be reported for kindergarten children who are English learners unless the school district deems that required Language and Literacy Measures should be substituted with more appropriate non-required measures.

i) Career Education

1) The educational system shall provide students with opportunities to prepare themselves for entry into the world of work.

2) Every district shall initiate a Career Awareness and Exploration Program that should enable students to make more meaningful and informed career decisions. This program should be available at all grade levels.

j) Co-Curricular Activities

1) Programs for extra classroom activities shall provide opportunities for all students.

2) The desires of the student body in the area of co-curricular activities shall be of critical importance. At all times, activities of this nature shall be carefully supervised by a school-approved sponsor.

k) Consumer Education and Protection

1) A program in consumer education shall include at least the topics required by Section 27-12.1 of the School Code.

2) The superintendent of each unit or high school district shall maintain evidence showing that each student has received adequate instruction in consumer education prior to the completion of grade 12. Consumer education may be included in course content of other courses, or it may be taught as a separate required course.

3) The minimal time allocation shall not be less than nine weeks or the equivalent for grades 9-12.

4) Teachers instructing in consumer education courses shall hold educator licensure valid for the grade levels taught and have completed at least three semester hours in consumer education courses.

l) Conservation of Natural Resources
Each district shall provide instruction on *current problems and needs in the conservation of natural resources, including, but not limited to, air pollution, water pollution, waste reduction and recycling, the effect of excessive use of pesticides, preservation of wilderness areas, forest management, protection of wildlife, and humane care of domestic animals* (Section 27-13.1 of the School Code).

m) Every school district has the responsibility to prepare students for full citizenship. To this end, each school district should encourage student discussion and communication in areas of local, State, national, and international concern.

n) Health Education

1) Each school system shall provide a program in compliance with the Critical Health Problems and Comprehensive Health Education Act [105 ILCS 110].

A) There is no specific time requirement for grades K-6; however, health education shall be a part of the formal regular instructional program at each grade level.

B) The minimal time allocation shall not be less than one semester or equivalent during the middle or junior high experience.

C) The minimal time allocation shall not be less than one semester or equivalent during the secondary school experience.

D) If health education is offered in conjunction with another course on a "block of time" basis in a middle school, a junior high school, or a high school, instruction may be offered in any combination of the grade levels in the school, provided that the total time devoted to health education is the equivalent of one full semester's work.

2) Nothing in this Section shall be construed as requiring or preventing the establishment of classes or courses in comprehensive sex education or family life education as authorized by Sections 27-9.1 and 27-9.2 of the School Code.

o) Library Media Programs
Each school district shall provide a program of library media services for the students in each of its schools. Each district's program shall meet the requirements of this subsection (o).

1) General
The program shall include an organized collection of resources that circulate to students and staff in order to supplement classroom instruction, foster reading for pleasure, enhance information literacy, and support research, as appropriate to students of all abilities in the grade levels served. A district that relies solely upon the collection of a local public library shall maintain evidence that students receive instruction, direction, or assistance in locating and using resources that are applicable to these purposes from an individual who is qualified under Section 1.755 and who is acting on behalf of the school district.

2) Financial Resources
Each district's annual budget shall include an identifiable allocation for resources and supplies for the program, except that a unit district serving fewer than 400 students or an elementary or high school district serving fewer than 200 students may demonstrate that it is meeting its students' needs through alternate means that the district has determined are adequate in light of local circumstances.

3) Facilities
If there is no single location within a particular attendance center that is specifically devoted to a library media center, such as where classroom collections have been established instead, the district shall ensure that equitable access to library media resources is made available to students in all the grade levels served. If students' only access to library media resources is achieved by visiting a location outside their attendance center, the district shall maintain records demonstrating that all students' regular schedules include time for this purpose.

4) Staff
Nothing in this subsection (o)(4) shall be construed as prohibiting districts or schools from sharing the services of individuals qualified under Section 1.755, and nothing in this subsection (o) shall be construed as permitting an individual who is not qualified as a library information specialist to assume that role. Each district shall assign responsibility for overall direction of its program of library media services to an employee who holds a professional educator license endorsed for a teaching or an administrative field. Except as otherwise provided in subsection (o)(4)(A), the individual to whom this responsibility is assigned shall meet the requirements of Section 1.755, and the individual to whom this responsibility is assigned shall not provide the services described in Section 1.755 unless the individual meets the requirements of that Section.

A) If no employee of the district holds any of the qualifications enumerated in Section 1.755, the individual to whom direction of the program is assigned shall be required to participate annually in professional development consisting of:

i) undergraduate or graduate coursework in library science offered by a regionally accredited institution of higher education; or

ii) one or more workshops, seminars, conferences, institutes, symposia, or other similar training events that are offered

by the Illinois State Library, a regional library system, or another professional librarians' organization; or

iii) one or more "library academies" if these are made available by or at the direction of the State Superintendent of Education.

B) A district that is otherwise unable to fulfill the requirements of this subsection (o)(4) shall ensure that the overall direction of the library media program (e.g., selection and organization of materials, provision of instruction in information and technology literacy, structuring the work of library paraprofessionals) is accomplished with the advice of an individual who is qualified pursuant to Section 1.755.

p) Physical Education
Appropriate activity related to physical education shall be required as provided for by Section 27-6 of the School Code. The time schedule shall compare favorably with other courses in the curriculum. Safety education as it relates to the physical education program should be incorporated. See Section 1.425 for additional requirements that apply to the provision of physical education instruction.

q) School Support Personnel Services
To assure provision of School Support Personnel Services, the local district shall conduct a comprehensive needs assessment to determine the scope of the needs in the areas of:

1) Guidance and Counseling Needs;

2) Psychological Needs;

3) Social Work Needs;

4) Health Needs.

r) Social Sciences and History
Each school system shall provide history and social sciences courses that do the following:

1) analyze the principles of representative government, the Constitutions of both the United States and the State of Illinois, the proper use of the flag, and how these concepts have related and currently do relate in actual

practice in the world (see Section 27-21 of the School Code);

2) *include in the teaching of United States history the role and contributions of ethnic groups in the history of this country and the State* (Section 27-21 of the School Code);

3) *include in the teaching of United States history the role of labor unions and their interaction with government in achieving the goals of a mixed free-enterprise system* (Section 27-21 of the School Code);

4) *include the study of that period in world history known as the Holocaust* (Section 27-20.3 of the School Code);

5) *include the study of the events of Black history, including the individual contributions of African-Americans and their collective socio-economic struggles* (Section 27-20.4 of the School Code);

6) *include the study of the events of women's history in America, including individual contributions and women's struggles for the right to vote and for equal treatment* (Section 27-20.5 of the School Code);

7) *include the study of the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression* (Section 27-21 of the School Code);

8) *in public schools only, include a study of the roles and contributions of lesbian, gay, bisexual, and transgender people in the history of this country and this State* (Section 27-21 of the School Code);

9) *include instruction on the history of Illinois* (Section 27-21 of the School Code);

10) *include the study of events of Asian American history, including the history of Asian Americans in Illinois and the Midwest, as well as contributions of Asian Americans toward advancing civil rights from the 19th century onward* (Section 27-20.8 of the School Code); and

11) *include the contributions made to society by Americans of different faith practices, including, but not limited to, Muslim Americans, Jewish Americans, Christian Americans, Hindu Americans, Sikh Americans, Buddhist Americans, and any other collective community of faith that has shaped America* (Section 27-21 of the School Code).

s) Protective eye devices shall be provided to and worn by all students, teachers, and visitors when participating in or observing dangerous career and technical education courses and chemical-physical courses of laboratories as specified in Section 1 of the Eye Protection in School Act [105 ILCS 115]. The eye protective devices shall meet the nationally accepted standards set forth in "American National Standard Practice for Occupational and Educational Personal Eye and Face Protection Devices", ANSI/ISEA Z87.1-2010, issued by the American National Standards Institute, Inc., 1899 L Street, NW, 11th Floor, Washington, D.C. 20036. No later editions or amendments to these standards are incorporated.

t) Each school district shall provide instruction as required by Sections 27-3.5, 27-13.2, 27-13.3, 27-23.3, 27-23.4 and 27-23.8 of the School Code.

(Source: Amended at 46 Ill. Reg. 18472, effective November 7, 2022)

Section 1.421 Remote and Blended Remote Learning Days

a) Notwithstanding the provisions of this Part, *if the Governor has declared a disaster due to a public health emergency under Section 7 of the IEMA Act, the State Superintendent may declare a requirement to use remote learning days or blended remote learning days for a district, multiple districts, a region, or the entire State.* The State Superintendent, when determining the use of remote learning days, will consider, but is not limited to, the following:

1) Centers for Disease Control guidance;

2) The impact remote learning days would have on students and school districts; and

3) The effect the public health emergency has on specific areas of the State.

b) *During remote learning days, schools shall conduct instruction remotely. During blended remote learning days, schools may utilize hybrid models of in-person and remote instruction. Once declared, remote learning days or blended remote learning days will be implemented in any of grades pre-kindergarten through 12 as days of attendance, and shall be deemed pupil attendance days for calculation of the length of a school term under Section 10-19 of the Code.*

c) *For purposes of this Section, a remote learning day or blended remote learning day may be met through a district's implementation of an e-learning program under Section 10-20.56 of the Code.*

d) *For any district that does not implement an e-learning program under Section 10-20.56 of the Code, the district shall adopt a remote and blended remote learning day plan approved by the district superintendent. Each district may utilize remote and blended remote learning planning days, consecutively or in separate increments, to develop, review, or amend its remote and blended remote learning day plan or provide professional development to staff regarding remote education. Up to 5 remote and blended remote learning planning days may be deemed pupil attendance days for calculation of the length of a school term under Section 10-19 of the Code.*

1) *Each remote and blended learning day plan shall address the following:*

A) *Accessibility of the remote instruction to all students enrolled in the district.*

B) *If applicable, a requirement that the remote learning day and blended remote learning day activities reflect State learning standards.*

C) *A means for students to confer with an educator, as necessary.*

D) *The unique needs of students in special populations, including, but not limited to, students eligible for special education under Article 14 of the Code, students who are English learners, as defined in Section 14C-2 of the Code, and students experiencing homelessness under the Education for Homeless Children Act [105 ILCS 45], or vulnerable student populations.*

E) *How the district will take attendance and monitor and verify each student's remote participation.*

F) *Transitions from remote learning to on-site learning upon the State Superintendent's declaration that remote learning days or blended remote learning days are no longer deemed necessary.*

2) *The district superintendent shall periodically review and amend the district's remote and blended remote learning day plan, as needed, to ensure the plan meets the needs of all students.*

3) *Each remote and blended remote learning day plan shall be posted on the district's Internet website where other policies, rules, and standards of conduct are posted and shall be provided to students and faculty.*

4) *This Section does not create any additional employee bargaining rights and does not remove any employee bargaining rights.*

5) *Statutory and regulatory curricular mandates and offerings may be administered via a district's remote and blended remote learning day plan, except that a district may not offer individual behind-the-wheel instruction required by Section 27-24.2 of the Code via a district's remote and blended remote learning day plan. This Section does not relieve schools and districts from completing all statutory and regulatory curricular mandates and offerings.* (Section 34-18.66 of the Code)

(Source: Added at 45 Ill. Reg. 1644, effective January 22, 2021)

Section 1.422 Electronic Learning (E-Learning) Days Pilot Program

Section 10-20.56 of the Code authorizes a program for the use of e-learning days by school districts to provide instruction while the students are not in attendance at the school to which they have been assigned. An e-learning day may be used only in lieu of using one or more emergency days required under Section 10-19 of the Code, when used during remote learning days and blended remote learning days under Section 10-30 or 34-18.66 of the Code, or *because a school was selected to be a polling place under Section 11-4.1 of the Election Code* (Section 10-20.56 of the School Code). This Section sets forth the process to apply for approval to participate in the E-Learning Days Program (hereinafter, referred to as the "e-learning program") and the terms and conditions for the use of e-learning days by participating districts.

a) An "approvable e-learning day":

1) is a day of instruction provided for students who are not physically present at the school and that is accessible to all students, including students with disabilities and English learners;

2) consists of a minimum of five clock hours of instruction; and

3) is provided through electronic means, such as the *Internet, telephones, text messages, chat rooms, or other similar means of electronic communication for instruction and interaction between teachers and students that meets the needs of all learners*. (Section 10-20.56(b) of the Code)

b) "All mandates", as used in Section 10-20.56(b) of the Code, means mandates specific to academic goals and learning objectives, content areas of instruction, and instructional and other school support services. "All mandates" does not include the provision of transportation, school lunch and breakfast, after-school care or other services not directly related to the provision of instruction.

c) Once an e-learning day is used, a school district approved under this Section shall electronically submit a request to its regional office of education or intermediate service center to amend its calendar not later than 30 days from the date on which an e-learning day was taken. The request shall include a signed assurance that the district complied with each of the requirements of Section 10-20.56 of the Code and Section 1.420(f)(5)(D) of this Part.

d) If a school district used the e-learning day pursuant to Section 18-12 of the Code, the district also shall submit the information required under Section 1.420(f)(4) of this Part.

e) A school district wishing to participate in the E-Learning Days Program shall submit an application to the State Board of Education that addresses each of the components listed in Section 10-20.56 of the School Code and subsection (f) of this Section.

1) Each application for the e-learning program shall be submitted in a format specified by the State Superintendent by September 1 annually.

2) Each application shall include a cover page that is signed by the school district superintendent; each of the district's exclusive collective bargaining representatives; and, as applicable, the district's regional superintendent of education or chief administrative officer of the district's intermediate service center.

3) Each application shall include a description of the public hearing held by the school board to take testimony from the public, including from school district employees and parents, about the request.

4) Each application shall include a dated copy of the notice of the public hearing that was published in a newspaper of general circulation and a dated copy of the written or electronic notifications about the public hearing that meet the requirements of Section 10-20.56(c) of the Code.

f) In addition to addressing each of the components in Section 10-20.56(d) of the Code, each applicant shall:

1) describe the process to be used to verify that five clock-hours of "instruction" under the direct supervision of educator licensed teachers will be provided;

2) present a plan for addressing technology problems and providing other technical support, as applicable to its e-learning delivery system;

3) detail how instruction and other services and programs provided by the e-learning program will:

A) address all the instructional mandates contained in Article 27 of the Code (i.e., language arts, mathematics, the biological, physical and social sciences, the fine arts, and physical development and health) and this Part, as applicable;

B) comply with Article 14 of the Code, 23 Ill. Adm. Code 226 (Special Education), and the Individuals with Disabilities

Education Act (also referred to as IDEA) (20 U.S.C. 1400 et seq.) and its implementing regulations (34 CFR 300, as amended by 71 Fed. Reg. 46540 (August 14, 2006) and 73 Fed. Reg. 73027 (December 1, 2008), no later amendments or editions included), and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.), regarding the provision of services for students with disabilities;

C) comply with Article 14C of the Code and 23 Ill. Adm. Code 228 (Transitional Bilingual Education), regarding services for English learners;

D) address the varying learning needs of students enrolled in general education coursework to include, as applicable, how the district will meet the instructional needs of students participating in, or receiving services from, programs under the Elementary and Secondary Education Act (20 U.S.C. 6301 et seq.) or McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.);

E) align to the district's curriculum and address the specific learning objectives of the course of instruction being provided; and

F) meet the requirements of Section 27-6 of the Code, regarding the provision of physical education, subject to any waiver of the requirement approved pursuant to Section 2-3.25g of the Code;

4) describe the process it will use to monitor Internet access or other electronic participation of individual students on an e-learning day (also see Section 1.420(f)(5)(D)); the description shall provide sufficient evidence of how students will actively participate in the program and any contingencies to be considered for students who are unable to access instruction due to computer problems, power outages or other circumstances beyond a student's control; and

5) describe how expectations for e-learning coursework and other activities will be communicated to students and parents in advance of the school district's use of an e-learning day, as well as how feedback will be gathered from staff, students and parents about the successes and challenges of the e-learning program.

g) Each application for an e-learning program that meets the requirements of Section 10-20.56 of the Code and this Section shall be evaluated according to the criteria

set forth in this subsection (g). The three highest ranked applications will be approved.

1) Delivery System (up to 25 points)
A robust system has been proposed to manage the e-learning system, ensuring accurate identification of students, reliable management of student attendance and provision of effective remedies for technical issues that may arise during the e-learning day that limit or block a student's or staff member's access to online participation.

2) Instructional Program (up to 25 points)
The proposed program:

A) is built upon research about effective distance learning approaches;

B) includes a curriculum with high-quality learning experiences aligned to the learning objectives of the course or grade (including addressing the applicable instructional mandates identified in Article 27 of the Code); organized lesson plans or other documentation of the instruction to be provided; and sequence and pacing to allow students to be successful; and

C) contains no penalties for students who encounter technical difficulties, providing a process for students to submit school work for credit that they were unable to complete during the e-learning day.

3) Special Populations (up to 25 points)
Provisions for providing services for students with disabilities and English learners are appropriate and comply with State and federal laws and regulations. The program also is likely to meet the varying learning needs of the students enrolled in general education coursework by adequately considering ability, grade level, at-risk status and/or demographic diversity.

4) Notification and Training (up to 25 points)
The proposed process for both involving staff, students and parents in the program design and for notifying and orienting them about the e-learning program to be implemented will sufficiently prepare staff, students and parents to fully participate in and navigate the e-learning system effectively and efficiently. A detailed plan is included for collecting feedback from staff, students and parents after an e-learning day is used.

5) Priority Consideration
Priority consideration may be given to proposals with specific areas of emphasis, such as to ensure geographic distribution or the participation of school districts with varying demographic characteristics, as identified by the State Superintendent of Education in a particular Request for Applications.

h) The State Superintendent will notify school districts approved for participation in the e-learning program no later than 45 days following the close of the application period.

i) Approval to participate in the e-learning program will be for three years (see Section 10-20.56(d) of the Code), except that approval in the second and third years shall be based on a review of the continuation application required under this subsection (i).

1) By September 1 of each year following initial approval, each participating school district shall submit a continuation application to the State Superintendent that:

A) provides a summary of how the applicant will meet each of the program components listed in Section 10-20.56 of the Code and this Section;

B) describes any changes in the program delivery model to be implemented for the school year;

C) identifies any problems encountered in the previous school year related to the provision or monitoring of the program; and

D) proposes remedies to be implemented during the next school year to resolve the problems identified.

2) The continuation application shall be submitted electronically through the Illinois Web-based Application Security (IWAS) System (see https://sec1.isbe.net/iwas/asp/login.asp?js=true) according to the timelines established by the State Superintendent.

3) Approval during any continuation period shall be contingent upon sufficient evidence that the e-learning program to be implemented in the continuation period meets each of the requirements of Section 10-20.56 of the Code and the application approved under this Section and that any deficiencies identified have been resolved.

j) Terms and Conditions of Approval

1) A school district that receives approval to participate in the e-learning program shall notify all educator licensed personnel and other employees, students and parents that it will be implementing an e-learning program no later than 10 school days after receiving notification of approval from the State Board of Education.

2) An e-learning day shall be implemented on a districtwide basis, except as otherwise authorized under Section 18-12 of the Code.

3) A school district that is approved to use e-learning days may choose to use an emergency day instead of an e-learning day; that is, the school district's participation in the e-learning program does not compel it to use only e-learning days. Further, the school district is not required to exhaust all of its emergency days before using an e-learning day.

4) A school district using an e-learning day shall use only educator licensed personnel under contract with the school district to deliver instruction, except that a person holding a substitute teaching license issued under Section 21B-20 of the Code may be used in cases of illness or leaves of absence.

5) The school district shall assign one or more school administrators to monitor the program, to include, but not be limited to, verifying attendance, providing instruction should a teacher be unavailable, and overseeing student participation and the technical aspects of the e-learning program.

6) The State Superintendent may withdraw approval of the e-learning program when evidence is presented that the school district violated the requirements, terms and conditions set forth in Section 10-20.56 of the Code, or the application approved under this Section.

7) A student unable to participate in an e-learning day due to computer problems, power outages or other circumstances beyond the student's control shall not be penalized (e.g., unexcused absences, lowering of grades) for the student's inability to participate in the e-learning instruction if the student later completes and submits the required school work within a timeframe specified by the district. A school district, however, shall not count the student as being in attendance on the e-learning day for purposes

of determining average daily attendance when computing General State Aid.

8) A school district shall compute General State Aid in accordance with the requirements of Section 18-8.05(F) of the Code and Section 1.420(f) of this Part.

(Source: Amended at 46 Ill. Reg. 18472, effective November 7, 2022)

Section 1.423 Competency-Based High School Graduation Requirements Pilot Program

Section 20 of the Postsecondary and Workforce Readiness Act authorizes a pilot program for school districts to provide career-oriented education through competency-based instruction. This Section sets forth the process to apply for approval to participate in the Competency-Based High School Graduation Requirements Pilot Program and the reporting requirements and conditions for removal from the Program.

a) Definitions

"Act" means the Postsecondary and Workforce Readiness Act [110 ILCS 48].

"Adaptive Competencies" means foundational skills needed for success in college, careers and life, such as, but not limited to, work ethic, professionalism, communication, collaboration and interpersonal skills, and problem-solving.

"Community College" means a public community college organized under the Public Community College Act [110 ILCS 805]. (Section 10 of the Act)

"Program" means the Competency-Based High School Graduation Requirements Pilot Program.

"School Code" means 105 ILCS 5.

b) Eligible Applicants
School districts participating in the Program may select the year and course graduation requirement it wishes to replace with a competency-based learning system. A school district with a student population of fewer than 500,000 may participate in the pilot program for some or all of its schools. Those with more than 500,000 students may select only six schools to participate in the project. (See Section 25(g) of the Act.)

c) A school district wishing to participate in the Program shall submit an application to the State Board of Education that addresses each of the components listed in Section 20 of the Act and subsection (d) of this Section. If a school district withdraws its application, the State Board will consider additional school districts. Two or more school districts may collaborate and apply in one application as specified in Section 25(g) of the Act.

d) In addition to addressing each of the components in Section 20 of the Act, each application shall include:

1) Cover Packet

A) School district contact information, including the name, email, and telephone number of the Program Director;

B) Year the Program will be implemented;

C) List of schools participating in the Program;

D) Graduation requirements from Section 27-22 of the School Code the Program will replace;

E) The name of each teacher participating in the Program and the subject/grade he or she teaches for each participating school;

F) A description of how teachers have been engaged throughout the application process;

G) A description of how the local community college and an institution of higher education have been involved in the application process;

H) A description of the school district's prior professional development and stakeholder engagement efforts during the application process, including any prior implementation of professional development for major district instructional initiatives;

I) Identification of community partners and how they will support the Program;

J) Name, position, and signature of all standing Planning and Implementation Committee members;

K) Any waivers of the School Code or administrative rules in accordance with Section 2-3.25(g) of the School Code; and

L) For each participating school district, signatures of the district superintendent; school board president; exclusive bargaining unit president, if there is one, or, if there is no bargaining unit president, a representative selected by the district educators; community college representative; and institution of higher education representative.

2) Proposal Narrative
Provide a general description of the district's plan for implementing the Program. Include a description of the Program's vision and goals as well as innovative features for student success that will be addressed, indicate the intended impact of the flexibility requested in the plan, provide activities and a timeline for meeting the goals, and describe the expected outcome for students. The narrative should address all of the following elements:

A) How students will demonstrate mastery of all required competencies to earn credit;

B) How students will demonstrate mastery of adaptive competencies, defined by the school district, in addition to academic competencies;

C) How students will advance once they have demonstrated mastery. If needed, how students shall receive more time and personalized instruction to demonstrate mastery;

D) How students will have the ability to attain advanced postsecondary education and career-related competencies beyond those needed for graduation;

E) How students will be assessed using multiple measures to determine mastery, usually requiring application of knowledge; and

F) How students will be able to earn credit toward graduation requirements in ways other than traditional coursework, including learning opportunities outside the traditional classroom setting, such as Supervised Career Development Experiences.

3) Evaluation and Sustainability
Describe how the Program will be monitored and evaluated and how the results will be reported. Indicate how the impact on increasing student success and/or other stated goals and objectives will be shared within the district and beyond (parents, community, etc.).

e) Criteria for Review and Approval of Proposals
The school districts selected to participate in the Program will be evaluated on the following criteria (also see Appendix B):

1) Strength of Local Commitment (20 points)

A) List of participating schools, including signatures of school principals.

B) List of teachers participating in the Program.

C) List of the Planning and Implementation Committee members, including their signatures.

D) Inclusion in the plan of strategies for involvement by the local community college and an institution of higher education.

2) Prior Professional Development (10 points)

A) Description of how teachers have been engaged throughout the application process.

B) Description of district's prior professional development and stakeholder engagement efforts to support successful development of the application and implementation of the plan.

3) Stakeholder Engagement (10 points)

A) Description of how the local community college and a higher education institution have been actively engaged throughout the application process.

B) Description of community partners that will support the system's implementation.

4) Quality of Proposed Plan (50 points)

A) Project Goals (10 points)

i) The proposal identifies clear, realistic, measurable goals.

ii) The goals clearly specify how student achievement will be impacted.

B) Project Narrative (25 points)

i) The proposal relates to innovative practices based upon research, previously collected district data, best practices, or additional information.

ii) The proposed activities are likely to produce measurable results and improve student achievement.

iii) The proposal provides a description of how it will meet all elements required to be included in the Program.

iv) The proposal provides a description of the district's plan for engaging the high schools with their feeder elementary schools in the establishment and administration of the Program.

C) Evaluation (15 points)

i) The proposal includes a description of the process for evaluating the project, including a preliminary timeline for the collection of data.

ii) The data from the proposed evaluation plan will be evaluated to determine if progress toward attaining the project goals is being made.

iii) The proposal provides a plan that provides multiple opportunities to share the results of the project with all stakeholders.

5) Diversity (10 points)

A) School District Type

B) School District Size

C) Geographical Location

D) Plan Approach (multiple subjects vs. one subject, type of subject, etc.).

f) The State Superintendent of Education will notify school districts approved for participation in the Pilot Program no later than 45 days following the close of the application period.

g) The standing Planning and Implementation Committee shall submit reports assessing the district's plan or implementation of the Program. Reports shall also include any recommendations for modifications or improvements for the Program. Reports shall be included in the initial application and the Program plan and thereafter shall be submitted annually to the State Board. Reports shall be submitted by mail to the State Board of Education Springfield Office (100 N. First Street, Springfield IL 62777) or via email at competencypilot@isbe.net. Annual reports must be submitted no later than July 1 after implementation.

h) Removal from the Program

Pursuant to Section 25(d) of the Act, the State Superintendent may remove a school district from the Program for failing to submit a full plan that meets the specifications in subsection (d)(3) of this Section. The Superintendent will consider the school district's failure to abide by the conditions submitted in its application when deciding to remove a school district from the Program.

(Source: Amended at 43 Ill. Reg. 10213, effective August 30, 2019)

Section 1.425 Additional Criteria for Physical Education

The requirements of this Section apply to a school's provision of physical education required under Section 27-6 of the Code.

a) There shall be a definite school policy regarding credit earned each semester in physical education, with provisions for allowable variables in special cases.

b) Participation in a physical education course shall be required of all students a minimum of three days per five day instructional week except when an appropriate medical excuse is submitted (see Section 1.425(d)). A school board may also choose to allow for student exemptions as permitted by Section 27-6 of the Code (see Section 1.425(e)). If a student nonattendance day is scheduled for a day that would otherwise include physical education or the school building is not open to students, physical education for that day does not need to be made up (e.g., if physical education is regularly scheduled for Monday, Wednesday and Friday, but a teacher inservice is scheduled on a given Monday, physical education for that Monday does not have to be moved to Tuesday or Thursday.) However, school districts shall make every effort to ensure all students have the ability to participate in physical education at least three days per week even when school is in session fewer than five days in a given week.

c) *The physical education and training course offered in grades 5 through 10 may include health education* (Section 27-5 of the Code).

d) Pursuant to Section 27-6(a) of the Code, a student who presents an appropriate excuse from his or her parent or guardian or from a person licensed under the Medical Practice Act of 1987 [225 ILCS 60] shall be excused from participation in physical education.

1) Each school board shall honor excuses signed by persons licensed under the Medical Practice Act of 1987 and shall establish a policy defining the types of parental excuses it will deem appropriate for this purpose, which shall include, but not be limited to, reliance upon religious prohibitions.

2) For each type of excuse that will be considered appropriate, the school board shall identify in its policy any evidence or support it will require. For example, a board may require a signed statement from a member of the clergy corroborating the religious basis of a request.

3) *Special activities in physical education shall be provided for pupils whose physical or emotional condition, as determined by a person licensed under*

the Medical Practice Act of 1987*, prevents their participation in the courses provided for normal children* (Section 27-6 of the Code).

e) Under Section 27-6(b) of the Code, *a school board may excuse pupils from engaging in physical education courses if those pupils request to be excused for any of the reasons* listed in this subsection (e). *A school board that chooses to allow any of these exemptions shall establish a policy to excuse pupils on an individual basis.* The district shall maintain records showing that, in disposing of each request to be excused from physical education, the district applied the criteria set forth in Section 27-6 of the Code to the student's individual circumstances.

1) School districts shall have guidelines for the return of students who have been excused from a physical education course pursuant to subsections (e)(2) through (4). These guidelines shall return the student to a physical education course as soon as practical. When creating these guidelines, a school district shall take into consideration the following:

A) The time in the school year when participation ceases;

B) Any future or planned additional participation pursuant to subsections (e)(2) through (4) by a student; and

C) Student class schedules.

2) *Students in grades 7-12 on a case-by-case basis, for* ongoing *participation in an interscholastic* (e.g., Illinois Elementary School Association, the Southern Illinois Junior High Athletic Association, and Illinois High School Association) *or extracurricular athletic program.* Interscholastic and extracurricular athletic programs are limited to those programs that are sponsored by the school district as defined by school district policy.

3) Students in grades 11-12

A) ongoing *participation in interscholastic athletics*;

B) *enrollment in a course required for admittance into postsecondary education; or*

C) *enrollment in a course required for high school graduation, provided that failure to take such classes will result in the pupil being unable to graduate.*

4) Students in grades 9-12

A) ongoing participation *in marching band for credit*; or

B) *enrollment in a Reserve Officer's Training Corps (ROTC) program sponsored by the school district.*

5) Students in grades 3-12

A) *eligibility for special education services and the student's parent or guardian agrees, or there is a determination by the student's individualized education program (IEP) team, that the student needs this time for special education support and services*; or

B) participation in *an adaptive athletic program outside school setting as outlined in the student's IEP and as documented according to school board policy*. (See Section 27-6 of the Code.)

6) A board shall have no authority to honor parental excuses based upon students' participation in athletic training, activities or competitions conducted outside the auspices of the school district.

f) Under Section 27-6(b-5) of the Code, *a pupil shall be excused from engaging in any physical activity components of a physical education course during a period of religious fasting if the pupil's parent or guardian notifies the school principal in writing that the pupil is participating in religious fasting*.

g) Assessment and Reporting
In accordance with Section 27-6.5 of the Code, each school shall *use a scientifically-based, health-related physical fitness assessment for grades 3 through 12 and periodically report fitness information to the State Board of Education to assess student fitness indicators. If the Governor has declared a disaster due to a public health emergency pursuant to Section 7 of the Illinois Emergency Management Agency Act, no student shall be required to participate in a physical fitness assessment for the duration of that declaration.* (Section 27-6.5 of the Act)

1) For the purposes of this subsection (g), each school shall administer the FitnessGram® (http://www.fitnessgram.net/; also see subsection (g)(3)) to students in grades 3 through 12 (except as noted in subsection (g)(1)(A) and as exempted under Section 27-6 of the Code) for the components and using the test items listed in subsections (g)(1)(A) through (g)(1)(D). Beginning in school year 2016-17, the FitnessGram® shall be administered

at least annually in the second semester of the school year; however, schools also are encouraged to administer the assessment at the start of the school year in order to receive pre- and post-results.

A) Aerobic Capacity, grades 4 through 12, either the PACER test or the Mile Run test.

B) Flexibility, either the Back-Saver Sit and Reach test or the Trunk Lift test.

C) Muscular Endurance, the Curl-up test.

D) Muscular Strength, the Push-up test.

2) As applicable, a school shall use the methodologies of the Brockport Physical Fitness Testing accessible at http://www.pyfp.org/ to meet the requirements of this subsection (g) for any student with known orthopedic, intellectual and/or visual disabilities whose Individualized Education Program (IEP) and/or 504 Plan identifies the FitnessGram® as not appropriate.

3) In order to ensure that the FitnessGram® and Brockport protocols are followed, school personnel administering the assessments shall participate in training related to the proper administration and scoring of the assessment by reviewing the chapters of the FitnessGram® Test Administration Manual titled "Test Administration", "Aerobic Capacity", and "Muscular Strength, Endurance and Flexibility" and, if applicable, the Brockport Physical Fitness Test Manual for students with disabilities, which are accessible at http://www.pyfp.org/. Each school district shall maintain evidence of an individual's successful completion of the training and make it available to the State Board upon request.

4) *Fitness scores shall not be used for grading students or evaluating teachers* under the provisions of Article 24A of the School Code (Section 27-6.5(b) of the Code).

5) Each school district shall annually report aggregate data regarding the total number of students whose fitness results for each of the components listed in subsection (g)(1) were identified as meeting the "healthy fitness zone" or as "needs improvement zone".

A) Data shall be submitted electronically to the State Board no later than June 30 of each school year, beginning in school year 2016-

17, using the Illinois State Board of Education Web Application Security System (IWAS).

B) Data shall be reported for students in grades 5, 7 and 10 only and include:

i) the total number of students tested by grade and gender;

ii) the total number of students achieving at the "healthy fitness zone" by grade and gender;

iii) the total number of students identified as "needs improvement zone" by grade and gender.

h) Each school district shall establish procedures and protocols to ensure the confidentiality of individual student assessment results consistent with the requirements of the Illinois School Student Records Act [105 ILCS 10] and the Family Educational Rights and Privacy Act (20 USC 1232g).

(Source: Amended at 46 Ill. Reg. 12736, effective July 13, 2022**)**

Section 1.430 Additional Criteria for Elementary Schools

a) A district shall provide the following coordinated and supervised instructional offerings. The time allotment, unless specified by the School Code or applicable rules, is the option of the local board of education.

1) Language Arts, Reading, and other Communication Skills

2) Science

3) Mathematics

4) Social Studies

5) Music

6) Art

7) Health Education (see the Critical Health Problems and Comprehensive Health Education Act)

8) Physical Education (see Section 27-6 of the School Code)

9) Career Education − Awareness and Exploration

10) Safety Education (see Section 27-24.2 of the School Code)

11) Conservation of Natural Resources (see Section 27-13.1 of the School Code)

12) *Instruction, study, and discussion in grades kindergarten through 8 of effective methods for the prevention and avoidance of drugs and the dangers of opioid and substance abuse* (Section 27-13.2 of the School Code)

13) Civics Education (see Section 27-3.10 of the School Code)

14) Play Time (see Section 27-6.3 of the School Code)

b) *American patriotism and the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois, and the proper use and display of the American flag shall be taught in all public schools.*

Not less than one hour per week, or the equivalent, shall be devoted to the study of this subject matter in the 7th and 8th grade or the equivalent (Sections 27-3 and 27-4 of the School Code [105 ILCS 5]).

c) *No student shall be graduated from the 8th grade unless* that student *has received the instruction in the history of the United States and has given evidence of comprehensive knowledge of that subject* (Section 27-21 of the School Code), which may include, without limitation, a written test, which may be administered remotely, or the teacher's evaluation of the student's work.

(Source: Amended at 47 Ill. Reg. 18457, effective November 28, 2023)

Section 1.440 Additional Criteria for High Schools

The School Code [105 ILCS 5] establishes differing requirements for the coursework that high schools must offer, the courses students must take, and the courses students must pass in order to graduate.

a) Instructional Offerings. Each district shall provide a comprehensive curriculum that includes at least the following offerings. The time allotment, unless specified by the School Code or applicable rules, is the option of the local school district.

1) Language Arts

2) Science

3) Mathematics

4) History of the United States

5) Foreign Language

6) Music

7) Art

8) Career and Technical Education − Orientation and Preparation

9) Health Education (see the Critical Health Problems and Comprehensive Health Education Act)

10) Physical Education (see Section 27-6 of the School Code)

11) Consumer Education (see Section 27-12.1 of the School Code)

12) Conservation of Natural Resources (see Section 27-13.1 of the School Code)

13) Driver and Safety Education (see the Driver Education Act [105 ILCS 5/27-24 through 27-24.10] and 23 Ill. Adm. Code 252)

14) Media Literacy (see Section 27-20.08 of the School Code)

b) Required Participation

1) Each student shall be required to take one semester or the equivalent, i.e., at least 18 weeks, of health education during the secondary school experience.

2) Appropriate activity related to physical education shall be required as provided for by Section 27-6 of the School Code. The schedule shall compare favorably with other courses in the curriculum. Safety education as it relates to the physical education program should be incorporated. See Section 1.425 for additional requirements that apply to the provision of physical education instruction.

3) Each student shall be required to take consumer education for 50 minutes per day for a period of nine weeks in any of grades 9-12.

4) Each student shall be required to take a course covering *American patriotism and the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois, and the proper use and display of the American flag for not less than one hour per week, or the equivalent.* (See Sections 27-3 and 27-4 of the School Code.)

5) Each student shall be required to complete one semester in civics, which *shall focus on government institutions, the discussion of current and controversial issues, service learning, and simulations of the democratic process. Beginning with pupils entering the 9th grade in the 2021-2022 school year, one semester, or part of one semester, may include a financial literacy course.* (See Section 27-22(e)(5) of the School Code.)

6) Each student entering the 9th grade in the 2022-2023 school year and 2023-2024 school year must complete one year of a course that includes *intensive instruction in computer literacy, which may be English, social studies, or any other subject and may be counted toward the fulfillment of other graduation requirements* (Section 27-22(e)(3.5) of the School Code).

c) Specific Requirements for Graduation. A "unit" is the credit accrued for a year's study or its equivalent. A student may be permitted to retake a course that has been already successfully completed (for example, to earn a better grade). However, credit may not be awarded more than once for completion of the same course, and the same course may not be counted more than once toward fulfillment of the State requirements for graduation.

1) Each student shall be required to have accrued at least 16 units in grades 9-12 if graduating from a four-year school or 12 units in grades 10-12 if graduating from a three-year high school. In either case, one unit shall be in American History or American History and Government. (See Section 27-22 of the School Code.) *No student shall receive certification of graduation without passing an examination* on the subjects discussed in subsection (b)(4).

2) Pursuant to Section 27-22 of the School Code, all students, except students with disabilities whose course of study is determined by an individualized education program, must successfully complete certain courses, depending upon the school year in which they enter grade 9 and subject to the exceptions provided in Section 1.445, as a prerequisite to receiving a high school diploma.

3) Credits earned by students before entry into grade 9 as authorized by Section 27-22.10 of the School Code may be used to fulfill any of the requirements of subsection (c)(2).

4) Financial Aid

A) Pursuant to Section 22-85 of the School Code, *as a prerequisite to receiving a high school diploma from a public high school, the parent or guardian of each student or, if a student is at least 18 years of age or legally emancipated, the student must comply with either of the following:*

i) *File a Free Application for Federal Student Aid with the United States Department of Education or, if applicable, an application for State financial aid.*

ii) *On a form created by the State Board of Education, file a waiver with the student's school district indicating that the parent or guardian or, if applicable, the student understands what the Free Application for Federal Student Aid and application for State financial aid are and has chosen not to file an application.*

B) *A school district must award a high school diploma to a student who is unable to meet the requirements of this paragraph due to extenuating circumstances, as determined by the school district, if (i) the student has met all other graduation requirements under the School Code*

and (ii) the principal attests that the school district has made a good faith effort to assist the student or, if applicable, the student's *parent or guardian in filing an application or a waiver.*

d) School districts shall have on file in the local district office a description of all course offerings that may comply with the requirements of the law. A course will be accepted as meeting the relevant requirement for graduation if its description shows that its principal instructional activity is the development and application of knowledge and skills related to the applicable requirement.

1) "Writing-Intensive" Courses
The course description for a "writing-intensive" course will be accepted for purposes of Section 27-22 of the School Code if:

A) a goal of the course is to use the writing that students do relative to the subject matter being presented as a vehicle for improving their writing skills;

B) writing assignments will be an integral part of the course's content across the time span covered by the course;

C) the written products students are required to prepare to receive credit for the course and the feedback students receive are such that:

i) students' writing proficiency is evaluated against expectations that are appropriate to early or late high school and encompass all of the writing standards for those grades enumerated in the Illinois Learning Standards for English Language Arts and Literacy in History/Social Studies, Sciences, and Technical Subjects (see Appendix D); and

ii) students receive information from the evaluation of their written products that will permit them to improve their writing skills in terms of correct usage; well-organized composition; communication of ideas for a variety of purposes; and locating, organizing, evaluating, and using information;

D) The writing-intensive study provided in at least one writing-intensive course is designed to address and integrate the

elements of the writing process and to refine or apply research skills.

2) Foreign Language Courses
The description for any foreign language course shall indicate whether the school district will award a State Seal of Biliteracy in accordance with the requirements of 23 Ill. Adm. Code 680 and Section 2-3.159 of the School Code and state the qualifications for receipt of the seal.

3) Advanced Placement Computer Science Course
The description for an Advanced Placement Computer Science course shall indicate that the course is *equivalent to a high school mathematics course and qualifies as a mathematics-based, quantitative* course for purposes of the fulfillment of State graduation requirements in mathematics. (See Section 27-22(f-5) of the School Code.)

e) It is the responsibility of the school district's administration to provide parents and guardians with timely and periodic information concerning graduation requirements for all students, particularly in cases where a student's eligibility for graduation may be in question.

f) Additional requirements for graduation may be adopted by local boards of education.

(Source: Amended at 47 Ill. Reg. 18457, effective November 28, 2023)

Section 1.442 State Seal of Biliteracy (Repealed)

(Source: Repealed at 44 Ill. Reg. 9961, effective May 21, 2020)

Section 1.443 Illinois Global Scholar Certificate

In accordance with Section 2-3.167 of the School Code [105 ILCS 5], a school district may establish a program to recognize public high school graduates who have attained global competence, sufficient for meaningful use in college and career, by designating on a student's transcript and high school diploma his or her receipt of the Illinois Global Scholar Certificate, provided that all the conditions of this Section are met.

a) Attainment of Global Competency Sufficient for use in College and Career
A school district may award the Illinois Global Scholar Certificate to any high school graduate who demonstrates global competency by successfully meeting all of the following criteria:

1) Complete Eight Globally-Focused Courses

A) Students earning the Illinois Global Scholar Certificate must complete a total of eight globally-focused courses from at least two different academic disciplines (i.e., science, social studies, fine arts, English/language arts/communication arts, world languages (i.e., foreign or classical languages), mathematics, career and technical education, physical education, family and consumer science, etc.).

B) A globally-focused course may be a year-long course or a semester long course.

C) Courses will be designated as "globally-focused" by the school district in conjunction with the Global Scholar Committee (as described in subsection (f)(1)) using specific processes and materials provided by the State Board. Courses must:

i) investigate the world;

ii) recognize the perspectives of self and others;

iii) communicate ideas to diverse audiences; and

iv) provide opportunities to take action to improve conditions in a manner consistent with the learning standards adopted by the State of Illinois.

D) Globally-focused courses must address world issues, perspectives, concerns or culture throughout the duration of the course. Courses

that employ a global focus or address global topics in some units but not others are not sufficient to be deemed globally-focused courses, nor are courses that survey global arts, foods or music without at least ⅓ of class time being devoted to the investigation/research into the phenomena, and/or assessment of the global and cultural context from which the phenomena arise.

E) The following commonly-taught courses are likely to be designated as globally-focused:

i) World languages;

ii) International economics, international business or global marketing;

iii) World history/non-U.S. history;

iv) World geography;

v) Comparative cultures, comparative religions, comparative government;

vi) Science, technology, engineering and math (STEM) courses with global application/perspective;

vii) International relations or foreign relations;

viii) Literature of another country, region or culture;

ix) International agri-science or agriculture; and

x) Other globally-focused courses that meet the requirements detailed in Appendix H.

2) School districts wishing to require a specific globally-focused course or sequence of courses are encouraged to do so. For example, one school district may opt to require a course (or sequences of courses) in global studies or world languages, while another district may develop defined global pathways in STEM, world language or fine arts. In addition, school districts having limited course offerings may approve specific summer or online coursework, provided that coursework is credit-bearing and meets the Illinois Learning Standards, as well as the requirements described in

subsection (a)(1). School districts may offer additional course options that comply with subsection (a)(1) (see Appendix H).

3) Participate in at least one Sustained Globally-focused Service Learning Activity or Experience

A) Service learning is defined as activities that:

i) actively engage and educate the student within the local community in meaningful, globally-focused service activities that promote understanding of diversity and mutual respect among all participants;

ii) allow the student to be self-directed in initiating, planning, implementing and evaluating throughout the experience;

iii) are designed with sufficient duration and intensity to address community needs within a global context;

iv) engage participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and use of the results for improvement and sustainability; and

v) incorporate multiple reflection activities that challenge students to think deeply about the relationship of self, society and the world.

B) Service learning opportunities, selected by students and educators in collaboration with the Global Scholar Committee members (GSC) (see subsection (e)(2)) to fulfill this requirement, shall be tied to globally-focused coursework, co-curricular activities oriented toward global service, and/or the student's Global Scholar Capstone Performance-based Assessment.

C) Students earning the Illinois Global Scholar Certificate must engage in at least one globally-focused service learning activity for a minimum of one semester. Criteria to assist districts in determining qualifying globally-focused service learning opportunities is located in Appendix H.

D) Service learning activities must align with State and district learning standards, as well as curricular goals and objectives of the school district.

4) Participate in Global Collaboration or Dialogue

A) Students receiving the Illinois Global Scholar Certificate must dialogue or collaborate with global peers whose culture is markedly different than their own.

B) Global collaboration and dialogue experiences shall:

i) Offer opportunities to demonstrate the communication skills necessary to work effectively and respectfully with and within diverse teams;

ii) Offer students opportunities to exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal; and

iii) Offer opportunities for students to assume shared responsibility for collaborative work and value the individual contributions made by each team member.

C) This requirement can be met in one of the following ways:

i) Through a field experience in another country specifically designed to facilitate global dialogue or collaboration among peers (e.g., a class trip to a sister school in another country, participation in government, or funded study abroad program);

ii) Through approved virtual experiences specifically designed to facilitate global dialogue or collaboration among peers; or

iii) Through sustained service or learning experiences that immerse students in a domestic or local cultural context markedly different from the global scholar's cultural context (e.g., a refugee community).

D) A list of approved global collaboration or dialogue opportunities should be created and updated by GSCs in conjunction with the Illinois Global Scholar organization.

5) Earn a score of "pass" on the Global Scholar Capstone Performance-based Assessment described in subsection (b)(4) using the scoring criteria described in subsection (c). The purpose of the Global Scholar Capstone Performance-based Assessment and Criteria are described in Appendix H.

A) To ensure that a wide variety of student work can be evaluated, students shall:

i) Create a compelling and actionable question, developed by the student, to address a global issue or concern;

ii) Indicate a research-based investigation of the global issue or concern;

iii) Develop research-based conclusions and the proposal of a solution to address the global issue;

iv) Communicate with at least two people impacted by the issue or with a stakeholder who has recognized and/or has contextual expertise related to the question asked by the student (e.g., a journalist working in a specific region, a foreign service officer, a member of an NGO, a professor, scientist or other recognized expert);

v) Create an artifact (e.g., video, narrative, painting, datasets, presentation, pamphlet, awareness raising campaign, children's book, musical compositions) to demonstrate learning that reflects the student's research/investigation;

vi) Take action to affect change related to the selected issue or concern; and

vii) Reflect on the entire capstone experience.

B) Global Scholar Capstone Performance-based Assessments must result in the following products:

i) A student-created artifact, as described in subsection (a)(5)(A)(v);

ii) Documentation of the steps described in subsection (a)(5)(A) that may include, but are not limited to, a bibliography, interview transcripts, datasets, electronic resources and media, etc.; and

iii) A student narrative that documents each of the steps indicated in subsection (a)(5)(A).

b) This subsection (b) lists the criteria and indicators school districts shall use to score the Global Scholar Capstone Performance-based Assessment. These scoring criteria may be amended from time to time. The State Board shall post on its website by July 1 of each year a copy of the current Assessment scoring criteria, indicators and supporting materials, including examples.

1) Criteria 1: Develop a globally-focused, compelling question and plan inquiries. Indicators supporting this criteria shall require work completed by the student to:

A) Develop a compelling question addressing an issue of global concern (a problem that exists in multiple locations around the world or at the international level).

B) Base the compelling question on understanding of concepts and enduring issues associated with one or more academic disciplines.

C) Ensure the compelling question leads to a deeper understanding of globally-focused concern, including the fundamental cause of the issue.

D) Design a compelling question that is actionable (i.e., allows the student to identify small- and large-scale solutions to global issues and then take small- or large-scale action to change or improve conditions related to the global issue or concern).

2) Criteria 2: Use culturally sensitive communication skills throughout the project. Indicators supporting this criteria shall require the work completed by the student to:

A) Use appropriate and varied language to communicate in a logical and concise manner.

B) Use discipline-specific terminology.

C) Elicit feedback from stakeholders (e.g., develop a survey, engage in dialogue, communicate effectively, and/or use appropriate questioning techniques).

D) Use diverse media, when appropriate, to present information.

E) Use language conventions appropriate to the project.

3) Criteria 3: Collect research and communicate academically, consistent with the standards of the disciplines. Indicators supporting this criteria shall require the work completed by the student to:

A) Explain how research was applied when presenting the artifact to specific stakeholders.

B) Ensure communication contains original work without plagiarism, including appropriate citations as necessary.

4) Criteria 4: Gather information from global stakeholder groups. Indicators supporting this criteria shall require the work completed by the student to:

A) Incorporate perspectives and opinions from people and/or organizations working with or directly affected by the selected global issue or concern.

B) Interact with stakeholders in ways that demonstrate the ability to understand different cultural perspectives.

5) Criteria 5: Gather and review research related to a global issue/concern of the student's choice. Indicators supporting this criteria shall require the work completed by the student to:

A) Design and carry out a research plan using a variety of resources representing multiple perspectives (i.e., a combination of credible scholarly sources and interviews/narratives).

B) Ensure research explores causes and effects of the issue of global concern for a variety of stakeholders.

C) Demonstrate research that includes a review of the impact of possible action on a variety of stakeholders.

D) Employ research sufficient to deeply understand the issue/concern, including the answers to the compelling questions:

i) What causes this issue?

ii) What happens as a result of this issue/How does this issue impact people?

iii) How might different actions resolve this issue?

iv) How might these actions impact various stakeholders?

E) Document source material and evaluate for accuracy and credibility.

6) Criteria 6: Research gathered sufficiently addresses and resolves the compelling question asked by the student. Indicators of these criteria shall require the work completed by the student to:

A) Use a depth and breadth of source material adequate to develop an understanding of the complexity of the compelling question.

B) Demonstrate how source material contributes to the student's understanding of the compelling question.

7) Criteria 7: Design action to be taken in relation to an issue of global concern that closely aligns with and logically results from the conducted research. Indicators supporting these criteria shall require the work completed by the student to:

A) Provide documentation that relates process and product to future goals.

B) Employ culturally-specific research to explain how an audience is likely to interpret an artifact differently than the student-creator intended.

C) Incorporate stakeholder feedback from two or more stakeholder groups into a plan of action.

8) Criteria 8: Design an artifact (e.g., presentation, pamphlet, video, artwork, webpage, blog, advocacy campaign/fundraiser, activity, etc.) reflecting the proposed action to be taken in relation to the issue of global concern.

Indicators supporting this criteria shall require the work completed by the student to:

A) Plan an artifact that is either used during the implementation of the solution or serves as a record of the action.

B) Develop an artifact that informs and engages the stakeholder audience.

9) Criteria 9: Take action that demonstrates understanding of the issue/concern and addresses the compelling question. Indicators supporting this criteria shall require that the work completed by the student:

A) Presents the artifact in an interactive format/venue that is designed to effect local and/or global change.

B) Advocates for suggested improvements and alternatives on behalf of stakeholders and/or engages audience to take action.

C) Offers stakeholders or those who can implement improvement a blueprint for change.

10) Criteria 10: Engage with stakeholders to present findings. Indicators supporting these criteria shall require that the work completed by the student:

A) Ensures that the narrative and documentation include an impact statement from stakeholders.

B) Selects an audience intentionally and thoughtfully in order to make an impact on the global issue or concern.

11) Criteria 11: Reflect on diverse perspectives encountered (including the student's own) throughout this process and synthesize those perspectives. Indicators supporting this criterion shall require that the work completed by the student:

A) Synthesizes how this project impacted personal understanding and learning.

B) Demonstrates self-reflection by answering the following questions:

i) How did the research inform your view of the global issue/concern?

ii) What do you believe is at the heart of the issue/concern?

iii) How does your experience suggest how this issue/concern could be better addressed or understood?

iv) How do you think that this process impacted the issue and your personal view?

v) How did this experience personally impact you and why?

vi) Show connections between what happened, why it happened, and awareness of the change that happens now (or has happened)?

c) The Global Scholar Capstone Performance-based Assessment shall be completed by the student with supervision from at least one licensed teacher. While under the supervision of his or her licensed teacher, the student may collaborate and consult with at least one individual from a global stakeholder group. School districts may develop systems for students to complete the Assessment in a manner suited to the school district. School districts may develop a specific capstone course, include the Assessment as part of an existing course, or offer opportunities for students to complete the capstone as part of an independent study course. School districts may also opt to develop mechanisms for students to complete the capstone project as part of extracurricular activities or clubs.

d) In accordance with Section 2-3.167(f)(2) of the School Code, the school district shall place a designation of a qualifying student's receipt of the Illinois Global Scholar Certificate in the student's permanent record on the academic transcript as defined in 23 Ill. Adm. Code 375 (Student Records) and include the designation on the student's diploma. The State Board shall make an electronic facsimile of the Illinois Global Scholar Certificate available to school districts for this purpose.

e) A school district that chooses to participate in the Illinois Global Scholar program shall meet the requirements of this subsection (e).

1) A participating school district shall notify the State Board of its participation by October 1 of each year, except for the 2017-2018 inaugural Illinois Global Scholar Certificate school year when a district shall notify the State Board of its participation by May 1, 2017. A district that elects to participate after October 1 shall notify the State Board of its

participation no later than 45 calendar days prior to the issuance of any Global Scholar Certificate.

A) A school district electing to participate after October 1 shall include in its notification to the State Board evidence that the district has met all of the requirements set forth in this subsection (e).

B) A district that fails to submit the proper notification within the timeframes provided shall be prohibited from awarding the Illinois Global Scholar Certificate for that school year.

2) A participating district shall designate at least two individuals to serve on the school district's Global Scholar Committee and include these individuals' names and contact information in the notice provided pursuant to subsection (e)(1). The individuals assigned to serve as district Global Scholar Committee members shall:

A) Hold a professional educator license endorsed in an administrative area issued pursuant to 23 Ill. Adm. Code 25 (Educator Licensure); and

B) Participate in training developed by the school district and approved by the State Board prior to awarding the Illinois Global Scholar Certificate. This training shall include:

i) Explanations and application of EdSteps Global Competency Standards.

ii) Process steps to implement a Global Scholar Certificate program in the school district.

iii) How to develop high quality and consistent scoring practices.

iv) Methods to develop global competence among educators.

v) Opportunities for globally-focused service learning and global collaboration/dialogue opportunities.

vi) Building a sustainable global education program in schools.

3) Scoring Methods

A) A participating school district may opt to score the Global Scholar Capstone Performance-based Assessment by one of two methods.

i) District Scoring
A school district shall appoint at least one Illinois licensed educator who has completed the Global Scholar Certificate training described in subsection (e)(2)(B).

ii) Peer School Scoring
The school district collaborates with other school districts in scoring the Assessment. Districts opting to participate in this method must send at least one licensed educator who has completed training provided by the Illinois Global Scholar organization.

B) Scoring methods described in subsection (e)(3)(A) must use the criteria and indicators described in subsection (b).

4) Using a format prescribed by the State Board, a participating school shall submit an annual report to the State Board, no later than 30 days after the end of the school year, that shall include:

A) The names and course descriptions of all courses designated as "globally-focused" as described in subsection (a)(1);

B) The total number of students who submitted materials to be considered for Illinois Global Scholar recognition and the number of students who received the score of pass;

C) A description of the method used by schools to administer and monitor the Global Scholar Capstone Performance-based Assessment as described in subsection (c);

D) A copy of promotional materials used to inform students of the Illinois Global Scholar Certificate program and its requirements; and

E) Results of any surveys given to students or educators to assess any aspect of the Illinois Global Scholar Certificate program.

5) A participating school district shall make available information about the Illinois Global Scholar Certificate program to parents and students by

posting on the district's website, if the district maintains a website, and in the student handbook the following information:

A) General information about the Illinois Global Scholar Certificate program and the opportunity for students to participate.

B) A description of each of the requirements students need to complete in order to receive the Illinois Global Scholar Certificate as indicated in subsections (a)(1) through (4).

C) A complete list of opportunities available in the district that will meet the requirements described in subsections (a)(1) through (4). These include:

i) A listing of all courses designated by the school district as globally-focused, as described in subsection (a)(1).

ii) A listing of all opportunities offered by the school district that will meet the globally-focused service requirement, as described in subsection (a)(2).

iii) A listing of all opportunities offered by the school district that will meet the global collaboration or dialogue requirement, as described in subsection (a)(3).

iv) A complete description of the Capstone Project Performance-based Assessment steps and requirements, as described in subsection (a)(4).

D) A link to the State Board's website describing the requirements for the Illinois Global Scholar Certificate that includes a list of:

i) Approved service learning opportunities with a global focus accessible to all Illinois students.

ii) Approved global collaboration opportunities with a global focus accessible to all Illinois students.

iii) Approved capstone project performance assessments of global competence.

E) A description of the process a student would use to demonstrate global competence, including details about any alternative

evidence that may be required under subsection (a)(3), if applicable;

F) An estimate of the costs, if known, that students might incur to complete the requirements listed in subsection (a); and

G) The name and contact information for any individuals designated to serve as Global Scholar Committee members of the Illinois Global Scholar Certificate.

f) A school district shall administer evaluation surveys to students and educators participating in the Illinois Global Scholar program. Surveys will be used to evaluate the program as a whole and will not be linked to specific students, staff or school districts.

g) Should additional scoring criteria and indicators be added to subsection (b), that additional criteria shall be included in Appendix H as well.

(Source: Added at 41 Ill. Reg. 4430, effective April 5, 2017)

Section 1.445 Required Course Substitute

a) Pursuant to Section 27-22.05 of the School Code [105 ILCS 5], school boards in districts with any of the grades 9 through 12 may adopt a policy providing for a course substitution of a vocational and technical course or of a successful completion of a registered apprenticeship program under 23 Ill. Adm. Code 255 for a high school or graduation requirement. Such policies must provide a complete description of both the vocational and technical course and its relationship to the required course that will be replaced by the substituted course. Courses that may be substituted must meet the requirements set forth in Section 27-22.05 of the School Code and Section 1.440(d).

b) No student under the age of 18 shall be enrolled in a course substitution unless that student's *parent or guardian first requests the substitution and approves it in writing on forms that the school district makes available* for such requests. Such requests shall be maintained in the student's temporary record in accordance with Section 4 of the Illinois School Student Records Act [105 ILCS 10].

(Source: Amended at 47 Ill. Reg. 18457, effective November 28, 2023)

Section 1.450 Special Programs (Repealed)

(Source: Repealed at 33 Ill. Reg. 15193, effective October 20, 2009)

Section 1.460 Credit Earned Through Proficiency Examinations

Each local board of education with a high school shall adopt a policy which defines the board's position with reference to the awarding of high school credit on the basis of local examinations to pupils who have achieved the necessary proficiencies through independent study, either with or without private tutoring, or for work taken in or from another institution. Plans for earning credit outside of regular classes should be approved in advance by the local high school principal according to established policy. The pupil's permanent record should show how the credit was earned. The examination papers upon which such credit is validated should be kept in the school file for three years as evidence for recognition and accreditation agencies.

Section 1.462 Uniform Annual Consumer Education Proficiency Test (Repealed)

(Source: Repealed at 35 Ill. Reg. 2230, effective January 20, 2011)

Section 1.465 Ethnic School World Language Credit and Program Approval

a) School boards of unit and secondary school districts may award high school credit for the study of a world language in an ethnic school, provided that the amount of credit to be awarded is determined in accordance with Section 10-22.43a of the Code and that the credit is awarded for the study of a world language in an ethnic school program that has been approved by the State Board in accordance with this Section.

b) "Ethnic school" means *a part time private school which teaches the foreign language of a particular ethnic group as well as the culture, geography, history and other aspects of a particular ethnic group* [105 ILCS 5/2-3.44].

c) The State Superintendent shall approve ethnic schools' world language programs if they meet the following standards:

1) Each teacher shall possess at least a baccalaureate degree and have completed at least 20 semester hours of credit in the world language taught, both of which shall have been awarded by a regionally accredited college or university.

2) Each program shall contain at least 120 clock hours of instruction plus outside preparation for each unit of credit issued upon successful completion of the instruction, although less than a full unit of credit may also be awarded in proportion to the amount of instruction received.

d) Each school shall maintain and make available upon request by the State Superintendent or by officials of school districts to which students seek to transfer world language credit, documentation that verifies compliance with the requirements of subsection (c), including but not limited to informational brochures, course syllabi, class schedules, and teachers' official transcripts.

e) Annual application by an ethnic school for approval of its world language program shall be made on forms provided by the State Superintendent.

f) Approval shall be granted on an annual basis provided that a previously approved ethnic school continues to comply with the minimum standards set forth in subsection (c).

(Source: Amended at 45 Ill. Reg. 5744, effective April 21, 2021)

Section 1.470 Adult and Continuing Education

a) Local school districts, in accordance with Section 10-20.12 of the School Code [105 ILCS 5/10-20.12], shall provide for the educational needs of adults younger than 21 years of age who wish to re-enter high school to acquire a high school diploma (subject to the limitations of 105 ILCS 5/26-2) or an equivalency certificate. Local boards of education may permit other adults to re-enter high school under this provision.

b) Local school districts may establish special classes for the instruction:

1) of persons of age 21 years or older, and

2) of persons younger than age 21 and not otherwise in attendance in public school, for the purpose of providing adults in the community and youth whose schooling has been interrupted with educational programs appropriate to the needs of these individuals. (See Section 10-22.20 of the School Code [105 ILCS 5/10-22.20].) If a program is approved by the State Board of Education, a school may issue credit for a course on the basis of qualitative attainment rather than on the time element.

c) Awarding of Credit

1) Local school districts, as provided in a definite policy of the boards of education, may offer credit through proficiency testing, correspondence courses, military experiences, life experiences and other nonformal educational endeavors.

2) Secondary schools may obtain credit recommendations for service experience by submitting the form, "Request for Evaluation of Service School Training" to the American Council on Education, 1 DuPont Circle, N.W., Washington, D.C. 20036.

AGENCY NOTE: The State Board of Education recommends that a high school grant credit toward a diploma for the successful completion of the following service educational experiences:

United States Armed Forces Institute courses;

United States Armed Forces Institute subject examinations;

High School courses offered through USAFI by cooperating colleges and universities, credit upon transfer from the school offering the course;

Marine Corps Institute courses;

Service School training;

High school credit toward a diploma for basic or recruit training is not recommended.

(Source: Amended at 38 Ill. Reg. 6127, effective February 27, 2014)

Section 1.480 Correctional Institution Educational Programs

Pursuant to Section 13-40 of the School Code [105 ILCS 5/13-40], educational programs conducted for individuals incarcerated in facilities operated by the Department of Juvenile Justice are educational programs of a school district. Consequently, units of credit earned by students while they are incarcerated in the Department's facilities are transferable to other public schools.

(Source: Amended at 33 Ill. Reg. 15193, effective October 20, 2009)

SUBPART E: SUPPORT SERVICES

Section 1.510 Transportation

a) Section 29-3 of the School Code [105 ILCS 5/29-3] requires the school boards of certain school districts to provide free transportation to pupils as delineated in that Section. These school districts may provide free transportation to other students in accordance with the remaining applicable provisions of Article 29 of the School Code [105 ILCS 5/Art. 29]. Districts that are not required to provide free transportation may do so at their option.

b) Each district seeking State reimbursement for pupil transportation shall comply with the provisions of Article 29 of the School Code and 23 Ill. Adm. Code 120 (Pupil Transportation Reimbursement). In order to qualify for reimbursement, school districts not required to provide transportation pursuant to a specific Section of Article 29 that elect to do so must afford the same service to all eligible pupils. For example, if a district is not required to transport students under Section 29-3 of the School Code [105 ILCS 5/29-3] but elects to transport some students residing more than 1½ miles from their attendance centers, then the district must transport all students in that same situation in order to claim reimbursement for any transportation service.

c) Each district that is required to provide free transportation has the responsibility of providing sufficient buses for transporting all eligible pupils.

d) Each school district is required to conform to the equipment standards and regulations established by the Department of Transportation.

e) Each local school board that provides transportation shall designate a person under its direct supervision to ensure adherence to all laws and regulations affecting safe pupil transportation.

f) School bus routing is the responsibility of the local school board. School districts shall arrange school bus stops to maximize safety, so that buses will not have to back up, and so that crossing arms will not infringe upon pedestrian crosswalks or cross streets. School buses are not required to enter private property.

g) Local school boards shall institute policies and practices that promote the safety and well-being of school bus passengers, including provisions that support Section 10-22.6(b) of the School Code [105 ILCS 5/22.6(b)]. Local school boards shall require that all school bus drivers who transport pupils have been trained as discussed in Section 1.515 of this Part. The requirements set forth in subsections (h) through (n) of this Section shall serve as minimum statewide

requirements for operating a school bus. Transportation for students who receive special education and related services shall be as set forth in the State Board's rules for Special Education (23 Ill. Adm. Code 226). Local school boards may adopt more stringent requirements, at their discretion.

h) Operation of Bus by the Driver

1) The service door shall be closed a all times when the bus is in motion.

2) Windows shall not be lowered below the stop line painted on the body pillar.

3) The emergency door shall be unlocked but securely latched when operating the school bus.

4) The driver shall not leave the bus while the motor is running.

5) The gasoline tank shall not be filled while there are any persons on the bus or while the motor is running.

6) The school bus signs shall be displayed only when the bus is being used for official school transportation.

7) The required alternately flashing warning lights and stop arm shall be used only when stopping to receive or discharge students.

8) The driver shall not back a bus at the school while students are in the vicinity unless a responsible person is present to guide the bus driver.

9) The driver shall not permit a weapon or explosive of any kind on the bus.

10) The driver shall not smoke when operating a school bus.

i) Passenger Treatment and Supervision

1) All passengers shall be seated when the bus is in motion.

2) Students shall not be asked to leave the bus along the route for breach of discipline, nor shall they be asked to sit anywhere other than on a seat for breach of discipline.

3) The bus driver shall observe the requirements of the district's policy adopted pursuant to Section 12-816 of the Vehicle Code [625 ILCS 5/12-

816] with respect to ensuring the *no passenger remains on the bus at the end of a route, a work shift, or the work day*.

j) Loading and Unloading

1) When children are picked up and must cross a roadway, the driver shall beckon them to cross the road when it is safe to do so.

2) The driver on a regular route shall not be expected to wait for a tardy student and may proceed on a timely route if the student is not in sight.

3) At school, the bus shall be driven onto the school grounds to discharge pupils or they shall be otherwise discharged so they will not have to cross a street if at all possible. At all discharge points where it is necessary for pupils to cross a roadway, the driver shall direct students to a point at least ten feet in front of the bus on the shoulder of the roadway and shall direct them to remain there until a signal is given by the bus driver for the students to cross.

4) A driver shall not allow a student to get off the bus at any place other than the student's designated discharge point unless permission is granted by the proper school official.

5) If a loading zone is not visible to traffic approaching from either direction, the district shall notify the Illinois Department of Transportation and request a determination as to the need to erect appropriate signs.

k) Permitted Occupants

1) The manufacturer's capacity for a bus shall not be exceeded.

2) Only persons authorized by the school district shall be allowed to ride school buses. Except with the permission of school authorities, the driver shall transport no school children with animals. Any animal transported shall be properly confined at all times when it is on a school bus.

l) Accidents

1) In case of an accident or breakdown while the bus is transporting students, the first consideration shall be whether it is safer to evacuate the students or to have them remain on the bus.

2) All accidents shall be reported immediately to the appropriate school officials.

3) A School Bus Accident Report shall be completed in a format prescribed by the State Superintendent of Education and shall be forwarded to the regional superintendent immediately after any accident.

4) In case of a death that occurs as a result of a school bus accident, the responsible district official shall immediately notify the regional superintendent by telephone.

m) Railroad Crossings

Each driver of a school bus shall stop at all railroad crossings except where protected by a human flagman or law enforcement officer or marked as having been exemptedby the Illinois Commerce Commission pursuant to Section 11-1202 of the Illinois Vehicle Code [625 ILCS 5/11-1202].

1) The driver shall stop between 15 and 50 feet in front of the first rail. While stopped, the driver shall open the service door, listen and look in both directions for any approaching train. When the driver determines that no train is approaching, he or she shall close the door, then proceed completely across the grade crossing without changing gears.

2) A driver who has stopped at a railroad crossing that is protected only by flashing lights and who determines that no train is, in fact, approaching (i.e., a malfunction is apparent) may proceed despite the warning lights, provided that he or she has compiled with the requirements of subsection (m)(1) of this Section.

3) The driver shall not use the alternately flashing warning signals or stop arm at railroad grade crossings.

n) School Bus Crossing Arm

1) A school bus driver shall use the school bus crossing arm whenever the bus stops to allow students to enter or leave the bus. The driver shall allow sufficient space for the full extension of the crossing arm without infringing on other vehicles, other obstacles, the pedestrian crosswalk, or a cross street. However, a driver may omit using the crossing arm at school loading areas where school buses are parked bumper to bumper or when extending the crossing arm would impede pedestrians' crossing, extend into the adjacent cross street, or collide with another object or vehicle.

2) A school bus driver shall report to the affected school district any instance when the crossing arm cannot be used as required. School districts shall use this information in evaluating school bus routes and pickup and dropoff points. Districts shall retain these records in a manner consistent with their retention policies applicable to other records.

3) A school bus shall not be used if its crossing arm is found to be inoperable during the pre-trip inspection, or if the crossing arm has malfunctioned and has not yet been repaired.

4) If a crossing arm malfunctions while the school bus is carrying students, the driver shall note the stop where the malfunction first occurs and may complete the route if permitted to do so by local board policy.

Section 1.515 Training of School Bus Driver Instructors

Initial and refresher training is required of all school bus drivers by Section 6-106.1 of the Illinois Vehicle Code [625 ILCS 5/6-106.1]. Pursuant to Section 3-14.23 of the School Code [105 ILCS 5/3-14.23], regional superintendents of schools are responsible for conducting training programs for school bus drivers. These programs shall be established by the State Board of Education and approved by the Secretary of State pursuant to the Secretary's rules titled School Bus Driver Permit (92 Ill. Adm. Code 1035).

a) 92 Ill. Adm. Code 1035.30 of the Secretary's rules requires the certification of bus driver instructors by the State Board of Education. The following standards shall apply to this certification.

1) The person must be at least 21 years of age.

2) The person must hold or have held an Illinois School Bus Driver's Permit, hold a current professional educator license endorsed for driver education, or have the approval of the regional superintendent as having had other direct involvement in school bus transportation.

3) The person must provide a current, valid card as evidence of having completed a course in first aid from the American Red Cross, the American Heart Association, or another national organization that is recognized by the Illinois Department of Public Health.

4) The person must have assisted a certified instructor in conducting an initial school bus driver training course and a refresher course; the person must also have taught each of these types of courses under the observation of a certified instructor and have received a satisfactory evaluation of overall teaching performance.

5) Certification of bus driver instructors shall be renewed annually. Renewal shall be sought by the regional superintendent of the region where services will be provided, with the permission of the individuals in question and using a form supplied by the State Superintendent of Education. Renewal of certification shall be based on the criteria set forth in subsections (a)(1) through (a)(4) of this Section.

b) The State Superintendent shall notify each regional superintendent of the certification status of all affected instructors in his or her region and of any deficiencies preventing the certification of any individual. The regional superintendent shall be responsible for notifying instructors of their status.

c) The regional superintendent shall be responsible for notifying the employers of all bus drivers who complete initial or refresher training courses.

(Source: Amended at 38 Ill. Reg. 6127, effective February 27, 2014)

Section 1.520 Home and Hospital Instruction

The provisions of this Section apply to any student who has not been identified as eligible for special education services, in accordance with 23 Ill. Adm. Code 226 (Special Education), and who receives services at home or in a hospital or other setting because he or she is unable to attend school elsewhere due to a medical condition, and for which the resident school district is seeking reimbursement under Section 14-13.01(a) of the School Code [105 ILCS 5/14-13.01(a)]. Requirements pertaining to home and hospital instruction for students with disabilities shall be as set forth in 23 Ill. Adm. Code 226.300 (Continuum of Placement Options).

a) When a student has a medical condition that will cause an absence for two or more consecutive weeks (i.e., 10 school days) of school or ongoing intermittent absences, as defined in Section 14-13.01(a) of the School Code, the school district for that child shall consider the need for home or hospital services. The provision of home or hospital services shall be based upon a written statement from a physician licensed to practice medicine in all its branches that specifies:

1) the child's medical condition;

2) the impact on the child's ability to participate in education (the child's physical and mental level of tolerance for receiving educational services); and

3) the anticipated duration or nature of the child's absence from school.

b) The amount of instructional or related service time provided through the home or hospital program shall be determined in relation to the child's educational needs and physical and mental health needs. The amount of instructional time shall not be less than five hours per week unless the physician has certified in writing that the child should not receive as many as five hours of instruction in a school week. In the event that the child's illness or a teacher's absence reduces the number of hours in a given week to which the child is entitled, the school district shall work with the child's teachers and the child's parents to provide the number of hours missed, as medically advisable for the child.

c) A child whose home or hospital instruction is being provided via telephone or other technological device shall receive not less than two hours per week of direct instructional services.

d) Instructional time shall be scheduled only on days when school is regularly in session, unless otherwise agreed to by all parties.

e) For the purpose of determining average daily attendance, school districts shall calculate days of attendance for hospitalized or homebound students in accordance with the provisions of Section 18-8.05(F)(2)(e) of the School Code.

f) Home or hospital instructors shall meet the requirements of 23 Ill. Adm. Code 1.610 (Personnel Required to be Qualified), except that the use of an individual who holds only a substitute teaching license is permissible if the individual provides instruction under the supervision of an individual who holds a professional educator license endorsed in a teaching field and is the teacher in whose class the student is enrolled. A school district using the services of a substitute teacher for home or hospital instruction pursuant to this subsection (f), however, is not eligible for reimbursement under Section 14-13.01 of the School Code.

g) A school district is not obligated to provide home and hospital instruction when the referral for the services is presented when two weeks or less remains in the school year.

h) Homebound instruction shall be provided for students who are pregnant according to the provisions set forth in Section 10-22.6a of the School Code.

(Source: Old Section repealed at 29 Ill. Reg. 15789, effective October 3, 2005; new Section added at 38 Ill. Reg. 6127, effective February 27, 2014)

Section 1.530 Health Services

a) Each school shall maintain records for each student that reflect compliance with the examinations and immunizations prescribed by Section 27-8.1 of the School Code [105 ILCS 5] and the applicable rules and regulations of the Illinois Department of Public Health at 77 Ill. Adm. Code 665 (Child and Student Health Examination and Immunization Code). The information relative to examinations and immunizations shall be placed in the student permanent record in accordance with 23 Ill. Adm. Code 375 (Student Records). School districts shall, by November 15 of each school year, report to the State Superintendent of Education the number of students who have received the necessary health examinations and immunizations, the number of students who are not exempt and have not received the necessary health examinations and immunizations, and the number of students exempt from the health examination and immunization requirements for religious or medical reasons, in the manner prescribed by the State Superintendent.

b) Students participating in interscholastic athletics shall have an annual physical examination.

1) A district shall include as *part of any agreement, contract, code, or other written instrument that the district requires a student athlete and his or her parents or guardian to sign before participating in practice or interscholastic competition* information relative to the school board's adopted concussion and head injury policy. (See 105 ILCS 5/10-20.54 and 34-18.46.)

2) A district shall ensure that each student athlete and his or her parent or guardian receive and read information relative to concussions that meets the requirements of Section 22-80 of the School Code [105 ILCS 5/22-80]. A student shall *not participate in an interscholastic athletic activity for a school year until he or she and his or her parent or guardian, or another person with legal authority to make medical decisions for the student,* acknowledge by written signature the receipt and review of this information. (Section 22-80(e) of the School Code)

c) Each district shall adopt an emergency procedure to be followed in cases of injury to or sudden illness of students and/or staff, which shall include policy and procedures relative to student athletes that meet the requirements of Section 22-80 of the School Code.

(Source: Amended at 42 Ill. Reg. 11512, effective June 8, 2018)

Section 1.540 Undesignated Emergency Medications in Schools: Epinephrine; Opioid Antagonists; Asthma Medication

This Section establishes requirements in addition to those set forth at Section 22-30 of the School Code [105 ILCS 5] for a school nurse or other trained school personnel *to administer an undesignated epinephrine auto-injector, an* opioid antagonist, or asthma medication *to any person whom the school nurse or trained personnel in good faith believes to be having an anaphylactic reaction,* opioid overdose, or acute asthma episode, respectively, *while in school, while at a school-sponsored activity, while under the supervision of school personnel, or before or after normal school activities, such as while in before-school or after-school care on school-operated property.*

a) Definitions
For the purposes of this Section:

1) "Asthma medication" means quick-relief asthma medication, including albuterol or other short-acting bronchodilators, that is approved by the United States Food and Drug Administration for the treatment of respiratory distress. "Asthma medication" includes medication delivered through a device, including a metered dose inhaler with a reusable or disposable spacer or a nebulizer with a mouthpiece or mask.

2) "Code" means the School Code [105 ILCS 5].

3) "School" means a school district, public school or nonpublic school, as may be applicable.

4) "School nurse" has the meaning ascribed in Section 22-30(a) of the Code.

b) Parental Notification
In addition to the provisions of Section 22-30(c) and (c-5) of the Code, a school that has a standing protocol, as defined in Section 22-30 of the Code, to administer undesignated epinephrine, an opioid antagonist, or asthma medication shall notify the parents or guardians of each student that the school has instituted the standing protocol and that a student may be administered any one or more of those drugs under the circumstances described in Section 22-30(e-5), (e-10), or (e-15) of the Code.

1) The school shall provide the notification of the standing protocol to the parents or guardian at the start of each school year or, for students enrolling for the first time, at the time of enrollment. The parent or

guardian shall be asked to acknowledge the notification by signing it and returning it to the school.

2) A parent's or guardian's failure to sign and return the notification under subsection (b)(1) shall not preclude a school nurse or other trained personnel from administering undesignated epinephrine, an opioid antagonist, or asthma medication under the circumstances described in Section 22-30(e-5), (e-10), or (e-15) of the Code.

c) Standing Protocol

1) A standing protocol for administering undesignated epinephrine, an opioid antagonist, and/or asthma medication, as applicable, shall be provided to the school nurse and trained personnel, as well as kept with or near the epinephrine, opioid antagonist, or asthma medication, as applicable.

2) The standing protocol shall state the hours of the day, days of the week and the school-sponsored activities during which the undesignated epinephrine, opioid antagonist, or asthma medication, as applicable, will be available. A school is not required to have a school nurse or trained personnel available at all times nor at all school-sponsored activities to administer the epinephrine, opioid antagonist, or asthma medication, as applicable.

3) The standing protocol shall provide that the undesignated epinephrine, opioid antagonist, or asthma medication, as applicable, be stored in and available daily at one or more designated, secure locations. For the purposes of this Section, "secure location" means an unlocked location that is inaccessible to students and/or is visually monitored by an adult during the normal school day under routine circumstances.

4) The standing protocol shall include a written order for the undesignated epinephrine, opioid antagonist, or asthma medication that meets the requirements of Section 22-30(f) of the Code. (See Section 22-30(f) of the Code.)

d) Notification of Administration of Undesignated Epinephrine, Opioid Antagonist, or Asthma Medication
Any school whose school nurse or trained personnel administered undesignated epinephrine, opioid antagonist, or asthma medication, as applicable, shall meet the notification requirements of Section 22-30(f-5) and (f-10) of the Code.

e) Personnel Training
Only trained personnel or a school nurse shall administer undesignated epinephrine, opioid antagonist, or asthma medication, as applicable.

1) Certification courses required under Section 22-30(g) of the Code in cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED) shall be conducted by a trainer who is certified in CPR/AED by the American Heart Association, American Red Cross or similar certifying body. Trained personnel shall renew any certification issued in accordance with the requirements of the certifying body and present the certification to his or her school.

2) A school administrator or a school nurse shall be available to answer questions from training participants if the training for administering undesignated epinephrine, opioid antagonist, or asthma medication is presented via a webinar or online format or through a video supplied by an epinephrine, opioid antagonist, or asthma medication manufacturer. Training provided in one of the formats listed in this subsection (e)(2) shall not be considered complete unless an opportunity for questions is provided.

3) In addition to the curricular content listed in Section 22-30(h) of the Code, anaphylaxis training also shall include information about:

A) where the undesignated epinephrine medications are stored and how to access them;

B) the method by which the school nurse or trained personnel will be notified of an incident that could require the administration of undesignated epinephrine;

C) the school's written plan to prevent exposure to allergens;

D) the process for administering the specific undesignated epinephrine device identified in the standing order; and

E) the restrictions, if any, on the school personnel who may administer epinephrine. Use of pre-filled or user-filled syringes containing epinephrine are limited to a nurse holding an RN or LPN license or the person experiencing the reaction.

4) In addition to the curricular content listed in Section 22-30(h-5) of the Code, opioid antagonist training also shall meet the requirements of Section 5-23 of the Alcoholism and Other Drug Abuse and Dependency Act [20 ILCS 301] and training requirements set forth at 77 Ill. Adm. Code 2060 (Alcoholism and Substance Abuse Treatment and Intervention Licenses) and include information about:

A) where the opioid antagonist is stored and how to access the drug;

B) the method by which the school nurse or trained personnel will be notified of an incident that could require the administration of any opioid antagonist; and

C) the process for administering the specific opioid antagonist identified in the standing order.

5) In addition to the curricular content listed in Section 22-30(h-10) of the Code, asthma medication training also shall include the following information:

A) where the undesignated medications to treat respiratory distress are stored and how to access them;

B) the method by which the school nurse or trained personnel will be notified of an incident that could require the administration of medication for acute respiratory distress;

C) the school's written Asthma Episode Emergency Response Protocol;

D) assurance that the personnel agreeing to perform in the role of "trained personnel" has completed training on asthma; and

E) the process for administering the specific undesignated asthma medication and delivery device identified in the standing order.

6) A school nurse or physician with knowledge of allergies and anaphylaxis and CPR and AED certification who possesses skill in administering or demonstrating the use of epinephrine injector devices shall certify by written signature that the personnel being trained passed the test required under Section 22-30(h)(7) of the Code.

7) An individual familiar with the use of an opioid antagonist who has CPR and AED certification (e.g., healthcare provider, police officer, paramedic) shall certify by written signature that the personnel being trained passed the test required under Section 22-30(h-5)(8) of the Code.

8) A school administrator, school nurse or physician, with knowledge of asthma and symptoms of respiratory distress, who holds CPR and AED certifications, and who possesses skill in administering or demonstrating the use of asthma medications for acute respiratory distress and delivery device, shall certify by written signature that the personnel being trained passed the test required by Section 22-30(h)(10) of the Code.

9) Each statement of certification issued under subsection (e)(6) or (e)(7) shall be maintained by the school in accordance with Section 22-30(g) of the Code.

10) The names of trained personnel shall be provided to the school nurse and school administrator, indicating whether the person received training specific to anaphylaxis, opioid antagonist, and/or asthma medication.

f) Reporting
Each school shall submit a report regarding the administration of undesignated epinephrine, opioid antagonist, or undesignated asthma medication electronically in a format prescribed by the State Superintendent of Education within the timeline specified in Section 22-30(i), (i-5), or (i-10), respectively, of the Code.

g) Allergen Reduction Plan
Each school shall develop a written plan to reduce the risk of accidental exposure to allergens that addresses, at a minimum, lunchroom safeguards, classroom food policies, and identification of areas of the playground that are known concerns, such as those with insect colonies. A separate plan is not required if the school has addressed reducing the risk of accidental exposure to allergens in the plan adopted pursuant to Section 2-3.149(b) of the Code.

h) In accordance with Section 22-30(h) of the Code, the State Superintendent of Education shall post on the agency's website, by January 1, 2019, a list of resource materials about how *to recognize and respond to anaphylaxis*, opioid overdose, or respiratory distress.

(Source: Amended at 48 Ill. Reg. 14539, effective September 26, 2024)

SUBPART F: STAFF CERTIFICATION REQUIREMENTS

Section 1.610 Personnel Required to be Qualified

All professional employees of public schools and school districts shall be properly licensed as required by Section 21B-15 of the School Code [105 ILCS 5].

a) No one shall teach or supervise in a public school unless that individual holds an educator license appropriate for the position to which that individual has been assigned. (See Appendix A.) Schools' and districts' compliance with these requirements shall be a factor in their recognition status, as discussed in Section 1.20.

b) No one shall be licensed to teach or supervise in the public schools of the State of Illinois who is not of good character, as defined in Section 21B-15 of the School Code, and at least 19 years of age, except as otherwise provided in Section 21B-20(2)(J) of the School Code.

(Source: Amended at 47 Ill. Reg. 18457, effective November 28, 2023)

Section 1.620 Accreditation of Staff (Repealed)

(Source: Repealed at 28 Ill. Reg. 8486, effective June 1, 2004)

Section 1.630 Paraprofessionals; Other Unlicensed Personnel

a) Pursuant to Sections 10-22.34 and 34-18 of the School Code [105 ILCS 5/10-22.34 and 34-18], school boards may employ nonteaching personnel or use volunteer personnel for nonteaching duties not requiring instructional judgment or evaluation of pupils.

b) Paraprofessionals

1) School boards may further utilize volunteer personnel or employ personnel who do hold an educator license with stipulations endorsed for paraprofessional educator to serve as paraprofessionals (or "teacher aides") to assist in the instruction of pupils, so long as each individual is under the immediate supervision of a teacher who holds a valid professional educator license endorsed for the teaching field of assignment and is directly engaged in teaching subject matter or conducting activities (see Sections 10-22.34 and 34-18 of the School Code). To "assist in the instruction of pupils", i.e., to serve as a paraprofessional, means to support teachers through interactions with students that will help them master curricular content, such as by tutoring; or to assist with classroom management, such as by organizing instructional materials.

2) Beginning July 1, 2013, an individual employed as a paraprofessional shall meet the requirements set forth in 23 Ill. Adm. Code 25.510 (Paraprofessionals) except in the following circumstances.

A) Any individual whose paraprofessional approval was continued after June 30, 2013, in accordance with the provisions of 23 Ill. Adm. Code 25.15 (Types of Licenses; Exchange), may continue to serve as a paraprofessional subject to any limitations of his or her approval.

B) An individual who holds an educator license indicative of completion of a bachelor's degree may serve as a paraprofessional without obtaining an educator license with stipulations endorsed for paraprofessional educator.

C) An individual who holds an educator license with stipulations endorsed for career and technical educator may serve as a paraprofessional without obtaining an additional endorsement for paraprofessional educator.

3) Each paraprofessional shall be under the direct supervision and control of a fully licensed teacher when assisting with instruction, whether this occurs in classrooms, laboratories, shops, playgrounds, libraries, or other educational settings where instructional judgment requires the supervision of a fully licensed teacher. The fully licensed teacher shall be responsible for planning the activities to be conducted by the paraprofessional and for evaluating the pupils with whom the paraprofessional works. The fully licensed teacher shall be continuously aware of the paraprofessional's activities, i.e., the teacher shall be responsible for controlling the paraprofessional's activities and shall be able to modify them at any time.

4) Paraprofessionals shall not be utilized as substitutes for or replacement of fully licensed teachers, and they shall not have equivalent responsibilities. Fully licensed teachers shall exercise professional judgment when assigning duties to paraprofessionals and shall retain the responsibility for determining students' scholastic activities.

5) Each school district shall:

A) submit a list of all paraprofessionals it employs to the State Superintendent of Education with its annual application for recognition;

B) maintain a file for each paraprofessional that describes his or her functions and includes his or her statement of approval, if applicable, or verification of his or her holding an educator license with stipulations endorsed for paraprofessional educator; and

C) be responsible for ensuring that no individual is employed as a paraprofessional without an educator license with stipulations endorsed for paraprofessional educator, except as permitted under subsection (b)(2) of this Section, and that paraprofessionals whose paraprofessional approval was continued are assigned only to tasks for which their approval is valid.

c) Other Unlicensed Personnel

1) School boards may designate unlicensed persons of good character, as defined in Section 21B-15 of the School Code, to serve as supervisors, chaperones or sponsors, either on a voluntary or on a compensated basis, for the following activities:

A) for school activities not connected with the academic program of

the schools (see Section 10-22.34a of the School Code [105 ILCS 5/10-22.34a]); and

B) for school activities connected to the academic programs of the schools during any time in which the Governor has declared a disaster due to a public health emergency under Section 7 of the Illinois Emergency Management Agency Act, and, due to that disaster declaration, teachers are instructing from a remote location while students are physically present at school. Individuals designated under this subsection (c)(1)(B) shall work under the direction of the remote teacher and supervision of licensed personnel who are physically present in the same building. Unlicensed personnel shall not enact student discipline. Licensed personnel shall enact student discipline and provide classroom support to non-licensed individuals as needed.

2) Unlicensed personnel in special education programs under contract to the local board of education, other than paraprofessionals, shall be governed by 23 Ill. Adm. Code 226 (Special Education). Also, beginning July 1, 2006, educational interpreters for persons who are deaf or hard of hearing shall be approved pursuant to 23 Ill. Adm. 25.550 (Approval of Educational Interpreters).

3) In accordance with Section 10-22.34(d) of the School Code [105 ILCS 5/10-22.34(d)], school districts may utilize unlicensed persons who are completing their clinical experiences and/or student teaching.

A) A candidate participating in clinical experiences shall not be required to hold an educator license with stipulations endorsed for paraprofessional if:

i) the candidate is engaging in the clinical experience as part of an approved Illinois teacher preparation program in which he or she is enrolled;

ii) when the candidate assists in instruction, he or she is under the immediate supervision of a teacher who holds a valid professional educator license and is directly engaged in teaching the subject matter or conducting other learning activities; and

iii) the cooperating teacher constantly evaluates the candidate's activities and is able to control or modify them.

B) Unlicensed personnel enrolled in a student teaching course at a college or university are not required to be under the constant supervision of a teacher, provided that their activity has the prior approval of the representative of the higher education institution, that teaching plans have been previously discussed with and approved by the supervising teacher, and the teaching is performed in accordance with the requirements of 23 Ill. Adm. Code 25.620 (Student Teaching) (see Section 10-22.34(d) of the School Code).

C) In accordance with Section 10-22.34b of the School Code [105 ILCS 5/10-22.34b], school districts may, with the prior approval of the responsible regional superintendent of schools, utilize unlicensed persons *to provide specialized instruction not otherwise readily available in the immediate school environment in the fields for which they are particularly qualified by reason of specialized knowledge or skill*. The regional superintendent shall approve an assignment of this type when:

i) the individual holding a professional educator license endorsed in a teaching field under whose direction the instruction will be provided has specified in writing the material to be covered and the amount of time to be allotted for the specialized instruction;

ii) the district superintendent has identified in writing the selected individual's professional competence or outstanding proficiency in the area of specialization in which instruction is to be provided;

iii) the district superintendent has affirmed in writing that a district representative has determined the environment where instruction will be provided, if away from the school, to be safe and appropriate to the age of the students involved; and

iv) the district superintendent has described the precise function to be served by the specialized instruction and any compensation to be paid to the selected individual.

(Source: Amended at 45 Ill. Reg. 9446, effective July 7, 2021)

Section 1.640 Requirements for Different Certificates (Repealed)

(Source: Repealed at 28 Ill. Reg. 8486, effective June 1, 2004)

Section 1.650 Transcripts of Credits

Official transcripts of credits earned are issued by institutions of higher education. In determining whether an individual meets the requirements for a particular assignment, a school district shall not rely upon any transcript that does not bear the seal and the signature of the responsible officer of the institution issuing the transcript.

(Source: Amended at 28 Ill. Reg. 8486, effective June 1, 2004)

Section 1.660 Records of Professional Personnel

The school district shall maintain records for all professional personnel currently employed by the district. In addition to the individual's name, the record for each professional employee shall contain at least the copies of official transcripts required by Section 24-23 of the School Code [105 ILCS 5/24-23] and relevant health records, including the verification of freedom from tuberculosis as may be required under rules of the Illinois Department of Public Health at 77 Ill. Adm. Code 696 (Control of Tuberculosis Code). Each employee's record may also contain other relevant items, such as verification of past teaching experience, salary schedule placement and accumulated sick leave.

(Source: Amended at 39 Ill. Reg. 13411, effective September 24, 2015)

SUBPART G: STAFF QUALIFICATIONS

Section 1.700 Requirements for Staff Providing Professional Development

a) Each individual who is employed by a school district, regional office of education or intermediate service center, either on a full-time or part-time basis, for the purposes of providing professional development to educator licensed employees shall hold either:

1) a professional educator license issued pursuant to Section 21B-20(1) of the School Code [105 ILCS 5/21B-20(1)] and 23 Ill. Adm. Code 25.25 (Requirements for the Professional Educator License); or

2) an educator license with stipulations endorsed for career and technical educator issued pursuant to Section 21B-20(2)(E) of the School Code [105 ILCS 5/21B-20(2)(E)] and 23 Ill. Adm. Code 25.70 (Endorsement for Career and Technical Educator).

b) The requirements of this Section do not apply to individuals engaged by the district, ROE or ISC on a contractual basis to conduct workshops or who provide specific technical assistance or inservice training that is of a limited duration.

(Source: Added at 40 Ill. Reg. 12276, effective August 9, 2016)

Section 1.705 Requirements for Supervisory and Administrative Staff

Requirements for the receipt of the endorsements specified in this Section shall be as set forth in 23 Ill. Adm. Code 25 (Educator Licensure).

a) Each district superintendent shall hold a professional educator license with a superintendent endorsement.

b) Each principal or assistant principal shall hold a professional educator license with a general administrative, principal or superintendent endorsement, except that a head teacher serving for more than 50% full-time employment in place of a principal as permitted by Section 10-21.4a of the School Code shall hold a professional educator license endorsed for supervision.

c) Each assistant superintendent shall hold a professional educator license with a general administrative, principal, director of special education or superintendent endorsement.

d) Each general administrator (e.g., director, assistant director, coordinator or general supervisor) in general education shall hold a professional educator license with a general supervisory, general administrative, principal or superintendent endorsement.

e) Each head of a general education department or supervisor for a specific subject shall hold either:

1) a professional educator license with a general supervisory, general administrative, principal or superintendent endorsement or teacher leader endorsement issued pursuant to 23 Ill. Adm. Code 25.32 (Teacher Leader Endorsement); or

2) a professional educator license endorsed for supervision in the area supervised (see 23 Ill. Adm. Code 25.497 (Supervisory Endorsements)).

f) Each supervisory dean shall hold a professional educator license with a general supervisory, general administrative, director of special education, principal or superintendent endorsement, or teacher leader endorsement issued pursuant to 23 Ill. Adm. Code 25.32 (Teacher Leader Endorsement).

g) Each dean of students shall hold:

1) a professional educator license with a general supervisory, general administrative, director of special education, principal or superintendent endorsement;

2) a professional educator license endorsed in a teaching field (and for supervision or administration if the holder suspends students pursuant to Section 10-22.6 of the Code); or

3) a professional educator license endorsed in a school support personnel field other than school nursing (and for supervision or administration if the holder disciplines or suspends students).

h) Each special education director or assistant director shall meet the requirements of 23 Ill. Adm. Code 226.800(g) (Personnel Required to be Qualified) and hold a professional educator license endorsed for director of special education in accordance with 23 Ill. Adm. Code 25.365 (Endorsement for Director of Special Education).

i) Each special education supervisor shall hold either:

1) a professional educator license with a general supervisory, general administrative, director of special education, principal or superintendent endorsement and teaching qualifications in each area supervised; or

2) a professional educator license endorsed for each area supervised and for supervision (see 23 Ill. Adm. Code 25.497 (Supervisory Endorsements)).

j) Each supervisor of more than one school support personnel area shall hold either:

1) a professional educator license and a general administrative, principal or superintendent endorsement; or

2) a professional educator license endorsed for school support personnel and supervision in each field supervised.

k) Each supervisor of one school support personnel area shall hold:

1) a professional educator license with a general supervisory, general administrative, director of special education, principal or superintendent endorsement;

2) a professional educator license endorsed for school support personnel in the field supervised and for supervision; or

3) a professional educator license endorsed for speech-language pathology teaching and for supervision (if applicable).

l) Each director of an area vocational career center or supervisor of more than one field in career and technical education (including regional system directors) shall hold:

1) a professional educator license with a general administrative, principal or superintendent endorsement and an endorsement in career and technical education; or

2) a professional educator license with a general administrative, principal, or superintendent endorsement and an educator license with stipulations endorsed for career and technical education.

m) Each administrator in a bilingual education program shall hold a valid professional educator license with a general administrative, principal, superintendent or supervisory endorsement issued in accordance with the applicable provisions of 23 Ill. Adm. Code 25 and this Part and meet the applicable requirements of Section 1.783.

n) Each chief school business official shall hold a professional educator license with a chief school business official endorsement or an educator license with stipulations with a chief school business official endorsement.

(Source: Amended at 45 Ill. Reg. 5744, effective April 21, 2021)

Section 1.710 Requirements for Elementary Teachers

a) Except as otherwise allowed in this Section, each elementary teacher shall hold a valid professional educator license endorsed in a teaching field for the grade level or levels to be taught.

b) Each elementary teacher first assigned to an elementary position on or after September 1, 1978 shall have formal training in each basic instructional area to be taught.

c) No teacher may be assigned to teach self-contained general education at the elementary level unless that teacher holds a professional educator license and:

1) holds the applicable endorsement;

2) if first licensed prior to July 1, 2004, possesses 16 semester hours of coursework in a combination of any of the following areas:

A) Language Arts;

B) Mathematics;

C) Science;

D) Social Science;

E) Physical Education;

F) Health;

G) Fine Arts;

H) General Elementary Teaching Methods; and

I) Elementary Reading Teaching Methods; or

3) is assigned pursuant to 23 Ill. Adm. Code 25.430 (Short-Term Approval for Teachers at All Grade Levels); or

4) meets the requirements of Section 1.745 or 1.755 as applicable to assignment.

d) Additional requirements may apply to holders of elementary education endorsements on professional educator licenses issued pursuant to 23 Ill. Adm. Code 26 (Standards for Endorsements in Early Childhood Education and in Elementary Education) who teach in grades 5 through 8; see Section 1.720.

e) Career and technical educators who teach in grade 5 must meet the requirements of Sections 1.737(a)(1) and (c).

f) Beginning July 1, 2025, any teacher who is teaching by virtue of meeting the qualifications set forth in subsection (c)(2) shall have a designation for elementary education added to the teacher's ELIS account, prior to being assigned to the position, by the regional office of education. Previous qualifications can continue to be added after July 1, 2025 if educators are assigned to new positions by virtue of being previously qualified.

(Source: Amended at 45 Ill. Reg. 5744, effective April 21, 2021)

Section 1.720 Requirements for Teachers of Middle Grades

a) The requirements of this Section apply to teachers employed in departmentalized grades 6-8 ("middle-grade teachers"). Teachers employed in non-departmentalized grades 6-8 and who hold a K-9 elementary education endorsement issued by September 1, 2019, are subject to the requirements of Section 1.710.

b) Requirements for Assignability

1) The requirements of this subsection (b)(1) apply to teachers licensed prior to July 1, 1997.

A) Teachers must hold a junior high endorsement in the content area of major teaching assignment (e.g., language arts, mathematics, general science, social science, or music);

B) Teachers must have completed 16 semester hours of coursework in the content area taught; or

C) Career and Technical Education educators must have met the requirements of Section 1.730(b).

2) The requirements of this subsection (b)(2) apply to teachers licensed between July 1, 1997 and January 31, 2018.

A) Teachers must hold a content-specific junior high endorsement issued pursuant to subsection (b)(1)(A);

B) Teachers must hold a content-specific middle school endorsement in the content area of major teaching assignment (e.g., language arts, mathematics, general science, social science, or music) and the following coursework:

i) 3 semester hours of coursework, approved by the college of education or other institutional unit governing teacher education, that includes middle-grade philosophy, middle-grade curriculum and instruction, and instructional methods for designing and teaching developmentally appropriate programs (i.e., addressing the cognitive, emotional, and physical development of each child) in the middle grades, including content area (e.g., science or social sciences)

reading instruction; and

ii) 3 semester hours of coursework, approved by the college of education or other institutional unit governing teacher education, that includes educational psychology focusing on the developmental characteristics of early adolescents, the nature and needs of early adolescents, and the role of the middle-grade teacher in assessment, coordination, and referral of students to health and social services; or

C) Career and Technical Education educators must have met the requirements of Section 1.730(b).

3) When a middle-grade teacher is assigned to deliver instruction in two or more areas (e.g., language arts and social science or mathematics and science), the teacher shall meet the requirements of subsection (b)(1) or (b)(2) for the major teaching assignment and shall have no fewer than 5 semester hours in each other subject taught. The "major teaching assignment" is the subject taught for more time than any other subject. When two subjects are taught for an equal amount of time, the district shall determine which assignment is considered the "major teaching assignment".

c) The requirements of this subsection (c) apply to individuals licensed on or after February 1, 2018. On or after February 1, 2018, any individual first assigned to teach in grade 7 or 8, whether departmentalized or self-contained, or in departmentalized grade 6 shall meet the requirements of 23 Ill. Adm. Code 25.99 for the major teaching assignment and have no fewer than 5 semester hours in each other subject taught, subject to the exception stated in subsection (a) for assignment in self-contained grades 6 through 8. The requirements of this subsection (c) do not apply to individuals who are first endorsed in agricultural education; business, marketing, and computer education; business, marketing, and computer education (computer programming); computer applications; computer science; family and consumer sciences; health science technology; and technology education on or after February 1, 2018.

1) On or after February 1, 2018, no individual may be assigned to teach in departmentalized grades 6-8 unless that individual holds a professional educator license and:

A) holds a middle-grades endorsement applicable to the content area;

B) meets the relevant requirements of subsection (a), (b), or (c);

C) has received an elementary endorsement issued pursuant to 23 Ill. Adm. Code 25.97 and has met the relevant requirements of this subsection (c) on or before January 31, 2018;

D) is assigned pursuant to 23 Ill. Adm. Code 25.430; or

E) meets the requirements of Section 1.737(a)(1) and (c).

2) Beginning July 1, 2025, any teacher who is teaching by virtue of meeting the qualifications set forth in subsection (b)(1)(B) or (C) shall have a designation for the specific content area and grade range added to the teacher's ELIS account, prior to being assigned to the position, by the regional office of education.

3) Previous qualifications can continue to be added after July 1, 2025 if educators are assigned to new positions by virtue of being previously qualified.

(Source: Amended at 48 Ill. Reg. 8535, effective May 29, 2024)

Section 1.730 Minimum Requirements for Secondary Teachers and Specified Subject Area Teachers in Grades 9-12 through June 30, 2004

This Section is applicable to educators licensed to teach in any of grades 9-12 prior to July 1, 2004. All coursework requirements must be completed through a regionally accredited institution. Each subsection of this Section applies only to secondary teachers in the respective content area.

a) 16 semester hours of coursework in the applicable of the following content areas is required:

1) Agriculture, Food, and Natural Resources;

2) Art;

3) Business, Marketing, and Computer Education;

4) Business, Marketing, and Computer Education − Business Computer Programming;

5) Computer Applications;

6) Computer Science;

7) Dance;

8) Drama/Theatre Arts;

9) English Language Arts;

10) Family and Consumer Science;

11) Health Education;

12) Health Science;

13) Library Information Specialist;

14) Mathematics;

15) Music;

16) Physical Education;

17) Reading Teacher (also see Section 1.745);

18) Safety and Driver's Education;

19) Science

A) Biology;

B) Chemistry;

C) Earth and Space;

D) Environmental;

E) Physics;

20) Social Science

A) Economics;

B) Geography;

C) History;

D) Political Science;

E) Psychology;

F) Sociology and Anthropology;

21) Technology Education;

22) Technology Specialist; or

23) World Language (language specific)

b) Career and Technical Education
All instructional personnel and coordinators shall hold a valid professional educator license endorsed in a teaching field or an educator license with stipulations endorsed for career and technical education.

1) Instructional Personnel − The requirements for instructional personnel in the following areas is a minimum of 2,000 hours of employment experiences in the content area to be taught:

A) Arts and Communication; Finance and Business Services;

B) Health Sciences and Technology; Human and Public Services; Information Technology;

C) Manufacturing, Engineering Technology, and Trades;

D) Hospitality and Tourism;

E) Personal Care Services;

F) Early Childhood Education;

G) Family and Consumer Sciences Occupational;

H) Law Enforcement;

I) Fire Science;

J) Legal Studies/Pre-Law;

K) Architecture and Construction;

L) Manufacturing;

M) Transportation, Distribution, and Technology;

N) Science, Technology, Engineering, and Mathematics (STEM);

O) Audio/Video/Film Technology;

P) Visual and Design Arts;

Q) Journalism and Broadcasting.

2) Instructional Personnel − The requirements for instructional personnel in the areas of Agriculture, Food, and Natural Resources; Information Technology; Finance and Business Services; and Family and Consumer Sciences are:

A) A minimum of 60 semester hours of postsecondary coursework; and

B) Content knowledge/occupational proficiency demonstrated by meeting one of the following criteria:

i) 16 semester hours of related postsecondary coursework;

ii) A passing score on the ILTS or PRAXIS corresponding content exam;

iii) 2,000 hours of verified experience in the content area within the last 10 years; or

iv) A minimum of three years full-time (51% or more of duties dedicated to teaching in the content area) postsecondary teaching experience in the corresponding content areas within the last 10 years.

3) Instructional Personnel

A) The additional requirements for instructional personnel, beyond those listed for occupational experience listed in this Part, include, in the area of Legal Studies/Pre-Law:

i) A minimum of 60 semester hours of postsecondary coursework; and

ii) Content knowledge proficiency demonstrated by completing 16 semester hours of related postsecondary coursework.

B) Coursework requirements can be waived by the State Board if the individual holds the appropriate State or national industry licenses or certifications and those documents are valid and current.

C) For those occupations in which employment or preparation is regulated by law or licensure, compliance with those laws is mandated.

4) Special Vocational Teacher Coordinator

In schools with cooperative courses to serve students with special needs, such as a Work Experience and Career Exploration Program, vocationally reimbursed Special Education Cooperative Education, and STEP programs, the coordinator shall meet the requirements for specialized cooperative occupational education coordinators (except that the 16 semester hours in occupational education shall be waived).

5) Compliance with Legal, Governmental, and Professional Requirements For those occupations in which employment or preparation is regulated by law or licensure, compliance with those laws is required.

6) The requirements of this subsection (b) are not applicable to personnel employed prior to September 1, 1978.

(Source: Amended at 48 Ill. Reg. 8535, effective May 29, 2024)

Section 1.735 Requirements to Take Effect from July 1, 1991, through June 30, 2004 (Repealed)

(Source: Repealed at 45 Ill. Reg. 5744, effective April 21, 2021)

Section 1.736 Requirements to Take Effect from July 1, 1994, through June 30, 2004 (Repealed)

(Source: Repealed at 45 Ill. Reg. 5744, effective April 21, 2021)

Section 1.737 Minimum Requirements for the Assignment of Teachers in Grades 9 through 12 Beginning July 1, 2004

a) No teacher may be assigned to teach a particular content area in any of grades 9-12 unless that teacher holds a professional educator license in a teaching field and:

1) holds the applicable endorsement for the assignment (and, in the case of the educator license with stipulations endorsed for career and technical educator, an endorsement specific to the program area to be taught);

2) met the requirements of Section 1.730 at a time when that Section was applicable to that assignment, as confirmed by the employing district's verification of the individual's qualifications in ELIS;

3) meets the requirements of Section 1.745 or 1.755, if applicable; or

4) is assigned pursuant to 23 Ill. Adm. Code 25.430.

b) Beginning July 1, 2025, any teacher who is teaching by virtue of meeting the qualifications set forth in subsection (a)(2) shall have a designation for the specific content area and grade range added to their ELIS accounts, prior to being assigned to the position, by their regional office of education.

c) Previous qualifications can continue to be added after July 1, 2025 if educators are assigned to new positions by virtue of being previously qualified.

d) Additional Requirements for Career and Technical Education

1) Endorsements and assignments to courses in career and technical education vary by program area and are located at https://www.isbe.net/Documents/CTE-Lic-Endorsements-Guidance.pdf.

2) A teacher who is eligible under this Section to provide career and technical education instruction in a program area shall also be eligible to serve as a coordinator or instructor of a work-based experience, as defined in 23 Ill. Adm. Code 256.111, within that specific program area.

3) A teacher who is eligible under this Section to provide career and technical education instruction will be eligible to coordinate or provide instruction in work-based learning experiences in program areas outside of the teacher's program area if that the teacher holds the work-based learning designation in ELIS (see Section 1.738).

4) A teacher serving as a coordinator or instructor of work-based education for special education students shall be required to meet the requirements for assignment as a special education teacher rather than those for assignment as a teacher of career and technical education, provided that the teacher holds the work-based learning designation in ELIS (see Section 1.738).

(Source: Amended at 48 Ill. Reg. 8535, effective May 29, 2024)

Section 1.738 Requirements for Work-Based Learning Beginning July 1, 2024

No individual shall coordinate or provide instruction work-based learning experiences in career and technical education programs outside of the program area for which the individual is qualified unless that individual holds the work-based learning designation in ELIS. The requirements for the designation are as follows:

a) the individual completes two courses from a regionally-accredited institution of higher education, as approved by the State Board, in work-based learning; or

b) the individual completes a sequence of work-based learning modules approved and offered by the State Board or a designee.

(Source: Added at 48 Ill. Reg. _____, effective _____)

Section 1.740 Standards for Reading through June 30, 2004 (Repealed)

(Source: Repealed at 45 Ill. Reg. 5744, effective April 21, 2021)

Section 1.745 Assignment of Reading Teachers and Reading Specialists

The "reading teacher" endorsement is valid only for teaching reading to students, while the "reading specialist" endorsement is valid not only for teaching reading to students but also for providing technical assistance or professional development to other teachers. Separate sets of standards and requirements govern the issuance of these two endorsements (see 23 Ill. Adm. Code 27.110 and 27.120, as well as 23 Ill. Adm. Code 25.100(f)). No individual may be assigned to teach reading, other than reading as part of general classroom instruction provided by that individual, or to serve as a reading specialist unless the individual holds a professional educator license valid for the grade level or levels of the assignment and:

a) holds the endorsement appropriate to the assignment;

b) is assigned pursuant to 23 Ill. Adm. Code 25.430; or

c) has completed 16 semester hours of reading coursework if licensed prior to July 1, 2004.

(Source: Amended at 48 Ill. Reg. 8535, effective May 29, 2024)

Section 1.750 Standards for Media Services through June 30, 2004 (Repealed)

(Source: Repealed at 45 Ill. Reg. 5744, effective April 21, 2021)

Section 1.755 Requirements for Library Information Specialists Beginning July 1, 2004

No individual shall be assigned to provide library and audio-visual services to students, teachers and other school personnel unless that individual holds a professional educator license that is valid for the grade level or levels of the students to be served and:

a) holds an endorsement for Library Information Specialist or a comparable, previously issued endorsement such as Media or Library Science;

b) is assigned pursuant to 23 Ill. Adm. Code 25.430 (Short-Term Approvals for Teachers at All Grade Levels); or

c) has completed 16 semester hours of library science coursework if licensed prior to July 1, 2004.

(Source: Amended at 45 Ill. Reg. 5744, effective April 21, 2021)

Section 1.760 Standards for School Support Personnel Services

a) School psychologists, school social workers, school counselors, speech-language pathologists (nonteaching) and school nurses, except as provided in subsection (c) of this Section, shall hold a professional educator license endorsed for school support personnel in their respective area.

b) Registered Professional Nurse means any nurse who is licensed to practice professional nursing in Illinois in accord with the Nurse Practice Act [225 ILCS 65] and whose license is active and in good standing as determined by the Illinois Department of Financial and Professional Regulation.

c) School Nurse means any registered professional nurse who holds a professional educator license endorsed for school support services in school nursing, or any registered professional nurse who does not hold the professional educator license but was employed in the school district of current employment before July 1, 1976. *School districts may employ noncertificated registered professional nurses to perform professional nursing services* [105 ILCS 5/10-22.23].

d) School boards that employ school nurses shall be responsible for verifying that each person holds a valid nursing license and professional educator license except as provided in subsection (c) of this Section.

e) School boards that employ one or more school nurses for the purpose of providing professional nursing services shall develop and keep on file a written job description defining the duties of their school nurses.

f) Any job description prepared pursuant to subsection (e) of this Section will be accepted by the State Board of Education as complying with Section 10-22.23 of the School Code if it contains at least:

    1) the duty to provide registered professional nursing practice as defined in Section 50-10 of the Nurse Practice Act; and

    2) at least one or more additional duties as the school board shall select from subsection (g) of this Section.

g) Additional duties of the school nurse shall include one or more of the following:

    1) assessment of health care needs through screening for deficits in vision, hearing, growth and development, immunization status, and other physical defects (e.g., orthopedic, malnutrition, asthma, metabolic disorders, blood pressure, obesity);

2) identifying student health problems, making referrals for their diagnosis, treatment and remediation, and providing follow-up for each referral;

3) recommending modification of the school programs for a student who requires a change because of a health deficit and developing health care plans when students need special physical health care procedures to be provided at school;

4) establishing a communicable disease prevention and control program, including blood-borne pathogen control programs, in collaboration with State and local health departments and federal and State occupational safety and health agencies;

5) assessing the health status of students and providing health counseling (e.g., on diet, exercise) for students, parents and school staff;

6) processing physicians' orders, administering and monitoring medication and treatment given in school (subject to local policy regarding the administration of medication at school);

7) providing crisis intervention for students and/or staff in the advent of sudden illness or injury;

8) establishing an accident prevention program in collaboration with the district's administration;

9) acting as liaison between the home, school, community health agencies and the private medical sector;

10) participating in the identification, evaluation and placement of students into special education programs (e.g., as a referring agent, a consultant to parents, teachers and/or as a member of a multidisciplinary team pursuant to the provisions of 23 Ill. Adm. Code 226 (Special Education));

11) collecting and analyzing health-related data (e.g., immunization records, medical records, incidence of specific diseases), making recommendations based upon these data, and reporting the data to State agencies as may be required;

12) maintaining accurate school health records and ensuring the confidentiality of their contents in accordance with the Illinois School Student Records Act [105 ILCS 10], 23 Ill. Adm. Code 375 (Student

Records), and the Family Educational Rights and Privacy Act (20 USC 1232g);

13) carrying out other specified duties that the school nurse is qualified to perform, provided that the school nurse shall not provide instruction to students unless the nurse holds the appropriate teaching endorsement; however, this subsection (g)(13) does not preclude a school nurse from providing limited classroom instruction as may be requested by the licensed teacher on specific health or illness topics (e.g., asthma, HIV prevention, puberty);

14) coordinating and managing student health through care management, including delegating nursing tasks included in the individual student health plan (e.g., screening tests, diabetes monitoring) to licensed and unlicensed persons, in accordance with the Nurse Practice Act; and

15) providing instruction to or practicum experience for nursing students enrolled in community health/public health/pediatrics courses through a written agreement between the nursing education program and the school district.

h) The duty to provide registered professional nursing practices, as defined in Section 50-10 of the Nurse Practice Act, shall not be included among the functions assigned to any school district personnel not covered by the job description required for school nurses.

(Source: Amended at 38 Ill. Reg. 6127, effective February 27, 2014)

Section 1.762 Supervision of Speech-Language Pathology Assistants

a) Pursuant to Section 14-6.03 of the School Code [105 ILCS 5/14-6.03], school districts and cooperative entities may employ licensed speech-language pathology assistants ("SLPAs"). These individuals are required by that Section to serve under the supervision of experienced speech-language pathologists, who are further required by Section 3.5(b) of the Illinois Speech-Language Pathology and Audiology Practice Act [225 ILCS 110/3.5(b)] to be licensed under that Act. Therefore, a school district or cooperative entity shall not assign a speech-language pathologist with a professional educator license issued under Article 21B of the School Code [105 ILCS 5/Art. 21B] but not licensed under the Illinois Speech-Language Pathology and Audiology Practice Act to supervise any SLPA.

b) Except as provided in subsection (d) of this Section, a speech-language pathologist who supervises one or more SLPAs shall provide evidence of having completed training of at least ten hours' duration that was provided by an organization approved by the Illinois Department of Financial and Professional Regulation pursuant to the Department's rules titled "The Illinois Speech-Language Pathology and Audiology Practice Act" (68 Ill. Adm. Code 1465) and that addressed all the following topics:

1) Establishing and maintaining effective working relationships;

2) Ethical, legal, regulatory, and reimbursement aspects of the profession;

3) Strategies for direct and indirect supervision (supervisory process and practices, effective use of assistants);

4) Evaluating the performance of assistants;

5) The scope of assistants' responsibility; and

6) Instructing and assisting SLPAs with:

A) the execution of goals and objectives, data collection, and student outcomes,

B) standards and strategies for oral and written communication,

C) techniques, materials, and equipment utilized in the profession, and

D) the maintenance of records.

c) In order to be eligible to supervise SLPAs, a speech-language pathologist shall provide to the employing district or cooperative a copy of a signed certificate of completion of the training furnished by the provider. The employing district or cooperative shall maintain this written evidence on file.

d) A speech-language pathologist who supervises one or more SLPAs shall be exempt from the requirements of subsections (b) and (c) of this Section provided that he or she presents to the employing district or cooperative entity, and the employer maintains, written evidence demonstrating that the speech-language pathologist had acquired at least one full school year's experience in supervising paraprofessional speech-language pathology staff serving individuals of school age prior to January 1, 2003.

(Source: Amended at 38 Ill. Reg. 6127, effective February 27, 2014)

Section 1.770 Standards for Special Education Personnel

Individuals who provide special education services shall meet the requirements set forth in Subpart I of 23 Ill. Adm. Code 226 (Special Education) and Subpart B of 23 Ill. Adm. Code 25 (Educator Licensure).

(Source: Amended at 38 Ill. Reg. 6127, effective February 27, 2014)

Section 1.780 Standards for Teachers in Bilingual Education Programs

a) No individual shall be assigned as a bilingual education teacher in prekindergarten, kindergarten or any of grades 1-12 unless that individual:

1) holds a valid professional educator license endorsed in a content area for the grade levels of the students to be served and an endorsement for bilingual education that is specific to the language of instruction, issued pursuant to Section 1.781;

2) holds a valid educator license with stipulations endorsed for transitional bilingual educator specific to the language of instruction, issued pursuant to 23 Ill. Adm. Code 25.90 (Endorsement for Transitional Bilingual Educator);

3) holds a valid educator license with stipulations endorsed for visiting international educator and the grade levels of the students to be served and meets the requirements set forth at 23 Ill. Adm. Code 25.92(i) (Endorsement for Visiting International Educator; or

4) was employed in a State-approved bilingual education program prior to September 1, 1985 and continues to hold a valid professional educator license endorsed for the grade level or levels of the students to be served.

b) No individual shall be assigned as a teacher of English as a Second Language (ESL) in prekindergarten, kindergarten or any of grades 1-6 unless that individual:

1) holds a valid professional educator license endorsed for the grade levels of the students to be served and an endorsement for ESL or English as a New Language (ENL), issued pursuant to Section 1.782;

2) holds a valid professional educator license endorsed for the grade levels of the students to be served and an endorsement for bilingual education or ENL with a language designation;

3) holds a valid educator license with stipulations endorsed for transitional bilingual educator issued pursuant to 23 Ill. Adm. Code 25.90;

4) holds a valid educator license with stipulations endorsed for visiting international educator and the grade levels of the students to be served and meets the requirements set forth at 23 Ill. Adm. Code 25.92(i); or

5) was employed in an approved bilingual education program prior to September 1, 1985 and continues to hold a valid professional educator license endorsed for the grade level or levels of the students to be served.

c) No individual shall be assigned as a teacher of English as a Second Language in any of grades 7-12 unless that individual:

1) holds a valid professional educator license endorsed for the grade levels of the students to be served and an endorsement for ESL or ENL, issued pursuant to Section 1.782; or

2) holds a valid educator license with stipulations endorsed for visiting international educator and the grade levels of the students to be served and meets the requirements set forth at 23 Ill. Adm. Code 25.92(i).

d) Additional requirements for teachers in grades 5-8 serving students with home languages other than English shall be as set forth in Section 1.720.

e) Additional requirements for teachers in State-supported early childhood programs serving students with home languages other than English shall be as set forth in 23 Ill. Adm. Code 228.

(Source: Amended at 45 Ill. Reg. 5744, effective April 21, 2021)

Section 1.781 Requirements for Bilingual Education Teachers in Prekindergarten, Kindergarten and any of Grades 1-12

a) Bilingual education teachers employed in an approved bilingual education program prior to September 1, 1985 are not subject to the requirements set forth in subsection (b), provided they continue to hold a license issued prior to that date and valid for their current teaching role.

b) Beginning on September 1, 1985, bilingual education teachers in State-approved bilingual education programs must meet one of the following requirements:

1) Possess a valid educator license with stipulations endorsed for transitional bilingual educator issued in accordance with 23 Ill. Adm. Code 25.90 (Endorsement for Transitional Bilingual Educator).

2) Possess a valid professional educator license endorsed for bilingual educator when evidence is presented demonstrating that the following requirements have been met:

A) Verification of reading, writing, grammar skills, and speaking proficiency in the non-English language for which the endorsement or approval is sought by graduating from an institution where the non-English language was the medium of instruction, through passage of the test of language proficiency in that language, or by holding an Illinois State Seal of Biliteracy; and

B) 18 semester hours distributed among the following areas and including 100 clock hours of clinical experience or 3 months teaching experience in a bilingual education program:

i) Foundations of bilingual education;

ii) Assessment of the bilingual student;

iii) Methods and materials for teaching English learners (ELs) in bilingual programs;

iv) Methods and materials for teaching English as a Second Language; and

v) Cross-cultural studies for teaching ELs.

3) Hold a valid educator license with stipulations endorsed for visiting

international educator and for the grade levels of the students to be served and meets the requirements set forth at 23 Ill. Adm. Code 25.92(i) (Endorsement for Visiting International Educator).

(Source: Amended at 46 Ill. Reg. 6272, effective April 11, 2022)

Section 1.782 Requirements for Teachers of English as a Second Language in Prekindergarten, Kindergarten and any of Grades 1-12

a) Bilingual teachers currently teaching English as a Second Language and employed in an approved bilingual education program prior to September 1, 1985 are not subject to the requirements set forth below, provided they continue to hold a certificate issued prior to that date and valid for their current teaching role and have exchanged that certificate for the appropriate educator license (see 23 Ill. Adm. Code 25.15 (Types of Licenses; Exchange)).

b) On September 1, 1985 and thereafter, teachers of English as a Second Language in State-approved bilingual education programs must:

1) Possess a valid professional educator license endorsed for special K-12 and for teaching English as a Second Language, issued by the State Board of Education in accordance with 23 Ill. Adm. Code 25 (Certification); or

2) Possess a valid professional educator license endorsed for English as a Second Language when evidence is presented of having completed 18 semester hours distributed among the following areas and including 100 clock hours of clinical experience or 3 months experience teaching English as a Second Language:

A) Linguistics (including English and non-English phonology and syntax);

B) Theoretical foundations of teaching English as a Second Language;

C) Assessment of the bilingual student;

D) Methods and materials for teaching English as a Second Language; and

E) Cross-cultural studies for teaching LEP students; or

3) Hold an educator license with stipulations endorsed for visiting international educator that is valid for the grade levels of the students to be served and meets the requirements set forth at 23 Ill. Adm. Code 25.92(i).

(Source: Amended at 38 Ill. Reg. 6127, effective February 27, 2014)

Section 1.783 Requirements for Administrators of Bilingual Education Programs

Beginning July 1, 2014, no individual shall be assigned to administer a bilingual education program with 200 or more students unless that individual is licensed in accordance with Section 1.705(n) of this Part and meets the requirements of either subsection (a) or (b) of this Section, as applicable. Individuals assigned to administer a bilingual education program with fewer than 200 students shall meet the requirements of 23 Ill. Adm. Code 228.35(d)(2) or (3), as applicable.

a) Transitional Bilingual Education

1) A person designated to administer a transitional bilingual education program shall:

A) hold the bilingual education endorsement issued pursuant to Section 1.781 of this Part; or

B) hold the English as a new language endorsement issued pursuant to Section 1.782 of this Part, with a language designation; or

C) present evidence of having completed 18 semester hours distributed among the following:

i) Foundations of bilingual education,

ii) Assessment of the bilingual student,

iii) Methods and materials for teaching ELs in bilingual programs,

iv) Methods and materials for teaching English as a Second Language, and

v) Cross-cultural studies for teaching ELs.

2) Either linguistics (including English and non-English phonology and syntax) or bilingualism and reading shall be required in instances in which the distribution of coursework among each of the five areas in subsection (a)(1)(C) of this Section does not total 18 semester hours.

b) Transitional Program of Instruction
A person designated to administer a transitional program of instruction shall:

1) hold the bilingual education endorsement issued pursuant to Section 1.781 of this Part; or

2) hold the English as a second language endorsement issued pursuant to Section 1.782 of this Part; or

3) hold the English as a new language endorsement issued pursuant to Section 1.782 of this Part; or

4) present evidence of having completed the coursework enumerated in subsection (a)(1)(C) of this Section, subject to the provision of subsection (a)(2).

(Source: Amended at 45 Ill. Reg. 14769, effective November 10, 2021)

Section 1.790 Substitute Teacher

a) To serve as a substitute teacher, a person shall hold a valid substitute teaching license issued pursuant to Section 21B-20(3) of the School Code [105 ILCS 5].

1) Any individual who holds a valid and active Illinois educator license and at least a bachelor's degree may serve as a substitute teacher without having to also hold the substitute teaching license.

2) Any individual who may serve as a substitute teacher for driver's education must be endorsed for driver's education pursuant to 23 Ill. Adm. Code 25.100(h).

3) Any individual who holds a valid career and technical educator or provisional career and technical educator endorsement on an educator license with stipulations but does not have a bachelor's degree may substitute teach in any career and technical education classroom. (See Section 21B-20(2)(E) and (F)) of the School Code.)

b) A teacher holding a substitute teaching license may teach only in the place of a licensed teacher who is under contract with the employing board. (See Section 21B-20(3) of the School Code.)

c) In accordance with Section 21B-20(3) of the School Code, there is no limit on the number of days that a substitute teacher may teach except that:

1) A person who holds only a substitute teaching license may teach for no longer than 90 paid school days for any one licensed teacher who is under contract with the school district in any one school term.

2) A person who holds a professional educator license or an educator license with stipulations endorsed for a teaching field may teach for no longer than 120 paid school days for any one licensed teacher who is under contract with the school district.

d) A school district may employ a substitute teacher to fill a position when there is no licensed teacher under contract with the school district only in an emergency situation, as defined in Section 21B-20(3) of the School Code. Any substitute teacher hired under this subsection (d) shall work no more than 30 calendar days per each vacant position; however, *a district may continue to employ that same substitute teacher in that same vacant position for 90 calendar days or until the end of the semester, whichever is greater, if* the district complies with the requirements in Section 21B-20(3) of the School Code.

(Source: Amended at 48 Ill. Reg. 8535, effective May 29, 2024)

Section 1.792 Short-Term Substitute Teacher

a) To serve as a short-term substitute teacher, an individual shall hold a valid short-term substitute teaching license issued pursuant to Section 21B-20(4) of the School Code [105 ILCS 5].

b) Any individual who holds a valid and active educator license and at least an associate degree may serve as a short-term substitute teacher without having to also hold the short-term substitute teaching license.

c) A short-term substitute teacher shall be employed no more than 15 consecutive days per licensed teacher under contract, except as provided under Section 21B-20(4) of the School Code.

d) All individuals must complete the training required pursuant to Section 10-20.67 of the School Code prior to serving as a short-term substitute teacher.

(Source: Amended at 48 Ill. Reg. 8535, effective May 29, 2024)

Section 1.794 Substitute Teachers; Recruiting Firms

a) School districts *may supplement their substitute teacher recruitment for elementary and secondary schools with the use of recruiting firms*.

b) To qualify for this program, a district not organized under Article 34 of the School Code shall demonstrate to the State Board, using a form designed by the State Board for this purpose, verifying that it has been unable to find an adequate number of substitute teachers and has exhausted all other efforts.

c) A district organized under Article 34 of the School Code must provide assurance to the State Board, using a form designated by the State Board for this purpose, verifying:

1) The district is *unable to find an adequate number* of *substitute teachers and has exhausted all other efforts;*

2) The district has prioritized existing substitute teachers over substitute teachers from recruiting firms;

3) Copies of all substitute teacher contracts will be filed with the district's regional office of education, acting as an extension of the State Board of Education, in an electronic or paper format;

4) Each recruiting firm contracted by the district shall file an annual report with the district that includes the number of substitute teachers placed in the district, the total cost of the contract to the district, and the percentage of substitute teacher openings that were filled; and

5) The district *has adequate funds to fill and pay for all substitute teacher positions.*

d) *Substitute teachers provided by recruiting firms must meet all mandated State laws, rules, and screening requirements for substitute teachers,* as well as additional requirements outlined in Section 2-3.173 of the School Code.

e) *A recruiting firm may enter into an agreement with a labor organization that has a collective bargaining agreement with a school district.* (Section 2-3.173 of the School Code)

(Source: Amended at 46 Ill. Reg. 6272, effective April 11, 2022)

Section 1.APPENDIX A Professional Staff Educator Licensure

Types of Licenses and Endorsements

The following list identifies the educator licenses that, if properly registered and renewed, are valid for teaching, administering or performing the specified service in Illinois public schools and the endorsements that are available on each of those licenses.

Type of Endorsement*	Grade Level Valid For	Certificate Previously Issued	Years Valid	School Code or Ill. Adm. Code
Professional Educator License				
Career and Technical Education Endorsement on a PEL (agricultural education; business, marketing, and computer education; business, marketing, and computer education (computer programming); computer applications; computer science; family and consumer sciences; health science technology; and technology education)	5-12	None	5	21B-20; 23 Ill. Adm. Code 25.100
Elementary (No longer issued after August 31, 2018)	K-9	03	5	21B-20; 21B-25
Elementary (Beginning September 1, 2018)	1-6	03	5	21B-20; 21B-25; 23 Ill. Adm. Code 25.97 (Endorsement for Elementary Education (Grades 1 through 6))
Early Childhood (No longer issued after August 31, 2020)	Birth-Grade 3 (as endorsed)	04	5	21B-20; 21B-25

Early Childhood (Beginning September 1, 2017)	Birth-Grade 2 (as endorsed)	04	5	21B-20; 21B-25; 23 Ill. Adm. Code 25.96 (Endorsement for Early Childhood Education (Birth through Grade 2))
Junior High (No longer issued after June 30, 1997)	5-8 or 6-8	None		21B-20; 21B-25; 23 Ill. Adm. Code 1.720 (Requirements for Teachers of Middle Grades)
Middle School (No longe issued after January 31, 2018)	5-8 or 6-8	None	5	21B-20; 21B-25; 23 Ill. Adm. Code 1.720 (Requirements for Teachers of Middle Grades)
Middle Grades (Beginning February 1, 2018)	5-8	None	5	21B-20; 21B-25; 23 Ill. Adm. Code 25.99 (Endorsement for the Middle Grades (Grades 5 through 8))
Secondary	6-12	09	5	21B-20; 21B-25
Special K-12	K-12 or PK-12	10	5	21B-20; 21B-25
Special Education (LBSI) (Beginning January 7, 2020)	K-Age 22	None	5	21B-20; 21B-25
Special Education	PK-Age 22	10	5	21B-20; 21B-25
Principal	PreK-Age 22	75	5	21B-20; 21B-25(2)(B); 23 Ill. Adm. Code 25.337
Superintendent	PreK-Age 22	75	5	21B-20; 21B-25(2)(D); 23 Ill. Adm. Code 25.360
Chief School Business Official on a Professional Educator License	PreK-Age 22	75	5	21B-20; 21B-25(2)(C); 23 Ill. Adm. Code 25.345 (Endorsement for Chief School Business Official)
Director of Special Education	PreK- Age 22	75	5	23 Ill. Adm. Code 25.365 (Endorsement

				for Director of Special Education)
Supervisory	PreK- Age 22	None	5	23 Ill. Adm. Code 25.497 (Supervisory Endorsements)
Teacher Leader	PreK- Age 22	None	5	21B-20; 21B-25(2)(E); 23 Ill. Adm. Code 25.32 (Teacher Leader Endorsement (Beginning September 1, 2012))
School Counselor	PK-Age 22	73	5	21B-20; 21B-25(2)(G); 23 Ill. Adm. Code 25.Subpart D (School Support Personnel)
School Nurse	PK-Age 22	73	5	21B-20; 21B-25(2)(G); 23 Ill. Adm. Code 25.Subpart D (School Support Personnel)
School Psychologist	PK-Age 22	73	5	21B-20; 21B-25(2)(G); 23 Ill. Adm. Code 25.Subpart D (School Support Personnel)
School Social Worker	PK-Age 22	73	5	21B-20; 21B-25(2)(G); 23 Ill. Adm. Code 25.Subpart D (School Support Personnel)
Speech Language Pathologist	PK-Age 22	73	5	21B-20; 21B-25(2)(G); 23 Ill. Adm. Code 25.Subpart D (School Support Personnel)

Educator License with Stipulations				
Alternative Provisional Educator – Early Childhood	Birth-Grade 2	43 or 44	2 (Pursuant to 105 ILCS 5/21B-50, a one-year renewal is available in special circumstances.)	21B-20(2)(B); 23 Ill. Adm. Code 25.60 (Alternative Educator Licensure Program for Teachers)
Alternative Provisional Educator − Elementary	1-6	22 or 23	2 (Pursuant to 105 ILCS 5/21B-50, a one-year renewal	21B-20(2)(B); 23 Ill. Adm. Code 25.60

			is available in special circumstances.)	
Alternative Provisional Educator − Secondary	9-12	24 or 25	2 (Pursuant to 105 ILCS 5/21B-50, a one-year renewal is available in special circumstances.)	21B-20(2)(B); 23 Ill. Adm. Code 25.60
Alternative Provisional Superintendent (Beginning January 1, 2013)	PK-Age 22	26	2 (No renewals)	21B-20(2)(C); 23 Ill. Adm. Code 25.311 (Alternative Route to Superintendent Endorsement)
Alternative Provisional Educator − Special	K-12 or PK-12	27	2 (Pursuant to 105 ILCS 5/21B-50, a one-year renewal is available in special circumstances.)	21B-20(2)(B); 23 Ill. Adm. Code 25.60
Transitional Bilingual Educator	PK-12 Language Endorsed	29	5 (No renewals)	21B-20(2)(G); 23 Ill. Adm. Code 25.90 (Endorsement for Transitional Bilingual Educator)
Career and Technical Educator	5-12	35	5	21B-20(2)(E); 23 Ill. Adm. Code 25.70 (Endorsement for Career and Technical Educator)
Provisional Career and Technical Educator	5-12	36	5	21B-20(2)(F); 23 Ill. Adm. Code 25.72 (Endorsement for Provisional Career and Technical Educator)
Visiting International Educator − Special	K-12 or PK-12 Field Endorsed	50	3 (No renewals)	21B-20(2)(I); 23 Ill. Adm. Code 25.92 (Endorsement for Visiting International Educator)
Visiting International Educator − Elementary	1-6	53	5 (No renewals)	21B-20(2)(I); 23 Ill. Adm. Code 25.92

Visiting International Educator − Early Childhood	Birth-Grade 2	54	3 (No renewals)	21B-20(2)(I); 23 Ill. Adm. Code 25.92
Visiting International Educator − Secondary	9-12 Field Endorsed	59	3 (No renewals)	21B-20(2)(I); 23 Ill. Adm. Code 25.92
Chief School Business Official	PK-Age 22	None	5	21-B20(2)(K); 23 Ill. Adm. Code 25.345

Substitute License				
None	All	39	5	21B-20(3)

* If endorsed for teaching, valid for subjects for which the individual is assignable under Section 1.710, 1.720, or 1.737.

(Source: Amended at 46 Ill. Reg. 6272, effective April 11, 2022)

Section 1.APPENDIX B Competency-Based High School Graduation Requirements Pilot Program Criteria for Review

Competency-Based High School Graduation Requirements Pilot Program Scoring Rubric

Strength of Local Commitment (20 Points)		Yes (5)	No (0)
Completion of chart of participating schools that includes signatures of school principals.			
Completion of chart of teachers participating in the implementation of the project.			
Completion of chart of the Planning and Implementation Committee that includes signatures of all participants.			
Completion of the plan for the local community college and an institution of higher education. Signatures from both entities are included.			
Demonstration of Prior Professional Development and Stakeholder Engagement (20 Points)	5 - 4	3 - 2	1 - 0
Description of how teachers have been engaged throughout the application development process.	Thorough description of how teachers were engaged throughout the process. Meeting details have been provided and give clear indication of teachers' role in the process and how they will be included during implementation of the plan.	Basic description of how teachers were engaged throughout the process. Some details have been provided about meetings that have occurred with teachers. Some details are included as to how teachers will be included during implementation of the plan.	No description or no relevant description was provided about meetings that have occurred with teachers. No description or no relevant description as to how teachers will be involved in implementation of plan.
Description of how the local community college and an institution of higher education other than a community college	Thorough description of how both the local community	Some description of how both the local community	No description or no relevant description was provided in the

have been actively engaged throughout the application development process.	college and an institution of higher education that is not a community college have been actively engaged throughout the process. Meeting details have been provided as well as how the entities will be included during implementation of the plan.	college and institution of higher education other than a community college have been actively involved in the process. No meeting information has been provided nor any details as to how the partnership will work in program implementation.	plan. One or both of the entities needed are missing from the plan. No indication has been given that the district is actively partnering with either entity.
Description of district's prior professional development and stakeholder engagement efforts to support successful development of application and implementation of the plan.	Thorough description of professional development and stakeholder engagement is included. There is a clear indication as to how the prior professional development will help with implementation of the plan. There is a clear indication of how stakeholders will be involved during implementation of the plan.	Basic description of professional development and stakeholder engagement is included. There is some indication as to how the prior professional development will help with implementation of the plan. There is some indication of how stakeholders will be involved in implementation of the plan.	No description or no relevant description of professional development and stakeholder engagement is included. There is no clear indication as to how the prior professional development will help with implementation of the plan. There is no clear indication of how stakeholders will be involved in implementation of the plan.

Description of community partners that will support the system's implementation.	Thorough description of community partnerships is included. There is a clear indication as to how the partnerships will help with implementation of the plan.	Some description of community partnerships is included. There is some indication as to how the partnerships will help with implementation of the plan.	No description or no relevant description of community partnerships is included. There is no clear indication as to how the partnerships will help with implementation of the plan.
Quality of Proposed Plan (50 Points)	5 - 4	3 - 2	1 - 0
Project Goals (10 points)			
The proposal identifies clear, realistic, measureable goals.	Goals are very clear, realistic and easily obtainable.	Goals are somewhat clear and realistic. There is some question as to whether a goal is obtainable.	Goals are either missing or they are not clear, realistic, or obtainable.
The goals clearly specify how student achievement will be impacted.	The goals clearly will significantly impact student achievement.	The goals will have some impact on student achievement.	The goals will have no significant impact on student achievement.
Project Narrative (25 points)			
The proposal relates to innovative practices based upon research, previously collected district data, best practices, or additional information.	The proposal clearly indicates that the project is based upon research, best practices, and district data collection.	There is some indication that the project is based upon research, best practices, and district data collection.	There is no indication that the project is based upon research, best practices, and district data collection.
The proposed implementation timeline is realistic and includes all major activities.	The implementation timeline is clear and realistic. All major activities	The implementation timeline is somewhat realistic. Some	The implementation timeline is either missing or isn't realistic.

	necessary for program success are easily found.	major activities necessary for program success are missing or are not easily found.	Significant portions of major activities necessary for program success are missing or no activities are found within the plan.
The proposed activities are likely to produce measurable results and improve student achievement.	The activities listed in the plan will clearly produce measurable results that significantly improve student achievement.	The activities listed in the plan should produce measurable results that will somewhat improve student achievement.	There are either no activities listed in the plan or those listed will not produce measurable results or any impact on student achievement.
The proposal provides a description of how it will meet all elements required to be included in the competency-based learning system.	The plan clearly indicates how it will meet all requirements included in the competency-based learning system.	The plan indicates how it will somewhat meet all requirements included in the competency-based learning system.	The plan does not indicate how it will meet all requirements included in the competency-based learning system.
The proposal provides a description of the district's plan for engaging the high schools with their feeder elementary schools on the establishment and administration of the competency-based learning system.	The plan clearly indicates how the high schools will work with their feeder elementary schools.	The plan indicates somewhat how the high schools will work with their feeder elementary schools.	The plan does not indicate how the high schools will work with their feeder elementary schools.
Evaluation (15 points)			
The proposal includes a description of the process for evaluating the project, including a preliminary timeline for the collection of data.	An evaluation plan is included. It provides a clear process for	An evaluation plan is included. The process for evaluating the	The evaluation plan is either missing or isn't clear. The

(Evaluation and Sustainability)	evaluating the project. A clear timeline for data collection is included.	project is indicated, but has some missing pieces. A timeline for data collection is included, but has some missing pieces.	timeline for data collection is either missing or isn't clear.
The data from the proposed evaluation plan will be evaluated to determine if progress toward attaining the project goals is being made.	The evaluation plan clearly indicates how data will be evaluated.	The evaluation plan has some indication as to how data will be evaluated.	The data portion of the evaluation plan is either missing or isn't clear.
The proposal provides a plan that creates multiple opportunities to share the results of the project with all stakeholders.	The evaluation plan clearly indicates how results of the project will be shared with all stakeholders. The plan includes more than three avenues to share results.	The evaluation plan provides some indication of how project results will be shared with all stakeholders. The plan provides one or two avenues to share results.	The evaluation plan provides little or no indication that results will be shared with all stakeholders.

Diversity Points (10 Points)
School District Type (Up to 2 points)
School District Size (Up to 2 points)
Geographical Location (Up to 2 points)
Plan Approach (e.g., one subject, multiple subjects, and types of subjects) (Up to 4 points)

(Source: Former Section repealed at 31 Ill. Reg. 5116, effective March 16, 2007; new Section added at 41 Ill. Reg. 4430, effective April 5, 2017)

Section 1.APPENDIX C Glossary of Terms (Repealed)

(Source: Repealed at 28 Ill. Reg. 8486, effective June 1, 2004)

Section 1.APPENDIX D State Goals for Learning and Learning Standards

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

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

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

MATHEMATICS

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

WORLD LANGUAGES

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

COMPREHENSIVE PERSONAL HEALTH AND SAFETY AND COMPREHENSIVE SEXUAL HEALTH EDUCATION STANDARDS

There are no State Goals for Learning in this area and the applicable standards shall be the National Sex Education Standards: Core Content and Skills, K–12 (Second Edition) (2020) published by Future of Sex Education Initiative. Posted at https://siecus.org/wp-content/uploads/2020/03/NSES-2020-2.pdf. No later amendments to or editions of these

standards are incorporated by this Section. The State Board of Education may provide additional guidance on such standards, available at www.isbe.net.

SCIENCE

Beginning in the 2016-17 school year, there are no State Goals for Learning in this area and the applicable standards shall be the "Next Generation Science Standards" (2013) published by Achieve, Inc., 1400 16th Street NW, Suite 510, Washington DC 20036 and posted at http://www.nextgenscience.org/. No later amendments to or editions of these standards are incorporated by this Section.

SOCIAL SCIENCE

There are no State Goals for Learning in this area and the standards applicable to individual grade levels shall be in effect.

Standards Beginning in the 2022-23 School Year.

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

In addition to the Social Science Standards, there are State-mandated units of study that may apply to Social Science coursework or curriculum. These mandates can be found in the School Code and are summarized at https://www.isbe.net/Documents/IL-Mandated-Units-of-Study.pdf.

All standards are coded for ease of use and reference. The code is keyed as follows:

"Content Area.Grade Band or Level.Content Domain.Number of Standard"

K-12 Inquiry Framework for Social Science

The inquiry standards include the following areas:

Recognize Perspectives and Articulate Identities

- Recognize one's own perspective in relation to the perspective of others.
- Articulate the construction and meaning of individual and collective identities
- Articulate unity and variation across human societies

- Evaluate the Role of Power and Systems
- Analyze power, inequality and the impact of systems on reinforcing power and inequality
- Analyze social systems, social structures, social institutions, and their impact on social change

Developing Questions and Planning Inquiries

- Constructing Essential Questions
- Constructing Supporting Questions
- Determining Helpful Sources

Evaluating Sources and Using Evidence

- Gathering and Evaluating Sources
- Developing Claims and Using Evidence

Communicating Conclusions and Taking Informed Action

- Communicating Conclusions
- Critiquing Conclusions
- Taking Informed Action

Inquiry Standards

Working individually and collaboratively, and using nonfiction and fiction, students will engage in inquiry within the disciplines about important public issues, trends, and events in social studies that are relevant to students' lives. These skills should be applied while teaching and learning the disciplinary concepts for a deeper understanding that allows students to take ownership of their learning.

Inquiry skills emphasize the importance of inquiry and action (thinking and doing) in all of the social science courses. Inquiry skills are important for all learners to apply to their grade-level standards. These skills have been grade-banded for students at kindergarten through second grade, third through fifth grades, sixth through eighth grades, and ninth through twelfth grades.

Inquiry Standards

Kindergarten and Grades 1 and 2

SS.K-2.IS.1. Create questions that are relevant to self as they relate to the content of the Social Science Standards.

SS.K-2.IS.2. With guidance and support, use varied teacher-selected resources to learn procedures to locate evidence that assists with finding answers to their questions. Introduce the importance of informational resources that are reliable sources and distinguish fact from opinion.

SS.K-2.IS.3. With guidance and support, gather relevant information from multiple sources to analyze information.

SS.K-2.IS.4. With guidance and support, evaluate a source by distinguishing between fact and opinion.

SS.K-2.IS.5. With guidance and support, students will share their findings on the asked and answered questions with peers.

SS.K-2.IS.6. With guidance and support, reflect on one's inquiry process and findings.

SS.K-2.IS.7. Using various viewpoints, students will engage in reflective conversations to draw conclusions on inquiry findings and create action steps.

Grades 3-5

SS.3-5.IS.1. Develop essential questions and explain the importance of the questions to self and others.

SS.3-5.IS.2. Generate supporting questions that require investigation to help answer essential questions.

SS.3-5.IS.3. Identify varied resources that answer essential and student-generated questions and that take into consideration multiple points of view.

SS.3-5.IS.4. Gather relevant information and distinguish between fact and opinion to determine credibility of multiple sources.

SS.3-5.IS.5. Develop claims using evidence from multiple sources to answer essential questions.

SS.3-5.IS.6. Construct arguments using claims and evidence from multiple sources.

SS.3-5.IS.7. Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data.

SS.3-5.IS.8. Present a summary of arguments and explanations to others inside and/or outside of the classroom using print and oral technologies.

SS.3-5.IS.9. Explain the use of inquiry strategies, approaches, and relevant sources that will allow students to address local, regional, State, national, and global problems.

SS.3-5.IS.10. Engage in reflective conversations to draw conclusions on inquiry findings and create action steps that consider multiple viewpoints.

Grades 6-8

SS.6-8.IS.1.LC. Create essential questions that consider multiple perspectives to help guide inquiry about a topic.

SS.6-8.IS.1.MdC. Ask essential and focusing questions that consider multiple perspectives and will lead to independent research.

SS.6-8.IS.1.MC. Determine sources representing multiple points of view and diversity of authorship that will assist in organizing a research plan.

SS.6-8.IS.2.LC. Determine the value of sources by evaluating their relevance and intended use.

SS.6-8.IS.2.MdC. Determine the credibility of sources based upon their origin, authority and context.

SS.6-8.IS.2.MC. Gather relevant information from credible sources and determine whether they support each other.

SS.6-8.IS.3.LC. Appropriately cite all the sources used.

SS.6-8.IS.3.MdC. Identify evidence from multiple sources to support claims, noting any limitations of the evidence.

SS.6-8.IS.3.MC. Develop claims and counterclaims using evidence from credible sources while pointing out the strengths and limitations of both.

SS.6-8.IS.4.LC. Construct arguments using claims and evidence from multiple sources, while acknowledging the arguments' strengths and limitations.

SS.6-8.IS.4.MdC. Construct explanations for a specific audience using reasoning, correct sequences, examples, and details, while acknowledging their strengths and weaknesses.

SS.6-8.IS.4.MCa. Present arguments and explanations that would appeal to audiences and venues outside of the classroom, using a variety of media.

SS.6-8.IS.4.MCb. Critique the structure and credibility of arguments and explanations (self and others) about a topic.

SS.6-8.IS.5.LC. Analyze how a problem can manifest itself, identify the individuals and communities impacted by a problem, and address the challenges and opportunities faced by those trying to take action toward solutions.

SS.6-8.IS.5.MdC. Assess individual and collective capacities within a given context to take action, address problems, and identify potential outcomes.

SS.6-8.IS.5.MC. Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.

Grades 9-12

SS.9-12.IS.1. Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.

SS.9-12.IS.2. Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.

SS.9-12.IS.3. Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).

SS.9-12.S.4. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of

view represented in the sources, the types of sources available, and the potential uses of the sources.

SS.9-12.IS.5. Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.

SS.9-12.IS.6. Analyze evidence and identify counter perspectives to revise or strengthen claims.

SS.9-12.IS.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources while acknowledging counterclaims, perspectives, and biases.

SS.9-12.IS.8. Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.

SS.9-12.IS.9. Develop and prepare communication by identifying stakeholders (or audiences) and evaluate what messages and media are likely to result in stakeholder support or opposition.

SS.9-12.IS.10. Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.

SS.9-12.IS.11. Use interdisciplinary lenses to identify local, regional, state, natural, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.

SS.9-12.IS.12. Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.

SS.9-12.IS.13. Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional or global concerns, and take action in or out of school.

SS.9-12.IS.14. Take measurable action to effect changes that bring about equity, inclusion, and the community and civic good.

SS.9-12.IS.15. Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.

Civics Standards

Kindergarten

SS.K.CV.1. With guidance and support, identify the roles of individuals and leaders and their responsibility to meet the needs of different people and communities.

SS.K.CV.2. With guidance and support, identify reasons for rules and explain how rules establish responsibilities and roles for various settings.

Grade 1

SS.1.CV.1. With guidance and support, explain how individuals who live, learn, and work together make important decisions, and the effect that these decisions have on a variety of diverse communities.

SS.1.CV.2. Identify reasons for rules and explain how rules establish responsibilities and roles, and their effect on one's own and other groups and communities.

Grade 2

SS.2.CV.1. With guidance and support, identify features and functions of governments.

SS.2.CV.2. With guidance and support, describe how communities can collaborate to accomplish tasks, establish roles and responsibilities and achieve equitable outcomes for the community.

Grade 3

SS.3.CV.1. Explain how families, workplaces, organizations and government entities interact and affect communities in multiple ways.

SS.3.CV.2. Using evidence, describe how people have strived to improve communities over time to achieve equitable outcomes, practices, or policies.

Grade 4

SS.4.CV.1. Explain the roles and responsibilities of government officials at the local, State and national levels and investigate how the roles and responsibilities of government have changed over time.

SS.4.CV.2. Define democracy and explain how limited participation affects the political representation of multiple groups.

SS.4.CV.3. Identify core civic virtues and democratic principles that guide governments, society, and communities.

SS.4.CV.4. Using evidence, explain how rules, regulations, and laws alter or transform societies and how people from multiple communities influence and experience this transformation.

Grade 5

SS.5.CV.1. Explain the roles and responsibilities of government officials at the local, State, and national level levels and investigate how the roles and responsibilities of the three branches of government have changed over time.

SS.5.CV.2. Examine the origins and purposes of rules, laws and key U.S. Constitutional provisions and investigate the impact they had/have on multiple groups of people.

SS.5.CV.3. Compare and contrast the U.S. Government to other global governments in their structure and systems of governing with consideration for their impact on equitable outcomes.

SS.5.CV.4. Using evidence, explain how policies are developed to address public problems and concerns and achieve equitable outcomes.

Grades 6-8

SS.6-8.CV.1.LC. Identify different types of citizenship and immigration statuses of individuals in the United States and the different rights and roles (e.g., voters, jurors, taxpayers, military, protesters and officeholders) based on citizenship or immigration status.

SS.6-8.CV.1.MdC. Describe and analyze the roles of political, civil and economic organizations from a national to local scale in impacting multiple individuals and communities.

SS.6-8.CV.1.MC. Evaluate the powers and responsibilities of individuals, political parties, interest groups and the media, how these have changed over time, and the impacts on multiple communities.

SS.6-8.CV.2.LC. Describe the origins and purposes and impact of governing documents and policies (e.g., U.S. Constitution, Illinois Constitution, laws, treaties and international agreements) and synthesize their application and impacts on multiple groups of people with how they have changed over time.

SS.6-8.CV.2.MdC. Explain the origins, functions and structure of government with reference to the U.S. Constitution, Illinois Constitution and other systems of government and how they have impacted multiple groups of people.

SS.6-8.CV.2.MCa. Analyze how the application of laws and the protection, granting, or denial of individual and collective rights have impacted participation and powers of various groups of people.

SS.6-8.CV.2.MCb. Synthesize how the changes over time in the application of laws and granting or denial of rights have impacted governments, public officials, and bureaucracies at different levels in the U.S., U.S. territories, and tribal nations within the U.S.

SS.6-8.CV.3.LC. Identify the means used by individuals and groups to either maintain or change powers and protect, grant, or deny rights of individuals and communities in societies.

SS.6-8.CV.3.MdC. Analyze the origins, purposes, and processes connected to maintaining or changing powers and how individuals and societies protect, grant, or deny rights.

SS 6-8.CV.3.MC. Explain how granting rights for individuals or communities does not reduce the ability of other individuals or communities to exercise the same rights and evaluate how efforts to maintain systems or initiate change within societies have worked for or against the benefit or oppression of multiple groups.

SS.6-8.CV.4.LC. Analyze the relationships among democratic principles, civic virtues, special interests, and perspectives to the ideas and principles contained in the constitutions, laws, treaties, and international agreements of the U.S. and other countries.

SS.6-8.CV.4.MdC. Analyze and synthesize ideas and principles contained in the founding and governing documents and practices of the U.S., U.S. territories, and tribal nations within the U.S.

SS.6-8.CV.4.MC. Evaluate and critique deliberative processes surrounding the development and application of governing documents and policies and how they have changed over time.

SS.6-8.CV.5.LC. Identify the impact of specific rules and laws (both those that are in effect and proposed) on multiple individuals and communities in relationship to the intended issues they were meant to address. Analyze cause and effect relationships of issues that resulted in specific rules and laws.

SS.6-8.CV.5.MdC. Analyze the perspectives and positions of multiple individuals and communities impacted by specific rules and laws (both actual and proposed); the equitable application of rules and laws, and consequences for not abiding by rules and laws historic and contemporary settings.

SS.6-8.CV.5.MC. Develop and evaluate procedures for making decisions in historic and contemporary settings (e.g., school, civil society, or local, state or national government).

Grades 9-12

SS.9-12.CV.1. Distinguish between the rights, roles, powers and responsibilities of individuals and institutions in the political system and analyze the marginalization of multiple groups and perspectives in that system.

SS.9-12.CV.2. Evaluate the opportunities and limitations of participation in elections, voting and the electoral process, and the impact disenfranchisement has on these processes.

SS.9-12.CV.3. Analyze constitutions, laws and agreements to determine the degree to which they achieve justice, equality and liberty.

SS.9-12.CV.4. Evaluate the U.S. Constitution's ability to establish a system of government with power, responsibilities and limits, and explain how the U.S. Constitution has evolved/changed over time and is still debated.

SS.9-12.CV.5. Analyze civic dispositions, democratic principles, constitutional rights and human rights and their impact on personal interests and multiple perspectives.

SS.9-12.CV.6. Identify and explain how political parties, the media and public interest groups both influence and reflect social and political interests.

SS.9-12.CV.7. Compare and contrast the democratic concepts and principles inherent to the U.S. system of government.

SS.9-12.CV.8. Analyze the methods individuals can use to challenge laws to address a variety of public issues.

SS.9-12.CV.9. Evaluate public policies in terms of intended and unintended outcomes and related consequences on different communities including the marginalization of multiple groups.

SS.9-12.CV.10. Explain the role of compromise and deliberation in the legislative process.

Economic Standards

Kindergarten

SS.K.EC.1. Explain that choices are made because of scarcity (i.e., because individuals cannot have everything that they want).

Grade 1

SS.1.EC.1. Explain and give examples of when choices are made that something else is given up.

SS.1.EC.2. Describe the skills and knowledge required to produce certain goods and services.

Grade 2

SS.2.EC.1. Demonstrate how our choices can affect ourselves and others in positive and negative ways.

SS.2.EC.2. Explain the role of money in making exchange easier.

SS.2.EC.3. Compare the goods and services that people in the local community produce and those that are produced in other communities.

Grade 3

SS.3.EC.1. Compare the goods and services that people in the local community produce and those that are produced in other communities.

SS.3.EC.2. Generate examples of the goods and services that governments provide.

Grade 4

SS.4.EC.1. Explain how profits reward and influence sellers.

SS.4.EC.2. Describe how goods and services are produced using human, natural and capital resources (e.g., tools, machines).

Grade 5

SS.5.EC.1. Analyze why and how individuals, businesses, and nations around the world specialize and trade.

SS.5.EC.2. Discover how positive incentives (e.g., sale prices, earning money) and negative consequences (e.g., library fines, parking tickets) influence behavior in the U.S. economy and around the world.

SS.5.EC.3. Determine the ways in which government pays for goods and services it provides.

Grades 6-8

SS.6-8.EC.1.LC. Explain how economic decisions affect the well-being of individuals, businesses, and society.

SS.6-8.EC.1.MdC. Explain how external benefits and costs influence choices.

SS.6-8.EC.1.MC. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.

SS.6-8.EC.2.LC. Analyze the role of innovation and entrepreneurship in a market economy.

SS.6-8.EC.2.MdC. Describe the roles of institutions, such as corporations, non-profit organizations, and labor unions, in a market economy.

SS.6-8.EC.2.MC. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.

SS.6-8.EC.3.LC. Explain why standards of living increase as productivity improves.

SS.6-8.EC.3.MdC. Explain barriers to trade and how those barriers influence trade among nations.

SS.6-8.EC.3.MC. Evaluate employment, unemployment, inflation, total production, income, and economic growth data and how they affect different groups.

Grades 9-12

SS.9-12.EC.1. Analyze how scarcity and incentives influence the consumption choices for goods and services made by different individuals and communities and evaluate the role of scarcity, both from nature and human-made.

SS.9-12.EC.2. Use marginal benefits and marginal costs to propose solutions to a significant issue for an individual or community and evaluate the effectiveness of applying cost/marginal benefits to account for economic differences across multiple communities.

SS.9-12.EC.3. Evaluate different market structures, including competitive markets, monopolies, or oligopolies; how those different market structures affect groups differently; examples of these markets in the U.S.; and the assumptions of each market type.

SS.9-12.EC.4. Evaluate how much competition exists within and among sellers and buyers within the markets to which the students or school community belong and other specific markets.

SS.9-12.EC.5. Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.

SS.9-12.EC.6. Evaluate the extent to which specific government policies address inequalities, improve market outcomes, or reduce inefficiencies, and the unintended consequences of these policies for one's community and for diverse groups of people.

SS.9-12.EC.7. Analyze the ways in which market structures influence what is produced and distributed in a market system while accounting for disparity in both implementation and outcomes in one's own and other communities.

SS.9-12.EC.8. Use data and economic indicators to analyze past and current states of the economy and predict future trends and economic conditions among multiple, diverse communities.

SS.9-12.EC.9. Compare the benefits and problems of different economic systems, (e.g., capitalism, socialism, communism, mixed systems), particularly their impact on equitable outcomes.

SS.9-12.EC.10. Evaluate how government policies are influenced by and impact a variety of stakeholders.

SS.9-12.EC.11. Analyze how advances in technology and investment in capital goods and human capital affect economic growth and standards of living.

SS.9-12.EC.12. Analyze the role of comparative advantage in global trade of goods and services.

SS.9-12.EC.13. Explain how current and past globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution.

FINANCIAL LITERACY

SS.1.EC.FL.1. Explain how people earn pay or income in exchange for work.

SS.2.EC.FL.1. Explain that money can be saved or spent on goods and services.

SS.3.EC.FL.1. Describe the role of banks and other financial institutions in an economy.

SS.3.EC.FL.2. Explain that, when people borrow, they receive something of value now and agree to repay the lender over time.

SS.4.EC.FL.1. Analyze how spending choices are influenced by prices, as well as many other factors (e.g., advertising, peer pressure, options).

SS.4.EC.FL.2. Explain that income can be saved, spent on goods and services, or used to pay taxes.

SS.5.EC.4. Explain that interest is the price the borrower pays for using someone else's money.

SS.6-8.EC.FL.1.LC. Analyze the relationship among skills, education, jobs, and income.

SS.6-8.EC.FL.2.LC. Explain the roles and relationships among savers, borrowers, interest, time, and the purposes for saving.

SS.6-8.EC.FL.1.MdC. Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable expenses.

SS.6-8.EC.FL.2.MdC. Explain the correlation among investors, investment options (and associated risks), and income/wealth.

SS.6-8.EC.FL.1.MC. Describe the connection among credit, credit options, interest, and credit history.

SS.6-8.EC.FL.2.MC. Analyze the relationship among financial risks and protection, insurance, and costs.

SS.9-12.EC.FL.1. Understand how costs and benefits can be subject to individual circumstances and factors outside of one's control.

SS.9-12.EC.FL.2. Explain the importance of making informed financial decisions by collecting information, planning, and budgeting while accounting for individual circumstances that can limit access to capital.

SS.9-12.EC.FL.3. Explain how time, interest rates and inflation influence saving patterns over a lifetime.

SS.9-12.EC.FL.4. Analyze costs and benefits of different credit and payment options for goods and services, the role of lenders and interest, and identify the impact of each on individuals and multiple communities.

SS.9-12.EC.FL.5. Evaluate risks and returns on diversified investments while accounting for the individual risk-disposition among students.

SS.9-12.EC.FL.7. Analyze how the cognitive biases, environmental influences, and access to resources and necessities of an individual can impact financial decision-making and the application of economic decision-making strategies.

SS.9-12.EC.FL.8. Evaluate risk disposition and opportunity recognition for individual students and multiple communities, accounting for structural impacts on these dispositions.

SS.9-12.EC.FL.9. Evaluate the disparate impact of government and private business policies related to banking, credit, and mortgage lending in one's own and others' contexts while using current economic indicators to analyze or propose future policies.

Geography Standards

Kindergarten

SS.K.G.1. With guidance and support, explain how weather, climate and other environmental characteristics affect people's lives and cultural identities in our region.

SS.K.G.2. With guidance and support, explain how people and goods move from place to place.

SS.K.G.3. With guidance and support, identify characteristics of print and digital maps, graphs, and other cultural representations of familiar places.

Grade 1

SS.1.G.1. With guidance and support, construct and interpret print and digital maps and other cultural representations of familiar places.

SS.1.G.2. With guidance and support, describe how human activities affect the cultural and environmental characteristics of places or regions.

SS.1.G.3. Compare how people in different types of communities use local and world-wide environments to meet their daily needs.

Grade 2

SS.2.G.1. With guidance and support, use print and digital maps, globes and other simple geographic models to identify cultural and environmental characteristics of places.

SS.2.G.2. With guidance and support, identify some cultural and environmental characteristics of your community and compare to other places or regions.

SS.2.G.3. Describe the connections between the physical environment of a place and the economic activities found there.

Grade 3

SS.3.G.1. Using print and digital maps, globes, and other simple geographic models to identify topographic and other graphic representations of both familiar and unfamiliar locations.

SS.3.G.2. Explain how culture influences the way people modify and adapt to the environment or the way people do not modify and adapt to their environments.

SS.3.G.3. Describe the movement of goods, people, jobs, and/or information and the effect of the cultural and environmental characteristics on movement of goods.

Grade 4

SS.4.G.1. Construct print and digital maps and other topographic representations to show the details of places and regions and their environmental characteristics.

SS.4.G.2. Explain how the cultural and environmental characteristics of places change over time.

SS.4.G.3. Investigate the human effects on the physical environment over time.

Grade 5

SS.5.G.1. Use print and digital maps of different scales to describe the locations of cultural and environmental characteristics.

SS.5.G.2. Investigate and explain how the cultural and environmental characteristics of places within the U.S. change over time.

SS.5.G.3. Explain how human settlements and technological advancements have impacted natural resources.

SS.5.G.4. Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

Grades 6-8

SS.6-8.G.1.LC. Use geographic representations (e.g., maps, photographs, satellite images) to explain relationships between the locations (places and regions) and changes in their environment.

SS.6-8.G.1.MdC. Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.

SS.6-8.G.1.MC. Construct different representations to explain the spatial patterns of cultural and environmental characteristics.

SS.6-8.G.2.LC Explain how humans and their environment affect one another.

SS.6-8.G.2.MdC. Compare and contrast the cultural and environmental characteristics of different places or regions.

SS.6-8.G.2.MC. Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.

SS.6-8.G.3.LC. Explain how environmental characteristics affect human migration and settlement.

SS.6-8.G.3.MdC. Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.

SS.6-8.G.3.MC. Evaluate the influences of long-term, human-induced environmental change on spatial patterns of conflict and cooperation.

SS.6-8.G.4.LC. Identify how cultural and environmental characteristics vary among regions of the world.

SS.6-8.G.4.MdC. Explain how global changes in population distribution patterns affect changes in land use.

SS.6-8.G.4.MC. Analyze how the environmental characteristics of places and production of goods influence patterns of world trade.

Grades 9-12

SS.9-12.G.1. Use maps (created using geospatial and related technologies, if possible), satellite images and photographs to display and explain the spatial patterns of physical, cultural, political, economic and environmental characteristics.

SS.9-12.G.2. Explain how mapping is used to claim political sovereignty and to obscure disagreements over the nature of space, human relationship with place, and power to determine how humans interact with landscapes, animals, and plants.

SS.9-12.G.3. Use self-collected or pre-existing data sets to generate spatial patterns at multiple scales that can be used to conduct analyses or to take civic action.

SS.9-12.G.4. Analyze data and trends at various scales to address inequalities in race, ethnicity, gender, religion, sexual identity, ability status, and socioeconomic groups across time and space.

SS.9-12.G.5. Analyze different ways of representing geographic information in order to compare cartographers' perspectives, biases, and goals.

SS.9-12.G.6. Analyze and explain how humans affect and interact with the environment and vice versa.

SS.9-12.G.7. Evaluate how political and economic decisions have influenced cultural and environmental characteristics of various places and regions.

SS.9-12.G.8. Analyze how human societies plan for and respond to the consequences of human-made and naturally occurring catastrophes and how these events affect trade, politics and migration.

SS.9-12.G.9. Explain how landscape, land and resource use, and means of interacting with land, animals, and plants each reflect cultural beliefs and identities.

SS.9-12.G.10. Analyze how historical events and the diffusion of ideas, technologies and cultural practices have influenced migration patterns and the distribution of the human population.

SS.9-12.G.11. Evaluate how economic activities and political decisions impact spatial patterns at various scales.

SS.9-12.G.12. Evaluate how short- and long-term climate variability affects human migration and settlement patterns, resource use and land uses, and land relationship.

SS.9-12.G.13. Describe and explain the characteristics that constitute culture.

SS.9-12.G.14. Explain how a person's identity (e.g., race, ethnicity, gender, sexuality, spirituality/religion, ability status, socioeconomic group) shapes and is shaped by worldview.

SS.9-12.G.15. Explain how characteristics of culture and measures of development shape an individual's worldview.

SS.9-12 G.16. Explain how globalization affects the cultural, political, economic, and environmental characteristics of a place or region.

SS.9-12.G.17. Evaluate how competition for scarce natural resources contributes to conflict and cooperation within and among countries.

History Standards

Kindergarten

SS.K.H.1. With guidance and support, compare life in the past to life today, including the points of view of diverse groups of people.

SS.K.H.2. Identify and describe the purpose of the national holidays of the United States, the major holidays of diverse groups, and the bravery or achievements of the diverse people who make these days special holidays.

Grade 1

SS.1.H.1. Create a chronological sequence of multiple events based on current learning.

SS.1 H.2. Generate questions and investigate diverse individuals and groups who have shaped a significant historical change.

SS.1.H.3. With guidance and support, investigate how our perspectives of historical events have changed over time.

Grade 2

SS.2.H.1. Identify main ideas and changes that have occurred in the local community over time and retell how these changes impacted diverse groups in the community.

SS.2.H.2. Examine key events that changed history from multiple perspectives, including the perspectives, including the perspectives of diverse individuals, cultures, and groups.

Grade 3

SS.3.H.1. Create and use a chronological sequence of related events to compare developments that happened at the same time.

SS.3.H.2. Explain how the diverse perspectives of people and events develop and shape communities and or regions.

SS.3.H.3. Identify and analyze how different kinds of historical sources are used to explain events in the past.

Grade 4

SS.4.H.1. Study important individuals or major events in order to recognize and explain that there are multiple cultural perspectives.

SS.4.H.2. Generate questions about multiple historical sources and their relationships to particular historical events and developments.

SS.4.H.3. Explain probable causes and effects of events and developments in Illinois history.

Grade 5

SS.5.H.1. Create and use a chronological sequence of related events to identify cause and effects of relationships in history and the impacts of underrepresented groups.

SS.5.H.2. Use information about a historical source, including the creator (author), date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

SS.5.H.3. Summarize the central claim in a work of history.

Grades 6-8

SS.6-8.H.1.LC. Identify and describe the contexts of a series of historical events and developments as examples of change and/or continuity based on the perspectives of multiple diverse groups.

SS.6-8.H.1.MdC. Analyze connections and disconnections among events and developments in broader historical contexts and identify the effects of events on groups of people who have been marginalized.

SS.6-8.H.1.MC. Evaluate the significance of historical events to multiple groups and the relationship to modern-day movements and events.

SS.6-8.H.2.LC. Explain how and why perspectives of people have changed over time.

SS.6-8.H.2.MdC. Analyze and compare multiple factors that influenced the perspectives of multiple groups of people during different historical eras relevant to the cultural groups.

SS.6-8.H.2.MC. Evaluate how perspectives of multiple individuals and groups have impacted the availability of information and the creation of historical sources.

SS.6-8.H.3.LC. Classify the kinds of historical sources used in a secondary interpretation to include sources representing multiple perspectives.

SS.6-8.H.3.MdC. Detect possible biases and limitations in the historical record based on evidence collected from different kinds of historical sources by identifying the author, purpose, funding/source, type of publication/outlet, intended audience, etc.

SS.6-8.H.3.MC. Evaluate the validity of claims made in historical sources representing a variety of perspectives, describe the possible or actual impact(s) of the sources on audiences, and determine uses and applications.

SS.6-8.H.4.LC. Describe the differences between correlation and causation in historical events and explain multiple causes and effects of historical events.

SS.6-8.H.4.MdC. Compare and contrast the central historical arguments in secondary works across multiple media.

SS.6-8.H.4.MC. Organize and critique applicable evidence to develop a coherent argument about the past.

Grades 9-12

SS.9-12.H.1. Evaluate the context of time and place as well as structural factors that influence historical developments.

SS.9-12.H.2. Analyze change and continuity across historical eras and identify what perspectives have typically influenced how historical eras are constructed.

SS.9-12.H.3. Evaluate the methods used to promote change and the effects and outcomes of these methods on diverse groups of people.

SS.9-12.H.4. Analyze how people and institutions have interacted with environmental, scientific, technological societal challenges.

SS.9-12.H.5. Analyze the factors and historical context, including overarching movements that influenced the perspectives of people during different historical eras.

SS.9-12.H.6. Analyze the concept and pursuit of the "American Dream" and identify the factors that could promote or present barriers to the pursuit of the "American Dream" for multiple groups of people.

SS.9-12.H.7. Identify and analyze the role of individuals, groups and institutions in people's struggle for safety, freedom, equality and justice.

SS.9-12.H.8. Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.

SS.9-12.H.9. Analyze the relationship between historical sources and the secondary interpretations made from them.

SS.9-12.H.10. Identify and analyze ways in which marginalized communities are represented in historical sources and seek out sources created by historically oppressed peoples.

SS.9-12.H.11. Analyze primary and secondary historical sources from multiple vantage points and perspectives to identify and explain dominant narratives and counter narratives of historical events.

SS.9-12.H.12. Analyze the causes and effects of global conflicts and economic crises.

SS.9-12.H.13. Analyze multiple and complex causes and effects of events in the past.

SS.9-12.H.14. Analyze the geographic and cultural forces that have resulted in conflict and cooperation. Identify the cause and effects of imperialism and colonization.

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

Anthropology Standards

SS.9-12.ANTH.1. Analyze the elements of culture and explain the factors that shape these elements differently around the world.

SS.9-12.ANTH.2. Explain how cultures develop and vary in response to their physical and social environment, including local, national, regional and global patterns.

SS.9-12.ANTH.3. Explain why anthropologists study culture from a holistic perspective.

SS.9-12.ANTH.4. Evaluate one's own cultural assumptions using anthropological concepts.

SS.9-12.ANTH.5. Apply anthropological concepts and anthropological knowledge to a variety of everyday, real-world situations.

SS.9-12.ANTH.6. Explain how local actions can have global consequences and how global patterns and processes can affect seemingly unrelated local actions.

Psychology Standards

SS.9-12.PSY.1. Identify scientific methodologies utilized in psychological research.

SS.9-12.PSY.2. Evaluate the conclusions made by psychological research, including ethical concerns.

SS.9-12.PSY.3. Understand a variety of psychological perspectives and apply their concepts and theoretical ideas to the investigation of similarities and differences in behavior and mental processes.

SS.9-12.PSY.4. Analyze how biological, psychological and sociocultural factors and their interactions influence individuals' behavior and mental processes.

SS.9-12.PSY.5. Evaluate the complexities of human thought and behavior, as well as the factors related to the individual differences among people.

SS.9-12.PSY.6. Identify and apply psychological thinking to personal and societal experiences and issues.

SS.9-12.PSY.7. Apply psychological knowledge to one's daily life.

SS.9-12.PSY.8. Use appropriate psychological terminology with reference to psychologists and their experiments and theories in order to explain the possible causes of and impact on behavior and mental processes.

Sociology Standards

SS.9-12.SOC.1. Identify and apply sociological perspectives and a variety of sociological theories.

SS. 9-12.SOC.2. Analyze the impact of social structure, including culture, institutions, and societies.

SS.9-12.SOC.3. Hypothesize how primary agents of socialization influence the individual.

SS.9-12.SOC.4. Describe the impact of social relationships on the self, groups and socialization processes.

SS.9-12.SOC.5. Explain the social construction of self and groups and their impact on the life changes of individuals.

SS.9-12.SOC.6. Analyze the impact of stratification and inequality on groups and the individuals within them.

Religious Studies Standards

SS.9-12.REL.1. Explain and analyze the distinction between a devotional assertion of religious beliefs and behaviors and the academic study of diverse devotional assertions from a nonsectarian perspective in specific social and historical contexts.

SS.9-12.REL.2. Describe and analyze examples of how religions are internally diverse at both macro levels (sects and divisions within traditions) and micro levels (differences within specific religious communities).

SS.9-12.REL.3. Describe and analyze examples of how religions evolve and change over time in response to differing social, historical, and political contexts.

SS.9-12.REL.4. Describe and analyze examples of how religions are embedded in all aspects of culture and cannot only be isolated to the "private" sphere.

SS.9-12.REL.5. Explain how religious identities shape and are shaped by the beliefs people hold, the behaviors they exhibit, and the ways people experience membership in intersecting communities.

SS.9-12.REL.6. Identify how internal diversity is evident in beliefs, behaviors, and experiences of belonging to various communities.

SS.9-12.REL.7. Analyze how beliefs, behaviors, and experiences of belonging to communities change over time.

SS.9-12.REL.8. Interpret how beliefs, behaviors, and experiences of belonging to various communities affect and are affected by other social, political, and cultural forces.

SS.9-12.REL.9. Give examples of how beliefs, behaviors, and community experiences shape and are shaped by one another in particular social and historical contexts.

PHYSICAL DEVELOPMENT AND HEALTH

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

Standards:

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

Analyze various movement concepts and applications.

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

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

Standards:

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

Assess individual fitness levels.

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

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

Standards:

Demonstrate personal responsibility during group physical activities.

Demonstrate cooperative skills during structured group physical activity.

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

Standards:

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

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

Explain how the environment can affect health.

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

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

Standards:

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

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

Describe factors that affect growth and development.

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

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

Standards:

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

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

Demonstrate skills essential to enhancing health and avoiding dangerous situations.

SOCIAL AND EMOTIONAL LEARNING STANDARDS

Standards beginning in the 2026-2027 school year.

Goal 1: Self-Awareness

Develop the ability to recognize and understand one's own emotions, identities, biases, and values; reflect on how personal experiences, power, and privilege shape one's attitudes and behaviors, and cultivate a sense of individual within social, cultural, and political contexts. Self-awareness enables young people to respond thoughtfully, affect change, cope with emotions, and motivate themselves to persevere when faced with personal, academic or work-related obstacles.

Indicator 1A: Demonstrate awareness and understanding of one's emotions and their influence upon behavior.

1A.1. Early Elementary (Kindergarten-Grade 2)

1A.1.1. Identify emotions to support personal well-being.

1A.1.2. Describe situations that may cause a variety of emotions.

1A.2. Late Elementary (Grades 3-5)

1A.2.1. Identify a range of increasingly complex emotions and possible causes for those emotions.

1A.2.2. Identify coping strategies that help express emotions in a healthy manner.

1A.3. Middle School (Grades 6-8)

1A.3.1. Identify the relationships between physiological changes, thoughts, feelings, and behaviors.

1A.3.2. Identify how personal strengths, challenges, experiences, and identities influence choices and outcomes.

1A.4. Early High School (Grades 9-10)

1A.4.1. Analyze patterns in emotional responses and decision-making in future situations.

1A.4.2. Evaluate how personal qualities and emotions impact choices, interactions, relationships, and academics.

1A.5. Late High School (Grades 11-12)

1A.5.1. Identify strategies for managing emotional responses and decision-making in future situations.

1A.5.2. Adjust behaviors to emotional stressors, reflect on outcomes, and use insights for personal growth and life success.

Indicator 1B: Demonstrate awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets.

1B.1. Early Elementary (Kindergarten-Grade 2)

1B.1.1. Identify and discuss personal strengths, challenges, and interests.

1B.1.2. Engage in conversations about themselves and important people, places, and routines in their lives.

1B.2. Late Elementary (Grades 3-5)

1B.2.1. Identify and explore opportunities to develop personal strengths and assets (e.g., unique cultural and language assets).

1B.2.2. Explain how one's identity can be used to connect with peers, school, and community.

1B.3. Middle School (Grades 6-8)

1B.3.1. Identify and explore opportunities to develop personal strengths and assets and how they influence aspirations.

1B.3.2. Recognize how family, peers, school, and community culture enrich their identity development.

1B.4. Early High School (Grades 9-10)

1B.4.1. Build self-confidence through positive self-talk using affirmations and personal strengths, to solve problems.

1B.4.2. Identify positive adult role models and support systems and analyze if and how they contribute to identity development.

1B.5. Late High School (Grades 11-12)

1B.5.1. Create goals based on personal strengths, assets, and aspirations.

1B.5.2. Participate meaningfully and assess ways involvement in a community can support identity development and encourage aspirations.

Indicator 1C: Understand how external influences like culture, family, and community can deepen understanding of personal and academic goals.

1C.1. Early Elementary (Kindergarten-Grade 2)

1C.1.1. Set short-term goals and identify reasons behind them with adult assistance.

1C.1.2. Identify a trusted adult as a resource or support outside of the family.

1C.2. Late Elementary (Grades 3-5)

1C.2.1. Identify a change they want to see in their community and create a goal to accomplish it.

1C.2.2. Demonstrate the ability to access a variety of resources to accomplish goals.

1C.3. Middle School (Grades 6-8)

1C.3.1. Develop a long-term goal that aligns with personal and academic interests and identify external resources for support.

1C.3.2. Identify and understand the attributes of safe peers at school or in the community.

1C.4. Early High School (Grades 9-10)

1C.4.1. Demonstrate persistence and adaptability in pursuing goals while considering the impact of changing external circumstances.

1C.4.2. Develop and implement a long-term plan that anticipates and reflects unexpected outcomes, while adapting strategies and leveraging external resources such as family, community, and other supports.

1C.5. Late High School (Grades 11-12)

1C.5.1. Analyze how external factors like socioeconomic background, cultural norms, and role models have shaped their academic and career pathways.

1C.5.2. Evaluate and adjust goals over time in response to changing external circumstances or new insights and knowledge.

Goal 2: Self-Management

Self-management includes abilities such as managing one's emotions, identifying and using stress management and self-care strategies, expressing emotions in healthy ways, exhibiting self-discipline and self-motivation, setting personal and collective goals, using planning and organizational skills, showing the courage to take initiative, demonstrating personal and collective agency, and cultivating resilience and overcoming adversity. Self-management empowers individuals to regulate their emotions and behavior, cope with stress and adversity, and build resilience, agency, and hope − ultimately leading to stronger relationships, improved mental health, academic and life success, and the ability to achieve personal and collective goals.

Indicator 2A: Manage one's emotions, thoughts, and behaviors in effective ways.

2A.1. Early Elementary (Kindergarten-Grade 2)

2A.1.1. Describe connections between feelings, thoughts, and actions.

2A.1.2. Use a variety of strategies to manage strong emotions.

2A.2. Late Elementary (Grades 3-5)

2A.2.1. Recognize early signs of stress or frustration and apply effective coping strategies.

2A.2.2. Adapt behavior in different settings to meet expectations.

2A.3. Middle School (Grades 6-8)

2A.3.1. Demonstrate impulse control in constructive ways to handle conflict or disappointment.

2A.3.2. Balance responsibilities and manage time effectively to meet independently set goals.

2A.4. Early High School (Grades 9-10)

2A.4.1. Apply self-regulation strategies in real-life situations.

2A.4.2. Sustain focus and motivation by applying healthy coping strategies to manage stress, anxiety, or setbacks.

2A.5. Late High School (Grades 11-12)

2A.5.1. Demonstrate self-regulation skills in challenging or unfamiliar contexts.

2A.5.2. Demonstrate resilience and flexibility when facing unexpected changes.

Indicator 2B: Demonstrate awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets.

2B.1. Early Elementary (Kindergarten-Grade 2)

2B.1.1. Apply basic coping strategies and seek appropriate help when facing challenges.

2B.1.2. Reframe setbacks positively, with adult support.

2B.2. Late Elementary (Grades 3-5)

2B.2.1. Select and use appropriate coping strategies for different situations and celebrate small wins.

2B.2.2. Demonstrate flexibility when plans change or during academic or social challenges.

2B.3. Middle School (Grades 6-8)

2B.3.1. Identify common stressors and describe healthy strategies to manage stress and anxiety.

2B.3.2. Adapt to challenges using effective coping strategies during complex personal and academic situations.

2B.4. Early High School (Grades 9-10)

2B.4.1. Reframe setbacks and adjust goals to adapt to new challenges to sustain effort toward long term personal and academic success.

2B.4.2. Reflect on the outcomes of personal goals and seek support when needed.

2B.5. Late High School (Grades 11-12)

2B.5.1. Apply effective strategies to challenges and use setbacks as opportunities for growth.

2B.5.2. Understand which strategies and coping mechanisms work best for them and apply them when dealing with life events.

Indicator 2C: Understand how external influences like culture, family, and community can deepen understanding of personal and academic goals.

2C.1. Early Elementary (Kindergarten-Grade 2)

2C.1.1. Identify a personal or academic goal, with adult support, and use simple strategies to meet the goal.

2C.1.2. Express feelings and choices when facing a challenge, celebrate progress, and recognize when a problem is solved.

2C.2. Late Elementary (Grades 3-5)

2C.2.1. Set short-term goals, identify steps to meet those goals, and modify the steps if needed.

2C.2.2. Identify personal needs and understand how well-being supports meeting goals.

2C.3. Middle School (Grades 6-8)

2C.3.1. Prioritize tasks and manage time effectively to support goal achievement.

2C.3.2. Recognize the connection between healthy habits and the ability to focus and achieve goals.

2C.4. Early High School (Grades 9-10)

2C.4.1. Apply structured problem-solving strategies to overcome challenges and seek feedback when needed.

2C.4.2. Demonstrate consistent personal wellness routines for health and safety, with increasing independence.

2C.5. Late High School (Grades 11-12)

2C.5.1. Evaluate the effectiveness of problem-solving strategies and independently solve problems.

2C.5.2. Utilize resiliency, resources, and inherent capabilities to prepare for life beyond high school.

Goal 3: Social Awareness

Social awareness is the ability to understand the perspectives of and empathize with others, including those with diverse backgrounds, cultures, abilities, identities, contexts, and life experiences by recognizing perspectives, showing concern for others, and demonstrating mutual understanding in interpersonal interactions. Social awareness builds inclusive, safe learning environments and fosters empathy, compassion, and civic

responsibility. It equips students to work effectively in diverse teams, strengthens relationships, reduces conflict, and enhances school culture, while preparing students to be culturally sensitive citizens in a global society.

Indicator 3A: Recognize that others may have similar or different thoughts and feelings based upon their experiences, abilities, community, and cultural and social groups.

3A.1. Early Elementary (Kindergarten-Grade 2)

3A.1.1. Recognize that others may have different preferences, beliefs, or feelings about the same situation.

3A.1.2. Recognize and name basic emotions of others using facial expressions, tone of voice, and context clues.

3A.2. Late Elementary (Grades 3-5)

3A.2.1. Identify similarities and differences in verbal and non-verbal communication between and within a variety of cultural and social groups.

3A.2.2. Identify how backgrounds can be similar and different and demonstrate acceptance of differing social beliefs and perspectives.

3A.3. Middle School (Grades 6-8)

3A.3.1. Explore ways to use culturally responsive practices to enrich an understanding of the world.

3A.3.2. Practice and adopt clear strategies for accepting and supporting similarities and differences between oneself and others.

3A.4. Early High School (Grades 9-10)

3A.4.1. Analyze how social, historical, and cultural contexts shape people's experiences and worldviews.

3A.4.2. Demonstrate empathy and humility by actively listening to and supporting diverse viewpoints, especially those different from their own.

3A.5. Late High School (Grades 11-12)

3A.5.1. Evaluate strategies for engaging in non-verbal and verbal communication across multiple cultures.

3A.5.2. Apply empathy and perspective-taking in real-world contexts, including civic engagement, leadership, and collaborative problem-solving.

Indicator 3B: Demonstrate a range of skills to interact and communicate effectively with others in social and academic settings.

3B.1. Early Elementary (Kindergarten-Grade 2)

3B.1.1. Use words or non-verbal gestures to comfort or welcome others.

3B.1.2. Demonstrate the ability to wait, take turns, and share with others.

3B.2. Late Elementary (Grades 3-5)

3B.2.1. Use calming signals or check-in signals to demonstrate understanding and focus.

3B.2.2. Attempt different roles in cooperative groups.

3B.3. Middle School (Grades 6-8)

3B.3.1. Engage in simple conversations with awareness of different communication styles.

3B.3.2. Interpret verbal and nonverbal cues to identify others' emotions and respond with consideration even when perspectives differ.

3B.4. Early High School (Grades 9-10)

3B.4.1. Explore ways to use culturally specific practices like language, customs, and ways of engaging to enrich understanding of the world.

3B.4.2. Present information and adapt organization to the task, purpose, and audience, considering diverse communication preferences.

3B.5. Late High School (Grades 11-12)

3B.5.1. Reflect on and adjust communication style to better understand the impact of inequities on individuals and groups.

3B.5.2. Advocate for self, others, or groups who are marginalized, experiencing distress, or societal inequities in culturally and contextually considerate ways.

Indicator 3C: Demonstrate awareness of other's emotions, perspectives, backgrounds, identities, languages, abilities and cultures.

3C.1. Early Elementary (Kindergarten-Grade 2)

3C.1.1. Identify visible differences among people.

3C.1.2. Learn about others' cultures, holidays, and traditions through stories, conversations, and classroom activities.

3C.2. Late Elementary (Grades 3-5)

3C.2.1. Acknowledge and appreciate cultural practices and traditions.

3C.2.2. Reflect on how learning about others helps build a stronger, more inclusive community.

3C.3. Middle School (Grades 6-8)

3C.3.1. Participate in activities, with adult support, that identify and challenge stereotypes or assumptions about people from different backgrounds or abilities.

3C.3.2. Engage with peers who have different backgrounds, identities, and abilities in an open dialogue.

3C.4. Early High School (Grades 9-10)

3C.4.1. Examine how cultural, social, and personal identities and abilities influence people's values, behaviors and perspectives.

3C.4.2. Analyze the importance of inclusion and representation in school, community, and media through collaborative dialogue.

3C.5. Late High School (Grades 11-12)

3C.5.1. Engage in dialogue and collaborative action to address inequities in one's community.

3C.5.2. Examine how personal identity, values, and experiences can influence interactions with others in the community and broader society.

Goal 4: Relationship Skills

The ability to establish, maintain, and restore healthy, rewarding connections with individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking or offering help when needed. Relationship skills are the foundation for success in school, work, and life. Supportive, nurturing relationships with others is essential to the healthy and holistic development of all young people. Whether it's collaborating on a group project, navigating a disagreement with a friend, or working in a diverse team as an adult, strong interpersonal skills are what make these interactions effective and meaningful.

Indicator 4A: Recognize, value, and affirm individual and group similarities and differences to build stronger relationships within communities.

4A.1. Early Elementary (Kindergarten-Grade 2)

4A.1.1. Share and celebrate something special about themselves and something special about a classmate.

4A.1.2. Work cooperatively with others, showing willingness to include everyone.

4A.2. Late Elementary (Grades 3-5)

4A.2.1. Analyze how similarities and differences among individuals and groups influence relationships.

4A.2.2. Engage in collaborative problem-solving that values input from all group members.

4A.3. Middle School (Grades 6-8)

4A.3.1. Identify how others may be feeling by observing body language, tone of voice, and the situation.

4A.3.2. Recognize and acknowledge others' emotions and perspectives in various social situations.

4A.4. Early High School (Grades 9-10)

4A.4.1. Express and affirm that similarities and differences are what make communities strong and interesting.

4A.4.2. Participate in community or school activities that acknowledge, include, or celebrate diverse voices.

4A.5. Late High School (Grades 11-12)

4A.5.1. Critically examine how recognizing and affirming differences strengthens teams, communities, and the workplace.

4A.5.2. Exhibit leadership through service to improve the school and community.

Indicator 4B: Demonstrate effective communication and listening skills with individuals with diverse perspectives, cultures, languages, histories, identities, and abilities to build relationships.

4B.1. Early Elementary (Kindergarten-Grade 2)

4B.1.1. Recognize differences in how people express themselves.

4B.1.2. Learn ways to share ideas and show interest in what others are saying in a variety of situations or environments.

4B.2. Late Elementary (Grades 3-5)

4B.2.1. Use inclusive language and avoid teasing or exclusion.

4B.2.2. Listen actively and allow space for communication by reducing distractions.

4B.3. Middle School (Grades 6-8)

4B.3.1. Engage in conversations that reflect understanding of others' viewpoints.

4B.3.2. Engage in inclusive conversations and cooperative group interactions while avoiding distractions.

4B.4. Early High School (Grades 9-10)

4B.4.1. Demonstrate the ability to present and support a point of view in a positive, and inclusive manner.

4B.4.2. Demonstrate the ability to listen and engage when faced with conflicting viewpoints.

4B.5. Late High School (Grades 11-12)

4B.5.1. Analyze how an individual's own identity and the identity of others influence communication.

4B.5.2. Adjust communication styles to be inclusive while also recognizing the impact of technology on face-to-face interactions in academic and professional settings.

Indicator 4C: Demonstrate an ability to prevent, manage, and resolve conflicts by interacting productively with others.

4C.1. Early Elementary (Kindergarten-Grade 2)

4C.1.1. Use calm words and actions to try to stop small problems before they become bigger.

4C.1.2. Communicate needs and wants clearly with peers and adults.

4C.2. Late Elementary (Grades 3-5)

4C.2.1. Identify self-regulation strategies and to take a break when conflicts arise.

4C.2.2. Identify the steps it takes to solve a problem and, with prompting, put those steps into action.

4C.3. Middle School (Grades 6-8)

4C.3.1. Identify the connections between behaviors and outcomes and understand that choices are influenced by potential consequences.

4C.3.2. Demonstrate consideration of others during conflict and seek adult assistance when needed.

4C.4. Early High School (Grades 9-10)

4C.4.1. Analyze the short-term and long-term outcomes of all behaviors and evaluate how responsible decision making improves outcomes.

4C.4.2. Apply problem-solving steps to find fair solutions to conflicts, including responding to feedback from others in a productive manner.

4C.5. Late High School (Grades 11-12)

4C.5.1. Use cooperative strategies for collaborating with peers, adults, and others in the community.

4C.5.2. Practice using negotiation skills to reach collective solutions that value relationships, promote justice, and acknowledge the needs of everyone involved.

Goal 5: Responsible Decision-Making

The ability to make caring and constructive choices about personal behavior and social interactions across various situations. Demonstrate intentional decision-making skills and behaviors that consider social, emotional, and physical safety and well-being in personal, school, and community contexts. This includes the capacities to consider ethical standards and safety concerns, as well as to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Responsible decision-making is the foundation of an individual's participation in community. Each person needs the ability to solve problems by defining issues and decisions to be made,

generating multiple solutions, anticipating the outcomes of each solution, and having the ability to evaluate and learn from the outcomes of their decision making.

Indicator 5A: Actively engage in a process of questioning, investigating, and seeking understanding about a topic or problem to construct knowledge and problem solving.

5A.1. Early Elementary (Kindergarten-Grade 2)

5A.1.1. Ask questions using what, when, where, why, and how to learn about the environment and others.

5A.1.2. Identify problems in their environment and who is involved.

5A.2. Late Elementary (Grades 3-5)

5A.2.1. Demonstrate the ability to ask questions aimed at understanding different perspectives or experiences.

5A.2.2. Demonstrate interest as to why some people may have different life opportunities, needs, or perspectives.

5A.3. Middle School (Grades 6-8)

5A.3.1. Generate and pose open-ended questions to explore problems affecting different people, places, or systems.

5A.3.2. Investigate how identity, context, and perspective influence how problems are defined, experienced, and addressed.

5A.4. Early High School (Grades 9-10)

5A.4.1. Pose questions about the world and people and how various problems impact various groups.

5A.4.2. Identify how bias and assumptions influence knowledge, research, and problem solving.

5A.5. Late High School (Grades 11-12)

5A.5.1. Seek input from diverse sources and voices when exploring a problem.

5A.5.2. Seek understanding of different viewpoints prior to making insightful decisions.

Indicator 5B: Consider multiple sources of information and diverse perspectives to make informed decisions about the potential impact on themselves and others.

5B.1. Early Elementary (Kindergarten-Grade 2)

5B.1.1. Use classroom materials and adults to learn about a topic before making a choice.

5B.1.2. Describe how a decision made in class or at home affected others.

5B.2. Late Elementary (Grades 3-5)

5B.2.1. Compare different viewpoints or facts before choosing a course of action.

5B.2.2. Reflect on how a decision impacted oneself and others.

5B.3. Middle School (Grades 6-8)

5B.3.1. Consider how personal values, peer influence, and media shape decision making.

5B.3.2. Reflect on how decisions affect relationships, group dynamics, or community well-being.

5B.4. Early High School (Grades 9-10)

5B.4.1. Synthesize information from varied and credible sources to support complex decisions.

5B.4.2. Anticipate and reflect upon the broader social, emotional, and ethical consequences of decisions.

5B.5. Late High School (Grades 11-12)

5B.5.1. Make informed decisions grounded in data and ethical reasoning by anticipating how their choices can advance or hinder self or others.

5B.5.2. Generate solutions while considering the impact on personal well-being, relationships, and communities.

Indicator 5C: Demonstrate the ability to make thoughtful, safe, and inclusive decisions when making choices in academic, social, and digital environments.

5C.1. Early Elementary (Kindergarten-Grade 2)

5C.1.1. Use technology and follow basic digital safety rules with guidance.

5C.1.2. Choose inclusive behaviors during play and express understanding of how those decisions affect others.

5C.2. Late Elementary (Grades 3-5)

5C.2.1. Make safe choices online and use technology appropriately.

5C.2.2. Recognize when their decision did not lead to the intended outcome and identify an alternate solution.

5C.3. Middle School (Grades 6-8)

5C.3.1. Demonstrate key aspects of digital citizenship, including empathy, digital well-being, and managing time spent online.

5C.3.2. Identify ways to make thoughtful, safe, and inclusive decisions in the future through self-reflection.

5C.4. Early High School (Grades 9-10)

5C.4.1. Develop strong digital citizenship skills to navigate a complex digital landscape and protect self from harm.

5C.4.2. Consider self-reflections to make future decisions that are honest, more equitable, and considerate of their well-being and the well-being of others.

5C.5. Late High School (Grades 11-12)

5C.5.1. Utilize technology to prepare for future academic and professional success.

5C.5.2. Apply insights from past experiences to make future decisions for the safety of themselves and others.

FINE ARTS

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

Discipline: Visual Arts

Process: Creating – Investigate, Plan, Make

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

Enduring Understandings

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

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

Process: Creating – Investigate

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

Enduring Understandings

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

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

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

Process: Creating – Reflect, Refine, Continue

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

Enduring Understanding

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

Process: Presenting – Select

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

Enduring Understanding

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

Process: Presenting – Analyze

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

Enduring Understanding

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

Process: Presenting – Share

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

Enduring Understanding

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

Process: Responding – Perceive

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understandings

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

Visual imagery influences understanding of and responses to the world.

Process: Responding – Analyze

Anchor Standard 8: Construct meaningful interpretations of artistic work.

Enduring Understanding

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

Process: Responding – Interpret

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding

People evaluate art based on various criteria.

Process: Connecting – Synthesize

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

Enduring Understanding

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

Process: Connecting – Relate

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

Enduring Understanding

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

Discipline: Music

Process: Creating – Investigate, Plan, Make

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

Enduring Understanding

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

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

Enduring Understanding

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

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

Enduring Understanding

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

Process: Performing

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

Enduring Understanding

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

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

Enduring Understanding

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

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

Enduring Understanding

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

Process: Responding

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding

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

Anchor Standard 8: Construct meaningful interpretations of artistic work.

Enduring Understanding

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

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding

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

Process: Connecting

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

Enduring Understanding

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

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

Enduring Understanding

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

Discipline: Dance

Process: Creating – Explore

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

Enduring Understanding

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

Process: Creating – Plan

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

Enduring Understanding

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

Process: Creating – Revise

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

Enduring Understanding

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

Process: Performing – Express

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

Enduring Understanding

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

Process: Performing – Embody

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

Enduring Understanding

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

Process: Performing – Present

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

Enduring Understanding

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

Process: Responding – Analyze

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding

Dance is perceived and analyzed to comprehend its meaning.

Process: Responding – Interpret

Anchor Standard 8: Construct meaningful interpretations of artistic work.

Enduring Understanding

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

Process: Responding – Critique

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding

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

Process: Connecting – Synthesize

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

Enduring Understanding

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

Process: Connecting – Relate

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

Enduring Understanding

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

Discipline: Theater

Process: Creating – Envision, Conceptualize

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

Enduring Understanding

Theater artists rely on intuition, curiosity, and critical inquiry.

Process: Creating – Develop

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

Enduring Understanding

Theater artists work to discover different ways of communicating meaning.

Process: Creating – Rehearse

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

Enduring Understanding

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

Process: Performing – Select

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

Enduring Understanding

Theater artists make strong choices to convey meaning effectively.

Process: Performing – Prepare

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

Enduring Understanding

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

Process: Performing – Share, Present

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

Enduring Understanding

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

Process: Responding – Reflect

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding

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

Process: Responding – Interpret

Anchor Standard 8: Construct meaningful interpretations of artistic work.

Enduring Understanding

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

Process: Responding – Evaluate

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding

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

Process: Connecting – Empathize

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

Enduring Understanding

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

Process: Connecting – Interrelate, Research

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

Enduring Understanding

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

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

Discipline: Media Arts

Process: Creating – Conceive

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

Enduring Understanding

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

Process: Creating – Develop

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

Enduring Understanding

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

Process: Creating – Construct

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

Enduring Understanding

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

Process: Producing – Integrate

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

Enduring Understanding

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

Process: Producing – Practice

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

Enduring Understanding

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

Process: Producing – Present

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

Enduring Understanding

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

Process: Responding – Perceive

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding

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

Process: Responding – Interpret

Anchor Standard 8: Construct meaningful interpretations of artistic work.

Enduring Understanding

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

Process: Responding – Evaluate

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding

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

Process: Connecting – Synthesize

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

Enduring Understanding

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

Process: Connecting – Relate

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

Enduring Understanding

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

COMPUTER SCIENCE

Beginning in the 2022-23 school year, there are no State Goals for Learning in this area and the standards set forth below shall apply.

"Computer Science" means the study of computers and algorithms, including their principles, their hardware and software designs, their implementation, and their impact on society. "Computer Science" does not include the study of everyday uses of computers and computer applications, such as keyboarding or accessing the Internet.

These standards are a modified version of the K-12 Computer Science Framework, available at https://k12cs.org/, and introduce standards for "Emerging Technologies" as a dynamic field that can contribute to many future technologies. Examples of emerging technologies currently include, but are not limited to, artificial intelligence, quantum computing, augmented reality, and applications of robotics. Teachers and students are given freedom to decide how to incorporate the future of computing into their classrooms. Within each grade band standards, this domain consists of a general progression of competencies that students should have across grade levels. These are duplicated and presented in each grade band.

Computer Science Practices

"The seven core practices of computer science describe the behaviors and ways of thinking that computationally literate students use to fully engage in today's data-rich and interconnected world. The practices naturally integrate with one another and contain language that intentionally overlaps to illuminate the connections among them. They are displayed in an order that suggests a process for developing computational artifacts. This process is cyclical and can follow many paths; in the framework, it begins with recognizing diverse users and valuing others' perspectives and ends with communicating the results to broad audiences.

Unlike the core concepts, the practices are not delineated by grade bands. Rather, the practices use a narrative to describe how students should exhibit each practice with increasing sophistication from kindergarten to Grade 12. In addition to describing the progression, these narratives also provide some examples of the interrelatedness of the practice statements and the ways in which these statements build upon one another." (K-12 Computer Science Framework).

Computer science practices 8 and 9 were added to the seven core practices from the K-12 Computer Science Framework in order to meet the needs of emerging and future technologies.

Practice 1 – Fostering an inclusive computing culture.

Practice 2 – Collaborating around computing.

Practice 3 − Recognizing and defining computational problems.

Practice 4 − Developing and using abstractions.

Practice 5 − Creating computational artifacts.

Practice 6 − Testing and refining computational artifacts.

Practice 7 − Communicating about computing.

Practice 8 − Analyzing the effects of advancements in computing on one's society, economy, and culture.

Practice 9 − Reflecting on and revising one's computational thought processes and those of others.

All standards are coded for ease of use and reference. The code is keyed as follows:

"Grade Band.Content Domain.Number of Standard"

K-2 Standards

Computing Systems

Devices

K-2.CS.1 Select and operate appropriate software to perform a variety of tasks and recognize that users have different needs and preferences for the technology they use.

Hardware and Software

K-2.CS.02 Use appropriate terminology in identifying and describing the function of common physical components of computing systems (hardware).

Troubleshooting

K-2.CS.03 Describe basic hardware and software problems using accurate terminology.

Networks and the Internet

Cybersecurity

K-2.NI.04 Explain what passwords are and why we use them and use strong passwords to protect devices and information from unauthorized access.

Data and Analysis

Storage

K-2.DA.05 Store, copy, search, retrieve, modify, and delete information using a computing device and define the information stored as data.

Collection, Visualization, and Transformation

K-2.DA.06 Collect and present the same data in various visual formats.

Inference and Models

K-2.DA.07 Identify and describe patterns in data visualizations, such as charts or graphs, to make predictions.

Algorithms and Programming

Algorithms

K-2.AP.08 Model daily processes by creating and following algorithms (sets of step-by-step instructions) to complete tasks.

Variables

K-2.AP.09 Model the way programs store and manipulate data by using numbers or other symbols to represent information.

Control

K-2.AP.10 Develop programs with sequences and simple loops, to express ideas or address a problem.

Modularity

K-2.AP.11 Decompose (break down) the steps needed to solve a problem into a precise sequence of instructions.

Program Development

K-2.AP.12 Develop plans that describe a program's sequence of events, goals, and expected outcomes.

K-2.AP.13 Give attribution when using the ideas and creations of others while developing programs.

K-2.AP.14 Debug (identify and fix) errors in an algorithm or program that includes sequences and simple loops.

K-2.AP.15 Using correct terminology, describe steps taken and choices made during the iterative process of program development.

Impacts of Computing

Culture

K-2.IC.16 Compare how people live and work before and after the implementation or adoption of new computing technology.

Social Interactions

K-2.IC.17 Work respectfully and responsibly with others online.

Safety Law and Ethics

K-2.IC.18 Keep login information private and log off of devices appropriately.

Emerging and Future Technologies

K-2.ET.A Explain that the field of emerging technologies will be evolving and rapidly growing.

K-2.ET.B Compare existing and emerging technologies, ideas, and concepts.

K-2.ET.C Describe how emerging technologies are influencing current events at a local and global scale.

K-2.ET.D Predict the positive and negative societal, cultural, and economic impacts that emerging and future technologies may generate.

K-2.ET.E Create new or original work by applying emerging technologies.

Grades 3-5 Standards

Computing Systems

Devices

3-5.CS.01 Describe how internal and external parts of computing devices function to form a system.

Hardware and Software

3-5.CS.02 Model how computer hardware and software work together as a system to accomplish tasks. Discuss task specific embedded systems.

Troubleshooting

3-5.CS.03 Determine potential solutions to solve simple hardware and software problems using common troubleshooting strategies.

Networks and the Internet

Network Communication and Organization

3-5.NI.04 Model how information is broken down into smaller pieces, transmitted as packets through multiple devices over networks and the Internet, and reassembled at the destination.

Cybersecurity

3-5.NI.05 Discuss real-world cybersecurity problems and how personal information can be protected.

Data and Analysis

Collection, Visualization, and Transformation

3-5.DA.06 Organize and present collected data visually to highlight relationships and support a claim.

Interference and Models

3-5.DA.07 Use data to highlight or propose cause-and-effect relationships, predict outcomes, or communicate an idea.

Algorithms and Programming

Algorithms

3-5.AP.08 Compare and refine multiple algorithms for the same task and determine which is the most appropriate.

Variables

3-5.AP.09 Create programs that use variables to store and modify data.

Control

3-5.AP.10 Create programs that include sequences, events, loops, and conditionals.

Modularity

3-5.AP.11 Decompose (break down) problems into smaller, manageable subproblems to facilitate the program development process.

3-5.AP.12 Modify, remix, or incorporate portions of an existing program into one's own work, to develop something new or add more advanced features.

Program Development

3-5.AP.13 Use an iterative process to plan the development of a program by including others' perspectives and considering user preferences.

3-5.AP.14 Observe intellectual property rights and give appropriate attribution when creating or remixing programs.

3-5.AP.15 Test and debug (identify and fix errors) a program or algorithm to ensure it runs as intended.

3-5.AP.16 Take on varying roles, with teacher guidance, when collaborating with peers during the design, implementation, and review stages of program development.

3-5.AP.17 Describe choices made during program development using code comments, presentations, and demonstrations.

Impacts of Computing

Culture

3-5.IC.18 Discuss computing technologies that have changed the world and express how those technologies influence, and are influenced by, cultural practices.

3-5.IC.19 Brainstorm ways to improve the accessibility and usability of technology products for the diverse needs and wants of users.

Social Interactions

3-5.IC.20 Seek diverse perspectives for the purpose of improving computational artifacts.

Safety Law and Ethics

3-5.IC.21 Use public domain or Creative Commons media and refrain from copying or using material created by others without permission.

Emerging and Future Technologies

3-5.ET.A Explain that the field of emerging technologies will be evolving and rapidly growing.

3-5.ET.B Compare existing and emerging technologies, ideas, and concepts.

3-5.ET.C Describe how emerging technologies are influencing current events at a local and global scale.

3-5.ET.D Predict the positive and negative societal, cultural, and economic impacts that emerging and future technologies may generate.

3-5.ET.E Create new or original work by applying emerging technologies.

Grades 6-8 Standards

Computing Systems

Devices

6-8.CS.01 Recommend improvements to the design of computing devices, based on an analysis of how users interact with the devices.

Hardware and Software

6-8.CS.02 Design projects that combine hardware and software components to collect and exchange data.

Troubleshooting

6-8.CS.03 Systematically identify and fix problems with computing devices and their components.

Networks and the Internet

Network Communication and Organization

6-8.NI.04 Model the role of protocols in transmitting data across networks and the Internet.

Cybersecurity

6-8.NI.05 Explain how physical and digital security measures protect electronic information.

6-8.NI.06 Apply multiple methods of encryption to model the secure transmission of information.

Data and Analysis

Storage

6-8.DA.07 Represent data using multiple encoding schemes.

Collection Visualization and Transformation

6-8.DA.08 Collect data using computational tools and transform the data to make it more useful and reliable.

Interference and Models

6-8.DA.09 Refine computational models based on the data they have generated.

6-8.DA.10 Evaluate the misuse of data and impact of distorted outcomes.

Algorithms and Programming

Algorithms

6-8.AP.11 Use flowcharts or pseudocode to address complex problems as algorithms.

Variables

6-8.AP.12 Perform operations on student-created variables that possess descriptive names and represent different data types.

Control

6-8.AP.13 Design and iteratively develop programs that combine control structures, including nested loops and compound conditionals.

Modularity

6-8.AP.14 Decompose problems and subproblems into parts to facilitate the design, implementation, and review of programs.

6-8.AP.15 Create procedures with parameters to organize code and make it easier to reuse.

Program Development

6-8.AP.16 Seek and incorporate feedback from team members and users to refine a solution that meets user needs.

6-8.AP.17 Incorporate existing code, media, and libraries into original programs and give attribution.

6-8.AP.18 Systematically test and refine programs using a range of test cases.

6-8.AP.19 Distribute tasks and maintain a project timeline when collaboratively developing computational artifacts.

6-8.AP.20 Document programs to make them easier to follow, test, and debug.

Impacts of Computing

Culture

6-8.IC.21 Compare tradeoffs associated with computing technologies that affect people's everyday activities and career options.

6-8.IC.22 Discuss issues of bias and accessibility in the design of existing technologies.

Social Interactions

6-8.IC.23 Collaborate with many contributors through strategies such as crowdsourcing or surveys when creating a computational artifact.

Safety Law and Ethics

6-8.IC.24 Describe tradeoffs between allowing information to be public and keeping information private and secure.

Emerging and Future Technologies

6-8.ET.A Explain that the field of emerging technologies will be evolving and rapidly growing.

6-8.ET.B Compare existing and emerging technologies, ideas, and concepts.

6-8.ET.C Describe how emerging technologies are influencing current events at a local and global scale.

6-8.ET.D Predict the positive and negative societal, cultural, and economic impacts that emerging and future technologies may generate.

6-8.ET.E Create new or original work by applying emerging technologies.

Grades 9-10 Standards

Computing Systems

Devices

9-10.CS.01 Explain how abstractions hide the underlying implementation details of computing systems embedded in everyday objects.

Hardware and Software

9-10.CS.02 Compare levels of abstraction and interactions between application software, system software, and hardware layers.

Troubleshooting

9-10.CS.03 Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.

Networks and the Internet

Network Communication and Organization

9-10.NI.04 Evaluate the scalability and reliability of networks, by describing the relationship between routers, switches, servers, topology, and addressing.

9-10.NI.05 Give examples to illustrate how sensitive data can be affected by malware and other attacks.

9-10.NI.06 Compare various security measures, considering tradeoffs between the usability and security of a computing system.

Cybersecurity

9-10.NI.07 Recommend security measures to address various scenarios based on factors such as efficiency, feasibility, and ethical impacts.

9-10.NI.08 Explain tradeoffs when selecting and implementing cybersecurity recommendations.

Data and Analysis

Storage

9-10.DA.09 Translate between different bit representations of real-world phenomena, such as characters, numbers, and images.

9-10.DA.10 Evaluate the tradeoffs in how data elements are organized and stored.

Collection, Visualization, and Transformation

9-10.DA.11 Create interactive data visualizations using software tools to help others better understand real-world phenomena.

Interference and Models

9-10.DA.12 Create computational models that represent the relationships among different elements of data collected from a phenomenon or process.

Algorithms and Programming

Algorithms

9-10.AP.13 Create prototypes that use algorithms to solve computational problems by leveraging prior student knowledge and personal interests.

Variables

9-10.AP.14 Use lists to simplify solutions, generalizing computational problems instead of repeatedly using simple variables.

Control

9-10.AP.15 Justify the selection of specific control structures when tradeoffs involve implementation, readability, and program performance, and explain the benefits and drawbacks of choices made.

9-10.AP.16 Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue by using events to initiate instructions.

9-10.AP.17 Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, or objects.

Modularity

9-10.AP.18 Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

9-10.AP.19 Systematically design and develop programs for broad audiences by incorporating feedback from users.

Program Development

9-10.AP.20 Evaluate licenses that limit or restrict use of computational artifacts when using resources such as libraries.

9-10.AP.21 Evaluate and refine computational artifacts to make them more usable and accessible.

9-10.AP.22 Design and develop computational artifacts working in team roles using collaborative tools.

9-10.AP.23 Document design decisions using text, graphics, presentations, or demonstrations in the development of complex programs.

9-10.AP.24 Describe the characteristics and evaluate the impact of human computer interaction.

Impacts of Computing

Culture

9-10.IC.25 Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

9-10.IC.26 Evaluate the ways digital social interactions impact personal, ethical, social, economic, and cultural practices.

9-10.IC.27 Test and refine computational artifacts to reduce bias and equity deficits.

9-10.IC.28 Demonstrate ways a given algorithm applies to problems across disciplines.

Social Interactions

9-10.IC.29 Use tools and methods for collaboration on a project to increase connectivity of people in different cultures and career fields.

Safety Law and Ethics

9-10.IC.30 Explain the beneficial and harmful effects that intellectual property laws can have on innovation.

9-10.IC.31 Explain the privacy concerns related to the collection and generation of data through automated processes that may not be evident to users.

9-10.IC.32 Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.

Emerging and Future Technologies

9-10.ET.A Explain that the field of emerging technologies will be evolving and rapidly growing.

9-10.ET.B Compare existing and emerging technologies, ideas, and concepts.

9-10.ET.C Describe how emerging technologies are influencing current events at a local and global scale.

9-10.ET.D Predict the positive and negative societal, cultural, and economic impacts that emerging and future technologies may generate.

9-10.ET.E Create new or original work by applying emerging technologies.

Grades 11-12 Standards

Computing Systems

Devices

11-12.CS.01 Compare the characteristics and uses of traditional and emerging computing devices and systems.

Hardware and Software

11-12.CS.02 Categorize the roles of operating system software.

Troubleshooting

11-12.CS.03 Illustrate ways computing systems implement logic, input, and output through hardware components.

Networks and the Internet

Network Communication and Organization

11-12.NI.04 Describe the issues that impact network functionality (e.g., bandwidth, load, delay, topology).

Cybersecurity

11-12.NI.05 Compare ways software developers protect devices and information from unauthorized access.

Data and Analysis

Collection, Visualization, and, Transformation

11-12.DA.06 Use data analysis tools and techniques to identify patterns in data representing complex systems.

11-12.DA.07 Select data collection tools and techniques to generate data sets that support a claim or communicate information.

11-12.DA.08 Analyze the ways in which automated data collection is utilized in society.

Interference and Models

11-12.DA.09 Evaluate the ability of models and simulations to test and support the refinement of hypotheses.

Algorithms and Programming

Algorithms

11-12.AP.10 Describe how artificial intelligence drives many software and physical systems.

11-12.AP.11 Implement an artificial intelligence algorithm to play a game against a human opponent or solve a problem.

11-12.AP.12 Use and adapt classic algorithms to solve computational problems.

11-12.AP.13 Evaluate algorithms in terms of their efficiency, correctness, and clarity.

Variables

11-12.AP.14 Compare and contrast fundamental data structures and their uses.

Control

11-12.AP.15 Illustrate the flow of execution of a recursive algorithm.

Modularity

11-12.AP.16 Construct solutions to problems using student-created components, such as procedures, modules, or objects.

11-12.AP.17 Analyze a large-scale computational problem and identify generalizable patterns that can be applied to a solution.

11-12.AP.18 Demonstrate code reuse by creating programming solutions using libraries and application programming interfaces (APIs).

Program Development

11-12.AP.19 Plan and develop programs for broad audiences using a software life cycle process.

11-12.AP.20 Demonstrate conversion of source code into machine code using compliers or interpreters.

11-12.AP.21 Explain security issues that might lead to compromised computer programs.

11-12.AP.22 Develop programs for multiple computing platforms.

11-12.AP.23 Use version control systems, integrated development environments, and collaborative tools and practices (code documentation) in a group software project.

11-12.AP.24 Develop and use a series of test cases to verify that a program performs according to its design specifications.

11-12.AP.25 Discuss social, economic, and ethical consequences of malfunctional software and software updates.

11-12.AP.26 Modify an existing program to add additional functionality and discuss intended and unintended implications (e.g., breaking other functionality).

11-12.AP.27 Evaluate key qualities of a program through a process such as a code review.

11-12.AP.28 Compare multiple programming languages and discuss how their features make them suitable for solving different types of problems.

Impacts of Computing

Culture

11-12.IC.29 Evaluate computational artifacts to maximize their beneficial effects and minimize harmful effects on society.

11-12.IC.30 Evaluate the impact of equity, access, and influence on the distribution of computing resources in a global society.

11-12.IC.31 Predict how computational innovations that have revolutionized aspects of our culture might evolve.

Safety Law and Ethics

11-12.IC.32 Debate laws and regulations that impact the development and use of software.

Emerging and Future Technologies

11-12.ET.A Explain that the field of emerging technologies will be evolving and rapidly growing.

11-12.ET.B Compare existing and emerging technologies, ideas, and concepts.

11-12.ET.C Describe how emerging technologies are influencing current events at a local and global scale.

11-12.ET.D Predict the positive and negative societal, cultural, and economic impacts that emerging and future technologies may generate.

11-12.ET.E Create new or original work by applying emerging technologies.

SPANISH LANGUAGE ARTS

The Spanish Language Arts Standards consist of standards for Reading; Writing; Speaking and Listening; Language; Range of Reading and Level of Text Complexity. These standards correspond to the Illinois Language Arts Standards. The Spanish language has specific features and nuances that do not have a corresponding feature in English, and these unique features and nuances are represented in the standards. The Spanish standard is not always a direct translation of the English standard to reflect these features and nuances. In some cases, there is not a corresponding English standard.

Reading Standards

Reading Standards for Literature

Key Ideas and Details

Kindergarten

With prompting and support, ask and answer questions about key details in a text; retell familiar stories, including key details; and identify characters, settings, and major events in a story.

First Grade

Ask and answer questions about key details in a text.

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Describe characters, settings, and major events in a story, using key details.

Second Grade

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Describe how the characters in a story respond to major events and challenges.

Third Grade

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Fourth Grade

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Fifth Grade

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Sixth Grade

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Seventh Grade

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Eighth Grade

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Ninth and Tenth Grade

Cite strong and thorough textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Eleventh and Twelfth Grade

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

Kindergarten

Ask and answer questions about unknown words in a text.

Recognize common types of texts (e.g., storybooks, poems).

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

First Grade

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Identify who is telling the story at various points in a text.

Second Grade

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Third Grade

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Distinguish their own point of view from that of the narrator or those of the characters.

Fourth Grade

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Fifth Grade

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Describe how a narrator's or speaker's point of view influences how events are described.

Sixth Grade

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Explain how an author develops the point of view of the narrator or speaker in a text.

Seventh Grade

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Eighth Grade

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Ninth and Tenth Grade

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Eleventh and Twelfth Grade

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone,

including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Including Cervantes as well as other Spanish language authors.)

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas

Kindergarten

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

First Grade

Use illustrations and details in a story to describe its characters, setting, or events.

Compare and contrast the adventures and experiences of characters in stories.

Second Grade

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Third Grade

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Fourth Grade

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Fifth Grade

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Sixth Grade

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Seventh Grade

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Eighth Grade

Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Ninth and Tenth Grade

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

Analyze how an author draws on and transforms source material in a specific work.

Eleventh and Twelfth Grade

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Cervantes and one play by a Hispanic-American dramatist.)

Demonstrate knowledge of 18^{th}-, 19^{th}- and early-20^{th}-century foundational works of Hispanic-American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

Kindergarten

Actively engage in group reading activities with purpose and understanding.

First Grade

With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Second Grade

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Third Grade

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Fourth Grade

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Fifth Grade

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Sixth Grade

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Seventh Grade

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Eighth Grade

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Ninth and Tenth Grade

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

Eleventh and Twelfth Grade

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-12 text complexity band independently and proficiently.

Reading Standards for Informational Text

Key Ideas and Details

Kindergarten

With prompting and support, ask and answer questions about key details in a text.

With prompting and support, identify the main topic and retell key details of a text.

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

First Grade

Ask and answer questions about key details in a text.

Identify the main topic and retell key details of a text.

Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Second Grade

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Third Grade

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Determine the main idea of a text; recount the key details and explain how they support the main idea.

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Fourth Grade

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Fifth Grade

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Sixth Grade

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Seventh Grade

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Eighth Grade

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Ninth and Tenth Grade

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Eleventh and Twelfth Grade

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

Kindergarten

With prompting and support, ask and answer questions about unknown words in a text.

Identify the front cover, back cover, and title page of a book.

Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

First Grade

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Second Grade

Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Third Grade

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Distinguish their own point of view from that of the author of a text.

Fourth Grade

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Fifth Grade

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Sixth Grade

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Seventh Grade

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

Determine an author's point of view or purpose in a text and analyze how authors distinguish their position from that of others.

Eighth Grade

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Ninth and Tenth Grade

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Eleventh and Twelfth Grade

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

Analyze and evaluate the effectiveness of the structure an author uses in exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Integration of Knowledge and Ideas

Kindergarten

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

With prompting and support, identify the reasons an author gives to support points in a text.

With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

First Grade

Use the illustrations and details in a text to describe its key ideas.

Identify the reasons an author gives to support points in a text.

Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Second Grade

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Describe how reasons support specific points the author makes in a text.

Compare and contrast the most important points presented by two texts on the same topic.

Third Grade

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Compare and contrast the most important points and key details presented in two texts on the same topic.

Fourth Grade

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the

information contributes to an understanding of the text in which it appears.

Explain how an author uses reasons and evidence to support particular points in a text.

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Fifth Grade

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Sixth Grade

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Seventh Grade

Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Eighth Grade

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Ninth and Tenth Grade

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Analyze seminal documents of historical and literary significance from Hispanic-American countries, including how they address related themes and concepts.

Eleventh and Twelfth Grade

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Delineate and evaluate the reasoning in seminal Hispanic-American texts, including the application of constitutional principles and use of legal reasoning (e.g., the works of Hispanic-American jurists and statesmen) and the premises, purposes, and arguments in works of public advocacy.

Analyze 17th-, 18th-, and 19th-century foundational documents of historical and literary significance (including the declarations of independence of Hispanic-American countries) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity

Kindergarten

Actively engage in group reading activities with purpose and understanding.

First Grade

With prompting and support, read informational texts appropriately complex for grade 1.

Second Grade

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Third Grade

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Fourth Grade

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the

grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Fifth Grade

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Sixth Grade

By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Seventh Grade

By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Eighth Grade

By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Ninth and Tenth Grade

By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

Eleventh and Twelfth Grade

By the end of grade 11, read and comprehend literary nonfiction in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.

Reading Standards for Foundational Skills

Print Concepts

Kindergarten

Demonstrate understanding of the organization and basic features of print.

Follow words from left to right, top to bottom, and page by page.

Recognize that spoken words are represented in written language by specific sequences of letters.

Understand that words are separated by spaces in print.

Recognize and name all upper and lowercase letters of the alphabet.

Use of Accent Marks

Recognize that the written accent (spelling accent) is a mark, called a tilde, placed on a vowel that indicates where the emphasis of the word lies.

First Grade

Demonstrate understanding of the organization and basic features of print.

Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation, use of question marks (¿?), exclamation marks (¡!) and the dash (−) to open and close dialogue).

Use of Accent Marks

Recognize that the written accent (spelling accent) is a mark, called a tilde, placed on a vowel that indicates where the emphasis of the word lies.

Recognize that the written accent sometimes indicates a different meaning in words that are written with the same letters; in that case it is called a diacritical accent.

Phonological Awareness

Kindergarten

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Recognize and produce rhyming words.

Count, pronounce, blend, and segment syllables in spoken words.

Combine and segment single syllable consonant and vowel phonemes.

Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phonemes (consonant-vowel-consonant, or CVC) words. Include words that end with /l/ and /r/.

Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words of one or two syllables.

Combine two syllables to form familiar disyllabic words.

Recognize spoken alliteration or groups of words that begin with the same single syllable or initial sound.

Use of Accent Marks

Separate and count orally the syllables of a word. In multi-syllabic words they point out the syllable on which the emphasis of the voice falls (tonic accent).

First Grade

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Distinguish long from short vowels sounds in a spoken, single-syllable word.

Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

Isolate and pronounce initial, medial vowel, and final sounds (phonemes), in spoken single-syllable words.

Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Divide CVCV disyllabic words into their component syllables.

Use of Accent Marks

Distinguish orally the sounds of vowels in a single syllable that form a diphthong.

Recognize that a syllable can consist of only one vowel.

Phonics and Word Recognition

Kindergarten

Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

Associate the long and short sounds with common spellings (graphemes) for the five major vowels, including the use of y as an equivalent to the vowel i.

Read common high-frequency words by sight.

Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Recognize the two syllables CV that form high-frequency words in everyday language.

Use of Accent Marks

Identify the letters that represent the vowels (Aa, Ee, Ii, Oo, Uu, including the use of the y as equivalent to the i).

Recognize the use of the spelling accent to distinguish the pronunciation between words that are spelled the same.

Recognize that the written accent (orthographic accent) is a mark on a vowel that indicates the pronunciation of the word according to the syllable that receives the emphasis when the word is pronounced.

Decode words with "mute h" and consonant digraphs like /ch/, /rr/, and /ll/.

First Grade

Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

Know the spelling-sound correspondences for the three consonant digraphs: ch, ll, rr.

Distinguish between open syllables (ending in a vowel) and closed syllables (ending in a consonant).

Distinguish between strong vowels (a, e, o) and weak vowels (i, u) that are combined in a syllable to form a diphthong.

Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word (for example, syllables with one vowel, a diphthong, or a triphthong).

Decode two- or three-syllable words following basic patterns by breaking the words into syllables.

Read words with inflectional endings (gender -o/-a; number -os/-as; augmentatives -ote; and diminutives -ito).

Recognize and read grade-appropriate words with complex spellings (b-v; c-s-z-x; c-k-qu; g-j; y-ll; r-rr; m-n).

Recognize consonant combinations (consonant + l; consonant + r) in words already known that contain liquid letters.

Use of Accent Marks

Distinguish between vowels and consonants and recognize that only vowels have a written accent.

Recognize that the written accent (orthographic accent) is a mark placed on a vowel that indicates which syllable is the most emphasized in the word and that it follows the rules of spelling.

Second Grade

Know and apply grade-level phonics and word analysis skills in decoding words.

Distinguish vowel and diphthong sounds while reading one syllable words with regular spelling.

Distinguish the sounds of vowels in triphthongs while reading familiar words (Paraguay, Uruguay) paying attention to the use of y as a vowel.

Decode multisyllable words.

Decode words with common prefixes and suffixes.

Identify words that have the same phoneme but have distinct graphemes (b-v; c-s-z-x; c-k-qu; g-j; y-ll; r-rr).

Recognize and read grade-appropriate irregularly spelled words with h, which is always silent, except in the digraph ch, and that the u is silent with the syllables que, qui, gue, gui.

Use of Accent Marks

Identify the last, penultimate, and antepenultimate syllable in multi-syllabic words and recognize in which syllable the tonic accent falls.

Classify words according to their tonic accent into categories based on the written accent spelling rules of sharp, grave, and stressed on the third-to-last syllable.

Recognize and use written accent to indicate that there is hiatus and not diphthong in familiar words.

Third Grade

Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

Identify and know the meaning of the most common prefixes and derivational suffixes.

Decode words with common Latin suffixes.

Decode multisyllable words.

Read grade-appropriate irregularly spelled words (e.g., recognize that the h is silent, except in the digraph ch; and that the u is silent in the syllables que, qui, gue, gui).

Recognize cognates between English and Spanish and explain the differences in their pronunciation and spelling.

Know the masculine or feminine words that do not agree with the common rules.

Know and use diminutives and augmentatives (e.g., -ito, -ote, -ón).

Know and use the endings for the agreement of adjectives with nouns.

Recognize the degrees of comparative adjectives (e.g., superlative adjectives).

Use of Accent Marks

Correctly use the written accent according to the tonic accent in words already known by applying systematic analysis.

Count the number of syllables.

Name the syllable that carries the emphasis.

Categorize the word according to its tonic accent.

Determine the sound or letter in which the word ends (vowel or consonant /n/ or /s/).

Write the spelling accent if necessary.

Recognize that some homophonic words have written accents (diacritical accents) to distinguish their function and meaning.

Fourth Grade

Know and apply grade-level phonics and word analysis skills in decoding words.

Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Distinguish homophonic words by their function and meaning and recognize the use of the diacritical accent to distinguish them.

Recognize the necessary changes in pronunciation and spelling when an affix is added to the word.

Correctly use the diaresis to indicate the letter u with sound in the syllables güe and güi.

Use of Accent Marks

Use the written accent correctly according to the tonic accent in words appropriate to the grade level applying a systematic analysis.

Count the number of syllables.

Name the syllable that carries the emphasis.

Categorize the word according to its tonic accent.

Determine the sound or letter in which the word ends (vowel or consonant /n/ or /s/).

Write the spelling accent if necessary.

Justify the accentuation of words according to spelling rules.

Recognize when a strong vowel (a, e, o) and a weak vowel (i, u) or two weak vowels form hiatus and not diphthong. Correctly place the written accent on the vowel where the tonic accent falls.

Fifth Grade

Know and apply grade-level phonics and word analysis skills in decoding words.

Use combined knowledge of all letter sound correspondences, syllabication patterns, paying attention to the written accent according to morphology (e.g., roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.

Spell words correctly with enclics (verb + pronoun or article or both).

Use of Accent Marks

Correctly use the written accent according to the tonic accent in words at grade level by applying systematic analysis.

Count the number of syllables.

Name the syllable that carries the emphasis.

Categorize the word according to its tonic accent.

Determine the sound or letter in which the word ends (vowel, consonant, or /n/).

Write the spelling accent if necessary.

Justify the accentuation of words according to spelling rule.

Recognize when a strong vowel (a, e, o) and a weak vowel (i, u) or two weak vowels form hiatus and not diphthong. Correctly place the written accent on the vowel where the tonic accent falls according to its meaning in context.

Fluency

Kindergarten

Read emergent-reader texts with purpose and understanding.

First Grade

Read with sufficient accuracy and fluency to support comprehension.

Read on-level text with purpose and understanding.

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Second Grade

Read with sufficient accuracy and fluency to support comprehension.

Read on-level text with purpose and understanding.

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Third Grade

Read with sufficient accuracy and fluency to support comprehension.

Read on-level text with purpose and understanding rereading as necessary.

Read on-level prose and poetry orally with accuracy, appropriate rate, and expression successive readings.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Fourth Grade

Read with sufficient accuracy and fluency to support comprehension.

Read on-level text with purpose and understanding.

Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Fifth Grade

Read with sufficient accuracy and fluency to support comprehension.

Read on-level text with purpose and understanding.

Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

Text Types and Purposes

Kindergarten

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

First Grade

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Second Grade

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Third Grade

Write opinion pieces on topics or texts, supporting a point of view with reasons.

Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

Provide reasons that support the opinion.

Use linking words and phrases to connect opinion and reasons.

Provide a concluding statement or section.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

Develop the topic with facts, definitions, and details.

Use linking words and phrases to connect ideas within categories of information.

Provide a concluding statement or section.

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

Use temporal words and phrases to signal event order.

Provide a sense of closure.

Fourth Grade

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

Provide reasons that are supported by facts and details.

Link opinion and reasons using words and phrases.

Provide a concluding statement or section related to the opinion presented.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Link ideas within categories of information using words and phrases.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Provide a concluding statement or section related to the information or explanation presented.

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

Use a variety of transitional words and phrases to manage the sequence of events.

Use concrete words and phrases and sensory details to convey experiences and events precisely.

Provide a conclusion that follows from the narrated experiences or events.

Fifth Grade

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

Provide logically ordered reasons that are supported by facts and details.

Link opinion and reasons using words phrases, and clauses.

Provide a concluding statement or section related to the opinion presented.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Link ideas within and across categories of information using words, phrases, and clauses.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Provide a concluding statement or section related to the information or explanation presented.

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

Use narrative techniques, such as dialogue description, and pacing, to develop experiences and events or show the responses of characters to situations.

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

Use concrete words and phrases and sensory details to convey experiences and events precisely.

Provide a conclusion that follows from the narrated experiences or events.

Sixth Grade

Write arguments to support claims with clear reasons and relevant evidence.

Introduce claims and organize the reasons and evidence clearly.

Support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

Use words, phrases, and clauses to clarify the relationships among claims and reasons.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from the argument presented.

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Introduce a topic or organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate transitions to clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from the information or explanation presented.

Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Provide a conclusion that follows from the narrated experiences or events.

Seventh Grade

Write arguments to support claims with clear reasons and relevant evidence.

Introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Introduce a topic organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Provide a conclusion that follows from and reflects on the narrated experiences or events.

Eighth Grade

Write arguments to support claims with clear reasons and relevant evidence.

Introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically.

Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Use precise language and domain specific vocabulary to inform about or explain the topic.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one timeframe or setting to another, and show the relationships among experiences and events.

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Provide a conclusion that follows from and reflects on the narrated experiences or events.

Ninth and Tenth Grade

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.

Develop claims and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims

and reasons, between reasons and evidence, and between claims and counterclaims.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Introduce a topic, organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well- structured event sequences.

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Eleventh and Twelfth Grade

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Production and Distribution of Writing

Kindergarten

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

First Grade

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Second Grade

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Third Grade

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Fourth Grade

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Fifth Grade

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Sixth Grade

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Seventh Grade

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Eighth Grade

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Ninth and Tenth Grade

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Eleventh and Twelfth Grade

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

Kindergarten

Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

First Grade

Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Second Grade

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Recall information from experiences or gather information from provided sources to answer a question.

Third Grade

Conduct short research projects that build knowledge about a topic.

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Fourth Grade

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information; and provide a list of sources.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words or actions).").

Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

Fifth Grade

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information; and provide a list of sources.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text (e.g., how characters interact)").

Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points").

Sixth Grade

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics").

Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

Seventh Grade

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").

Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

Eighth Grade

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

Ninth and Tenth Grade

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work (e.g., how Cervantes treats a theme or topic from Cid Campeador or Greco-Roman mythology or how a later author, like Jorge Luis Borges draws on El Quijote by Cervantes)").

Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

Eleventh and Twelfth Grade

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of 18^{th}-, 19^{th}- and early-20^{th}-century foundational works of Hispanic-American literature, including how two or more texts from the same period treat similar themes or topics").

Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts of Hispanic America, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.

Range of Writing

Kindergarten

(Begins in grade 3)

First Grade

(Begins in grade 3)

Second Grade

(Begins in grade 3)

Third Grade

Write routinely over extended timeframes (time for research, reflection, and revision) and shorter timeframes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Fourth Grade

Write routinely over extended timeframes (time for research, reflection, and revision) and shorter timeframes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Fifth Grade

Write routinely over extended timeframes (time for research, reflection, and revision) and shorter timeframes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Sixth Grade

Write routinely over extended timeframes (time for research, reflection, and revision) and shorter timeframes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Seventh Grade

Write routinely over extended timeframes (time for research, reflection, and revision) and shorter timeframes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Eighth Grade

Write routinely over extended timeframes (time for research, reflection, and revision) and shorter timeframes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Ninth and Tenth Grade

Write routinely over extended timeframes (time for research, reflection, and revision) and shorter timeframes (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Eleventh and Twelfth Grade

Write routinely over extended timeframes (time for research, reflection, and revision) and shorter timeframes (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Standards

Comprehension and Collaboration

Kindergarten

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

Continue a conversation through multiple exchanges.

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

First Grade

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

Ask questions to clear up any confusion about the topics and texts under discussion.

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Ask and answer questions about what is said during a conversation in order to obtain additional information or clarify something that is not understood.

Second Grade

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Build on others' talk in conversations by linking their comments to the remarks of others.

Ask for further clarification and further explanation as needed about the topics and texts under discussion.

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Third Grade

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion.

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

Explain their own ideas and understanding in light of the discussion.

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Fourth Grade

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion.

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

Explain their own ideas and understanding in light of the discussion.

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Identify the reasons and evidence a speaker provides to support particular points.

Fifth Grade

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion.

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

Explain their own ideas and understanding in light of the discussion.

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Sixth Grade

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to

evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Seventh Grade

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

Acknowledge new information expressed by others and, when warranted, modify their own views.

Eighth Grade

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Ninth and Tenth Grade

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues,

presentation of alternate views), clear goals and deadlines, and individual roles as needed.

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Eleventh and Twelfth Grade

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

Kindergarten

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Add drawings or other visual displays to descriptions as desired to provide additional detail.

Speak audibly and express thoughts, feelings, and ideas clearly.

First Grade

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Produce complete sentences when appropriate to task and situation.

Second Grade

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Third Grade

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Fourth Grade

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Differentiate between contexts that call for formal Spanish (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal Spanish when appropriate to task and situation.

Fifth Grade

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Adapt speech to a variety of contexts and tasks, using formal Spanish when appropriate to task and situation.

Sixth Grade

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal Spanish when indicated or appropriate

Seventh Grade

Present claims and findings emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal Spanish when indicated or appropriate.

Eighth Grade

Present claims and findings emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal Spanish when indicated or appropriate.

Ninth and Tenth Grade

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose audience, and task.

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal Spanish when indicated or appropriate.

Eleventh and Twelfth Grade

Present information, findings, and supporting evidence conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal Spanish when indicated or appropriate.

Language Standards

Conventions of Standard Spanish

Kindergarten

Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.

Print many upper-and lowercase letters.

Use frequently occurring nouns and verbs using the correct agreements.

Form regular plural nouns orally by adding /s/ or /es/.

Understand and use question words (interrogatives).

Use the most frequently occurring prepositions.

Produce and expand complete sentences in shared language activities.

Use the definite and indeterminate articles paying attention to the agreement of gender and number with the noun.

Use of Accent Marks

Recognize the written accent (spelling accent) in simple and already known words.

First Grade

Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.

Print all uppercase and lowercase letters.

Use common, proper, and possessive nouns.

Use singular and plural nouns with matching verbs in basic sentences.

Use personal, possessive, and indefinite pronouns. Recognize formal and informal uses.

Use verbs to convey a sense of past, present, and future.

Use frequently occurring adjectives noting the agreement of gender and number with the noun.

Use frequently occurring conjunctions.

Use determiners (e.g., articles, demonstratives) recognizing the agreement of gender and number.

Use frequently occurring prepositions.

Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Read compound words and separate the two words that make them up.

Recognize and explain the formation of the two contractions of Spanish.

Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing.

Capitalize dates and names of people, places, names of holidays, and important events.

Use correct punctuation to begin and/or end sentences, including the correct use of question marks ¿?; and exclamation marks ¡!.

Recognize the function of the comma in order to list and separate words in a series.

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Use of Accent Marks

Recognize the written accent in simple and already known words.

Second Grade

Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.

Use collective nouns.

Form and use frequently occurring irregular plural nouns that change z for c or the written accent or spelling.

Use reflexive pronouns.

Form and use the past tense of frequently occurring irregular verbs.

Use adjectives and adverbs and choose between them depending on what is to be modified.

Produce, expand, and rearrange complete simple and compound sentences.

Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing.

Capitalize proper nouns, holidays, product names, geographic names, and only the first letter of titles of book, movie, theatrical works, etc.

Use a colon and a new paragraph in the greeting of a letter; and a comma in the closings of letters written in Spanish. Recognize that a comma is used in the greeting and closing of a letter written in Spanish.

Use contractions correctly and recognize prepositions that signal possession.

Generalize learned spelling patterns when writing, forming, and using nouns that in the plural change spelling.

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings or consult translations.

Use the short hyphen to separate the syllables of a word (e.g., to indicate level, range or intervals 1:00 p.m. - 3:00 p.m. (January-March)); the long hyphen to introduce a dialogue.

Use of Accent Marks

Categorize words according to their tonic accent and use the written accent (orthographic accent) in words already known)).

Third Grade

Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Form and use regular and irregular plural nouns including forms that require spelling changes.

Use abstract nouns.

Form and use regular verbs that end in -ar, -er, -ir and irregular verbs.

Form and use the simple and recognize the use of verbs in the subjunctive mode (mandates, expressions of possibility)

Ensure subject-verb and pronoun-antecedent agreement.

Recognize the use of verbal formal and informal forms.

Form and use comparative and superlative adjectives and adverbs and choose between them depending on what needs to be modified.

Use coordinating and subordinating conjunctions.

Produce simple, compound, and complex sentences.

Recognize the change of meaning or emphasis by the position of the adjective before or after the noun.

Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing.

Capitalize only on the first letter of the first word in titles.

Use commas in addresses.

Use the dash (−) to indicate dialogue.

Use prepositions to indicate possession.

Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.

Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

Consult reference materials, including beginning dictionaries, or consult translations, as needed to check and correct spellings.

Use of Accent Marks

Recognize and use spelling accents in acute words, grave words, and words stressed on the third to last syllable at the grade level.

Use the diacritical accent to distinguish homophonic words by their meaning and function.

Fourth Grade

Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.

Use interrogative, relative pronouns and relative adverbs.

Form and use compound tenses of verbs and recognize their limited use in Spanish (an action in progress).

Use auxiliary verbs with the infinitive of a verb to express diverse conditions or to form the conditional of a verb.

Order adjectives within sentences according to conventional patterns.

Form and use prepositional phrases.

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Correctly use frequently confused words.

Identify and correctly use the copreterite or imperfect preterite.

Recognize the shortened form in the use of adjectives.

Identify and correctly use regular verbs in the preterite tense.

Identify and use copulative.

Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing.

Use correct capitalization.

Use commas and quotation marks to mark direct speech and quotations from a text.

Use a comma before a coordinating conjunction in a compound sentence.

Spell grade-appropriate words correctly, consulting references as needed.

Identify and use verbs ending in -zar,- car and -gar, changing the a to e and z to c.

Use the comma before and after an explanation that is inserted in a sentence (e.g., She, among my friends, is the nicest one).

Correctly write words that have a relationship between phoneme and multiple graphemes. (b-v; c-s-z-x; c-k-qu; g-j; y-ll, r-rr) and silent letters (H/h; u in the syllables gue, gui, que, qui) in grade-level words.

Use of Accent Marks

Recognize that accent marks are used in all of the words stressed on the third to last syllable and stressed on the fourth from the last syllable.

Use the diacritical accent in interrogations, exclamations, and to differentiate demonstrative from determinative pronouns.

Fifth Grade

Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.

Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

Form and use the perfect verb tenses or compound verbs with haber and the past participle.

Use verb tense to convey various times, sequences, states, and conditions including the contrast between the uses of the preterite and imperfect to express action in the past.

Recognize and correct inappropriate shifts in verb tense. (e.g.: lack of agreement between subject and verb; incorrect use of preterite vs. Imperfect; lack of use of the subjunctive).

Use correlative conjunctions with the appropriate form of negation.

Recognize and correctly apply the agreement between the subject, the verb and the indirect object.

Distinguish and explain the use of parallel forms according to the context and meaning of the sentence.

Identify and use all sorts of conjunctions, such as: concessive and final.

Identify and explain the use of personal "a" with direct complements by naming people or pets.

Recognize when the subject pronoun is integrated into the verb.

Recognize and correctly use irregular verbs in their tenses and modes, such as future.

Correctly use pronouns and the singular or plural of the verb to express the passive voice.

Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing.

Use punctuation to separate items in a series.

Use a comma to separate an introductory element from the rest of the sentence.

Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.

Use italics to indicate title of works.

Spell grade-appropriate words correctly, including using the written accent, based in pronunciation and diacritical marks, consulting references as needed.

Write without a capital letter the gentilic adjectives.

Correctly write words that contain a relationship between phonemes and multiple graphemes (b-v; c-s-z-x; c-k-qu; g-j; y-ll, r-rr) and silent letters (H/h; u in the syllables gue, gui, que, qui) in grade-level words.

Use of Accent Marks

Recognize and explain the change in spelling in inflected words.

Use correct spelling in enclitic words (verb + pronoun or article or both.

Sixth Grade

Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.

Ensure that the different types of pronouns are used appropriately (e.g., personal, possessive, demonstrative, relative, interrogative, and reflexive).

Correctly use all pronouns.

Recognize and correct inappropriate shifts in pronoun number and person and correct inappropriate changes in pronoun number and person (e.g., feminine and masculine mixed).

Recognize and correct indefinite pronouns whose identity or quantity are imprecise.

Recognize variations from standard Spanish in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing, paying particular attention the rules that differ from English.

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

Spell correctly.

Seventh Grade

Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.

Explain the function of phrases and clauses in general and their function in specific sentences.

Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing paying particular attention to the rules that differ from English.

Use a comma to separate coordinate adjectives but do not put a comma before certain conjunctions.

Spell correctly.

Eighth Grade

Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.

Explain the function of impersonal verbs (gerunds, participles, infinitives) in general and their function in particular sentences.

Form and use verbs in the active and passive voice.

Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood, as well as the conditional tense and interrogative pronouns.

Recognize and correct inappropriate shifts in verb voice and mood.

Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing paying particular attention to the rules that are different from English.

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

Use an ellipsis to indicate an omission.

Spell correctly.

Ninth and Tenth Grade

Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.

Use parallel structure.

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing, paying particular attention to the rules that are different from English.

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

Use a colon to introduce a list or quotation.

Spell correctly.

Eleventh and Twelfth Grade

Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

Resolve issues of complex or contested usage, consulting references as needed.

Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing, paying particular attention to the rules that are different from English.

Observe hyphenation conventions, recognizing the difference between the use of the dash from English.

Spell correctly.

Knowledge of Language

Kindergarten

(Begins in grade 2)

First Grade

(Begins in grade 2)

Second Grade

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Compare formal and informal uses of Spanish.

Third Grade

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Choose words and phrases for effect.

Recognize and observe differences between the conventions of spoken and written standard Spanish.

Fourth Grade

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Choose words and phrases to convey ideas precisely.

Choose punctuation for effect.

Differentiate between contexts that call for formal Spanish (e.g., presenting ideas) and situation where informal discourse is appropriate (e.g., small-group discussion).

Fifth Grade

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Compare and contrast the varieties of Spanish (e.g., dialects, registers) used in stories, dramas, or poems.

Sixth Grade

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vary sentence patterns for meaning, reader/ listener interest, and style.

Maintain consistency in style and tone.

Seventh Grade

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Eighth Grade

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Use verbs in the active and passive voice and in the indicative, subjunctive, and imperative moods to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty, or describing a state contrary to fact).

Ninth and Tenth Grade

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

Eleventh and Twelfth Grade

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use

Kindergarten

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

Identify new meanings for familiar words and apply them accurately.

Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.

With guidance and support from adults, explore word relationships and nuances in word meanings.

Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Identify real-life connections between words and their use.

Distinguish shades of meaning among verbs describing the same general action by acting out the meanings. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

First Grade

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

Use sentence-level context as a clue to the meaning of a word or phrase.

Use frequently occurring affixes as a clue to the meaning of a word.

Identify frequently occurring root words and their inflectional forms.

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

Define words by category and by one or more key attributes.

Identify real-life connections between words and their use.

Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

Second Grade

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

Use sentence-level context as a clue to the meaning of a word or phrase.

Determine the meaning of the new word formed when a known prefix is added to a known word.

Use a known root word as a clue to the meaning of an unknown word with the same root.

Use knowledge of the meaning of individual words to predict the meaning of compound words.

Use glossaries and beginning dictionaries both print and digital, to determine or clarify the meaning of words and phrases.

Demonstrate understanding of word relationships and nuances in word meanings.

Identify real-life connections between words and their use.

Distinguish shades of meaning among closely related verbs.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Third Grade

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

Use sentence-level context as a clue to the meaning of a word or phrase.

Determine the meaning of the new word formed when a known affix is added to a known word.

Use a known root word as a clue to the meaning of an unknown word with the same root.

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Demonstrate understanding of word relationships and nuances in word meanings.

Distinguish the literal and non-literal meanings of words and phrases in context including the particular meaning of words in idioms.

Identify real-life connections between words and their use.

Distinguish shades of meaning among related words that describe states of mind or degrees of certainty and use the subjunctive mode to express doubt.

Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships.

Fourth Grade

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Explain the meaning of simple similes and metaphors in context.

Recognize and explain the meaning of common idioms, adages, and proverbs.

Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Acquire and use accurately grade-appropriate, general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being.

Fifth Grade

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figurative language, including similes and metaphors, in context.

Recognize and explain the meaning of common idioms, adages, and proverbs.

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Acquire and use accurately grade-appropriate, general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

Sixth Grade

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g., personification) in context.

Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

Distinguish among the connotations (associations) of words with similar denotations (definitions).

Acquire and use accurately grade-appropriate, general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Seventh Grade

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

Distinguish among the connotations (associations) of words with similar denotations (definitions).

Acquire and use accurately grade-appropriate, general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Eighth Grade

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g. verbal irony, puns) in context.

Use the relationship between particular words to better understand each of the words.

Distinguish among the connotations (associations) of words with similar denotations (definitions).

Acquire and use accurately grade-appropriate, general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ninth and Tenth Grade

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Analyze nuances in the meaning of words with similar denotations.

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Eleventh and Twelfth Grade

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Analyze nuances in the meaning of words with similar denotations.

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Literacy in History and Social Studies and Science and Technical Subjects

Reading Standards for Literacy in History and Social Studies

Key Ideas and Details

Sixth – Eighth Grade

Cite specific textual evidence to support analysis of primary and secondary sources.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Ninth – Tenth Grade

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Eleventh – Twelfth Grade

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

Sixth – Eighth Grade

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. Describe how a text presents information (e.g., sequentially, comparatively, causally).

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Ninth – Tenth Grade

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Eleventh – Twelfth Grade

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

Sixth – Eighth Grade

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Distinguish among fact, opinion, and reasoned judgment in a text.

Analyze the relationship between a primary and secondary source on the same topic.

Ninth – Tenth Grade

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Assess the extent to which the reasoning and evidence in a text support the author's claims.

Compare and contrast treatments of the same topic in several primary and secondary sources.

Eleventh – Twelfth Grade

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

Sixth – Eighth Grade

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Ninth – Tenth Grade

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Eleventh – Twelfth Grade

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently.

Reading Standards for Literacy in Science and Technical Subjects

Key Ideas and Details

Sixth – Eighth Grade

Cite specific textual evidence to support analysis of science and technical texts.

Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Ninth – Tenth Grade

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

Eleventh – Twelfth Grade

Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure

Sixth – Eighth Grade

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Ninth – Tenth Grade

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

Analyze the structure of the relationships among concepts in a text, including relationships among key terms.

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Eleventh – Twelfth Grade

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Integration of Knowledge and Ideas

Sixth – Eighth Grade

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Ninth – Tenth Grade

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Eleventh – Twelfth Grade

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and

corroborating or challenging conclusions with other sources of information.

Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity

Sixth – Eighth Grade

By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Ninth – Tenth Grade

By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

Eleventh – Twelfth Grade

By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.

Writing Standards for History and Social Studies and Science and Technical Subjects

Text Types and Purposes

Sixth – Eighth Grade

Write arguments focused on discipline-specific content.

Introduce claims about a topic or issue, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically.

Support claims with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Establish and maintain a formal style and objective tone.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

Ninth – Tenth Grade

Write arguments focused on discipline-specific content.

Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among the claims, counterclaims, reasons, and evidence.

Develop claims and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Eleventh – Twelfth Grade

Write arguments focused on discipline-specific content.

Introduce precise, knowledgeable claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences the claims, counterclaims, reasons, and evidence.

Develop claims and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

Sixth – Eighth Grade

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Ninth – Tenth Grade

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and display information flexibly and dynamically.

Eleventh – Twelfth Grade

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

Sixth – Eighth Grade

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and

accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis reflection and research.

Ninth – Tenth Grade

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis reflection, and research.

Eleventh – Twelfth Grade

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Draw evidence from informational texts to support analysis reflection, and research.

Range of Writing

Sixth – Eighth Grade

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Ninth – Tenth Grade

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Eleventh – Twelfth Grade

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DRIVER EDUCATION

There are no State Goals for Learning in the area of Driver Education.

Standards Beginning in the 2024-25 School Year.

The Illinois Learning Standards for Driver Education have been adapted from the Novice Teen Driver Education and Training Administrative Standards, developed and written by the Association of National Stakeholders in Traffic Safety Education in affiliation with the National Highway Transportation Safety Administration.

The Driver Education Standards consist of both classroom standards and behind-the-wheel standards. The classroom standards should be mastered by learners before the introduction of the corresponding behind-the-wheel standards to ensure both comprehension and application of the knowledge and skills are acquired by learners. The learning standards for driver education shall be implemented with the most current version of the Illinois Rules of the Road, published by the Illinois Secretary of State, as the primary supporting text.

In addition to the learning standards for driver education, there are State rules and regulations that may apply to driver education coursework or curriculum. These rules and

regulations can be found in the Illinois Vehicle Code [625 ILCS 5] and 92 Ill. Adm. Code 1030.

All standards are coded for ease of use and reference. The code is keyed as follows:

"Content Area.Content Domain.Number of Standard"

Classroom Instruction Standards

DE.C.1. Preparing To Operate a Vehicle

DE.C.1.1. Graduated Driver License (GDL) Requirements and Responsibilities

DE.C.1.1.1. Identify the GDL requirements and responsibilities.

DE.C.1.1.2. Understand driving with temporary impairment and permanent disabilities, including the use of controlled substances (i.e., illegal and legal drugs that are controlled by the government and are more likely to be abused by individuals) and the use of prescription and over-the-counter medicines.

DE.C.1.1.3. Identify the risk of injury for drivers and passengers in a vehicle.

DE.C.1.2. Rules of the Road, State and Local Requirements

DE.C.1.2.1. Identify and describe the purpose of signs, signals, and road markings.

DE.C.1.2.2. Identify and describe legal stops and speed regulations.

DE.C.1.2.3. Describe pedestrian and bicyclist rights and responsibilities.

DE.C.1.3. Vehicle Operating Space

DE.C.1.3.1. Identify visual limitations to the front, rear, and sides of the vehicle.

DE.C.1.3.2. Identify the length and width of the vehicle's blind spot.

DE.C.1.3.3. Identify how to mitigate the impact of blind spots through the use of enhanced mirror settings.

DE.C.1.4. Preparing to Drive a Vehicle

DE.C.1.4.1. Describe the impact of mental and physical well-being on the operation of a motor vehicle.

DE.C.1.4.2. Identify strategies for managing emotions while operating a motor vehicle.

DE.C.1.4.3. Identify and describe proper use of safety equipment to protect self and others (e.g., active/passive restraints and guidelines for children, airbags, and impact protection).

DE.C.1.4.4. Describe pre-check procedures to ensure personal safety (e.g., checking outside and inside vehicle before opening door and locking doors after entry).

DE.C.1.4.5. Identify and describe how to make basic vehicle adjustments necessary for safe operation (e.g., adjustments to seats, mirrors, safety restraints, etc.).

DE.C.1.4.6. Identify and describe the functions of basic gauges, alerts, and warning lights.

DE.C.1.4.7. Identify the purpose and use of a vehicle's owner manual.

DE.C.1.4.8. Describe the importance of routine vehicle checks and the importance of performing scheduled maintenance to ensure tire and engine safety.

DE.C.2. Understanding Vehicle Controls

DE.C.2.1. Identify visual and mental requirements.

DE.C.2.1.1. Identify the three basic visual fields (i.e., central, fringe or focal, and peripheral) and how they are used in the driving task.

DE.C.2.1.2. Compare visual skills to mental perception.

DE.C.2.1.3. Identify techniques to improve visual skills.

DE.C.2.1.4. Identify techniques to improve mental perception of traffic events.

DE.C.2.1.5. Identify techniques to overcome visual deficiencies.

DE.C.2.2. Define targeted line of sight, target to end path of travel, and reference vehicle to path of travel.

DE.C.2.3. Identify or describe basic motion control techniques, maintaining suspension balance, and communication techniques.

DE.C.2.3.1. Describe how speed affects vehicle direction.

DE.C.2.3.2. Describe basic concepts essential for maintaining suspension balance while placing a vehicle into motion and maneuvering the vehicle in a variety of conditions.

DE.C.2.3.3. Identify the purpose of the dead pedal.

DE.C.2.3.4. Identify and describe appropriate use for each communication technique, including the use of a turn signal before turning or changing lanes, use of headlights for visibility, and use of the horn.

DE.C.2.3.5. Describe how to apply a firm squeezing braking force at the beginning of the braking process and how to bring the vehicle to a smooth stop.

DE.C.3. Introducing Traffic Entry Skills

DE.C.3.1. Identify and describe all signs, signals, and pavement markings featured in the Illinois Vehicle Code.

DE.C.3.2. Identify and describe roadway characteristics, including intersection types, traffic calming devices, surface conditions, slope/grade, traction potential, highway conditions, and lane controls.

DE.C.3.3. Utilize the space management system (i.e., the Identify, Predict, Decide, and Execute (IPDE) process).

DE.C.3.3.1. Identify conditions for searching changes to path of travel, changes to the line of sight, and changes in road surface and condition.

DE.C.3.3.2. Identify situations for evaluating alternative paths of travel, appropriate position, appropriate speed, and communication.

DE.C.3.3.3. Describe skills needed to execute decisions, including speed changes, position changes, and communication needs.

DE.C.4. Space Management and Vehicle Control Skills in Moderate Risk Environments

DE.C.4.1. Identify and describe the principles of the IPDE process for managed-risk vehicle operations.

DE.C.4.1.1. Practice commentary response to identify speed and position adjustment development, reference points for maneuvers, and rear space/zone view conditions.

DE.C.4.1.2. Identify blind spots and truck no-zones for different types of vehicles.

DE.C.4.2. Identify and describe basic procedures for reduced-risk speed management.

DE.C.4.2.1. Describe procedures for reduced-risk speed management for a variety of driver, road, and vehicle positions.

DE.C.4.2.2. Identify or describe strategies, as appropriate, for navigating roadway and traffic flow in varying contexts on limited access roadways and roadways without limited access at speeds up to 55 m.p.h. (e.g., space management, intersection entry, curve navigation, and planned passing).

DE.C.4.2.3. Identify or describe strategies, as appropriate, for navigating roadway and traffic flow in varying contexts on limited access roadways and roadways without limited access at maximum highway speeds (to include, but not limited to space management, intersection entry, curve navigation, and planned passing).

DE.C.5. Factors Affecting Driver Performance

DE.C.5.1. Define legal responsibility to not use alcohol, cannabis, and other substances that affect the ability to operate a vehicle safely and develop strategies for alternative means of safe transportation.

DE.C.5.2. Discuss the importance of driver fitness to aid managed-risk driver performance and identify factors that can cause inattention to task and may result in injury and physical damage crashes (e.g., internal/external vehicle distractions, fatigue, and aggression).

DE.C.5.3. Describe the impact of temporary impairments and long-term disabilities and identify strategies to compensate or enhance managed-risk driver performance.

DE.C.5.4. Describe the importance of driver attentiveness and identify types of internal/external distractions that could lead to inattentive and distracted driving (e.g., passengers, electronic devices, and other tasks).

DE.C.6. Managing Adverse Conditions

DE.C.6.1. Describe the impact of varying weather conditions on visibility and traction and identify appropriate strategies to navigate roadways and maneuver a vehicle in varying contexts.

DE.C.6.2. Describe the impact of driving in low light or no light conditions on visibility and space management and identify strategies to ensure safe operation of a vehicle.

DE.C.6.3. Describe the increased risk of driving through road construction and maintenance zones and identify appropriate strategies to navigate roadways and ensure safe operation of a vehicle.

DE.C.7. Other Roadway Users

DE.C.7.1. Describe the characteristics and limitations of a variety of motorized vehicles and identify appropriate space management principles to apply in varying contexts (e.g., heavy commercial vehicles, passenger vehicles, trailers, motorcycles, farm vehicles, snowmobiles/ATVs, and funeral processions).

DE.C.7.2. Describe the characteristics and limitations of a variety of non-motorized vehicles and pedestrians and identify appropriate space

management principles to apply in varying contexts (e.g., pedal/bicycles, personal transport, horse-drawn equipment, and pedestrians).

DE.C.7.3. Describe the characteristics and limitations of a variety of tracked vehicles and identify appropriate space management principles to apply in varying contexts (e.g., freight trains, passenger trains, rapid transit, and cable/trolley cars).

DE.C.8. Responding to Emergencies, Vehicle Malfunctions, and Crashes, and Understanding Vehicle Technology

DE.C.8.1. Describe a variety of vehicle malfunctions and identify appropriate managed-risk responses for varying contexts (e.g., electronic, signals, engine/fuel/ignition systems, steering/suspension systems, tires, and braking systems).

DE.C.8.2. Discuss applications and limitations for current and emerging vehicle technologies as they become available in the future.

DE.C.8.3. Discuss how the roadway system is managed by law enforcement and other State agencies to assist with emergencies, crashes, and vehicle malfunctions.

DE.C.8.4. Describe the responsibilities for attending to a crash scene situation.

DE.C.8.5. Identify appropriate responsibilities and responses when encountering emergency or disabled vehicles on or near a roadway (see Section 11-907 of the Illinois Vehicle Code).

DE.C.8.6. Identify and describe law enforcement procedures for traffic stops and appropriate interactions with law enforcement, including a demonstration of the proper actions to be taken during a traffic stop by drivers and passengers.

DE.C.8.7. Describe proper actions to be taken following vehicle disablement for a variety of roadside emergencies in varying roadway and environmental conditions.

DE.C.9. Making Informed Consumer Choices

DE.C.9.1. Perform map-reading and trip planning exercises using current and emerging technology, including, but not limited to, static maps and interactive maps.

DE.C.9.2. Identify factors to consider when purchasing vehicle insurance and an automobile.

Behind-the-Wheel Instruction Learning Standards

DE.BTW.1. Preparing to Operate a Vehicle

DE.BTW.1.1. Identify the visual limitation to a vehicle for the front, rear, right side, and left side.

DE.BTW.1.2. Describe the limited visual view in the rear-view mirror.

DE.BTW.1.3. Identify how to appropriately apply the traditional and enhanced mirror view settings for the rear and side view mirrors in a variety of contexts.

DE.BTW.1.4. Adjust head restraints, seat position, mirrors, safety restraints, and steering wheel position, as appropriate.

DE.BTW.1.5. Check all occupants for appropriate safety restraint use.

DE.BTW.1.6. Identify basic indicators and gauges that need attending before placing the vehicle into motion.

DE.BTW.1.7. Follow basic procedures to start the vehicle.

DE.BTW.1.7.1. Identify and place brake in set position, as required by law and the vehicle’s owner’s manual.

DE.BTW.1.7.2. Identify and select proper gear for starting the vehicle.

DE.BTW.1.7.3. Identify and secure foot brake pedal.

DE.BTW.1.7.4. Identify and describe alert lights for safety accessories.

DE.BTW.1.7.5. Demonstrate proper use of ignition starting device.

DE.BTW.1.7.6. Select appropriate gear for movement.

DE.BTW.1.7.7. Turn on headlights and identify appropriate settings for automatic features and manual selection for a variety of environmental factors.

DE.BTW.2. Placing the Vehicle into Motion

DE.BTW.2.1. Follow basic procedures to place the vehicle into motion.

DE.BTW.2.1.1. Identify open space to enter before moving foot from brake to accelerator.

DE.BTW.2.1.2. Place the vehicle into motion smoothly.

DE.BTW.2.2. Follow basic procedures to appropriately bring the moving vehicle to a stop.

DE.BTW.2.2.1. Identify braking needs after searching ahead of the vehicle.

DE.BTW.2.2.2. Apply controlled braking with heel of foot on the floorboard.

DE.BTW.2.2.3. Bring the vehicle to a smooth stop by squeezing on and off brake pedal.

DE.BTW.2.2.4. Visually check the rear zone/space before, during, and after braking actions.

DE.BTW.2.3. Follow basic procedures to appropriately steer a vehicle in motion.

DE.BTW.2.3.1. Appropriately use targeting procedures for intended path of travel.

DE.BTW.2.3.2. Utilize a balanced hand position on the wheel, as appropriate for the vehicle.

DE.BTW.2.3.3. Maintain intended path of travel by matching speed to steering for a variety of situations.

DE.BTW.2.3.4. Utilize hand-over-hand, hand-to-hand, or evasive action steering methods, as appropriate for a variety of situations.

DE.BTW.2.3.5. Utilize a visual search pattern, including checking the rear-view mirror, side-view mirrors, and mirror blind spot areas.

DE.BTW.2.4. Demonstrate appropriate vehicle placement within typical lane positions with appropriate distance from curb or lane lines for a variety of situations (i.e., backing, turning right, and turning left).

DE.BTW.3. Securing the Vehicle

DE.BTW.3.1. Bring the vehicle to a stop in a safe and legal position.

DE.BTW.3.2. Set the parking brake as required by state law and the vehicle owner's manual.

DE.BTW.3.3. Shift vehicle into PARK before removing foot from brake pedal.

DE.BTW.3.4. Visually check the flow of traffic before opening the door to safely exit the vehicle.

DE.BTW.3.5. Ensure doors are locked and secure any alarm system before leaving the vehicle unattended.

DE.BTW.4. Traffic Entry and Intersection Approach

DE.BTW.4.1. Demonstrate appropriate use of signals, visually check mirrors, and visually check blind spots before moving into roadway.

DE.BTW.4.2. Demonstrate appropriate use of visualization to identify a target, target area, and targeting path to maintain the intended path of travel.

DE.BTW.4.3. Demonstrate appropriate use of searching the target, target area, and targeting path to determine appropriate strategies to maintain the intended path of travel.

DE.BTW.4.4. Demonstrate appropriate focal vision attention for multiple traffic situations.

DE.BTW.4.5. Make speed and lane position adjustments to maintain an appropriate minimum following distance based on road conditions.

DE.BTW.4.6. Apply appropriate strategies of adjustment when changes to the ability to see, line of sight, or path of travel are presented.

DE.BTW.4.7. Identify open, closed, or changing zones/spaces and apply appropriate strategies for a variety of situations.

DE.BTW.4.8. Demonstrate appropriate use of searching and evaluating intersection zones/spaces before entering an intersection.

DE.BTW.4.9. Demonstrate appropriate use of searching and evaluating to apply appropriate speed and position adjustments before entering a curve or hill crest for a variety of situations.

DE.BTW.4.10. Demonstrate appropriate rearview and side view mirror usage for multiple traffic situations.

DE.BTW.5. Vehicle Operation in Moderate Risk Environments.

DE.BTW.5.1. As appropriate, utilize managed risk strategies for navigating roadway and traffic flow in varying contexts on limited access roadways and roadways without limited access at speeds up to 55 m.p.h. (e.g., space management, intersection entry, curve navigation, and planned passing).

DE.BTW.5.2. As appropriate, utilize managed risk strategies for navigating roadway and traffic flow in varying contexts on limited access roadways and roadways without limited access at maximum highway speeds (e.g., space management, intersection entry, curve navigation, and planned passing).

DE.BTW.6. Vehicle Operation in Adverse Conditions

DE.BTW.6.1. As appropriate, use managed-risk strategies to navigate roadways and safely operate a vehicle in varying weather conditions.

DE.BTW.6.2. As appropriate, use managed-risk strategies to navigate roadways and safely operate a vehicle while driving in low light or no light conditions.

DE.BTW.6.3. As appropriate, use managed-risk strategies to navigate roadways and safely operate a vehicle when sharing a roadway with other motorized vehicles (e.g., heavy commercial vehicles, passenger vehicles, trailers, motorcycles, farm vehicles, snowmobiles/all-terrain vehicles, or vehicles used during funeral processions), non-motorized vehicles (e.g., pedal/bicycles, personal transport, or horse-drawn equipment), pedestrians, and tracked vehicles (e.g., freight trains, passenger trains, rapid transit, or cable/trolley cars).

DE.BTW.7. Demonstrate correct procedures for tasks from the Cooperative Driver Testing Program exam, including uphill and downhill parking, turnabouts, backing, lane changes, stop signs and traffic signals, navigating intersections, and railroad tracks.

(Source: Amended at 50 Ill. Reg. 7794, effective May 29, 2026)

Section 1.APPENDIX E Evaluation Criteria – Student Performance and School Improvement Determination (Repealed)

(Source: Repleaded at 22. Ill. Reg. 22233, effective December 8, 1998)

Section 1.APPENDIX F Criteria for Determination– Student Performance and School Improvement (Repealed)

(Source: Repleaded at 22. Ill. Reg. 22233, effective December 8, 1998)

Section 1.APPENDIX G Criteria for Determination– State Assement (Repealed)

(Source: Repleaded at 22. Ill. Reg. 22233, effective December 8, 1998)

Section 1.APPENDIX H Guidance and Procedures for School Districts Implementing the Illinois Global Scholar Certificate

DETERMINING GLOBALLY-FOCUSED COURSES

Though many school districts may offer courses listed in the subject areas described in Section 1.443(a)(1)(E), courses and subjects other than those listed in that subsection may qualify as globally-focused. Other courses, such as those in family and consumer science, the arts, health, mathematics and agricultural science, may also qualify, provided that an appropriate depth of knowledge of, and inquiry about, global issues and cultural diversity are incorporated. School districts shall consider the following criteria in determining which courses should be considered globally-focused:

Globally-focused courses require students to:

1) investigate the world;

2) recognize the perspectives of self and others;

3) communicate ideas to diverse audiences; and

4) take action to improve conditions locally and globally.

These requirements, developed in consultation with the Council for Chief State School Officers, reflect the four established domains of global competence and closely follow both the Partnership for 21st Century Skills objectives and national learning standards adopted by the State of Illinois. School districts and GSCs working to determine which courses qualify as globally-focused should consider the following questions:

Question 1: Does the course require students to investigate the world?
Courses selected for inclusion as part of a school district's globally-focused course offerings should promote content and skills that provide students the means to understand the world beyond their immediate environment.

Question 2: Does the course provide opportunities for students to recognize their own perspectives in relationship to the perspectives of others?
Courses selected for inclusion as part of a school district's globally-focused course offerings should provide students with opportunities to demonstrate a clear and accurate understanding of the perspectives of other people, groups or scholars. The courses should also incorporate complex analyses of how varying perspectives influence human interactions and how this affects people's understandings of a situation, event, issue or phenomenon.

Question 3: Does the course prepare students to communicate ideas to diverse audiences?

Though not all courses selected for the certificate will prepare students to collaborate and communicate with diverse groups, the courses should include assignments, activities and/or projects that prepare students to engage in this type of collaboration and communication in preparation for the capstone project.

Question 4: Does the course provide opportunities to act upon global issues and concerns? Though not all courses selected for the certificate need to include organized opportunities for students to engage directly in collaborative action resulting in local, regional or global improvements, the courses should encourage students to consider how the action might be executed. Moreover, school districts are encouraged to embed global service learning opportunities within coursework and co-curricular activities as these opportunities are requirements for the certificate.

Qualifying Courses

Content/subjects taught within high school offerings in the following subjects are likely to meet these requirements as course content cannot be effectively taught without a global perspective.

- International economics, international business or global marketing
- International or foreign affairs
- World history/non-U.S. history
- World geography
- Comparative cultures, comparative religions, comparative government
- Science, technology and engineering courses with global application/perspective
- World languages
- Literature of another country, region or culture
- World art and world music appreciation

Though many high schools offer courses in these subject areas, the subject areas listed above are not the only courses that may qualify as globally-focused. Other courses, such as those in family consumer science, the arts, mathematics, health and agricultural science, may also qualify, provided that an appropriate depth of knowledge of, and inquiry about, global issues and diversity is incorporated. The examples identified in the following chart, though not exhaustive, are provided to give guidance to school districts and GSCs seeking to determine if a course investigates the world.

Examples of Courses with Insufficient and Sufficient Depth	
Insufficient Depth	**Sufficient Depth**
Students create an artistic piece or performance inspired by another culture.	Students interpret, create and/or evaluate a global issue through an artistic medium.
Students prepare food from another part of the world or another culture.	Students prepare food from another part of the world or another culture and consider the production and preparation of food in relation to local cultures, health, sustainability, etc.
Students use datasets from another country or culture to illustrate a concept.	Students evaluate and use appropriate mathematical tools to investigate a global issue or derive additional information using mathematical methodologies.
Students use examples of agricultural management, finance, marketing and/or the foundations of crop and livestock production in a unit on the global marketplace.	Students learn about agricultural management, finance, marketing and the foundations of crop and livestock production by comparing a variety of agricultural practices found around the world and examine the complex global interrelationships that exist in the global agricultural industry.
Students learn about epidemics/disease, health care practices and/or prevention measures through case studies in other parts of the world.	Students learn about global epidemics/disease, health care practices and/or prevention measures through a comparative epidemiological analysis incorporating diverse global contexts.

Other Considerations Related to Coursework

School districts wishing to require a specific globally-focused course or sequence of courses are encouraged to do so. For example, one school district may opt to require a course (or sequence of courses) in global studies or world languages, while another district may develop defined global pathways in STEM, world language or fine arts. These options, or others, may be added at the discretion of the school district, provided students fully complete all four of the overarching requirements needed to earn the Illinois Global Scholar Certificate, including the requirement that each student complete eight globally-focused courses. In addition, school districts having limited course offerings may approve specific summer or online coursework, so long as that coursework has been deemed credit bearing by an ISBE approved institution.

GUIDANCE FOR DETERMINING SERVICE LEARNING

Service learning opportunities selected by students and GSCs to fulfill this requirement should be tied with globally-focused coursework, co-curricular activities oriented toward global service, and/or the student's capstone research project. In addition, selected service learning opportunities should adhere to the following guidelines for service learning found in the K-12 Service Learning Standards for Quality Practice developed by the National Youth Leadership Council:

- Actively engage and educate the local community in meaningful globally-focused service activities that promote understanding of diversity and mutual respect among all participants.

- Allow the student to be self-directed in initiating, planning, implementing and evaluating throughout the experience.

- Be designed with sufficient duration and intensity to address community needs within a global context.

- Engage participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and use the results for improvement and sustainability.

- Incorporate multiple reflection activities that challenge students to think deeply about the relationship of self, society and the world.

PURPOSE OF PRIORITY STANDARDS OF THE GLOBAL SCHOLAR CAPSTONE PERFORMANCE-BASED ASSESSMENT

The purpose of the Illinois Global Scholar Capstone Performance-based Assessment is to ensure the high level of knowledge and skills possessed by the students applying for this recognition. Students will engage in a process of inquiry with required components and products, demonstrating mastery of designated national learning standards and standards for global competence. The process in which students are expected to engage and the products students are expected to create must provide the opportunity for students to demonstrate mastery. Transparency of the alignment of assessment to standards provides a more valid picture of students' knowledge and skills.

The Assessment shall align with the following four priority standards:

i) Students develop compelling questions and plan inquiries.

ii) Students communicate ideas effectively with diverse audiences.

iii) Students translate their ideas and findings into an appropriate plan of action to improve conditions based on the global issue or concern.

iv) Students engage in appropriate and informed actions to address or potentially improve conditions based on an analysis of a global issue/concern.

(Source: Added at 41 Ill. Reg. 4430, effective April 5, 2017)