

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 16, 2015

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *AMS*
Stephanie Donovan, General Counsel *SD*
Janel Forde, Chief Operating Officer/Interim Assistant
Superintendent, Innovation and Improvement *JFB*

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

Materials: Recommended Rules

Staff Contacts: David Andel, Division Administrator, Special Education Services
Mark Haller, Division Administrator, Nutrition and Wellness
Programs
Jason Helfer, Assistant Superintendent, Educator Effectiveness
Dora Welker, Division Administrator, College and Career Readiness

Purpose of Agenda Item

The purpose of this agenda item is to present the proposed amendments for adoption.

Relationship to/Implications for the State Board's Strategic Plan

The proposed amendments address each of the Board's Strategic Goals (student achievement; highly prepared and effective educators; and safe and healthy learning environments), as explained under "Background" below.

Expected Outcome of Agenda Item

The Board will be asked to adopt amendments to Part 1.

Background Information

Part 1 is the agency's general set of rules that govern the State Board's required supervision and evaluation of public school districts' compliance with law, rules and policy. The rules also establish a process for identifying the recognition status awarded a school district and its schools based on the extent of its compliance; that is, fully recognized, recognized pending further review, on probation or nonrecognized. The Part informs school districts of the requirements that apply in specific areas of operations and programming, such as school governance, instructional programs, health and safety, staff qualifications and academic standards. Given the broad array of the rules' content, several agency divisions have been assigned responsibility for monitoring the provisions of Part 1.

Goal 1: Student Success and Achievement

Illinois Learning Standards in Social Science. In order to articulate the knowledge and skills that students should acquire as part of their schooling, the State Board of Education adopted the Illinois Learning Standards (ILS) in 1997. The standards address each of the fundamental learning areas of English language arts, mathematics, physical and social sciences, fine arts, and physical development and health. More recently, agency staff and educators recognized that the ILS no longer adequately addressed the knowledge and skills that students must have

in order to be successful in college and their 21st century careers. As a result, the State Board adopted the Common Core State Standards for mathematics and English language arts in 2010, and the Next Generation Science Standards (NGSS) and the enhanced physical education standards in 2014.

In 2014, the State Board, in conjunction with the Illinois Civic Mission Coalition (convened by the Robert R. McCormick Foundation) and the Midwest Comprehensive Center at American Institutes for Research, continued this effort to update the standards in each fundamental learning area by creating a task force of educators, professors and social science professional organizations to redesign the ILS for Social Science. The Social Science Standards Revision Task Force completed its work on the social science standards earlier this year and presented them to the State Board in June 2015. The new social science standards will enable educators to transform social science curricula from a focus on unrelated, disjointed facts and events into curricula that increases expectations for kindergarten-through-grade-12 students and includes reading complex texts, thinking deeply, making connections, providing supporting details, completing analyses, and drawing conclusions.

The goal of the standards is to produce Illinois graduates who are civically engaged, socially responsible, culturally aware and financially literate. Teachers will facilitate this process by supporting students with opportunities to work collaboratively as well as individually.

Under the changes proposed in Subpart D of Part 1, school districts will be required to align their social science curricula to the new standards by the 2017-18 school year. As with implementation of the NGSS, State Board staff recognize that high-quality professional development for school personnel will be a critical factor in school districts' ability to successfully implement the standards. The effective date of school year 2017-18 does not prevent school districts from implementing the social science standards immediately. It does, however, leave the current standards in place for those districts that need more time and technical assistance to align curriculum and instructional practices in ways that effectively incorporate the shift in focus that is inherent in the proposed standards.

Illinois Learning Standards in Physical Development and Health. The proposed rules also respond to P.A. 98-859, effective August 4, 2014, which charged the Enhance Physical Education Task Force with identifying an assessment to be used in schools to measure "aerobic capacity, body composition, muscular strength, muscular endurance and flexibility" of students in order to ascertain the effectiveness of Goal 20 of the ILS for Physical Development and Health, which is to:

Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

The law further required that "health-related fitness testing" be part of a school's curriculum for students in grades 3 and above. The fitness testing used must be appropriate to the students' "developmental levels and abilities", and scores achieved on the testing may not be used as part of a student's grade or to evaluate a teacher. The law also required that rules pertaining to fitness testing be adopted by the State Board no later than December 31, 2015.

New Section 1.425 consolidates requirements now stated in Section 1.420(p) of the rules (which will be modified) with the recommendations of the Task Force that were shared with the Board in August. New Sections 1.425(a) through (f) represent existing requirements. New Section 1.425(g) puts into rule the Task Force's recommendations regarding the use of the

FitnessGram® as the required fitness assessment. Alternately, schools may use the Brockport Physical Fitness Testing for students with disabilities whose Individualized Education Program, or IEP, identifies the FitnessGram® as not appropriate. Schools must begin using the assessments in the 2016-17 school year, and electronically report results about the fitness testing to the State Board by May 1, 2017, and annually thereafter.

Goal 2: Educator Effectiveness

P.A. 99-58, effective July 16, 2015, creates a new credential for chief state school business officials (CSBO). Previously, the CSBO endorsement was placed only on the professional educator license (PEL); however, in order to qualify for the PEL, an individual must complete coursework in both reading content and methods, and the education of the exceptional child. Most individuals seeking the CSBO endorsement are not educators and would not have taken the education coursework required. For this reason, the requirements for the new educator license with stipulations endorsed for chief school business official (ELS-CSBO) align to the financial and business qualifications required for the CSBO endorsement on the PEL but do not require reading and exceptional child coursework. The ELS-CSBO is considered a full license that qualifies an individual to serve in a CSBO position. The license is renewable every five years, provided that the license holder meets the same renewal requirements as an individual who holds the PEL endorsed for CSBO.

Goal 3: Health and Safety

P.A. 99-245, effective August 3, 2015, added Section 22-80 to the School Code that requires school districts to adopt policies and procedures to ensure that concussions or head injuries in student athletes are "properly evaluated and managed". A trailer bill – P.A. 99-486, effective November 20, 2015 – makes the requirements of Section 22-80 effective beginning in the 2016-17 school year.

The law sets forth specific procedures for both public and private schools to follow before a student who has suffered a head injury or concussion is allowed to participate in interscholastic athletic competitions or practice. None of these procedures must be reiterated in the rules; however, the rules at Sections 1.530(b) and (c) would be more complete and useful if they:

- stated the law's requirement that parents or guardians of student athletes receive and read information about concussions. The information must meet each of the requirements of Section 22-80 of the School Code. A student will be unable to participate in interscholastic athletics until he or she and his or her parent or guardian acknowledge by written signature that they received and reviewed the information; and
- acknowledged that school emergency procedures must now address student athletes and meet the requirements of Section 22-80 of the School Code.

The proposed amendments were published in the Illinois Register on October 16, 2015, to elicit public comment; five individuals and entities submitted comments. The summary and analysis of that public comment, along with any recommendations for changes in the proposal as a result, are attached.

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

Policy Implications: Please see "Background" above.

Budget Implications: None.

Legislative Action: None needed.

Communication: Please see "Next Steps" below.

Pros and Cons of Various Actions

The proposed changes align the rules to recently enacted statutory changes and incorporate agency policy and practices, as is required under the Illinois Administrative Procedure Act (IAPA).

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

Superintendent's Recommendation

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

The State Board of Education hereby adopts the proposed rulemaking for:

Public Schools Evaluation, Recognition and Supervision (23 Illinois Administrative Code 1).

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

Next Steps

Notice of the adopted rules will be submitted to the Joint Committee on Administrative Rules to initiate JCAR's review. When that process is complete, the rules will be filed with the Secretary of State and disseminated as appropriate.

Summary and Analysis of Public Comment
23 Ill. Adm. Code 1
Public Schools Evaluation, Recognition and Supervision

Comment

Three letters addressed the proposed social science standards presented in Appendix D of the rules. One individual expressed concerns about the proposed standards for social science in kindergarten through grade 5. First, she said the expectations "disregard" recommendations of the National Council for the Social Studies (NCSS) regarding applying civic virtues and democratic principles. She stressed the importance of "engaging children in civic responsibility at an early age".

She also said that the standards focus on "traditional" topics, with little or no "focus on important themes such as movement, innovation, exploration and diversity". The commenter further said that the standards lack "vertical alignment" among grade levels and fail to "provide opportunities to link the (Next Generation Science Standards (NGSS)) with the Social Science Standards", citing several of the standards as examples. While the commenter urged the agency to revise the standards, she did not provide any concrete examples of modifications that could improve "both the vertical and horizontal alignment" or "be innovative in their approach to Social Science".

A second commenter asked that the civic standards include mention of the requirement of Section 27-22(e)(5) of the School Code for students to engage in service learning as part of fulfillment of the state graduation criterion for civics education. The standards should require participation in "active citizenship" so students would be "applying civic virtues". Further, the proposed standards for grades 9 through 12 omit "global citizenship" and the role of the United States in the world, he said.

The final letter asked that the State Board ensure "consistency" of the civics standards among the different grade spans; "reflection" of the provisions of Section 27-22(e)(5) of the School Code, which requires the study of civics for one semester in order to graduate from high school; and "alignment of the inquiry and civic standards" to the intent of the Task Force that the inquiry and disciplinary standards "be used simultaneously". The commenter made the following four specific recommendations.

- Emphasize the "action or application of (civic) skills" gained from achieving the standards, noting that only the inquiry standards for grades 6-8 explicitly mention application of the standards.
- Include a statement that the inquiry skills should be used "simultaneously" with the disciplinary standards for civics.
- Include reference to the application of skills within "school, civic society, or local, state or national government".
- Require that students in grades 9 through 12 "evaluate or analyze current and/or controversial topics, develop service learning tied to classroom instruction, and develop simulations of the democratic process" as part of the civics curriculum.

Analysis

It is important to keep in mind that the social science standards were not developed in isolation, as is evidenced by the multi-entity, multi-disciplined approach to revising the standards. The Social Science Standards Revision Task Force was created as a result of a collaboration among the State Board of Education, Illinois Civic Mission Coalition (convened by the Robert R. McCormick Foundation), and the Midwest Comprehensive Center at American Institutes for Research. The task force was comprised of classroom practitioners representative of the various social studies disciplines, grade bands and geographic regions of Illinois; Illinois universities, including the Center for Economic Education at the University of Illinois-Chicago, Northern Illinois University, Illinois State University, the Center for Global Studies at the University of Illinois, and DePaul University, Digital Youth Network; Chicago Metro History Education Center; Econ Illinois; Illinois Council for the Social Studies; Illinois State Historical Society; and the News Literacy Project.

Further, NCSS' College, Career, and Civic Life (C3) Framework was a resource and foundation for revising Illinois' social science standards. This national tool has been used to build social science standards across several states and relies on the following four dimensions, which are reflected in the inquiry standards for each grade level or band:

1. Developing questions and planning inquiry;
2. Applying disciplinary concepts and tools;
3. Evaluating sources and using evidence; and
4. Communicating conclusions and taking informed action.

Additionally, the task force ensured that the social science standards for physical geography were guided by the NGSS. The social science standards do not duplicate the NGSS, however, since the task force believed that it was "important that the knowledge and skills be taught, but not (important) under (which) content label they be identified". The themes developed within the social science standards also are expected to serve as a guiding framework for, and readily align to, the Illinois Learning Standards for English Language Arts.

Overall, the standards are not intended to represent or be a replacement for a curriculum. The social science standards are intended to provide a baseline for curriculum development, not a ceiling. For instance, reflecting on the commenter's concern about "active citizenship", one will find that both "action civics" and "global concerns" are themes from the C3 Framework and are addressed in the high school civics standards. The commenter's school district is free to use service learning as one way to accomplish the goal of imparting "active citizenship" to its students.

The task force also believed that the standards must allow for the diversity of each district or community to develop social science curricula to meet the needs of its students. School districts retain local control over curriculum development and have flexibility to determine the best way in which instruction provided will align to the standards.

As for the specific recommendations to modify the civics standards, staff members believe that the inquiry standards at each grade or grade band do address "action". For example, in kindergarten through grade 2, students are to "use listening, consensus building, and voting procedures to decide and take action in their classrooms". This standard for grades 3 through 5 is expanded to include schoolwide action. At the high school level, students are to "use and apply deliberative processes and apply democratic strategies and procedures to address local, regional, or global concerns and take action in or out of school". Further, the inquiry standards reflect the importance of action in classrooms, schools and communities.

The expectation that the inquiry standards and the disciplinary standards for all social science fields be used together is implied in the construction of the standards. School districts will make determinations about how to infuse the inquiry standards, which are focused on ensuring students' comprehension of the standards, as well as their application, within each field of discipline. Staff members agree, however, that a general statement at the start of the new standards will make the connection between inquiry and disciplinary standards clearer to school districts.

School districts will be required to align the civics coursework required for high school graduation (starting with students entering grade 9 in the 2016-17 school year and thereafter) with the new civics standards once those take effect. Additional amplification of that statutory requirement is not needed in Appendix D.

Finally, the standards, as proposed, inadvertently eliminated standards that the Board approved in June. Inclusion of these adopted standards will help clarify the standards and respond to concerns raised by the commenters.

Recommendation

It is recommended that Appendix D be modified as follows.

Under "Social Science Standards, starting in school year 2017-18", add the following:

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.

Modify the individual standards, as follows.

Inquiry Standards, Grades 6-8

Develop claims and counterclaims while pointing out the strengths and limitations of both.

Inquiry Standards, Grades 9-12

Explain how supporting questions contribute to an inquiry.

Articulate explanations and arguments to a targeted audience in diverse settings.

Use interdisciplinary lenses to analyze the causes and effects of, and identify solutions to, local, regional or global concerns.

Use deliberative processes and apply democratic strategies and procedures to address local, regional or global concerns, and take action in or out of school.

Civics Standards, Grade 4

~~Explain how groups of people make rules to create responsibilities and protect freedoms.~~

~~Describe how people have tried to improve their communities over time.~~

Distinguish the responsibilities and powers of government at the local, State and national levels.

Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.

Economic Standards, Grades 6-8

Analyze the relationship among skills, education, jobs and income.

Explain the roles and relationships among savers, borrowers, interest, time and the purposes for saving.

Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable expenses.

Explain the correlation among investors, investment options and income/wealth.

Describe the connection among credit, credit options, interest and credit history.

Analyze the relationship among financial risks and protection, insurance and costs.

Geography Standards, grade 5

Investigate how the cultural and environmental characteristics of places within the United States change over time.

Describe how humans have utilized natural resources in the United States.

Compare the environmental characteristics of the United States to other world regions.

History Standards, kindergarten

Explain the significance of the national holidays of the United States, and the heroism and achievements of the people associated with them.

Comment

A commenter provided several suggestions that she believed would improve the rule that articulates requirements for the administration of a physical education assessment and reporting of results.

1. When referring to the FitnessGram[®], use a website link that takes the reader to a page about the Presidential Youth Fitness Program (PYFP) rather than to the webpage of The Cooper Institute, the creator of the FitnessGram[®] assessment. The commenter indicated that the PYFP site should be linked since free resources are available at that location.

2. Include in the rule protocol information about the proper way in which to administer the aerobic capacity test and for identifying when a student has completed a fitness test. While acknowledging that the FitnessGram[®] protocols cover this information, the commenter said repeating it in the rules stresses to "schools that these be done correctly".
3. State in the rule that the State Board of Education is required to report fitness data for each school and district on its website and, in three years, include that data on the school report card. Both of these recommendations were part of the report that the Enhance Physical Education Task Force prepared in response to P.A. 98-859. Reporting is critical to show that "physical fitness is just as important as achievement scores", the commenter said.

Analysis

1. The FitnessGram[®] assessment was developed by The Cooper Institute more than 30 years ago. Since it is a proprietary assessment, it is appropriate to direct readers to the primary source for information about the test, as is done in Section 1.425(g)(1). The proposed rule at Section 1.425(g)(3) currently provides the link requested by the commenter to the PYFP web site where free materials of The Cooper Institute are offered. A slight modification in subsection (g)(1) can alert readers to this link earlier in the rule.
2. The commenter is correct that the FitnessGram[®] protocols are included in the test administration manual referenced in Section 1.425(g)(3) of the proposed rules and about which school personnel administering the test must receive training. The purpose of rulemaking is to make transparent the policies of the State Board of Education; best practices, guidelines and the like are discouraged. Additionally, providing an incorporation by reference to the test manual ensures that school personnel will be accessing the latest information available. Repeating the test protocols in the rules could lead to the use of outdated procedures and faulty practices when improvements or changes in the protocols are not immediately reflected in the rules. Finally, singling out in the rules protocols for two of the four test components may provide the false impression that the other test components need not adhere to FitnessGram[®] procedures.
3. Section 27-6.5(e) of the School Code, in part, requires that "on or before September 1, 2016, the State Board of Education shall adopt rules for data submission by school districts and develop a system for collecting and reporting the aggregated fitness information from the physical fitness assessments". Section 27-6.5(e) of the School Code does not place any requirements on the State Board to share the information that it receives on the school report card as part of the data regarding health and wellness initiatives (see Section 10-17a of the School Code).

Generally, the purpose of regulations is to communicate mandates to the individuals and entities being regulated by the rules. Rules typically do not place requirements on the state agencies that are promulgating them. The proposed rule at Section 1.425(g)(5) meets the State Board's obligation under Section 27-6.5(e) of the School Code to communicate the data submission requirements and system to be used by school districts. Although the State Board did not take formal action to accept the recommendations of the task force, staff will consider the feasibility and advisability about including healthy fitness zone results as a data element as part of the school report card for school districts' health and wellness initiatives.

Additionally, the spelling of FitnessGram[®] in the rulemaking should be changed to match the correct title of the instrument used on The Cooper Institute's website.

Recommendation

It is recommended that Section 1.425(g) be amended as follows.

- (g)(1) For the purposes of this subsection (g), each school shall administer the ~~Fitnessgram~~ 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)) 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~~ 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/assessment/free-materials.shtml> to meet the requirements of this subsection (g) for any student with disabilities whose Individualized Education Program (IEP) identifies the ~~Fitnessgram~~ FitnessGram[®] as not appropriate.
- 3) In order to ensure that the ~~Fitnessgram~~ 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~~ 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/assessment/free-materials.shtml>. Each school district shall maintain evidence of an individual's successful completion of the training and make it available to the State Board of Education upon request.

Comment

A parent described her son's experience with the PACER test at the local high school. Her son, while an athlete, also has asthma, she said, which makes his sustaining a "heart rate for 20 minutes of 200-220" difficult. He also experienced asthma symptoms while running down and back in the gym and had to end the test early (94 repetitions are required but he only completed 71). While the commenter indicated she realizes that the test score results are not graded, she said her son's inability to complete the tests may cause him to fail his physical education class. Other issues she raised about her son's physical education experiences included a lack of attention paid to students by the teachers during the class period, faulty equipment used in the

testing, and the lack of teachers' knowledge about medical conditions of students and where the automated external defibrillators are stored. The situation, she said, "is becoming dangerous" and "no longer in the best interest of the students".

Analysis

In her letter, the parent acknowledged that the circumstances at her school are most likely "a training failure on the school's part, not legislation". Staff agree, and urge the commenter to work with her school district, both to make it aware of the situation and to help make positive improvements to the current program. Additionally, the School Code currently allows students with medical conditions to have their physical education programs modified. This requirement also is emphasized in Section 1.425(d) and (e) of the proposed rules. The parent should review the school district's policy for medical and other exemptions from physical education and take the appropriate steps to ensure her son's medical condition is taken under consideration. Likewise, schools may want to consider including in those policies a requirement that parents be notified in advance about fitness testing to allow an opportunity for parents to request accommodations for health or physical disabilities.

Recommendation

No change is recommended in response to this comment.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER a: PUBLIC SCHOOL RECOGNITION

PART 1

PUBLIC SCHOOLS EVALUATION, RECOGNITION AND SUPERVISION

SUBPART A: RECOGNITION REQUIREMENTS

Section

- 1.10 Public School Accountability Framework
- 1.20 Operational Requirements
- 1.30 State Assessment
- 1.40 Adequate Yearly Progress
- 1.50 Calculation of Participation Rate
- 1.60 Subgroups of Students; Inclusion of Relevant Scores
- 1.70 Additional Indicators for Adequate Yearly Progress
- 1.75 Student Information System
- 1.77 Educator Licensure Information System (ELIS)
- 1.80 Academic Early Warning and Watch Status
- 1.85 School and District Improvement Plans; Restructuring Plans
- 1.88 Additional Accountability Requirements for Districts Serving Students of Limited English Proficiency under Title III
- 1.90 System of Rewards and Recognition – The Illinois Honor Roll
- 1.95 Appeals Procedure
- 1.97 Survey of Learning Conditions
- 1.100 Waiver and Modification of State Board Rules and School Code Mandates
- 1.110 Appeal Process under Section 22-60 of the School Code

SUBPART B: SCHOOL GOVERNANCE

Section

- 1.210 Approval of Providers of Training for School Board Members under Section 10-16a of the School Code
- 1.220 Duties of Superintendent (Repealed)
- 1.230 Board of Education and the School Code (Repealed)
- 1.240 Equal Opportunities for all Students
- 1.242 Temporary Exclusion for Failure to Meet Minimum Academic or Attendance Standards
- 1.245 Waiver of School Fees

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NOTICE OF ADOPTED AMENDMENTS

- 1.250 District to Comply with 23 Ill. Adm. Code 180 (Repealed)
- 1.260 Commemorative Holidays to be Observed by Public Schools (Repealed)
- 1.270 Book and Material Selection (Repealed)
- 1.280 Discipline
- 1.285 Requirements for the Use of Isolated Time Out and Physical Restraint
- 1.290 Absenteeism and Truancy Policies

SUBPART C: SCHOOL DISTRICT ADMINISTRATION

Section

- 1.310 Administrative Qualifications and Responsibilities
- 1.320 Evaluation of Licensed Educators
- 1.330 Toxic Materials Training

SUBPART D: THE INSTRUCTIONAL PROGRAM

Section

- 1.410 Determination of the Instructional Program
- 1.420 Basic Standards
- 1.425 Additional Criteria for Physical Education
- 1.430 Additional Criteria for Elementary Schools
- 1.440 Additional Criteria for High Schools
- 1.442 State Seal of Biliteracy
- 1.445 Required Course Substitute
- 1.450 Special Programs (Repealed)
- 1.460 Credit Earned Through Proficiency Examinations
- 1.462 Uniform Annual Consumer Education Proficiency Test (Repealed)
- 1.465 Ethnic School Foreign Language Credit and Program Approval
- 1.470 Adult and Continuing Education
- 1.480 Correctional Institution Educational Programs

SUBPART E: SUPPORT SERVICES

Section

- 1.510 Transportation
- 1.515 Training of School Bus Driver Instructors
- 1.520 Home and Hospital Instruction
- 1.530 Health Services
- 1.540 Undesignated Epinephrine Auto-injectors

SUBPART F: STAFF LICENSURE REQUIREMENTS

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NOTICE OF ADOPTED AMENDMENTS

Section

- 1.610 Personnel Required to be Qualified
- 1.620 Accreditation of Staff (Repealed)
- 1.630 Paraprofessionals; Other Unlicensed Personnel
- 1.640 Requirements for Different Certificates (Repealed)
- 1.650 Transcripts of Credits
- 1.660 Records of Professional Personnel

SUBPART G: STAFF QUALIFICATIONS

Section

- 1.705 Requirements for Supervisory and Administrative Staff
 - 1.710 Requirements for Elementary Teachers
 - 1.720 Requirements for Teachers of Middle Grades
 - 1.730 Minimum Requirements for Secondary Teachers and Specified Subject Area Teachers in Grades 6 and Above through June 30, 2004
 - 1.735 Requirements to Take Effect from July 1, 1991, through June 30, 2004
 - 1.736 Requirements to Take Effect from July 1, 1994, through June 30, 2004
 - 1.737 Minimum Requirements for the Assignment of Teachers in Grades 9 through 12 Beginning July 1, 2004
 - 1.740 Standards for Reading through June 30, 2004
 - 1.745 Requirements for Reading Teachers and Reading Specialists at all Levels as of July 1, 2004
 - 1.750 Standards for Media Services through June 30, 2004
 - 1.755 Requirements for Library Information Specialists Beginning July 1, 2004
 - 1.760 Standards for School Support Personnel Services
 - 1.762 Supervision of Speech-Language Pathology Assistants
 - 1.770 Standards for Special Education Personnel
 - 1.780 Standards for Teachers in Bilingual Education Programs
 - 1.781 Requirements for Bilingual Education Teachers in Prekindergarten, Kindergarten and any of Grades 1-12
 - 1.782 Requirements for Teachers of English as a Second Language in Prekindergarten, Kindergarten and any of Grades 1-12
 - 1.783 Requirements for Administrators of Bilingual Education Programs
 - 1.790 Substitute Teacher
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- 1.APPENDIX A Professional Staff Educator Licensure
 - 1.APPENDIX B Certification Quick Reference Chart (Repealed)
 - 1.APPENDIX C Glossary of Terms (Repealed)
 - 1.APPENDIX D State Goals for Learning

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- 1.APPENDIX E Evaluation Criteria – Student Performance and School Improvement Determination (Repealed)
- 1.APPENDIX F Criteria for Determination – Student Performance and School Improvement (Repealed)
- 1.APPENDIX G Criteria for Determination – State Assessment (Repealed)

AUTHORITY: Implementing Sections 2-3.25, 2-3.25g, 2-3.44, 2-3.96, 2-3.159, 10-17a, 10-20.14, 10-22.43a, 14C-8, 21B-5, 22-30, 22-60, 26-13, 27-3.5, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, 27-23.3 and 27-23.8 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/2-3.25, 2-3.25g, 2-3.44, 2-3.96, 2-3.159, 10-17a, 10-20.14, 10-22.43a, 14C-8, 21B-5, 22-30, 22-60, 26-13, 27-3.5, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, 27-23.3, 27-23.8 and 2-3.6].

SOURCE: Adopted September 21, 1977; codified at 7 Ill. Reg. 16022; amended at 9 Ill. Reg. 8608, effective May 28, 1985; amended at 9 Ill. Reg. 17766, effective November 5, 1985; emergency amendment at 10 Ill. Reg. 14314, effective August 18, 1986, for a maximum of 150 days; amended at 11 Ill. Reg. 3073, effective February 2, 1987; amended at 12 Ill. Reg. 4800, effective February 26, 1988; amended at 14 Ill. Reg. 12457, effective July 24, 1990; amended at 15 Ill. Reg. 2692, effective February 1, 1991; amended at 16 Ill. Reg. 18010, effective November 17, 1992; expedited correction at 17 Ill. Reg. 3553, effective November 17, 1992; amended at 18 Ill. Reg. 1171, effective January 10, 1994; emergency amendment at 19 Ill. Reg. 5137, effective March 17, 1995, for a maximum of 150 days; amended at 19 Ill. Reg. 6530, effective May 1, 1995; amended at 19 Ill. Reg. 11813, effective August 4, 1995; amended at 20 Ill. Reg. 6255, effective April 17, 1996; amended at 20 Ill. Reg. 15290, effective November 18, 1996; amended at 22 Ill. Reg. 22233, effective December 8, 1998; emergency amendment at 24 Ill. Reg. 6111, effective March 21, 2000, for a maximum of 150 days; amended at 24 Ill. Reg. 12985, effective August 14, 2000; amended at 25 Ill. Reg. 8159, effective June 21, 2001; amended at 25 Ill. Reg. 16073, effective November 28, 2001; amended at 26 Ill. Reg. 1157, effective January 16, 2002; amended at 26 Ill. Reg. 16160, effective October 21, 2002; amended at 28 Ill. Reg. 8486, effective June 1, 2004; emergency amendment at 28 Ill. Reg. 13637, effective September 27, 2004, for a maximum of 150 days; amended at 29 Ill. Reg. 1891, effective January 24, 2005; amended at 29 Ill. Reg. 11811, effective July 13, 2005; amended at 29 Ill. Reg. 12351, effective July 28, 2005; amended at 29 Ill. Reg. 15789, effective October 3, 2005; amended at 29 Ill. Reg. 19891, effective November 23, 2005; amended at 30 Ill. Reg. 8480, effective April 21, 2006; amended at 30 Ill. Reg. 16338, effective September 26, 2006; amended at 30 Ill. Reg. 17416, effective October 23, 2006; amended at 31 Ill. Reg. 5116, effective March 16, 2007; amended at 31 Ill. Reg. 7135, effective April 25, 2007; amended at 31 Ill. Reg. 9897, effective June 26, 2007; amended at 32 Ill. Reg. 10229, effective June 30, 2008; amended at 33 Ill. Reg. 5448, effective March 24, 2009; amended at 33 Ill. Reg. 15193, effective October 20, 2009; amended at 34 Ill. Reg. 2959, effective February 18, 2010; emergency amendment at 34 Ill. Reg. 9533,

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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. _____, effective _____.

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).

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(Source: Amended at 40 Ill. Reg. _____, effective _____)

SUBPART D: THE INSTRUCTIONAL PROGRAM

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, on line, 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 utilize the resources of the community in achieving the stated objective of elimination of 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 5/10-19, 18-8.05, 18-12, and 18-12.5] 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.

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- 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.

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- 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. In addition, the certification submitted for reasons of a public health emergency under Section 18-12.5 of the School Code shall be accompanied by a signed statement from the local health department to the State Superintendent that includes:
 - A) the name of the building that is being recommended for closure;
 - B) the specific public health emergency that warrants the closure; and
 - C) 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

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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 10-29 of the School Code [105 ILCS 5/10-29], 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 of Education or his or her 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 [105 ILCS 5/18-8.05(F)(2)(j)].
- 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 18-8.05 of the School Code (see Section 10-19 of the School Code).

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- 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 [105 ILCS 5/10-20.19a and 10-22.18]).
- 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 school district offering a kindergarten program, whether full-day or half-day, shall administer the Illinois Kindergarten Individual Development Survey (KIDS) annually to each student enrolled in kindergarten, except as otherwise provided under this subsection (h)(3). 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 the test administration or access to professional development for teachers and administrators.

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- A) For the purpose of this subsection (h)(3), "measure of school readiness" addresses, at a minimum, the five essential school readiness domains of:
- i) language and literacy development;
 - ii) cognition and general knowledge (to at least include mathematics);
 - iii) approaches toward learning;
 - iv) physical well-being and motor development; and
 - v) social and emotional development.
- B) Each school district shall report electronically the results of the observations conducted and evidence collected as part of KIDS twice each school year (i.e., 40 days after the start of the school year and 170 days after the start of the school year). 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 October 15, 2015, each school district shall provide to the State Superintendent of Education, using a form prescribed for this purpose, the information required under this subsection (h)(3)(C).
- i) The name, title, email address and telephone number for the administrator who the school district designates to serve as the KIDS coordinator. The person so designated shall hold a professional educator license endorsed in an administrative field pursuant to 23 Ill. Adm. Code 25.Subpart E (Requirements for Licensure of Administrative and Supervisory Staff) or for supervision pursuant to 23 Ill. Adm. Code 25.497 (Supervisory Endorsements).
 - ii) The current status of the school district's implementation of KIDS, as applicable.

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- iii) Information regarding the school district's use of assessments other than KIDS on a districtwide basis that measure school readiness, as that term is defined in subsection (h)(3)(A).
- D) Each KIDS coordinator designated under subsection (h)(3)(C) shall participate in a KIDS orientation training sponsored by the State Board of Education during the 2015-16 school year.
- E) For the 2016-17 school year only, a school district may choose to conduct a limited implementation of KIDS or a full implementation of KIDS. A school district choosing to conduct a limited implementation shall notify the State Superintendent of its intent by May 1, 2016. School districts that fail to submit the required notification by May 1, 2016 shall fully implement KIDS, as required under subsection (h)(3)(F). For the purposes of this subsection (h)(3)(E), "limited implementation" shall be either:
 - i) reporting the data required under subsection (h)(3)(B) for each student enrolled in kindergarten that at least addresses the domains of social and emotional development, language and literacy development, cognitive development for mathematics and, additionally for English learners, English language development; or
 - ii) reporting the data required under subsection (h)(3)(B) for at least 30 percent of students enrolled in each kindergarten classroom for each domain listed in subsection (h)(3)(A) and, additionally for English learners, English language development.
- F) Beginning in the 2017-18 school year and thereafter, a school district shall administer the KIDS to, and report the data required under subsection (h)(3)(B) for, each student enrolled in kindergarten.
 - i) Career Education
 - 1) The educational system shall provide students with opportunities to prepare themselves for entry into the world of work.

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- 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 [105 ILCS 5/27-12.1].
 - 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 [105 ILCS 5/27-13.1]).

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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 [105 ILCS 5/27-9.1 and 27-9.2].

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

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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

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responsibility is assigned shall not provide the services described in Section 1.755 unless he or she meets the requirements of that Section.

A) In the event that 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 of all students each day unless otherwise permitted by Section 27-6 of the School Code [105 ILCS 5/27-6]. 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.

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- 2) ~~There shall be a definite school policy regarding credit earned each semester in physical education with provisions for allowable variables in special cases.~~
- 3) ~~If a district determines that it is difficult to implement a program of physical education that involves all students daily, the administration should consult one of the program service personnel from the State Board of Education for assistance in the development of an acceptable program.~~
- 4) ~~*The physical education and training course offered in grades 5 through 10 may include health education (Section 27-5 of the School Code [105 ILCS 5/27-5]).*~~
- 5) ~~*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 [225 ILCS 60], prevents their participation in the courses provided for normal children (Section 27-6 of the School Code).*~~
- 6) ~~Pursuant to Section 27-6 of the School 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 shall be excused from participation in physical education.~~
 - A) ~~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 need not be limited to, reliance upon religious prohibitions.~~
 - B) ~~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, except as otherwise authorized under Section 27-6(b) of the School Code.~~
 - C) ~~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.~~

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7) ~~In addition, pursuant to Section 27-6(b) of the School Code, each school board that chooses to excuse pupils enrolled in grades 9 through 12 from engaging in physical education courses under that subsection shall establish a policy to excuse pupils on an individual basis and shall have the policy on file in the local district office. 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 to the student's individual circumstances.~~

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 [105 ILCS 5/27-21]);
- 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);

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- 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 [105 ILCS 5/27-20.3]);*
 - 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 [105 ILCS 5/27-20.4]);*
 - 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 [105 ILCS 5/27-20.5]); and*
 - 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).*
- 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 115/1]. 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 [105 ILCS 5/27-3.5, 27-13.2, 27-13.3, 27-23.3, 27-23.4 and 27-23.8].

(Source: Amended at 40 Ill. Reg. _____, effective _____)

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 School Code.

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- 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) If a district determines that it is difficult to implement a program of physical education that involves all students daily, the administration should consult one of the program service personnel from the State Board of Education for assistance in the development of an acceptable program.
- c) *The physical education and training course offered in grades 5 through 10 may include health education (Section 27-5 of the School Code [105 ILCS 5/27-5]).*
- d) *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 [225 ILCS 60], prevents their participation in the courses provided for normal children (Section 27-6 of the School Code).*
- e) Pursuant to Section 27-6(a) of the School 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 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) 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, except as otherwise authorized under Section 27-6(b) of the School Code.
 - 3) 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.
- f) Pursuant to Section 27-6(b) of the School Code, each school board that chooses to excuse pupils enrolled in grades 9 through 12 (or grades 3 through 12 for a student eligible for special education) from engaging in physical education

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courses under that subsection shall establish a policy to excuse pupils on an individual basis and shall have the policy on file in the local district office. 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 to the student's individual circumstances.

g) Assessment and Reporting

In accordance with Section 27-6.5 of the School Code [105 ILCS 5/27-6.5), 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.

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)) 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/assessment/free-materials.shtml> to meet the requirements of this subsection (g) for any student with disabilities whose Individualized Education Program (IEP) identifies the FitnessGram as not appropriate.

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- 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/assessment/free-materials.shtml>. Each school district shall maintain evidence of an individual's successful completion of the training and make it available to the State Board of Education 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 School 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 of Education no later than May 1 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; and
 - 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).

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(Source: Added at 40 Ill. Reg. _____, effective _____)

SUBPART F: SUPPORT SERVICES

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 and the applicable rules and regulations of the Illinois Department of Public Health at 77 Ill. Adm. Code 665 (Child Health Examination 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).
 - 1) 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.
 - 2) Any school district that, for two years in a row and in any combination, either fails to deliver its report to the State Superintendent of Education by November 15 or delivers a report that does not comply with the percentage requirements of Section 27-8.1 of the School Code shall be issued a Notice of Non-Compliance. Unless, within seven school days after the mailing of the notice, the district presents written evidence to the State Superintendent that it has delivered the report required by Section 27-8.1 and the report complies with the percentage requirements of that Section, the State Superintendent shall reduce by 10 percent each subsequent payment to the district of General State Aid funds under Section 18-8.05 of the School Code, provided that all amounts withheld shall be restored to the district after compliance is documented. The reduction in the district's General State Aid payments shall commence on January 1 and shall occur semi-monthly thereafter, provided that all amounts withheld shall be restored to the district after compliance is documented.
- b) Students participating in interscholastic athletics shall have an annual physical examination.

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- 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 40 Ill. Reg. _____, effective _____)

SUBPART G: STAFF QUALIFICATIONS

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 or principal or superintendent endorsement, except that a head teacher serving in place of a principal as permitted by Section 10-21.4a of the School Code [105 ILCS 5/10-21.4a] shall hold a professional educator license endorsed for supervision.

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- 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; or
 - 2) a professional educator license endorsed in a teaching field (and for supervision if the holder suspends students pursuant to Section 10-22.6 of the School Code); or
 - 3) a professional educator license endorsed in a school support personnel field other than school nursing (and for supervision 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

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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; or
 - 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 center and each director or supervisor of more than one field in career and technical education (including regional system directors) shall hold a professional educator license with a general administrative, principal or superintendent endorsement and have teaching qualifications in one of the five occupational areas and 2,000 hours of work experience outside the field of education.
- m) Each supervisor of one field in career and technical education shall hold either:

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- 1) a professional educator license with a general supervisory, general administrative, principal or superintendent endorsement and teaching qualifications in one field of career and technical education, including 2,000 hours of work experience in the specific field outside of education; or
- 2) teaching qualifications in the specific field supervised, including 2,000 hours of work experience in the specific field outside of education, and a professional educator license with a supervisory endorsement.

- n) 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 of this Part.
- o) 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 40 Ill. Reg. _____, effective _____)

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				
Elementary (No longer issued after August 31, 2018)	K-9	03	5	21B-20; 21B-25

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Type of Endorsement*	Grade Level Valid For	Certificate Previously Issued	Years Valid	School Code or Ill. Adm. Code
Elementary (Beginning September 1, 2017)	1-6	03	5	21B-20; 21B-25; 23 Ill. Adm. Code 25.97 (<u>Endorsement for Elementary Education (Grades 1 through 6)</u>)
Elementary with National Board of Professional Teaching Standards (NBPTS) Master Teacher Designation	K-9 or 1-6	03	For the validity period of the NBPTS certification	21B-20; 21B-25; 21B-65
Early Childhood (<u>No longer issued after August 31, 2020</u>)	Generally Birth-Grade 3 (as endorsed)	04	5	21B-20; 21B-25
<u>Early Childhood (Beginning September 1, 2017)</u>	<u>Generally Birth-Grade 2 (as endorsed)</u>	<u>04</u>	<u>5</u>	<u>21B-20; 21B-25; 23 Ill. Adm. Code 25.96 (Endorsement for Early Childhood Education (Birth through Grade 2))</u>
Early Childhood with NBPTS Designation	Generally Birth-Grade 3 (as endorsed)	04	For the validity period of the NBPTS certification	21B-20; 21B-25; 21B-65
Middle School (No longer issued after January 31, 2018)	5-8	None	5	21B-20; 21B-25; 23 Ill. Adm. Code 1.720 (<u>Requirements for Teachers of Middle Grades</u>)
Middle Grades (Beginning	5-8	None	5	21B-20; 21B-25; 23 Ill. Adm. Code 25.99

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Type of Endorsement*	Grade Level Valid For	Certificate Previously Issued	Years Valid	School Code or Ill. Adm. Code
February 1, 2018)				(Endorsement for the Middle Grades (Grades 5 through 8))
Secondary	6-12	09	5	21B-20; 21B-25
Secondary with NBPTS Designation	6-12	09	For the validity period of the NBPTS certification	21B-20; 21B-25; 21B-65
Special K-12	K-12 Field Endorsed	10	5	21B-20; 21B-25
Special K-12 with NBPTS Designation	K-12 Field Endorsed	10	For the validity period of the NBPTS certification	21B-20; 21B-25; 21B-65
Special Preschool-Age 21	Generally Birth-Age 21	10	5	21B-20; 21B-25
Special Preschool-Age 21 with NBPTS Designation	Generally Birth-Age 21	10	For the validity period of the NBPTS certification	21B-20; 21B-25; 21B-65
General Administrative (No longer issued after August 31, 2014; June 30, 2016)	PreK-12	75	5	21B-25(2)(A); 23 Ill. Adm. Code 25.335
Principal	PreK-12	75	5	21B-20; 21B-25(2)(B); 23 Ill. Adm. Code 25.337
Superintendent	PreK-12	75	5	21B-20; 21B-25(2)(D); 23 Ill. Adm. Code 25.360
Chief School Business	PreK-12	75	5	21B-20; 21B-25(2)(C); 23 Ill. Adm. Code

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Type of Endorsement*	Grade Level Valid For	Certificate Previously Issued	Years Valid	School Code or Ill. Adm. Code
<u>Official on a Professional Educator License</u>				<u>25.345 (Endorsement for Chief School Business Official)</u>
<u>Chief School Business Official on an Educator License with Stipulations</u>	<u>PreK-12</u>	<u>None</u>	<u>5</u>	<u>21B-20(2)(K); 23 Ill. Adm. Code 25.345</u>
Director of Special Education	PreK-12	75	5	23 Ill. Adm. Code 25.365 (Endorsement for Director of Special Education)
Supervisory	PreK-12	None	5	23 Ill. Adm. Code 25.497 (Supervisory Endorsements)
Teacher Leader	PreK-12	None	5	21B-20; 21B-25(2)(E); 23 Ill. Adm. Code 25.32 (<u>Teacher Leader Endorsement (Beginning September 1, 2012)</u>)
Special Education	K-12 Field Endorsed	None	5	21B-20; 21B-25(2)(F); 23 Ill. Adm. Code 25.43
School Support Personnel	Generally Birth-Age 21; Area of Service Endorsed	73	5	21B-20; 21B-25(2)(G); 23 Ill. Adm. Code 25.Subpart D (<u>School Support Personnel</u>)
Educator License with Stipulations				
Provisional Educator-Early Childhood	Generally Birth-Grade 3 (as endorsed)	05	2 (No renewals)	21B-20(2)(A)

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Type of Endorsement*	Grade Level Valid For	Certificate Previously Issued	Years Valid	School Code or Ill. Adm. Code
Alternative Provisional Educator-Early Childhood	Generally Birth-Grade 3 (as endorsed)	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	K-9 or 1-6	22 or 23	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 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)	All	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 Field Endorsed	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	PreK-12 Language Endorsed	29	5 (No renewals)	21B-20(2)(G); 23 Ill. Adm. Code 25.90 (Endorsement for Transitional Bilingual Educator)
Provisional Educator-Elementary	K-9 or 1-6	30	2 (No renewals)	21B-20(2)(A)

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Type of Endorsement*	Grade Level Valid For	Certificate Previously Issued	Years Valid	School Code or Ill. Adm. Code
Provisional Educator-Middle Grades	5-8	Not applicable	2 (No renewals)	21B-20(2)(A)
Provisional Educator-Secondary	6-12	31	2 (No renewals)	21B-20(2)(A)
Provisional Educator-Special	K-12 Field Endorsed	33	2 (No renewals)	21B-20(2)(A)
Career and Technical Educator	7-12 Field Endorsed**	35	5	21B-20(2)(E); 23 Ill. Adm. Code 25.70 (Endorsement for Career and Technical Educator)
Provisional Career and Technical Educator	11-12 Field Endorsed***	36	5 (Renewable for one 5-year period:)	21B-20(2)(F); 23 Ill. Adm. Code 25.72 (Endorsement for Provisional Career and Technical Educator)
Part-Time Provisional Career and Technical Educator	6-12	40	5 (Renewable for one 5-year period)	21B-20(2)(F); 23 Ill. Adm. Code 25.80 (Endorsement for Part-time Provisional Career and Technical Educator)
Visiting International Educator-Special	K-12	50	3 (No renewals)	21B-20(2)(I); 23 Ill. Adm. Code 25.92 (Endorsement for Visiting International Educator)
Visiting International Educator-Elementary	K-9	53	3 (No renewals)	21B-20(2)(I); 23 Ill. Adm. Code 25.92
Visiting International	Birth-Grade 3	54	3 (No renewals)	21B-20(2)(I); 23 Ill. Adm. Code

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Type of Endorsement*	Grade Level Valid For	Certificate Previously Issued	Years Valid	School Code or Ill. Adm. Code
Educator-Early Childhood				25.92
Visiting International Educator-Secondary	9-12	59	3 (No renewals)	21B-20(2)(I); 23 Ill. Adm. Code 25.92
Provisional Educator-School Support Personnel	Generally Birth-Age 21 Area of Service Endorsed	74	2 (No renewals)	21B-20(2)(A)
Provisional-Administrative (Does not include principal or assistant principal)	K-12	76	2 (No renewals)	21B-20(2)(A)
Resident Teacher – Special****	K-12	80	4 (No renewals)	21B-20(2)(D)
Resident Teacher – Elementary****	K-9	83	4 (No renewals)	21B-20(2)(D)
Resident Teacher – Early Childhood****	Birth-Grade 3	84	4 (No renewals)	21B-20(2)(D)
Resident Teacher – Secondary****	6-12	89	4 (No renewals)	21B-20(2)(D)
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, 1.737, 1.745 or 1.755.

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**Valid in approved programs of career and technical education (CTE), for "skill-level" instruction in grades 11 and 12 in the field of specialization and for "orientation-level" instruction in grades 9 and 10 in the field of career and technical education endorsement to which the specialization belongs. Provided that the license holder is employed to teach in any of grades 9 through 12 in the field of specialization, the educator license is also valid for exploratory career and technical education courses in grades 7 and 8 in that field of endorsement.

***Valid only in approved CTE programs for "skill-level" instruction in grades 11 and 12 in the field of specialization.

****The resident teacher endorsement on the educator license with stipulations will no longer be valid after June 30, 2017. (See Section 21B-20(2)(D) of the School Code.)

(Source: Amended at 40 Ill. Reg. _____, effective _____)

Section 1.APPENDIX D State Goals for Learning

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.corestandards.org/the-standards>. 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

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Standards Initiative, National Governors Association, Hall of the States, 444 North Capitol Street, Suite 267, Washington DC 20001-1512 and posted at <http://www.corestandards.org/the-standards>. No later amendments to or editions of these standards are incorporated by this Section.

SCIENCE

The science goals and standards set forth below shall be applicable through the 2015-16 school year. 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.

State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.

Standards:

Know and apply the concepts, principles and processes of scientific inquiry.

Know and apply the concepts, principles and processes of technological design.

State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

Standards:

Know and apply concepts that explain how living things function, adapt and change.

Know and apply concepts that describe how living things interact with each other and with their environment.

Know and apply concepts that describe properties of matter and energy and the interactions between them.

Know and apply concepts that describe force and motion and the principles that explain them.

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Know and apply concepts that describe the features and processes of the Earth and its resources.

Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.

Standards:

Know and apply the accepted practices of science.

Know and apply concepts that describe the interaction between science, technology and society.

SOCIAL SCIENCE

Beginning in the 2017-18 school year, there are no State Goals for Learning in this area and the standards applicable to individual grade levels shall be in effect.

Through the 2016-17 School Year

State Goal 14: Understand political systems, with an emphasis on the United States.

Standards:

Understand and explain basic principles of the United States government.

Understand the structures and functions of the political systems of Illinois, the United States and other nations. (NOTE: Not applicable to kindergarten.)

Understand election processes and responsibilities of citizens.

Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.

Understand United States foreign policy as it relates to other nations and international issues. (NOTE: Not applicable to kindergarten.)

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Understand the development of United States political ideas and traditions.
(NOTE: Not applicable to kindergarten.)

State Goal 15: Understand economic systems, with an emphasis on the United States.

Standards:

Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.

Understand that scarcity necessitates choices by consumers.

Understand that scarcity necessitates choices by producers. (NOTE: Not applicable to kindergarten.)

Understand trade as an exchange of goods or services.

Understand the impact of government policies and decisions on production and consumption in the economy. (NOTE: Not applicable to kindergarten.)

State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

Standards:

Apply the skills of historical analysis and interpretation.

Understand the development of significant political events.

Understand the development of economic systems. (NOTE: Not applicable to kindergarten.)

Understand Illinois, United States and world social history. (NOTE: Not applicable to kindergarten.)

Understand Illinois, United States and world environmental history. (NOTE: Not applicable to kindergarten.)

State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

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Standards:

Locate, describe and explain places, regions and features on the Earth.

Analyze and explain characteristics and interactions of the Earth's physical systems. (NOTE: Not applicable to kindergarten.)

Understand relationships between geographic factors and society.

Understand the historical significance of geography.

State Goal 18: Understand social systems, with an emphasis on the United States.

Standards:

Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.

Understand the roles and interactions of individuals and groups in society.

Understand how social systems form and develop over time. (NOTE: Not applicable to kindergarten.)

Standards Beginning in the 2017-18 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.

Inquiry Standards

Kindergarten and Grades 1 and 2

Create questions to help guide inquiry about a topic with guidance from adults and/or peers.

Explore facts from various sources that can be used to answer the developed questions.

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Gather information from one or two sources with guidance and support from adults and/or peers.

Evaluate a source by distinguishing between fact and opinion.

Ask and answer questions about arguments and explanations.

Use listening, consensus-building and voting procedures to decide on and take action in the classroom.

Grades 3 through 5

Develop essential questions and explain the importance of the questions to self and others.

Create supporting questions to help answer the essential questions in an inquiry.

Determine sources representing multiple points of view that will assist in answering the essential questions.

Gather relevant information and distinguish between fact and opinion to determine credibility of multiple sources.

Develop claims using evidence from multiple sources to answer essential questions.

Construct and critique arguments and explanations using reasoning, examples and details from multiple sources.

Identify a range of local problems and some ways in which people are trying to address these problems.

Use listening, consensus-building and voting procedures to decide on and take action in the classroom and school.

Grades 6-8

Create essential questions to help guide inquiry about a topic.

Ask essential and focusing questions that will lead to independent research.

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Determine sources representing multiple points of view that will assist in organizing a research plan.

Determine the value of sources by evaluating their relevance and intended use.

Determine the credibility of sources based upon their origin, authority and context.

Gather relevant information from credible sources and determine whether they support each other.

Appropriately cite all the sources used.

Identify evidence from multiple sources to support claims, noting any limitations of the evidence.

Develop claims and counterclaims while pointing out the strengths and limitations of both.

Construct arguments using claims and evidence from multiple sources, while acknowledging the arguments' strengths and limitations.

Construct explanations using reasoning, correct sequencing, examples and details, while acknowledging their strengths and weaknesses.

Present arguments and explanations that would appeal to audiences and venues outside of the classroom, using a variety of media.

Critique the structure and credibility of arguments and explanations (self and others).

Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.

Assess individual and collective capacities to take action to address problems and identify potential outcomes.

Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.

Grades 9-12

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Address essential questions that reflect an enduring issue in the field.

Explain how supporting questions contribute to inquiry.

Develop new supporting and essential questions through investigation, collaboration and using diverse sources.

Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context and corroborative value of the sources.

Identify evidence that draws information from multiple sources to revise or strengthen claims.

Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.

Articulate explanations and arguments to a targeted audience in diverse settings.

Use interdisciplinary lenses to analyze the causes and effects of, and identify solutions to, local, regional or global concerns.

Use deliberative processes and apply democratic strategies and procedures to address local, regional or global concerns, and take action in or out of school.

Civics Standards

Kindergarten

Describe roles and responsibilities of people in authority.

Explain the need for and purposes of rules in various settings, inside and outside of the school.

Grade 1

Explain how all people, not just official leaders, play important roles in a community.

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Identify and explain how rules function in various settings, inside and outside of the school.

Grade 2

Explain what governments are and some of their functions (e.g., making and enforcing laws, protecting citizens, collecting taxes).

Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority.

Grade 3

Describe ways in which interactions among families, workplaces, voluntary organizations and government benefit communities.

Explain how groups of people make rules to create responsibilities and protect freedoms.

Compare procedures for making decisions in the classroom, school and community.

Describe how people have tried to improve their communities over time.

Grade 4

Distinguish the responsibilities and powers of government at the local, State and national levels.

Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.

Identify core civic virtues, such as honesty, mutual respect, cooperation and attentiveness to multiple perspectives, and democratic principles, such as equality, freedom, liberty and respect for individual rights, that guide Illinois and the United States.

Explain how rules and laws change society and how people change rules and laws in Illinois.

Grade 5

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Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.

Examine the origins and purposes of rules, laws and key U.S. constitutional provisions.

Compare the origins, functions and structure of different systems of government.

Explain how policies are developed to address public problems.

Grades 6-8

Identify roles played by citizens, for example, voters, jurors, taxpayers, military, protesters and officeholders.

Describe the origins, purposes and impact of constitutions, laws, treaties and international agreements.

Describe the roles of political, civil and economic organizations in shaping people's lives.

Explain the origins, functions and structure of government with reference to the U.S. Constitution, Illinois Constitution and other systems of government.

Evaluate the powers and responsibilities of citizens, political parties, interest groups and the media.

Analyze the powers and limits of governments, public officials and bureaucracies at different levels in the United States and other countries.

Compare the means by which individuals and groups change societies, promote the common good and protect rights.

Explain the connection between interests and perspectives, civic virtues and democratic principles when addressing issues in government and society.

Apply civic virtues and democratic principles in school and community settings.

Compare the means by which individuals and groups change societies, promote the common good and protect rights.

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Analyze ideas and principles contained in the founding documents of the United States and other countries, and explain how they influence the social and political system.

Compare the means by which individuals and groups change societies, promote the common good and protect rights.

Critique deliberative processes used by a wide variety of groups in various settings.

Determine whether specific rules and laws (both those that are in effect and proposed) resolve the problems they were meant to address.

Analyze the purposes, implementation and consequences of public policies in historic and contemporary settings.

Develop procedures for making decisions in historic and contemporary settings, such as the school, civil society, or local, state or national government.

Grades 9-12

Distinguish the rights, roles, powers and responsibilities of individuals and institutions in the political system.

Evaluate the opportunities and limitations of participation in elections, voting and the electoral process.

Analyze the impact of constitutions, laws and agreements on the maintenance of order, justice, equality and liberty.

Explain how the U.S. Constitution established a system of government that has powers, responsibilities and limits that have changed over time and are still contested while promoting the common good and protecting rights.

Analyze the impact of personal interest and diverse perspectives on the application of civic dispositions, democratic principles, constitutional rights and human rights.

Describe how political parties, the media and public interest groups both influence and reflect social and political interests.

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Describe the concepts and principles that are inherent to American constitutional democracy.

Analyze how individuals use and challenge laws to address a variety of public issues.

Evaluate public policies in terms of intended and unintended outcomes and related consequences.

Explain the role of compromise and deliberation in the legislative process.

Economic Standards

Kindergarten

Explain that choices are made because of scarcity (i.e., because individuals cannot have everything that they want).

Grade 1

Explain and give examples of when choices are made that something else is given up.

Describe the skills and knowledge required to produce certain goods and services.

Explain how people earn pay or income in exchange for work.

Grade 2

Demonstrate how our choices can affect ourselves and others in positive and negative ways.

Explain the role of money in making exchange easier.

Compare the goods and services that people in the local community produce and those that are produced in other communities.

Explain that money can be saved or spent on goods and services.

Grade 3

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Compare the goods and services that people in the local community produce and those that are produced in other communities.

Generate examples of the goods and services that governments provide.

Describe the role of banks and other financial institutions in an economy.

Explain that, when people borrow, they receive something of value now and agree to repay the lender over time.

Grade 4

Explain how profits reward and influence sellers.

Describe how goods and services are produced using human, natural and capital resources (e.g., tools, machines).

Analyze how spending choices are influenced by prices, as well as many other factors (e.g., advertising, peer pressure, options).

Explain that income can be saved, spent on goods and services, or used to pay taxes.

Grade 5

Analyze why and how individuals, businesses and nations around the world specialize and trade.

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.

Determine the ways in which government pays for goods and services it provides.

Explain that interest is the price the borrower pays for using someone else's money.

Grades 6-8

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Explain how economic decisions affect the well-being of individuals, businesses and society.

Explain how external benefits and costs influence choices.

Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.

Analyze the role of innovation and entrepreneurship in a market economy.

Describe the roles of institutions, such as corporations, non-profit organizations and labor unions, in a market economy.

Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit and foreign currencies.

Explain why standards of living increase as productivity improves.

Explain barriers to trade and how those barriers influence trade among nations.

Evaluate employment, unemployment, inflation, total production, income and economic growth data and how they affect different groups.

Analyze the relationship among skills, education, jobs and income.

Explain the roles and relationships among savers, borrowers, interest, time and the purposes for saving.

Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable expenses.

Explain the correlation among investors, investment options (and associated risks) and income/wealth.

Describe the connection among credit, credit options, interest and credit history.

Analyze the relationship among financial risks and protection, insurance and costs.

Grades 9-12

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Analyze how scarcity and incentives influence choices to consume or produce for different individuals and groups.

Use marginal benefits and marginal costs to propose a solution to an economic issue for an individual or community.

Evaluate how much competition exists within and among sellers and buyers in specific markets.

Evaluate the effectiveness of government policies to improve market outcomes, address inequality or reduce inefficiencies.

Analyze the ways in which competition and government regulation influence what is produced and distributed in a market system.

Use data and economic indicators to analyze past and current states of the economy and predict future trends.

Describe how government policies are influenced by and have an impact on a variety of stakeholders.

Analyze how advances in technology and investment in capital goods and human capital affect economic growth and standards of living.

Analyze the role of comparative advantage in global trade of goods and services.

Explain how globalization trends and policies affect social, political and economic conditions in different nations.

Analyze the costs and benefits of various strategies to increase income.

Explain how to make informed financial decisions by collecting information, planning and budgeting.

Explain how time, interest rates and inflation influence saving patterns over a lifetime.

Analyze costs and benefits of different credit and payment options for goods and services, the role of lenders and interest.

Evaluate risks and rates of return of diversified investments.

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Analyze the costs and benefits of insurance, including the influences of an individual's characteristics and behavior.

Geography Standards

Kindergarten

Explain how weather, climate and other environmental characteristics affect people's lives.

Identify and explain how people and goods move from place to place.

Grade 1

Construct and interpret maps and other representations to navigate a familiar place.

Grade 2

Construct and interpret maps and other graphic representations of both familiar and unfamiliar places.

Identify some cultural and environmental characteristics of your community and compare to other places.

Explain how people in your community use local and distant environments to meet their daily needs.

Grade 3

Locate major landforms and bodies of water on a map or other representation.

Compare how people modify and adapt to the environment and culture in their community to other places.

Show how the consumption of products connects people to distant places.

Grade 4

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Construct and interpret maps of Illinois and the United States using various media.

Analyze how the cultural and environmental characteristics of places in Illinois change over time.

Describe some of the current movements of goods, people, jobs or information to, from or within Illinois, and explain the reasons for the movements.

Grade 5

Investigate how the cultural and environmental characteristics of places within the United States change over time.

Describe how humans have utilized natural resources in the United States.

Compare the environmental characteristics of the United States to other world regions.

Analyze the effects of specific catastrophic and environmental events, as well as technological developments, that have affected the United States and compare those to other places.

Grades 6-8

Use geographic representations (e.g., maps, photographs, satellite images) to explain relationships between the locations (places and regions) and changes in their environment.

Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.

Construct different representations to explain the spatial patterns of cultural and environmental characteristics.

Explain how humans and their environment affect one another.

Compare and contrast the cultural and environmental characteristics of different places or regions.

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Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.

Explain how environmental characteristics affect human migration and settlement.

Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.

Evaluate the influences of long-term, human-induced environmental change on spatial patterns of conflict and cooperation.

Identify how cultural and environmental characteristics vary among regions of the world.

Explain how global changes in population distribution patterns affect changes in land use.

Analyze how the environmental characteristics of places and production of goods influence patterns of world trade.

Grades 9-12

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.

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.

Analyze and explain how humans affect and interact with the environment and vice versa.

Evaluate how political and economic decisions have influenced cultural and environmental characteristics of various places and regions.

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.

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Analyze how historical events and the diffusion of ideas, technologies and cultural practices have influenced migration patterns and the distribution of the human population.

Evaluate how economic activities and political decisions affect spatial patterns within and among urban, suburban and rural regions.

Evaluate how short- and long-term climate variability affects human migration and settlement patterns, resource use and land uses.

Describe and explain the characteristics that constitute a particular culture.

Explain how and why culture shapes worldview.

Explain how globalization affects the cultural, political, economic and environmental characteristics of a place or region.

Evaluate how competition for scarce natural resources contributes to conflict and cooperation within and among countries.

History Standards

Kindergarten

Compare life in the past to life today.

Explain the significance of the national holidays of the United States, and the heroism and achievements of the people associated with them.

Grade 1

Create a chronological sequence of multiple events.

Describe individuals and groups who have shaped a significant historical change.

Compare perspectives of people in the past to those of people in the present.

Grade 2

Summarize changes that have occurred in the local community over time.

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Compare individuals and groups who have shaped a significant historical change.

Explain how different kinds of historical sources, such as written documents, objects, artistic works and oral accounts, can be used to study the past.

Grade 3

Create and use a chronological sequence of events.

Describe how significant people, events and developments have shaped their own community and region.

Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.

Grade 4

Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period.

Using artifacts and primary sources, investigate how individuals contributed to the founding and development of Illinois.

Explain probable causes and effects of events and developments in Illinois history.

Grade 5

Create and use a chronological sequence of related events to compare developments that happened at the same time.

Use information about a historical source, including the maker, date, place of origin, intended audience and purpose, to judge the extent to which the source is useful for studying a particular topic.

Explain probable causes and effects of events and developments in U.S. history.

Grades 6-8

Classify a series of historical events and developments as examples of change and/or continuity.

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Analyze connections among events and developments in broader historical contexts.

Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

Explain how and why perspectives of people have changed over time.

Analyze multiple factors that influenced the perspectives of people during different historical eras.

Analyze how people's perspectives influenced what information is available in the historical sources they created.

Classify the kinds of historical sources used in a secondary interpretation.

Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.

Analyze how people's perspectives influenced what information is available in the historical sources they created. Use other historical sources to infer a plausible maker, date, place of origin and intended audience for historical sources when this information is not easily identified.

Explain multiple causes and effects of historical events.

Compare the central historical arguments in secondary works across multiple media.

Organize applicable evidence into a coherent argument about the past.

Grades 9-12

Evaluate how historical developments were shaped by time and place, as well as broader historical contexts.

Analyze change and continuity within and across historical eras.

Evaluate the methods used by people and institutions to promote change.

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Analyze how people and institutions have reacted to environmental, scientific and technological challenges.

Analyze the factors and historical context that influenced the perspectives of people during different historical eras.

Analyze the concept and pursuit of the "American Dream".

Identify the role of individuals, groups and institutions in people's struggle for safety, freedom, equality and justice.

Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.

Analyze the relationship between historical sources and the secondary interpretations made from them.

Analyze the causes and effects of global conflicts and economic crises.

Analyze multiple and complex causes and effects of events in the past.

Analyze the geographic and cultural forces that have resulted in conflict and cooperation.

Standards for Anthropology, Psychology and Sociology Apply to Grades 9-12 Only

Anthropology Standards

Analyze the elements of culture and explain the factors that shape these elements differently around the world.

Explain how cultures develop and vary in response to their physical and social environment, including local, national, regional and global patterns.

Explain why anthropologists study culture from a holistic perspective.

Evaluate one's own cultural assumptions using anthropological concepts.

Apply anthropological concepts and anthropological knowledge to a variety of everyday, real-world situations.

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Explain how local actions can have global consequences and how global patterns and processes can affect seemingly unrelated local actions.

Psychology Standards

Identify scientific methodologies utilized in psychological research.

Evaluate the conclusions made by psychological research, including ethical concerns.

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.

Analyze how biological, psychological and sociocultural factors and their interactions influence individuals' behavior and mental processes.

Evaluate the complexities of human thought and behavior, as well as the factors related to the individual differences among people.

Identify and apply psychological thinking to personal and societal experiences and issues.

Apply psychological knowledge to one's daily life.

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

Identify and apply the sociological perspective and a variety of sociological theories.

Analyze the impact of social structure, including culture, institutions and societies.

Hypothesize how primary agents of socialization influence the individual.

Describe the impact of social relationships on the self, groups and socialization processes.

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Explain the social construction of self and groups and their impact on the life changes of individuals.

Analyze the impact of stratification and inequality on groups and the individuals within them.

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.

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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.

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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.

FINE ARTS

State Goal 25: Know the language of the arts.

Standards:

Understand the sensory elements, organizational principles and expressive qualities of the arts.

Understand the similarities, distinctions and connections in and among the arts.

State Goal 26: Through creating and performing, understand how works of art are produced.

Standards:

Understand processes, traditional tools and modern technologies used in the arts.

Apply skills and knowledge necessary to create and perform in one or more of the arts.

State Goal 27: Understand the role of the arts in civilizations, past and present.

Standards:

Analyze how the arts function in history, society and everyday life. (NOTE: Not applicable to kindergarten.)

Understand how the arts shape and reflect history, society and everyday life. (NOTE: Not applicable to kindergarten.)

(Source: Amended at 40 Ill. Reg. _____, effective _____)