

## TITLE 23: EDUCATION AND CULTURAL RESOURCES

## SUBTITLE A: EDUCATION

## CHAPTER I: STATE BOARD OF EDUCATION

## SUBCHAPTER a: PUBLIC SCHOOL RECOGNITION

## PART 1

## PUBLIC SCHOOLS EVALUATION, RECOGNITION AND SUPERVISION

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AUTHORITY: Implementing Sections 2-3.25, 2-3.25g, 2-3.43, 2-3.44, 2-3.96, 10-17a, 10-20.14, 10-22.43a, 14C-8, 21-0.01, 26-13, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, and 27-23.3 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/2-3.25, 2-3.25g, 2-3.43, 2-3.44, 2-3.96, 10-17a, 10-20.14, 10-22.43a, 14C-8, 21-0.01, 26-13, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, 27-23.3, 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.

**SUBPART A: RECOGNITION REQUIREMENTS****Section 1.10 Public School Accountability Framework**

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

- a) Each school district shall ensure that each school makes available to all students instruction in the six fundamental learning areas, i.e., the language arts, mathematics, the biological and physical sciences, the social sciences, the fine arts, and physical development and health.
- b) Each school district is required to establish local learning objectives that are consistent with the primary purpose of schooling, assessment systems for measuring students' progress in the fundamental learning areas, and reporting systems for informing the community and the State of assessment results, all of which are subject to approval by the State Board of Education (Sections 2-3.63 and 27-1 of the School Code [105 ILCS 5/2-3.63 and 27-1]).
  - 1) Local learning objectives will be approved if they:
    - A) are consistent with the primary purpose of schooling as defined in Section 27-1 of the School Code; and
    - B) when taken together, are at least as comprehensive as the State Goals for Learning and the Illinois Learning Standards.
  - 2) Assessment systems will be approved if they:
    - A) are designed to yield information about the extent to which all students in at least the grade levels chosen by the district pursuant to Section 2-3.63 of the School Code are achieving in the fundamental learning areas; and

- B) include reasonable accommodations or alternative tests or procedures for students with disabilities or limited English proficiency.
- 3) Reporting systems will be approved if they include presentation and interpretation of student achievement information:
- A) at regular school board meetings;
  - B) in newspapers of general circulation and other news media serving the area in which the school district is located, or through other means of mass communication such as posting on the district's website; and
  - C) in communications with parents of the district's pupils, which shall take into account the needs of parents with limited English proficiency.

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

**Section 1.20 Operational Requirements**

- a) Districts' and schools' recognition status is based upon compliance with the requirements imposed by law, including but not limited to the recognition standards established by the State Board of Education pursuant to Section 2-3.25 of the School Code and this Part, as modified or waived, if applicable, pursuant to Section 2-3.25g of the School Code and Section 1.100 of this Part.
  - 1) No later than September 30 of each year, each school district shall apply for recognition of each school operated by the district. This application shall be submitted to the respective regional superintendent of schools through an electronic submission process established by the State Board of Education, except that a district operated pursuant to Article 34 of the School Code [105 ILCS 5/Art. 34] shall submit its application directly to the State Board.
  - 2) No later than October 15 of each year, each regional superintendent of schools shall summarize, through an electronic process established by the State Board of Education, the degree to which the schools in the districts for which he or she is responsible adhere to operational compliance requirements. The regional superintendent shall recommend the assignment of recognition status as applicable considering the compliance-related information supplied.
  - 3) As part of this process, the regional superintendent of schools shall periodically visit the region's school districts as he or she may deem necessary to ascertain the degree to which the districts' schools comply with operational requirements.
- b) Based upon the information provided by the district and the regional superintendent, the State Board shall prepare a certificate of recognition status for each school and for each district as a whole and shall transmit these certificates to all districts. In each case, the recognition status assigned shall be either "Fully Recognized", "On Probation", "Recognized Pending Further Review", or "Nonrecognized".
  - 1) Each school or district that meets the requirements imposed by law, including the requirements established by the State Board pursuant to Section 2-3.25 of the School Code and this Part, shall be fully recognized.
  - 2) A school or district shall be placed on probation if it:

- A) exhibits deficiencies that present a health hazard or a danger to students or staff;
  - B) fails to offer required coursework;
  - C) employs personnel who lack the required qualifications and who are not in the process of attaining such qualifications;
  - D) fails or refuses to serve students according to relevant legal and/or regulatory requirements; and/or
  - E) prolongs or repeats instances of noncompliance to a degree that indicates an intention not to comply with relevant requirements.
- 3) A school or district shall be recognized pending further review if it exhibits areas of noncompliance that:
- A) are not serious enough to warrant probation as delineated in subsection (b)(2) of this Section; and
  - B) may be corrected prior to the end of the school year following the school year in which they were identified.
- 4) A district shall be recognized pending further review whenever one or more of the district's schools are first removed from full recognition, whether recognized pending further review or placed on probation. The district shall subsequently be placed on probation if the instances of noncompliance cited for one or more schools have not been corrected within the time allowed under subsection (b)(3)(B) of this Section.
- c) The recognition status of a district or a school may be changed by the State Board of Education at any time to reflect information confirmed during compliance monitoring or by any other means.
- d) The superintendent of a district that is recognized pending further review or in which one or more schools are recognized pending further review may, within 30 days after receipt of notification to this effect, request a conference at which representatives of the district will have an opportunity to discuss compliance issues with representatives of the State Board of Education.



- e) The State Superintendent shall schedule a conference with the superintendent of a district that is placed on probation at which representatives of the district will discuss compliance issues with representatives of the State Board of Education. Within 60 days following this conference, the school district shall submit to the regional superintendent of schools and the State Superintendent of Education a corrective plan that conforms to the requirements of subsection (f) of this Section and is signed by the secretary of the local board of education as evidence that the board adopted a resolution authorizing its submission.
- f) The State Superintendent of Education shall respond to the submission of a plan within 15 days after receiving it and may consult with the regional superintendent of schools to determine the appropriateness of the actions proposed by the district to correct the cited deficiencies. The State Superintendent shall approve a plan if it:
  - 1) specifies steps to be taken by the district that are directly related to the area or areas of noncompliance cited;
  - 2) provides evidence that the district has the resources and the ability to take the steps described without giving rise to other issues of compliance that would lead to probationary status; and
  - 3) specifies a timeline for correction of the cited deficiencies that is demonstrably linked to the factors leading to noncompliance and is no longer than needed to correct the identified problems.
- g) If a district's plan is not approvable under subsection (f) of this Section, the State Superintendent shall notify the district to this effect. If no plan is submitted, or if no approvable plan is received within 60 days after the district's conference with the State Board, the status of the district, or of the affected school or schools, as applicable, shall be changed to "nonrecognized".
- h) The superintendent of a district that is nonrecognized pursuant to this Section, or in which one or more schools are nonrecognized pursuant to this Section, may request a conference with representatives of the State Board of Education within 15 days after receipt of notification to this effect. (See Section 1.95 of this Part for procedures related to nonrecognition pursuant to Section 2-3.25f of the School Code [105 ILCS 5/2-3.25f].)
  - 1) If a conference is requested by a superintendent on behalf of a nonrecognized school or district and the areas of concern are not resolved, the State Superintendent shall furnish the school board with a Notice of

Opportunity for Hearing. The school board may submit an appeal by adopted board resolution within 15 days after receipt of the notice. The appeal must identify the specific findings with which the district disagrees. The district will be given a hearing in accordance with the State Board's rules for Contested Cases and Other Formal Hearings (23 Ill. Adm. Code 475). A final decision shall be rendered by the State Board of Education.

- 2) If no conference is requested, the district shall be deemed not to intend to appeal the nonrecognition.
  - i) Neither a district nor a school shall be nonrecognized under this Section without first having been placed on probation. A district that is nonrecognized, or in which one or more schools are nonrecognized, shall be subject to the provisions of Section 18-8.05(A)(3)(a) of the School Code [105 ILCS 5/18-8.05(A)(3)(a)].

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

### Section 1.30 State Assessment

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

- a) Development and Participation
  - 1) Assessment instruments and procedures shall meet generally accepted standards of validity and reliability as stated in "Standards for Educational and Psychological Testing" (1999), published by the American Educational Research Association, 1230 17<sup>th</sup> St., N.W., Washington, D.C. 20036. (No later amendments to or editions of these standards are incorporated.)
  - 2) Districts shall participate in special studies, tryouts, pilot testing, field testing, and/or norm testing of these assessment procedures and instruments when one or more schools in the district are selected to do so by the State Board.
  - 3) A school shall be selected for participation in these special studies, tryouts, pilot testing, and/or field testing no more than once every four years.
  - 4) *All pupils enrolled in a public or State-operated elementary school, secondary school, or cooperative or joint agreement with a governing body or board of control, a charter school operating in compliance with the Charter Schools Law [105 ILCS 5/Art. 27A], a school operated by a regional office of education under Section 13A-3 of the School Code [105 ILCS 5/13A-3], or a public school administered by a local public agency or the Department of Human Services shall be required to participate in the State assessment, whether by taking the regular assessment or by participating in an accommodated or alternate form of the assessment (Sections 2-3.25a and 2-3.64 of the School Code).*
    - A) Students who are served in any locked facility that has a State-assigned RCDTS (region/county/district/type/school) code, students who attend public university laboratory schools under Section 18-8.05(K) of the School Code, and students beyond the age of compulsory attendance (other than students with IEPs) whose programs do not culminate in the issuance of regular high

school diplomas are not required to participate in the State assessment.

B) It is the responsibility of each district or other affected entity to ensure that all students required to participate in the State assessment do so. See also Section 1.50 of this Part.

5) Each district or other affected entity shall ensure the availability of reasonable accommodations for participation in the State assessment by students with disabilities or limited English proficiency.

b) Assessment Procedures

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

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

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

c) Accommodated Assessment

Students who have been identified at the local level as having limited proficiency in English as provided in 23 Ill. Adm. Code 228.15, including students not enrolled in programs of bilingual education, may participate in an accommodated form of the State assessment, subject to the limitations set forth in Section 2-3.64 of the School Code. A student of limited proficiency in English may, however, participate in the regular assessment for his or her grade if, in the judgment of the district or the student's parent, the regular State assessment is more appropriate for that student. See also Section 1.60(b) of this Part.

d) Alternate Assessment

Students whose Individualized Education Programs identify the regular State assessment as inappropriate for them even with accommodations shall participate in the Illinois Alternate Assessment (IAA) for all subjects tested. See also Section 1.60(c) of this Part.

e) Review and Verification of Information

Each school district and each charter school shall have an opportunity to review and, if necessary, correct the preliminary data generated from the administration of the State assessment, including information about the participating students as well as the scores achieved.

1) Within 30 days after the preliminary data are made available, each district or charter school shall use a means prescribed by the State Board to indicate either:

A) that its preliminary data are correct; or

B) that unresolved problems still exist within its data.

2) In cases where unresolved problems still exist, staff of the State Board and/or its contractor shall have an additional period of 15 days within which to work with the affected district or charter school to make the necessary corrections.

3) At the end of the 15-day period discussed in subsection (e)(2) of this Section, all districts' and charter schools' data shall stand as the basis for the applicable school report cards and determination of status. Any inaccuracies that are believed to persist at that time shall be subject to the appeal procedure set forth in Section 1.95 of this Part.

f) Reports of State Assessment Results

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

- A) The scores of students who are served by cooperatives or joint agreements, in Alternative Learning Opportunities Programs established under Article 13B of the School Code, by regional offices of education under Section 13A-3 of the School Code, by local agencies, or in schools operated by the Department of Human Services, scores of students who are served in any other program or school not operated by a school district and who are scheduled to receive regular high school diplomas, all scores of students who are wards of the State, and all scores of students who have IEPs, shall be reported to the students' respective districts of residence and to the schools within those districts that they would otherwise attend.
  - B) The scores of students enrolled in charter schools shall be reported to the chief administrator of the charter school and to any school district serving as a chartering entity for the charter school.
- 2) Each report shall include, as applicable to the receiving entity:
- A) results for each student to whom the State assessment was administered (excluding any scores deemed by the State Board to be invalid due to testing irregularities); and
  - B) summary data for the school and/or district and the State, including but not limited to raw scores, scale scores, comparison scores, including national comparisons, and distributions of students' scores among the applicable proficiency classifications (see subsection (h) of this Section).
- g) Each school district and each charter school shall receive notification from the State Board of Education as to the status of each affected school and the district based on the attainment or non-attainment of adequate yearly progress as reflected in the final data. These determinations shall be subject to the appeal process set forth in Section 1.95 of this Part.
- h) Classification of Scores

Each score achieved by a student on a regular, accommodated, or alternate State assessment shall be classified among a set of performance levels, as reflected in score ranges that the State Board shall disseminate at the time of testing, for the purpose of identifying scores that “demonstrate proficiency”.

- 1) Each score achieved by a student on a regular State assessment (i.e., the Illinois Standards Achievement Test (ISAT) or the Prairie State Achievement Exam (PSAE)), as well as each score in mathematics achieved on the accommodated State assessment, shall be classified as “academic warning”, “below standards”, “meets standards”, or “exceeds standards”. Among these scores, those identified as either meeting or exceeding standards shall be considered as demonstrating proficiency.
  - 2) Each score in reading achieved by a student on the accommodated State assessment shall be classified as “beginning”, “strengthening”, “expanding”, or “transitioning”. Among these scores, those identified as either “expanding” or “transitioning” shall be considered as demonstrating proficiency.
  - 3) Each score achieved by a student on the Illinois Alternate Assessment shall be classified as “attempting”, “emerging”, “progressing”, or “attaining”. Among these scores, those identified as “progressing” or “attaining” shall be considered as demonstrating proficiency.
- i) Scores Relevant to Adequate Yearly Progress

For purposes of determining whether a district or a school has made adequate yearly progress, scores achieved on a State assessment in reading or mathematics shall be “relevant scores”, provided, however, that scores in reading or mathematics that are earned by students who have individualized education programs (IEPs) shall be “relevant scores” only to the extent identified in their IEPs, unless the policy expressed in Section 2-3.25a of the School Code [105 ILCS 5/2-3.25a] via P.A. 94-666 is formally disapproved by the U.S. Department of Education. For schools without grades higher than 2 (that is, for schools where no State assessment is administered), scores achieved by students in Grade 2 on the Terra Nova examination (CTB McGraw-Hill, 20 Ryan Ranch Road, Monterey CA 93940 (2001)) shall also be considered “relevant scores” for school years from 2002-03 through 2005-06. Beginning with the 2006-07 school year, the determination as to whether a school in this group has made adequate yearly progress shall be the determination applicable to the school where the largest number of students go on into the third grade.

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

**Section 1.40 Adequate Yearly Progress**

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

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



**Section 1.50 Calculation of Participation Rate**

- a) A district's or a school's adequate yearly progress for a particular year is generally contingent upon participation in the State assessment by at least 95 percent of the district's or the school's students, both in the aggregate and within each subgroup represented. However, a district or a school that has not achieved 95 percent participation in a given year shall be considered to have had a participation rate sufficient for adequate yearly progress if, for each affected subgroup or the entity as a whole, as applicable:
- 1) the average of the participation rate for the year in question and the participation rate for the immediately preceding year is at least 95%; or
  - 2) the average of the participation rate for the year in question and the participation rates for the two immediately preceding years is at least 95%.
- b) Students who, at the time of administration of the State assessment, are participating in residential programs that provide psychological treatment or treatment for drug or alcohol abuse, are jailed or in a locked-down facility, are residing in or attending facilities out of state or out of country, or are hospitalized because of medical emergencies or procedures shall not be required to participate in the State assessment. For students who are homebound, districts shall examine the circumstances of each case individually to determine whether administration of the State assessment is feasible and appropriate. A student not tested pursuant to this subsection (b) may be excluded from the enrollment counts of the affected schools and districts for purposes of calculating the participation rate.

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

**Section 1.60 Subgroups of Students; Inclusion of Relevant Scores**

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

- a) Relevant scores shall be disaggregated by content area for any subgroup identified in this subsection (a) whose membership meets the minimum subgroup size. For purposes of this Section 1.60, "minimum subgroup size" shall mean 45 students across all the grades tested in the school or district, as applicable. Except as provided in subsection (b) of this Section, each student's scores shall be counted in each of the subgroups to which he or she belongs.
  - 1) Students with disabilities, i.e., students who have Individualized Education Programs (IEPs);
  - 2) Racial/ethnic groups:
    - A) White,
    - B) Black,
    - C) Hispanic,
    - D) American Indian or Alaskan Native,
    - E) Asian/Pacific Islander,
    - F) Multiracial/ethnic;
  - 3) Students who have been identified at the local level as having limited proficiency in English as provided in 23 Ill. Adm. Code 228.15; and/or

- 4) Students who are eligible for free or reduced-price meals under the Child Nutrition Act of 1966 (42 USC 1771 et seq.) or the National School Lunch Act (42 USC 1751 et seq.).
- b) Special provisions shall apply to the treatment of scores achieved by students of limited English proficiency in certain circumstances.
- 1) An Illinois student who is in his or her first year of enrollment in school in the United States and who is identified as having limited proficiency in English may elect to participate in the State assessment in reading. Any such student who elects not to participate shall nevertheless be treated as having participated for purposes of calculating the participation rate.
  - 2) The score achieved by a student who elects to participate in the regular State assessment in reading under subsection (b)(1) of this Section shall be counted for purposes of calculating the participation rate but not for purposes of calculating performance.
  - 3) An Illinois student who is in his or her first year of enrollment in school in the United States and who is identified as having limited proficiency in English shall be required to participate in the State assessment in mathematics. The score achieved by such a student shall be counted for purposes of calculating the participation rate but not for purposes of calculating performance.
  - 4) A student who has previously been identified as having limited proficiency in English and whose scores have been attributed to that subgroup shall continue to have his or her scores attributed to that subgroup for the first two years after the last year when he or she was considered to have limited English proficiency. However, districts and schools shall not be required to count students to whom this subsection (b)(4) applies as part of the subgroup with limited English proficiency for purposes of determining whether the minimum subgroup size exists.
- c) If the U.S. Department of Education formally disapproves the use of indicators for students with disabilities based on their IEPs as provided in Section 2-3.25a of the School Code, all relevant scores of a district's students with disabilities who participate in the alternate form of the State assessment shall be included in the district's calculations for purposes of determining whether adequate yearly progress has been made, and subsections (c)(1) through (c)(5) of this Section shall apply. If the U.S. Department of Education does not formally disapprove the use

of indicators based on students' IEPs, subsection (c)(6) of this Section shall apply instead.

- 1) The number of scores earned by students who participate in the alternate form of the State assessment that may be counted as demonstrating proficiency in a content area shall be no more than 1 percent of all scores achieved by the district's students in that subject. (See the regulations of the U.S. Department of Education at 34 CFR 200.6.)
- 2) Except as provided in subsection (c)(3) of this Section, for purposes of calculating adequate yearly progress at the district level, each score that demonstrates proficiency but is in excess of the 1 percent maximum set forth in subsection (c)(1) of this Section shall be counted as not demonstrating proficiency and shall be included as such in the calculations for each subgroup of which the student is a member.
- 3) A district may apply to the State Board of Education for a one-year exception to the 1 percent maximum set forth in subsection (c)(1) of this Section, which may be renewed for one or more subsequent years if warranted. Using a format established by the State Board, the district shall display information demonstrating that the prevalence of students for whom the alternate assessment is appropriate exceeds 1 percent of the total population. The district shall also supply a narrative explaining the disproportionate representation of such students in its population. The State Board of Education shall approve a district's request for an exception if the district superintendent provides assurances that the district meets all the requirements of 34 CFR 200.6 and if the information supplied by the district demonstrates that:
  - A) families of students with significant cognitive disabilities have been attracted to live in the district by the availability of educational, health, or community services that respond to their needs; or
  - B) the district's student population is so small that the presence of even a small number of students with significant cognitive disabilities causes the district to exceed the 1 percent threshold (e.g., in a population of 50 students, one student represents 2 percent); or
  - C) other circumstances exist such that the overrepresentation of students with significant cognitive disabilities is outside the control

of the district, i.e., the overrepresentation is not a result of inappropriate decision-making as to the form of the State assessment that should be used for particular students.

- 4) When scores that demonstrate proficiency and were achieved by students on the IAA make up more than 1 percent of a district's scores in either reading or mathematics, and the district has not received approval for an exception to the 1 percent maximum pursuant to subsection (c)(3) of this Section, the district shall be required to identify the "proficient" scores on the IAA that will be counted as not demonstrating proficiency for purposes of calculating adequate yearly progress (AYP). In making this determination, a district may choose to identify:
  - A) scores of students who belong to the fewest subgroups;
  - B) scores of students who belong to the largest subgroups;
  - C) scores of students who belong to the smallest subgroups;
  - D) scores of students who belong to the subgroups whose performance is farthest above the target applicable to the year in question; or
  - E) scores of students who belong to the subgroups whose performance is farthest below the target applicable to the year in question.
- 5) The State Superintendent of Education shall notify each district that is affected by the requirement to identify excess "proficient" scores on the IAA. The deadline set by the State Superintendent shall allow at least five business days for districts' responses. For any district that does not submit the requested information on this selection within the time allowed, the State Superintendent shall identify the scores that will be considered as not demonstrating proficiency for this purpose.
- 6) Regardless of whether a student with an IEP participates in the regular State assessment or in the alternate form of the State assessment, his or her scores shall be used to determine AYP only if the IEP provides for reliance on those scores for that purpose. If the IEP establishes other indicators as the basis for determining that the student has made sufficient progress in a given school year, that student shall be counted, in each of

the subgroups of which he or she is a member, according to the determination made on that basis.

- d) Targets for scores demonstrating proficiency
- 1) In each subject and for each subgroup of students, the percentage of scores demonstrating proficiency that is required for AYP shall increase from the original baseline of 40 percent for the 2002-03 school year according to the following schedule:
    - A) For 2003-04, 40 percent;
    - B) For 2004-05 and for 2005-06, 47.5 percent;
    - C) For 2006-07, 55 percent;
    - D) For 2007-08, 62.5 percent;
    - E) For 2008-09, 70 percent;
    - F) For 2009-10, 77.5 percent;
    - G) For 2010-11, 85 percent;
    - H) For 2011-12 and for 2012-13, 92.5 percent;
    - I) For 2013-14, 100 percent.
  - 2) In order to avoid penalizing schools and districts for the decision bias that is associated with a minimum subgroup size, a 95 percent “confidence interval” shall be applied to subgroups’ data. (A confidence interval is a mathematical approach designed to compensate for the unreliability of data derived from consideration of small groups.)

- e) “Safe Harbor”

A school or a district in which one or more subgroups fail to achieve the required academic target for a particular year may nevertheless be considered as having made AYP for that year. Each subgroup in question must have attained the minimum subgroup size in the preceding year and, for each such subgroup, there must have been a decrease of at least ten percent in the proportion of scores that do not demonstrate proficiency in comparison to that subgroup’s scores for the

preceding year. In addition, if the school is a high school, the relevant subgroup's graduation rate must at least equal the target rate for that year, and, if the school is an elementary or a middle school, the relevant subgroup's attendance rate must at least equal the target rate for that year (see Section 1.70 of this Part). This "safe harbor" method for calculating AYP shall apply only to subgroups within schools or districts; it shall not be used for the aggregate scores of a school or a district as a whole.

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

**Section 1.70 Additional Indicators for Adequate Yearly Progress**

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

- a) The graduation rate that is required for adequate yearly progress (AYP) in high schools shall increase from the original baseline of 65 percent for the 2002-03 school year according to the following schedule:
  - 1) For 2003-04, 66 percent;
  - 2) For 2004-05, 67 percent;
  - 3) For 2005-06, 69 percent;
  - 4) For 2006-07, 72 percent;
  - 5) For 2007-08, 75 percent;
  - 6) For 2008-09, 78 percent;
  - 7) For 2009-10, 80 percent;
  - 8) For 2010-11, 82 percent;
  - 9) For 2011-12, 84 percent;
  - 10) For 2012-13 and for 2013-14, 85 percent.
  
- b) The attendance rate that is required for AYP in elementary or middle schools shall increase from the original baseline of 88 percent for the 2002-03 school year according to the following schedule:
  - 1) For 2003-04, for 2004-05, and for 2005-06, 89 percent;
  - 2) For 2006-07, for 2007-08, and for 2008-09, 90 percent;
  - 3) For 2009-10, for 2010-11, and for 2011-12, 91 percent;
  - 4) For 2012-13 and for 2013-14, 92 percent.



- c) A district that includes both high schools and elementary or middle schools shall be required to reach both the targeted graduation rate among its high school students and the targeted attendance rate among its elementary or middle school students in order to achieve AYP for any given year.

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

**Section 1.75 Student Information System**

Each school district shall participate in the Student Information System established by the State Board of Education by transmitting data on the students served, their characteristics, and the programs in which they participate to the Board in a format specified by the State Superintendent and according to the timelines applicable to the system. A district that lacks the technological capacity to participate in this electronic system shall be given an opportunity to demonstrate to the State Superintendent that this is the case, and the State Superintendent shall make available an alternative means that the district shall use in transmitting the required information.

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

**Section 1.80 Academic Early Warning and Watch Status**

The movement of schools and districts that do not make adequate yearly progress (AYP) into academic early warning status and then into academic watch status shall be as specified in Section 2-3.25d of the School Code, provided that the U.S. Department of Education does not formally disapprove the provisions of that Section added by P.A. 94-666. If Section 2-3.25d applies as amended by P.A. 94-666, a school or district shall not make AYP for two consecutive annual calculations as contemplated in that Section only if scores in the same content area (i.e., in reading or in mathematics) and within the same grouping (i.e., subgroup or the entity as a whole) fall short of the applicable targets set forth in Section 1.60 of this Part in two consecutive annual calculations, or if students in the same subgroup fail to attain the targeted participation rate, attendance rate, or graduation rate, as applicable, in two consecutive annual calculations. If the U.S. Department of Education formally disapproves of this policy, then a school or district shall fail to make AYP for two consecutive annual calculations if those calculations identify failure to attain the same applicable target, regardless of whether the same subgroup is involved in both calculations. Further, unless the U.S. Department of Education formally disapproves of this policy, a school or district shall be removed from any "status designation" after one year's calculations show that it has met the applicable criteria for AYP.

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

**Section 1.85 School and District Improvement Plans; Restructuring Plans**

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

- a) A revised school improvement plan shall be submitted to the local school board (and to the local school council in a district operating under Article 34 of the School Code), and to the State Superintendent of Education with the approval of the local board if required under Section 2-3.25d of the School Code, no later than three months after the district's receipt of notification regarding the school's status. During the 45-day period following its submission to the local board and prior to the board's final approval, each plan shall undergo a peer review process designed by the district.
  - 1) In school districts with a population of 500,000 or fewer, revised school improvement plans shall be required to cover the two school years following the assessment necessitating the plan and to:
    - A) incorporate strategies based on scientifically based research and an analysis of State and local assessment data and other information that will strengthen the core academic subjects in the school and address the specific academic areas in which the school's performance has been deficient (NCLB, Section 1116(b)(3)(A)(i));
    - B) include information about the extent to which all students in the grade levels chosen by the district pursuant to Section 2-3.63 of the School Code are achieving in the fundamental learning areas;
    - C) adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all subgroups enrolled in the school will meet the State's proficient level of achievement not later than the end of the 2013-14 school year, including:
      - i) specific, measurable steps to be taken,
      - ii) a timeline for these activities, and

- iii) a budget for these activities (NCLB, Section 1116(b)(3)(A)(ii));
  - D) include professional development activities for at least the staff providing services in the academic areas in which the school's performance has been deficient (NCLB, Section 1116(b)(3)(A)(iii));
  - E) incorporate a teacher mentoring program (NCLB, Section 1116(b)(3)(A)(x));
  - F) establish specific annual, measurable objectives for continuous and substantial progress by each subgroup of students enrolled in the school that will ensure that all such subgroups will make adequate yearly progress and meet the State's proficient level of achievement not later than the 2013-14 school year (NCLB, Section 1116(b)(3)(v));
  - G) describe how the school will provide written notice about the identification to parents of each student enrolled in each school, in a format and, to the extent practicable, in a language that the parents can understand (NCLB 1116(b)(3)(A)(vi));
  - H) specify the responsibilities of the school and the school board under the plan, including the internal and external technical assistance to be provided by the district, technical assistance requested of ISBE, and, if applicable, the district's fiscal responsibilities under Section 1120A of NCLB (NCLB, Section 1116(b)(3)(A)(vii));
  - I) include strategies for promoting effective parental involvement in the school (NCLB, Section 1116(b)(3)(A)(viii));
  - J) incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year (NCLB, Section 1116(b)(3)(A)(ix)); and
  - K) include a process for monitoring progress and revising the plan as needed.
- 2) In school districts operating under Article 34 of the School Code, school improvement plans shall comply with the requirements set forth in Section

34-2.4 of the School Code and, if applicable, the requirements set forth in Section 1116 of NCLB.

- 3) Each newly established school shall be required to have a school improvement plan in place by the beginning of its second year of operation. School improvement plans for new schools shall conform to the requirements of subsection (a)(1) or (a)(2) of this Section, as applicable.
- b) A new or revised district improvement plan shall be submitted to the local school board, and to the State Superintendent of Education with the approval of the local school board if required under Section 2-3.25d of the School Code, no later than three months after the district's receipt of notification regarding its status. The district improvement plan shall be required to cover the two school years following the assessment necessitating the plan and to:
- 1) incorporate scientifically based research strategies that strengthen the core academic program in schools served by the district (NCLB, Section 1116(c)(7)(A)(i));
  - 2) identify actions that have the greatest likelihood of improving the achievement of participating children in meeting the State's student academic achievement standards (NCLB, Section 1116(c)(7)(A)(ii));
  - 3) address the professional development needs of the instructional staff serving the district (NCLB, Section (c)(7)(A)(iii));
  - 4) include specific measurable achievement goals and targets for each subgroup of students, consistent with adequate yearly progress (NCLB, Section 1116(c)(7)(A)(iv));
  - 5) address the fundamental teaching and learning needs in the schools of the district and the specific academic problems of low-achieving students, including a determination of why the district's prior plan failed to bring about increased student academic achievement (NCLB, Section 1116(c)(7)(A)(v));
  - 6) incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year (NCLB, Section 1116(c)(7)(A)(vi));

- 7) specify any requests to ISBE for technical assistance related to the plan and the district's fiscal responsibilities, if applicable, under Section 1120A of NCLB (NCLB, Section 1116(c)(7)(A)(vii));
  - 8) include strategies for promoting effective parental involvement in the district's schools (NCLB, Section 1116(c)(7)(A)(viii)); and
  - 9) include a process for monitoring progress and revising the plan as needed.
- c) When Section 2-3.25d of the School Code requires that either a school or district improvement plan be approved by the State Superintendent of Education, the State Superintendent shall approve all plans containing each of the elements set forth in subsection (a) or subsection (b) of this Section, as applicable. A plan that is not approved must be revised and resubmitted as soon as reasonably possible, but in no event later than 45 days after its disapproval.
- d) Section 2-3.25d of the School Code requires the development of a restructuring plan for a school or a district that remains on academic watch status after a fifth annual calculation and approval of that plan by the State Superintendent of Education. Each required restructuring plan shall be submitted to the State Superintendent of Education with the approval of the local school board no later than six months after the district's receipt of notification regarding its status.
- 1) Each school restructuring plan shall indicate that the district is undertaking one or more of the following actions in the affected school:
    - A) reopening the school as a public charter school, consistent with Article 27A of the School Code [105 ILCS 5/Art. 27A];
    - B) replacing all or most of the school staff, which may include the principal, who are relevant to the school's inability to make adequate yearly progress;
    - C) entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school;
    - D) implementing any other major restructuring of the school's governance that makes fundamental reform in:
      - i) governance and management, and/or

- ii) financing and material resources, and/or
  - iii) staffing.
- 2) Each district restructuring plan shall indicate that the district is undertaking one or more of the following actions:
  - A) implementing professional development for all relevant staff;
  - B) replacing district personnel who are relevant to its inability to make adequate yearly progress;
  - C) seeking to reorganize the district;
  - D) requesting ISBE to appoint an Independent Authority pursuant to Section 2-3.25f of the School Code;
  - E) implementing any other major restructuring of the district's governance that makes fundamental reform in at least one of the areas listed in subsection (d)(1)(D) of this Section.
- 3) Each school or district restructuring plan shall be reviewed by staff of the State Board of Education to determine whether the plan demonstrates that:
  - A) the proposed changes are based on data, documented needs and characteristics of the students served, and/or scientifically based practices that are appropriate in light of the school's or district's inability to make adequate yearly progress; and
  - B) the proposed changes are sufficient in extent or scope to promote increased achievement for all the students in the school or district and have substantial promise of enabling the school or district to make adequate yearly progress.
- 4) A plan that is not approved must be revised and resubmitted as soon as reasonably possible, but in no event later than 45 days after its disapproval.
- e) Failure by a school district to submit, revise, implement, or maintain approval of its school and district improvement plans or restructuring plans as required by Section 2-3.25d of the School Code shall affect the district's recognition status (see Section 1.20(b) of this Part).



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

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

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

a) Criteria for Spotlight Schools

- 1) The school made adequate yearly progress in the two most recent school years;
- 2) At least 50 percent of the students enrolled in the school in the most recent school year were classified as low-income students;
- 3) At least 60 percent of the scores relevant to adequate yearly progress that were attained by the school's students in the most recent school year were classified as demonstrating proficiency (see Section 1.30(h) of this Part); and
- 4) At least 50 percent of the scores relevant to adequate yearly progress that were attained by the school's students in the two school years immediately prior to the most recent school year were classified as demonstrating proficiency.

b) Criteria for the Academic Improvement Award

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

- 1) at least a 7.5 percent increase for the most recent school year when compared to the immediately preceding school year; or
- 2) at least a 15 percent cumulative increase for the most recent school year when compared to the school year two years before that year, provided that during that time there has been no decrease in the percentage from any one year to the next.

c) Criteria for the Academic Excellence Award

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

- 1) The school served any of Grades 8 and below only and at least 90 percent of its students' scores that are relevant to adequate yearly progress were classified as demonstrating proficiency for the three most recent school years; or
- 2) The school served any of Grades 9 through 12 only and at least 80 percent of its students' scores that are relevant to adequate yearly progress were classified as demonstrating proficiency for the three most recent school years; or
- 3) The school served one or more grades below Grade 9 as well as one or more grades above Grade 8 and met the criteria stated in both subsection (c)(1) and subsection (c)(2) of this Section.

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

### **Section 1.95 Appeals Procedure**

Pursuant to Section 2-3.25m of the School Code [105 ILCS 5/2-3.25m], a school district may request an appeal of a school's or the district's status level, recognition level determined pursuant to Section 2-3.25f of the School Code, or corrective actions undertaken by ISBE pursuant to Section 2-3.25f of the School Code or the No Child Left Behind Act of 2001. An appeal may not be brought pursuant to Section 2-3.25m challenging the validity of any State or federal law or requesting relief that ISBE is without authority to provide.

- a) A district shall request such an appeal by sending a written request to the State Board of Education for consideration by the Appeals Advisory Committee. The district must submit its appeal within 30 days after receipt of notification from the State Board of the school's or district's status level, recognition level, or corrective action. The appeal may not be based upon alleged inaccuracies in data in any State assessment other than the most recent State assessment, or any other cause known to the district during the prior year's period for appeals. Upon receipt of a request, State Board staff shall provide an opportunity for the district to meet with State Board staff (either in person or over the telephone) in an effort to resolve the issues raised in the request through informal means.
- b) If a district elects not to meet with State Board staff, or if the district wishes to proceed with the appeal upon conclusion of the informal resolution process, the State Board shall commence the appeals process set forth in this Section. The timeframes set forth for appeals shall be tolled during the pendency of the informal resolution process. Nothing contained in this Section shall preclude the State Board and the district from reaching agreement as to the resolution of an appeal at any time during the appeals process.
- c) After a determination of a review schedule by the Committee, the State Board will give written notice of the date, time, and place of the hearing to the school district not less than 21 days before the hearing date. The notice shall be sent by certified mail, return receipt requested.
- d) The school district may be represented by an attorney throughout the proceedings. The office of the General Counsel to the State Board will represent the State Board. Both the school district and the State Board will be afforded the opportunity to file written briefs before the hearing. The school district shall submit its brief to the following address: Illinois State Board of Education, Office of the General Counsel, 100 North First Street, Springfield, Illinois 62777-0001. The State Board shall submit its brief to the district and shall provide both the district's and the State Board's briefs to each member of the Committee.

- 1) The school district's brief shall be due 7 days after the district's receipt of the notice of opportunity for hearing.
  - 2) The State Board's brief shall be due 14 days after the State Board's receipt of the district's brief or, if no brief is filed by the district, 14 days after the notice of opportunity for hearing is sent.
- e) After briefs have been submitted pursuant to subsection (d) of this Section, no party shall submit additional information to the Committee unless so requested by the Committee's chairperson. The State Board will provide a signed assurance to the Committee that any calculations at issue were double-checked.
- f) At the time its brief is filed, either the school district or the State Board may request an opportunity for oral argument before the Committee.
- 1) Each party will be given 30 minutes for argument, and the school district may reserve 10 of its 30 minutes for rebuttal. The Committee may ask questions during such argument.
  - 2) If neither party requests oral argument, the Committee may request that the parties make an oral presentation on the date scheduled for the hearing.
- g) If two or more districts request an appeal regarding the same question of policy, law, or fact, the State Board may consolidate those appeals if the agency determines that consolidation would secure economies of time and effort and promote uniformity of decision-making by the Committee. Consolidated appeals shall be handled as provided in this subsection (g).
- 1) Each district may submit its own brief, or any two or more of the districts whose appeals are consolidated may elect to write a joint brief.
  - 2) All districts whose appeals are consolidated will be given 40 minutes for argument, and the districts may reserve ten of their forty minutes for rebuttal. The districts shall either select one or more representatives to argue on behalf of the districts or divide the time equally amongst all districts.
  - 3) The agency shall submit one brief in response to the question of policy, law, or fact subject to the consolidated appeal and shall have 30 minutes for argument.

- h) The chairman of the Committee will conduct the review proceeding and hearing. During the hearing, the Committee shall consider only those issues raised in the briefs or by oral argument of the parties. All hearings will be recorded. A majority of committee members shall constitute a quorum. Committee recommendations must be approved by a majority vote of a quorum. Each committee member shall recuse himself or herself when hearing an appeal from a district with which the member has a conflict of interest, e.g., employment by the district, having a close family member in attendance at a school in the district or employed by the district, service as a school board member, or other affiliation with the district. The Committee may adopt other procedures for its governance not inconsistent with this Part.
- i) Within 30 days after the hearing, the Committee shall submit a written recommendation for action to the State Superintendent of Education and shall state the reasons for its recommendation. All recommendations shall be based on an objective evaluation of the district's claims and a review of the State Board's data and calculations. The Committee may recommend that the State Superintendent affirm or reverse the decision of the State Board, in whole or in part.
- j) The State Superintendent shall thereafter make a recommendation for action to the State Board of Education. The State Board of Education shall make the final determination.

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

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

- a) As authorized in Section 2-3.25g of the School Code [105 ILCS 5/2-3.25g], *a school district or independent authority established pursuant to Section 2-3.25f of the School Code [105 ILCS 5/2-3.25f], a joint agreement made up of school districts, or a Regional Superintendent of Schools applying on behalf of a school or program operated by the regional office of education, or, as authorized under Sections 13A-5 and 13A-10 of the School Code [105 ILCS 5/13A-5 and 13A-10]* with respect to regional safe schools programs, the governing board of an Intermediate Service Center operating such a program may petition for:
- 1) State Board approval of waivers or modifications of State Board of Education rules and of modifications of School Code mandates to allow a district to meet the intent of the rule or mandate in a more effective, efficient or economical manner or when necessary to stimulate innovation or to improve student performance; and/or
  - 2) General Assembly approval of waivers of School Code mandates as necessary to stimulate innovation or improve student performance.
- b) "The School Code" comprises only those statutes compiled at 105 ILCS 5. Waivers from State Board rules or School Code mandates pertaining to special education, teacher certification, or teacher tenure and seniority are not permitted (Section 2-3.25g of the School Code). Waivers of mandates contained in Section 5-1 of the School Code [105 ILCS 5/5-1] or in Section 5-2.1 of the School Code [105 ILCS 5/5-2.1] also shall not be requested. Further, pursuant to Section 2-3.25g of the School Code, *wavers may not be requested from compliance with any provision of the School Code or the rules of the State Board of Education that reflects or implements the No Child Left Behind Act of 2001 (Public Law 107-110)*, which shall include all requirements for:
- 1) the entities to be held accountable for the achievement of their students;
  - 2) the participation of students in the various forms of the State assessment;
  - 3) the timing of administration of the State assessment;
  - 4) the use of students' scores on the State assessment in describing the status of schools, districts, and other accountable entities;
  - 5) the use of indicators other than test scores in determining the progress of students;

- 6) the required qualifications of paraprofessionals;
  - 7) the placement of schools not making adequate yearly progress on academic early warning status or academic watch status, and the results to schools and districts that follow from such placement;
  - 8) the district's responsibility to prepare revised school and/or district improvement plans in response to placement on academic warning or watch status;
  - 9) the appointment of school or district improvement panels for schools or school districts on academic watch status;
  - 10) the use of State interventions according to the timeline set forth in Section 2-3.25f of the School Code; and
  - 11) the appeals process set forth in Section 1.95 of this Part, and the authority of the State Board of Education to make final determinations on such appeals.
- c) Each application for a waiver or modification shall provide the following, on a form supplied by the State Board of Education.
- 1) Identification of the rules or mandates involved, either by quoting the exact language of or by providing a citation to the rules or mandates at issue. Applicants to determine the exact language or citation may obtain a copy of, or citation to, the rules or mandates involved by contacting the State Board of Education Legal Department by mail at 100 North First Street, Springfield, Illinois, 62777-0001, or by telephone at 217-782-5270.
  - 2) Identification as to the specific waivers and/or modifications sought. For modifications, the specific modified wording of the rules or mandates must be stated.
  - 3) Identification as to whether the request is for an initial waiver or modification or for the renewal of a previously approved request.
  - 4) For requests based upon meeting the intent of the rule or mandate in a more effective, efficient, or economical manner, a narrative description which sets forth:



- A) the intent of the rule or mandate to be achieved,
  - B) the manner in which the applicant will meet that intent,
  - C) how the manner proposed by the applicant will be more effective, efficient or economical, and
  - D) if the applicant proposes a more economical manner, a fiscal analysis showing current expenditures related to the request and the projected savings that would result from approval of the request.
- 5) If the request is necessary for stimulating innovation or improving student performance, the request must include the specific plan for improved student performance and school improvement upon which the request is based. This plan must include a description of how the applicant will determine success in the stimulation of innovation or the improvement of student performance.
- 6) If the request is for a waiver of the administration expenditure limitation established by Section 17-1.5 of the School Code [105 ILCS 5/17-1.5], the request must include the amount, nature, and reason for the requested relief and all remedies that have been exhausted to comply with the administration expenditure limitation and shall otherwise comply with Section 17-1.5(d) of the School Code.
- 7) The time period for which the waiver or modification is sought. Pursuant to Section 2-3.25g of the School Code, such time period may not exceed five years, except for requests made pursuant to subsection (c)(6) of this Section, which may not exceed one year (see Section 17-1.5(d) of the School Code).
- 8) A description of the public hearing held to take testimony about the request from educators, parents and students, which shall include the information required by Section 2-3.25g of the School Code.
- 9) An assurance stating the date of the public hearing conducted to consider the application and, if applicable, the specific plan for improved student performance and school improvement, held as prescribed in Section 2-3.25g of the School Code, and stating the date the application (and, if applicable, the plan) was approved by the local governing board.

- d) Each applicant must attach to the application a copy of the notice published in a newspaper of general circulation and a copy of the written notifications provided to the applicant's collective bargaining agent and to those State legislators representing the applicant, each of which must comply with the requirements of Section 2-3.25g of the School Code.
- e) Applications must be sent by certified mail, return receipt requested, and addressed as specified on the application form.
- f) Applications must be postmarked not later than 15 calendar days following the local governing board's approval. Applications addressed other than as specified on the application form shall not be processed.
- g) Applications for the waiver or modification of State Board rules or for the modification of School Code mandates shall be deemed approved and effective 46 calendar days after the date of receipt by the State Board of Education unless disapproved in writing. Receipt by the State Board shall be determined by the date of receipt shown on the return receipt form, except in the case of an incomplete application.
  - 1) An applicant submitting an incomplete application shall be contacted by staff of the State Board regarding the need for additional information.
  - 2) The 45-day response time referred to in this subsection (g) shall not commence until the applicant submits the additional material requested by the State Board, which shall be sent by certified mail, return receipt requested.
  - 3) Incomplete requests will not be considered.
- h) The State Board may disapprove a request for the waiver or modification of State Board rules or for the modification of School Code mandates if the request:
  - 1) is not based upon sound educational practices,
  - 2) endangers the health or safety of students or staff,
  - 3) compromises equal opportunities for learning, or
  - 4) does not address the intent of the rule or mandate in a more effective, efficient or economical manner or does not have improved student performance as a primary goal.

- i) Disapproval of an application for a waiver or modification of a State Board rule or for a modification of a School Code mandate shall be sent by certified mail to the applicant no later than 45 calendar days after receipt of the application by the State Board. An applicant wishing to appeal the denial of a request may do so within 30 calendar days after receipt of the denial letter by sending a written appeal by certified mail to the Illinois State Board of Education, Rules and Waivers Unit, 100 North First Street, S-493, Springfield, Illinois 62777-0001. The written appeal shall include the date the local governing board approved the original request, the citation of the rule or School Code section involved, and a brief description of the issue. Appeals of denials shall be submitted to the General Assembly in the semiannual report required under Section 2-3.25g of the School Code.
- j) Applications for General Assembly approval of waivers of School Code mandates will be reviewed for completeness. Each incomplete application shall be returned to the applicant with an explanation as to the deficiencies. Complete applications shall be submitted to the General Assembly in the semiannual report required under Section 2-3.25g of the School Code. The State Board of Education shall periodically notify school districts and other potential applicants of the date by which applications must be postmarked in order to be processed for inclusion in the next report to the General Assembly.
- k) The State Board of Education shall notify Regional Superintendents of Schools of the disposition of requests for waivers or modifications submitted by school districts located within their regions.

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

SUBPART B: SCHOOL GOVERNANCE

**Section 1.210 Powers and Duties (Repealed)**

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

**Section 1.220 Duties of Superintendent (Repealed)**

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

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

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

**Section 1.240 Equal Opportunities for all Students**

- a) All students within a school district must be provided equal opportunities in all education programs and services provided by the system (see Section 10-20.12 of the School Code).
- b) No school system may *exclude or segregate any pupil*, or discriminate against any pupil on the basis of *color, race, nationality, religion, sex, sexual orientation, ancestry, age, marital status, or physical or mental handicap [775 ILCS 5/1-102(A)]*. Further, no school system may deny access to its schools or programs to students who lack documentation of their immigration status or legal presence in the United States (*Plyler v. Doe*, 457. U.S. 202 (1982)).
- c) The board of education shall submit periodic reports as required by the State Board of Education detailing pupil attendance, faculty assignments, and actions taken and planned to prevent and eliminate segregation.

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

**Section 1.245 Waiver of School Fees**

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

- a) For the purposes of this Section "school fees" or "fees" means any monetary charge collected by a public school or public school district from a student or the parents or guardian of a student as a prerequisite for the student's participation in any curricular or extracurricular program of the school or school district. A school or school district does not impose a "fee" when it requires that a student provide his or her own ordinary supplies or materials (e.g., pencil, paper, notebooks), which are necessary to participate in any curricular or extracurricular program.
  - 1) "School fees" include, but are not limited to, the following:
    - A) All charges for required textbooks and instructional materials.
    - B) All charges and deposits collected by a school for use of school property (e.g., locks, towels, laboratory equipment).
    - C) Charges for field trips made during school hours, or made after school hours if the field trip is a required or customary part of a class or extracurricular activity (e.g., annually scheduled trips to museums, concerts, places of business and industry or field trips related to instruction in social studies, the fine arts, career/vocational education or the sciences).
    - D) Charges or deposits for uniforms or equipment related to varsity and intramural sports, or to fine arts programs.
    - E) Charges for supplies required for a particular class (e.g., shop or home economics materials, laboratory or art supplies).
    - F) Graduation fees (e.g., caps, gowns).
    - G) School records fees.
    - H) School health services fees.



- I) Driver's education fees assessed pursuant to Section 27-23 of the School Code [105 ILCS 5/27-23].
- 2) "School fees" do not include:
  - A) Library fines and other charges made for the loss, misuse, or destruction of school property (e.g., musical instruments).
  - B) Charges for the purchase of class rings, yearbooks, pictures, diploma covers or similar items.
  - C) Charges for optional travel undertaken by a school club or group of students outside of school hours (e.g., a trip to Spain by the Spanish club or a senior class trip).
  - D) Charges for admission to school dances, athletic events or other social events.
  - E) Optional community service programs for which fees are charged (e.g., preschool, before- and after-school child care, recreation programs).
- b) School boards that do not charge school fees must adopt a policy so stating. Parents must be notified of this policy as provided in this Section.
- c) School boards that charge school fees must adopt a policy and procedures containing at least the following elements:
  - 1) Standards to determine eligibility
    - A) Standards must include a waiver of fees for all students who qualify for free lunches or breakfasts under the Community School Lunch Program [105 ILCS 125].
    - B) Standards must also include a description of other extenuating circumstances under which the district will grant a waiver of school fees. Examples include: students who are eligible to receive reduced price lunch or breakfast; very significant loss of income due to severe illness or injury in the family or unusual expenses such as fire, flood, or storm damage; or similar emergency situations that the district determines to include in its policy.

- 2) Notification of parents
  - A) The district's policy for the waiver of school fees shall be communicated in writing to the parents of all students enrolling in the district for the first time. A fee waiver application form also may be included with this notice when it is sent to parents. The notification must be in English or the home language of, the parents, if it is needed to ensure their understanding of the district's policy (if translation of the notice is not feasible, the use of interpreters is permitted - e.g., other students or neighbors). The notice shall at least describe:
    - i) the district's policy, including the criteria and other circumstances under which the district will waive school fees;
    - ii) the fees subject to waiver under the district's policy;
    - iii) the procedure to be used by parents in applying for a waiver of school fees, including the availability of forms that may be used to request a fee waiver; and
    - iv) the procedure to be used by parents in resolving disputes concerning the waiver of school fees.
  - B) The district's policy also shall provide that the first bill or notice of each school year sent to parents who owe fees shall state:
    - i) the district waives fees for persons unable to afford them in accordance with its policy; and
    - ii) the procedure for applying for a fee waiver, or the name, address and telephone number of the person to contact for information concerning a fee waiver.
- 3) Procedures for the resolution of disputes
  - A) The district's policy must provide that if it denies a request for a fee waiver, then it shall mail a copy of its decision to the parents within 30 calendar days after receipt of the request. The decision shall state the reason for the denial and shall inform the parents of

their right to appeal, including the process and timelines for that action. The denial notice shall also include a statement informing the parents that they may reapply for a waiver any time during the school year, if circumstances change.

- B) An appeal shall be decided within 30 calendar days after the receipt of the parents' request for an appeal. Parents shall have the right to meet with the person who will decide the appeal in order to explain why the fee waiver should be granted. The person who decides the appeal shall not be the person who initially denied the fee waiver or a subordinate of this person. If the appeal is denied, then the district shall mail a copy of its decision to the parents. The decision shall state the reason for the denial.
  - C) No fee shall be collected from any parent who is seeking a fee waiver in accordance with the district's policy until the district has acted on the initial request or appeal (if any is made), and the parents have been notified of its decision.
- d) If the fee waiver policy and/or procedures are substantively amended, then parents of students enrolled in the district must be notified in writing within 30 calendar days following the adoption of the amendments.
  - e) School records that identify individual students as applicants for or recipients of fee waivers are subject to the Illinois School Student Records Act [105 ILCS 10]. Information from such records is confidential and may be disclosed only as provided in the Act.
  - f) *No discrimination or punishment of any kind, including the lowering of grades or exclusion from classes, may be exercised against a student whose parents or guardians are unable to purchase required textbooks or instructional materials or to pay required fees [105 ILCS 5/28-19.2(a)].*

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

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

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

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

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

**Section 1.270 Book and Material Selection (Repealed)**

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

### **Section 1.280 Discipline**

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

- a) The board of education shall establish and maintain a parent-teacher advisory committee as provided in Section 10-20.14 of the School Code [105 ILCS 5/10-20.14].
- b) The board of education shall establish a policy on the administration of discipline in accordance with the requirements of Sections 10-20.14 and 24-24 of the School Code [105 ILCS 5/10-20.14 and 24-24] and disseminate that policy as provided in Section 10-20.14 of the School Code.
- c) Any use of isolated time out or physical restraint permitted by a board's policy shall conform to the requirements of Section 1.285 of this Part. If isolated time out or physical restraint is to be permitted, the policy shall include:
  - 1) the circumstances under which isolated time out or physical restraint will be applied;
  - 2) a written procedure to be followed by staff in cases of isolated time out or physical restraint;
  - 3) designation of a school official who will be informed of incidents and maintain the documentation required pursuant to Section 1.285 of this Part when isolated time out or physical restraint is used;
  - 4) the process the district or other administrative entity will use to evaluate any incident that results in an injury that the affected student (or the responsible parent or guardian), staff member, or other individual identifies as serious;
  - 5) a description of the alternative strategies that will be implemented when determined advisable pursuant to Section 1.285(f)(4) of this Part; and
  - 6) a description of the district's or other administrative entity's annual review of the use of isolated time out or physical restraint, which shall include at least:
    - A) the number of incidents involving the use of these interventions,

- B) the location and duration of each incident,
  - C) identification of the staff members who were involved,
  - D) any injuries or property damage that occurred, and
  - E) the timeliness of parental notification and administrative review.
- d) In addition to, or as part of, its policy on the maintenance of discipline, each board of education shall adopt policies and procedures regarding the use of behavioral interventions for students with disabilities who require such intervention. Each board's policies and procedures shall conform to the requirements of Section 14-8.05(c) of the School Code [105 ILCS 5/14-8.05(c)].

(Source: Amended at 26 Ill. Reg. 1157, effective January 16, 2002)



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

Isolated time out and physical restraint as defined in this Section shall be used only as means of maintaining discipline in schools (that is, as means of maintaining a safe and orderly environment for learning) and only to the extent that they are necessary to preserve the safety of students and others. Neither isolated time out nor physical restraint shall be used in administering discipline to individual students, i.e., as a form of punishment. Nothing in this Section or in Section 1.280 of this Part shall be construed as regulating the restriction of students' movement when that restriction is for a purpose other than the maintenance of an orderly environment (e.g., the appropriate use of safety belts in vehicles).

- a) "Isolated time out" means the confinement of a student in a time-out room or some other enclosure, whether within or outside the classroom, from which the student's egress is restricted. The use of isolated time out shall be subject to the following requirements.
  - 1) Any enclosure used for isolated time out shall:
    - A) have the same ceiling height as the surrounding room or rooms and be large enough to accommodate not only the student being isolated but also any other individual who is required to accompany that student;
    - B) be constructed of materials that cannot be used by students to harm themselves or others, be free of electrical outlets, exposed wiring, and other objects that could be used by students to harm themselves or others, and be designed so that students cannot climb up the walls (including walls far enough apart so as not to offer the student being isolated sufficient leverage for climbing); and
    - C) be designed to permit continuous visual monitoring of and communication with the student.
  - 2) If an enclosure used for isolated time out is fitted with a door, either a steel door or a wooden door of solid-core construction shall be used. If the door includes a viewing panel, the panel shall be unbreakable.
  - 3) An adult who is responsible for supervising the student shall remain within two feet of the enclosure.

- 4) The adult responsible for supervising the student must be able to see the student at all times. If a locking mechanism is used on the enclosure, the mechanism shall be constructed so that it will engage only when a key, handle, knob, or other similar device is being held in position by a person, unless the mechanism is an electrically or electronically controlled one that is automatically released when the building's fire alarm system is triggered. Upon release of the locking mechanism by the supervising adult, the door must be able to be opened readily.
- b) "Physical restraint" means holding a student or otherwise restricting his or her movements. "Physical restraint" as permitted pursuant to this Section includes only the use of specific, planned techniques (e.g., the "basket hold" and "team control").
- c) The requirements set forth in subsections (d) through (h) of this Section shall not apply to the actions described in this subsection (c) because, pursuant to Section 10-20.33 of the School Code [105 ILCS 5/10-20.33], "*restraint*" *does not include momentary periods of physical restriction by direct person-to-person contact, without the aid of material or mechanical devices, accomplished with limited force and designed to:*
  - 1) *prevent a student from completing an act that would result in potential physical harm to himself, herself, or another or damage to property; or*
  - 2) *remove a disruptive student who is unwilling to leave the area voluntarily.*
- d) The use of physical restraint shall be subject to the following requirements.
  - 1) Pursuant to Section 10-20.33 of the School Code, physical restraint may only be employed when:
    - A) *the student poses a physical risk to himself, herself, or others,*
    - B) *there is no medical contraindication to its use, and*
    - C) *the staff applying the restraint have been trained in its safe application* as specified in subsection (h)(2) of this Section.
  - 2) Students shall not be subjected to physical restraint for using profanity or other verbal displays of disrespect for themselves or others. A verbal threat shall not be considered as constituting a physical danger unless a student also demonstrates a means of or intent to carry out the threat.

- 3) Except as permitted by the administrative rules of another State agency operating or licensing a facility in which elementary or secondary educational services are provided (e.g., the Illinois Department of Corrections or the Illinois Department of Human Services), mechanical or chemical restraint (i.e., the use of any device other than personal physical force to restrict the limbs, head, or body) shall not be employed.
  - 4) Medically prescribed restraint procedures employed for the treatment of a physical disorder or for the immobilization of a person in connection with a medical or surgical procedure shall not be used as means of physical restraint for purposes of maintaining discipline.
  - 5) Any application of physical restraint shall take into consideration the safety and security of the student. Further, physical restraint shall not rely upon pain as an intentional method of control.
  - 6) In determining whether a student who is being physically restrained should be removed from the area where such restraint was initiated, the supervising adult(s) shall consider the potential for injury to the student, the student's need for privacy, and the educational and emotional well-being of other students in the vicinity.
  - 7) If physical restraint is imposed upon a student whose primary mode of communication is sign language or an augmentative mode, the student shall be permitted to have his or her hands free of restraint for brief periods, unless the supervising adult determines that such freedom appears likely to result in harm to the student or others.
- e) Time Limits
- 1) A student shall not be kept in isolated time out for more than 30 minutes after he or she ceases presenting the specific behavior for which isolated time out was imposed or any other behavior for which it would be an appropriate intervention.
  - 2) A student shall be released from physical restraint immediately upon a determination by the staff member administering the restraint that the student is no longer in imminent danger of causing physical harm to himself, herself, or others.
- f) Documentation and Evaluation

- 1) A written record of each episode of isolated time out or physical restraint shall be maintained in the student's temporary record. The official designated pursuant to Section 1.280(c)(3) of this Part shall also maintain a copy of each such record. Each such record shall include:
  - A) the student's name;
  - B) the date of the incident;
  - C) the beginning and ending times of the incident;
  - D) a description of any relevant events leading up to the incident;
  - E) a description of any interventions used prior to the implementation of isolated time out or physical restraint;
  - F) a description of the incident and/or student behavior that resulted in isolated time out or physical restraint;
  - G) a log of the student's behavior in isolated time out or during physical restraint, including a description of the restraint technique(s) used and any other interaction between the student and staff;
  - H) a description of any injuries (whether to students, staff, or others) or property damage;
  - I) a description of any planned approach to dealing with the student's behavior in the future;
  - J) a list of the school personnel who participated in the implementation, monitoring, and supervision of isolated time out or physical restraint;
  - K) the date on which parental notification took place as required by subsection (g) of this Section.
- 2) The school official designated pursuant to Section 1.280(c)(3) of this Part shall be notified of the incident as soon as possible, but no later than the end of the school day on which it occurred.

- 3) The record described in subsection (f)(1) of this Section shall be completed by the beginning of the school day following the episode of isolated time out or physical restraint.
- 4) The requirements of this subsection (f)(4) shall apply whenever an episode of isolated time out exceeds 30 minutes, an episode of physical restraint exceeds 15 minutes, or repeated episodes have occurred during any three-hour period.
  - A) A certified staff person knowledgeable about the use of isolated time out or trained in the use of physical restraint, as applicable, shall evaluate the situation.
  - B) The evaluation shall consider the appropriateness of continuing the procedure in use, including the student's potential need for medication, nourishment, or use of a restroom, and the need for alternate strategies (e.g., assessment by a mental health crisis team, assistance from police, or transportation by ambulance).
  - C) The results of the evaluation shall be committed to writing and copies of this documentation shall be placed into the student's temporary student record and provided to the official designated pursuant to Section 1.280(c)(3) of this Part.
- 5) When a student has first experienced three instances of isolated time out or physical restraint, the school personnel who initiated, monitored, and supervised the incidents shall initiate a review of the effectiveness of the procedure(s) used and prepare an individual behavior plan for the student that provides either for continued use of these interventions or for the use of other, specified interventions. The plan shall be placed into the student's temporary student record. The review shall also consider the student's potential need for an alternative program or for special education.
  - A) The district or other entity serving the student shall invite the student's parent(s) or guardian(s) to participate in this review and shall provide ten days' notice of its date, time, and location.
  - B) The notification shall inform the parent(s) or guardian(s) that the student's potential need for special education or an alternative program will be considered and that the results of the review will be entered into the temporary student record.

g) Notification to Parents

- 1) A district whose policies on the maintenance of discipline include the use of isolated time out or physical restraint shall notify parents to this effect as part of the information distributed annually or upon enrollment pursuant to Sections 10-20.14 and 14-8.05(c) of the School Code [105 ILCS 5/10-20.14 and 14-8.05(c)].
- 2) Within 24 hours after any use of isolated time out or physical restraint, the school district or other entity serving the student shall send written notice of the incident to the student's parent(s), unless the parent has provided the district or other entity with a written waiver of this requirement for notification. Such notification shall include the student's name, the date of the incident, a description of the intervention used, and the name of a contact person with a telephone number to be called for further information.

h) Requirements for Training

1) Isolated Time Out

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

2) Physical Restraint

- A) Physical restraint as defined in this Section shall be applied only by individuals who have received systematic training that includes all the elements described in subsection (h)(2)(B) of this Section and who have received a certificate of completion or other written evidence of participation. An individual who applies physical restraint shall use only techniques in which he or she has received such training within the preceding two years, as indicated by written evidence of participation.
- B) Training with respect to physical restraint may be provided either by the employer or by an external entity and shall include, but need not be limited to:

- i) appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship-building, and the use of alternatives to restraint;
  - ii) a description and identification of dangerous behaviors on the part of students that may indicate the need for physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
  - iii) the simulated experience of administering and receiving a variety of physical restraint techniques, ranging from minimal physical involvement to very controlling interventions;
  - iv) instruction regarding the effects of physical restraint on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
  - v) instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and
  - vi) demonstration by participants of proficiency in administering physical restraint.
- C) An individual may provide training to others in a particular method of physical restraint only if he or she has received written evidence of completing training in that technique that meets the requirements of subsection (h)(2)(B) of this Section within the preceding one-year period.

(Source: Added at 26 Ill. Reg. 1157, effective January 16, 2002)

**Section 1.290 Absenteeism and Truancy Policies**

## a) Purpose

This Section establishes guidelines and criteria required by Section 26-13 of the School Code [105 ILCS 5/26-13], which provides that *school districts shall adopt absenteeism and truancy policies identifying appropriate supportive services and available resources for truants and chronic truants.*

## b) Content of Policies

Each school district shall develop an absenteeism and truancy policy including at least the following elements:

- 1) A definition of a valid cause for absence in accordance with Section 26-2a of the School Code;
- 2) A description of diagnostic procedures to be used for identifying the causes of unexcused student absenteeism, which shall, at a minimum, include interviews with the student, his or her parents or guardians, and any school officials or other parties who may have information about the reasons for the student's attendance problem; and
- 3) The identification of supportive services to be made available to truant or chronically truant students. These services shall include, but need not be limited to, parent conferences, student counseling, family counseling, and information about existing community services which are available to truant and chronically truant students and relevant to their needs.

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



## SUBPART C: SCHOOL DISTRICT ADMINISTRATION

**Section 1.310 Administrative Responsibilities**

Administrators and supervisors shall be appropriately certificated, meeting the requirements stated in Section 21-7.1 of the School Code [105 ILCS 5/21-7.1] and Appendix B of this Part.

- a) Chief school business officials, effective July 1, 1977, shall be appropriately certificated, meeting the requirements stated in Section 21-7.1 of the School Code.
- b) Department chairpersons who are required to supervise and/or evaluate teachers shall have appropriate certification as indicated in Appendix B of this Part. (See Section 21-7.1 of the School Code.) This regulation shall apply only to those individuals first assigned to this position on or after September 1, 1978.
- 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 1/2 day).

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

**Section 1.320 Evaluation of Certified Staff in Contractual Continued Service**

Each school district shall submit to the State Board of Education an evaluation plan (the Plan) for the evaluation of all certified school district employees in contractual continued service. Where cooperative educational programs operate between or among school districts, or are operated by Regional Superintendents of Schools, pursuant to Sections 3-15.14, 10-22.31 and/or 10-22.31a of the School Code [105 ILCS 5/3-15.14, 10-22.31, and/or 10-22.31a], the Plan shall be submitted by the administrative agent who is the fiscal and legal agent for the cooperative program, or the governing board, or the board of control of the entity. In this Section all such entities are included in the term "school district".

- a) The Plan shall conform to the requirements of Article 24A of the School Code [105 ILCS 5/Art. 24A] and shall contain assurances that teachers were involved in the development of the Plan or that, where applicable, the Plan was developed in cooperation with the exclusive bargaining representatives.
- b) *Whenever any substantive change is made to a Plan, the revised Plan shall be submitted to the State Board of Education for review and comment, and the district shall at the same time provide a copy of any such revised Plan to the exclusive bargaining representatives (Section 24A-4 of the School Code).*
  - 1) For purposes of this Section, a “substantive change” shall mean any change to:
    - A) the description of the duties and responsibilities of each teacher and the standards to which the teacher is expected to perform (these descriptions may be individualized or extend to a class of teachers);
    - B) the schedule for evaluations;
    - C) the classification or classifications of qualified administrators authorized to conduct evaluations; and/or
    - D) the definitions of “excellent”, “satisfactory”, or “unsatisfactory”.
  - 2) A “substantive change” shall not include a change in the names of individual administrators authorized to conduct evaluations.
- c) The State Board of Education shall review each Plan or revision submitted pursuant to subsection (b) of this Section to determine whether the Plan conforms to the requirements of Article 24A and may provide advisory comments on the

Plan's procedures for evaluation. The State Board of Education shall reject as unacceptable those Plans or revisions that do not conform with Article 24A of the School Code. A school district, upon rejection of its Plan, shall revise its Plan to conform with Article 24A of the School Code and shall promptly resubmit the revised Plan to the State Board of Education.

- d) Consulting Teachers
- 1) The school official responsible for selecting a consulting teacher when required under Section 24A-5(g) of the School Code must undertake a diligent effort to identify a consulting teacher, which effort must include, but should not be limited to:
    - A) contacting qualified teachers within the district;
    - B) requesting the regional superintendent of schools to supply a roster of qualified consulting teachers; and
    - C) requesting the exclusive bargaining agent for the district to supply a roster of qualified consulting teachers.
  - 2) If the school official cannot identify a qualified consulting teacher after completing the effort described in subsection (d)(1) of this Section, the State Board of Education shall supply a qualified consulting teacher.
  - 3) If the consulting teacher becomes unavailable during the course of a remediation plan, a new consulting teacher shall be selected in the same manner as the initial consulting teacher. The remediation plan shall be amended as necessary upon consultation with the new consulting teacher for the balance of the remediation period. The consulting teacher shall be informed, through conferences with the qualified administrator (or an assistant principal in a school district having a population exceeding 500,000) and the teacher under remediation, of the results of the periodic evaluations conducted pursuant to Section 24A-5(h) of the School Code in order to continue to provide assistance to the teacher under a remediation plan.

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

**Section 1.330 Hazardous Materials Training**

Each district shall maintain an inservice training plan for working with hazardous materials (as defined in 56 Ill. Adm. Code 205) consisting of the “Right to Know” training offered by the Illinois Department of Labor (Toxic Substances Section). Each district shall ensure that all new staff members whose assignments bring them into recurring contact, i.e., daily, weekly, or monthly, with hazardous materials who have not attended such a program within the past 12 months receive the approved course of training prior to working with hazardous materials. Examples may include science teachers, maintenance workers, and cafeteria employees. Each district shall keep on file a list of the job titles in the district whose incumbents are subject to the requirements of this Section and the names of employees who have attended a training program, including the location, presenters, and date of the program.

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

SUBPART D: THE INSTRUCTIONAL PROGRAM

**Section 1.410 Determination of the Instructional Program**

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

**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 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 our 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 which are 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, and 18-12 of the School Code [105 ILCS 5/10-19, 18-8.05, and 18-12] establish certain requirements regarding the school year and the school day. School districts shall observe these requirements when preparing their calendars and when calculating average daily attendance for the purpose of claiming general State financial aid.
  - 1) Section 18-8.05(F)(2)(c) of the School Code provides that, with the approval of the State Superintendent of Education, four or more clock-hours of instruction may be counted as a day of attendance when the regional superintendent certifies that the district has been forced to use multiple sessions. The State Superintendent's approval will be granted when the district demonstrates that its facilities are inadequate to house a program offering five clock-hours daily to all students.

- A) The State Superintendent's approval shall be requested before the beginning of the school year.
  - B) The school district's request shall include a copy of the minutes of the meeting at which the board of education approved the plan for 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) Requests for extensions of the State Superintendent's approval shall be made annually prior to the opening of school.
- 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 such students when they determine through an assessment of their individual educational development that a second year of kindergarten is warranted.
- 3) A school district shall be considered to have conducted a legal school day, which is eligible to be counted for General State Aid, when the following conditions are met during a work stoppage.
- A) Fifty percent or more of the district's students are in attendance, based on the average daily attendance during the most recent full month of attendance prior to the work stoppage.
  - B) Educational programs are available at all grade levels in the district, in accordance with the minimum standards set forth in this Part.
  - C) All teachers hold certificates which are registered with the Regional Superintendent for their county of employment. Other than substitute teachers, certification appropriate to the grade level and subject area(s) of instruction is held by all teachers.
- 4) Attendance for General State Aid Purposes
- A) For purposes of determining average daily attendance on the district's General State Aid claim, students in full-day kindergarten and first grade may be counted for a full day of attendance only

when they are in attendance for four or more clock hours of school work; provided, however, that students in attendance for more than two clock hours of school work but less than four clock hours may be counted for a half day of attendance.

- B) For purposes of determining average daily attendance on the district's General State Aid claim, students 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.
- 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.
- 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, such 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.
- i) Career Education
- 1) The educational system shall provide students with opportunities to prepare themselves for entry into the world of work.
  - 2) Every district shall initiate a Career Awareness and Exploration Program that should enable students to make more meaningful and informed career decisions. This program should be available at all grade levels.
- j) Co-Curricular Activities
- 1) Programs for extra classroom activities shall provide opportunities for all students.
  - 2) The desires of the student body in the area of co-curricular activities shall be of critical importance. At all times, activities of this nature shall be carefully supervised by a school-approved sponsor.
- k) Consumer Education and Protection
- 1) A program in consumer education may include the following topics: the individual consumer in the marketplace, money management, consumer credit, human services--housing, food, transportation, clothing, health services, drugs and cosmetics, recreation, furnishings and appliances, insurance, savings and investments, taxes, and the consumer in our economy.
  - 2) The superintendent of each unit or high school district shall maintain evidence showing that each student has received adequate instruction in consumer education or has demonstrated proficiency by passing the Consumer Education Proficiency Test as required by law (see Section 27-12.1 of the School Code [105 ILCS 5/27-12.1]) prior to the completion of the 12th grade. 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 and shall include installment purchasing, budgeting, comparison of prices and an understanding of the roles of consumers interacting with agriculture, business, trade unions, and government in formulating and achieving the goals of the mixed free enterprise system.
  - 4) Each district may use as a guideline the information set forth in "Consumer Education in Illinois Schools" issued by the State Board of Education.
  - 5) Teachers instructing in consumer education courses shall have proper certification for the position to which they are assigned with 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]).
- 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] or by the Sex Education Act [105 ILCS 130].
- o) Media Programs
- Each attendance center shall provide a program of media services to meet the curricular and instructional needs of the school.
- p) Physical Education
- 1) Appropriate activity related to physical education shall be required of all students each day (see 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.
  - 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 [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 [105 ILCS 5/27-6], a student who presents an appropriate excuse from his or her parent or guardian or from a person licensed under the Medical Practice Act of 1987 [225 ILCS 60] shall be excused from participation in physical education. 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. A board shall, however, 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. 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.
  - 7) In addition, pursuant to Section 27-6(b) of the School Code, each school board which 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 such 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) Pupil Personnel Services
- To assure provision of Pupil 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 our 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);
- 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]); and
- 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]).
- s) Protective eye devices shall be provided to and worn by all students, teachers, and visitors when participating in or observing dangerous vocational arts and chemical-physical courses of laboratories as specified in Section 1 of the Eye Protection in School Act [105 ILCS 115/1]. Such eye protective devices shall meet the nationally accepted standards set forth in "Practice for Occupational and Educational Eye and Face Protection", ANSI Z87.1-2003, issued by the American National Standards Institute, Inc., 1819 L Street, NW, Suite 600, Washington,

D.C. 20036. No later additions or amendments to these standards are incorporated by this Part.

- t) *In every public school there shall be instruction, study and discussion of effective methods by which pupils may recognize the danger of and avoid abduction. Such required instruction, study and discussion may be included in the courses of study regularly taught in the schools. In grades kindergarten through 8, such required instruction must be given each year to all pupils in those grades. (Section 27-13.2 of the School Code [105 ILCS 5/27-13.2])*
  
- u) *School districts shall provide instruction in relation to the prevention of abuse of anabolic steroids in grades 7 through 12 and shall include such instruction in science, health, drug abuse, physical education or other appropriate courses of study. Such instruction shall emphasize that the use of anabolic steroids presents a serious health hazard to persons who use steroids to enhance athletic performance or physical development. (Section 27-23.3 of the School Code [105 ILCS 5/27-23.3])*

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

**Section 1.430 Additional Criteria for Elementary Schools**

- a) A district shall provide the following coordinated and supervised courses of study. The time allotment, unless specified by The School Code or regulations, is the option of the local board of education.
- 1) Language Arts, Reading and other Communication Skills
  - 2) Science
  - 3) Mathematics
  - 4) Social Studies
  - 5) Music
  - 6) Art
  - 7) Health Education, one semester or equivalent at the junior high level (Ill. Rev. Stat. 1989, ch. 122, par. 861 et seq.).
  - 8) Physical Education, daily (Section 27-6 of The School Code).
  - 9) Career Education--Awareness and Exploration
  - 10) Safety Education, one hour per week (Section 27-17 of The School Code).
  - 11) Conservation of Natural Resources (Section 27-13.1 of The School Code).
  - 12) *Instruction, study, and discussion in grades kindergarten through 8 of effective methods for the prevention and avoidance of drug and substance abuse* (Section 27-13.2 of The School Code).
- b) American patriotism and the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois, and the proper use and display of the American flag shall be taught in all public schools. Not less than one hour per week, or the equivalent, shall be devoted to the study of this subject matter in the 7th and 8th grade or the equivalent (Sections 27-3 and 27-4 of The School Code). No student shall receive certification of graduation without passing a satisfactory examination upon such subjects.

(Source: Amended at 14 Ill. Reg. 12457, effective July 24, 1990)



**Section 1.440 Additional Criteria for High Schools**

- a) The district shall provide a comprehensive curriculum including the following as a minimum program of offerings. The time allotment, unless specified by the School Code or regulations, is the option of the local school district.
- 1) Language Arts, three units
  - 2) Science
  - 3) Mathematics
  - 4) History of the United States, one unit
  - 5) Foreign Language
  - 6) Music
  - 7) Art
  - 8) Career Education--Orientation and Preparation
  - 9) Health Education, students must take one semester or equivalent, i.e., at least 18 weeks, during the secondary school experience.
  - 10) Physical Education, daily except as provided in subsection (a)(9) of this Section and Section 1.445 of this Part (Section 27-6 of the School Code).
  - 11) Consumer Education, nine weeks, 50 minutes a day or equivalent, grades 9-12, except for students who have demonstrated proficiency pursuant to the provisions of Section 27-12.1 of the School Code and Section 1.462 of this Part.
  - 12) Conservation of Natural Resources (Section 27-13.1 of the School Code).
  - 13) Driver and Safety Education, 30 clock-hours of classroom instruction and 6 clock-hours of behind the wheel--grades 10, 11, and 12 (see Section 27-23 of the School Code [105 ILCS 5/27-23] and 23 Ill. Adm. Code 252).
  - 14) Vocational Education--Job Entry Skill Development
- b) Specific Minimum Requirements for Graduation

- 1) 16 units in grades 9-12 if a four-year school and 12 units in grades 10-12 if a three-year high school.
  - 2) In either of the above, one unit shall be in American History or American History and Government. In a four-year high school, three units shall be in Language Arts and, in a three-year high school, two units shall be in Language Arts. In either instance emphasis shall be on reading and writing skills while one-half unit may be in oral communication.
  - 3) *American patriotism and the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois, and the proper use and display of the American flag, shall be taught in all public schools. Not less than one hour per week, or the equivalent, shall be devoted to advanced study of this subject. (Sections 27-3 and 27-4 of the School Code [105 ILCS 5/27-3 and 27-4]) No student shall receive certification of graduation without passing a satisfactory examination upon such subjects.*
- c) Pursuant to Section 27-22 of the School Code [105 ILCS 5/27-22], students who enter the 9th grade, except students with disabilities whose course of study is determined by an individualized education program, must successfully complete the following courses, subject to the exceptions provided in Section 1.445 of this Part, as a prerequisite to receiving a high school diploma in addition to the applicable requirements of subsection (b) of this Section and any requirements imposed by the local school district.
- 1) *three years of language arts;*
  - 2) *two years of mathematics, one of which may be related to computer technology;*
  - 3) *one year of science;*
  - 4) *two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government; and*
  - 5) *one year chosen from*
    - A) *music,*

- B) *art,*
  - C) *foreign language, which shall include American Sign Language, or*
  - D) *vocational education.*
- d) School districts shall have on file in the local district office a description of all course offerings that may comply with the requirements of the law. A course will be accepted as meeting the graduation requirements set forth in subsection (c) of this Section, provided that its description shows that its principal instructional activity is the development and application of knowledge and skills related to the applicable requirement.
- e) It is the responsibility of the school district's administration to provide parents and guardians timely and periodic information concerning graduation requirements for all students, particularly in cases where a student's eligibility for graduation may be in question.
- f) Additional requirements for graduation may be adopted by local boards of education. Boards of education may accept courses completed in a community college toward graduation.

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

**Section 1.445 Required Course Substitute**

- a) Pursuant to Section 27-22.05 of the School Code [105 ILCS 5/27-22.05], school boards in districts with any of the grades 9 through 12 may adopt a policy providing for a course substitution of a vocational and technical course for a high school or graduation requirement specified in Section 1.440(a)(10) and (g) of this Part. Such policies must provide a complete description of both the vocational and technical course and its relationship to the required course that will be replaced by the substituted course. Courses that may be substituted must meet the requirements set forth in Section 27-22.05 of the School Code and Section 1.440(h) of this Part.
- b) No student under the age of 18 shall be enrolled in a course substitution unless that student's *parent or guardian first requests the substitution and approves it in writing on forms that the school district makes available* for such requests. Such requests shall be maintained in the student's temporary record in accordance with Section 4 of the Illinois School Student Records Act [105 ILCS 10/4].

(Source: Added at 19 Ill. Reg. 6530, effective May 1, 1995)

**Section 1.450 Special Programs**

## a) Summer School

A school district may conduct summer school programs (Sections 10-22.33A and 34-18 of The School Code), and receive state reimbursement (The School Code, Section 18-8).

## b) Evening School Credit Courses

The State Board of Education encourages the growth of new and creative programs to meet the needs of out-of-school youths and adults. Pursuant to the needs of such students, each high school shall adopt policies with reference to the awarding of credit for evening school courses on the same basis as courses taught in the day program. Experimental and pilot studies may be undertaken with approval of, and under the supervision of, the State Board of Education. If a program is approved in advance by the State Board of Education, a high school may issue credit for a course on the basis of qualitative attainment rather than on the time element.

## c) Boards of education shall adopt a definite policy regarding institutions that provide correspondence courses and the number of credits that will be applied toward graduation.

## d) Programs for Children with Exceptional Needs

1) Each local district, independently or in cooperation with other school districts, shall provide a comprehensive program of special education which will meet the needs of children ages 3 to 21 with the following exceptional characteristics (Article 14, The School Code):

- A) Auditory, visual, physical, or health impairment;
- B) Speech and/or language impairment;
- C) Deficits in the essential learning of perception, conceptualization, memory, attention and/or motor control;
- D) Deficits in intellectual development and mental capacity;
- E) Educational maladjustment related to social and/or cultural circumstances;

- F) Affective disorders and/or adaptive behavior which restricts effective functioning.
- 2) These special education programs shall provide school psychological services and school social worker services (Sections 14-1.08 and 14-4.01 of The School Code).

AGENCY NOTE: See Subpart D, Section 1.420(u)

- 3) Schools shall provide appropriate physical education programs for exceptional students.
- 4) In those instances where a student's special needs cannot be met through the local or joint Special Education Program, the public school district may enroll the handicapped student in a private facility under Section 14-7.02 of The School Code. The placing school district shall follow the provisions of 23 Ill. Adm. Code 226, Special Education and place the handicapped student in a nonpublic facility that is properly registered under 23 Ill. Adm. Code 401, Nonpublic Special Education Facilities.

**Section 1.460 Credit Earned Through Proficiency Examinations**

Each local board of education with a high school shall adopt a policy which defines the board's position with reference to the awarding of high school credit on the basis of local examinations to pupils who have achieved the necessary proficiencies through independent study, either with or without private tutoring, or for work taken in or from another institution. Plans for earning credit outside of regular classes should be approved in advance by the local high school principal according to established policy. The pupil's permanent record should show how the credit was earned. The examination papers upon which such credit is validated should be kept in the school file for three years as evidence for recognition and accreditation agencies.

**Section 1.462 Uniform Annual Consumer Education Proficiency Test**

- a) Section 27-12.1(b) of The School Code (Ill. Rev. Stat. 1985, ch. 122, par. 27-12.1(b)) requires that the State Board of Education furnish *to each school district a uniform annual consumer education proficiency test to be administered by each school district to those pupils of the district in grades 9 through 12 who elect to take the test.*
- b) *Any pupil who takes the test, which no pupil may do more than once in any school year, and who achieves a score thereon which is not less than the score established by the State Board of Education, as provided in subsection (d) of this Section, shall be excused from having to receive instruction in consumer education otherwise required by Section 27-12.1(a) of The School Code.*

c) Test Development

The State Board of Education will annually develop a Consumer Education Proficiency Test:

- 1) which measures student proficiency in the area of consumer education; and
- 2) which can be administered in a uniform manner throughout the state.

d) Proficiency Score

The minimum score for passing the Consumer Education Proficiency Test will be 70 percent correct answers, based on a pilot test taken by a representative sample of Illinois students who have completed course work in consumer education and who have teacher-assigned grades A or B.

e) Test Distribution

Not later than September 15 of each year, the State Board of Education will send the following items to each school district in the state that serves students in grades 9 through 12.

- 1) Copies of the Uniform Annual Consumer Education Proficiency Test and the corresponding answer sheets.
- 2) An answer overlay indicating the correct response to each item on the test.



- 3) A format for scoring the test, which shall be used to determine each student's raw score and whether or not the student's score is at least equal to the minimum proficiency score established pursuant to the provisions of subsection (d) of this Section and specified on the scoring form.
  - 4) Instructions needed to ensure uniform test administration including the dates--established pursuant to subsection (f) of this Section--on which the test shall be given to students in grades 9 through 12 who elect to take the test.
- f) Dates of Test Administration
- 1) The test shall be administered annually on either the last Tuesday or Wednesday in January.
  - 2) There may be a year in which a school, for reasons beyond its control, is unable to administer the test on either of the regularly scheduled dates. In that situation, the district must submit a written request for an alternate test date for that school.

g) School District Responsibilities

School districts serving students in grades 9 through 12 shall have the following responsibilities regarding the Uniform Annual Consumer Education Proficiency Test.

1) Student Notification

Districts shall annually provide to all students in grades 9 through 12 and/or their parents or guardians a written notice at least ten (10) school days prior to each test date, which shall at least include:

- A) the date(s), time(s) and location(s) of test administration;
- B) the provisions of subsections (a) and (b) of this Section; and
- C) the procedure students shall use to indicate they wish to take the test.

2) Test Security

Districts shall establish test security measures which shall at least provide:

- A) that no copies of the test or answer key shall be made; and
- B) that the answer keys and, except during administration of the test, all copies of the test shall be kept in a secure location to which persons who are not involved in the administration of the test do not have access; and
- C) that persons involved in administering the test do not reveal test questions or answers to students prior to administration of the test.

3) Student Test Results

Within 45 days after each test date, districts shall provide to students and/or their parents or guardians a notice which shall include:

- A) the student's test score; and
- B) a statement that the student has demonstrated proficiency as required in subsection (b) of this Section and is excused from receiving instruction in Consumer Education; or
- C) a statement that the student has not demonstrated proficiency and must receive instruction in Consumer Education as required by Section 27-12.1(a) of The School Code, or the student may take the test again in a subsequent school year.

4) Temporary Student Records

Districts shall maintain student test results in the "Student Temporary Record" as defined in 23 Ill. Adm. Code 375.10 (Student Records).

5) Reporting Requirements

Upon the written request of the State Superintendent of Education, districts shall provide information related to the testing (e.g., test scores, grade level distribution, and item results) within 30 days of each test date.

(Source: Added at 11 Ill. Reg. 3073, effective February 2, 1987.)

**Section 1.465 Ethnic School Foreign Language Credit and Program Approval**

- a) School boards of unit and secondary school districts shall have the power to award high school credit for the study of a foreign language in an ethnic school, provided that the amount of credit to be awarded is determined in accordance with Section 10-22.43a of The School Code (Ill. Rev. Stat. 1983, ch. 122, par. 10-22.43a), and that the credit is awarded for the study of a foreign language in an ethnic school program which has been approved by the State Board of Education in accordance with the standards set forth below.
- b) "Ethnic school" means *a part time private school which teaches the foreign language of a particular ethnic group as well as the culture, geography, history and other aspects of a particular ethnic group* (Ill. Rev. Stat. 1984 Supp., ch. 122, par. 2-3.44).
- c) The foreign language program(s) of an ethnic school which voluntarily seeks Illinois State Board of Education approval of its foreign language program(s) shall meet the following minimum standards:
  - 1) Teachers of the foreign language program(s) shall possess at least a baccalaureate degree and at least twenty semester hours of credit in the foreign language taught, both of which shall have been awarded by a college or university recognized in accordance with Section 21-21 of The School Code (Ill. Rev. Stat. 1983, ch. 122, par. 21-21).
  - 2) The foreign language program(s) shall contain at least 120 clock hours of instruction plus outside preparation for each unit of credit issued upon successful completion of such instruction, although less than a full unit of credit may also be awarded in proportion to the amount of instruction received.
  - 3) The school shall maintain and make available upon request by State Board of Education, and/or local school district officials to which students seek to transfer foreign language credit(s), documentation which verifies compliance with these minimum standards. Such documents may include: school informational brochures; course syllabi; class schedules; and official teacher transcripts.
- d) Annual application by an ethnic school for approval of its foreign language program shall be made on forms provided by the State Board of Education.

- e) Approval shall be granted on an annual basis provided that a previously approved ethnic school continues to comply with the minimum standards set forth in subsection (c).

(Source: Added at 9 Ill. Reg. 8608, effective May 28, 1985)

**Section 1.470 Adult and Continuing Education**

- a) Local school districts, in accordance with Section 10-20.12 of The School Code, shall provide for the educational needs of adults under 21 years of age who wish to re-enter high school to acquire a high school diploma or an equivalency certificate. Local boards of education may permit other adults to re-enter high school under this provision.
- b) Local school districts may establish special classes for the instruction
  - 1) of persons of age 21 years or over, and
  - 2) of persons less than age 21 and not otherwise in attendance in public school, for the purpose of providing adults in the community and youth whose schooling has been interrupted with educational programs appropriate to the needs of these individuals. If a program is approved by the State Board of Education, a school may issue credit for a course on the basis of qualitative attainment rather than on the time element. (Section 10-22.20 of The School Code)
- c)
  - 1) Local school districts, as provided in a definite policy of the boards of education, may offer credit through proficiency testing, correspondence courses, military experiences, life experiences and other nonformal educational endeavors.
  - 2) Secondary schools may obtain credit recommendations for service experience by submitting the form, "Request for Evaluation of Service School Training" to the Commission on Accreditation of Service Experiences, 1 DuPont Circle, Washington, D.C. 20036.

AGENCY NOTE: The State Board of Education recommends that a high school grant credit toward a diploma for the successful completion of the following service educational experiences:

United States Armed Forces Institute courses;

United States Armed Forces Institute subject examinations;

High School courses offered through USAFI by cooperating colleges and universities, credit upon transfer from the school offering the course;

Marine Corps Institute courses;

Service School training;

High school credit toward a diploma for basic or recruit training is not recommended.

**Section 1.480 Correctional Institution Educational Programs**

The State Board of Education has recognized the school programs conducted by the Department of Corrections. Units of credit earned while institutionalized are considered to be transferable to the public schools.

SUBPART E: SUPPORT SERVICES

**Section 1.510 Transportation**

- a) Section 29-3 of the School Code [105 ILCS 5/29-3] requires the school boards of certain school districts to provide free transportation to pupils as delineated in that Section. These school districts may provide free transportation to other students in accordance with the remaining applicable provisions of Article 29 of the School Code [105 ILCS 5/Art. 29]. Districts that are not required to provide free transportation may do so at their option.
- b) Each district seeking State reimbursement for pupil transportation shall comply with the provisions of Article 29 of the School Code.
- c) Each district that is required to provide free transportation has the responsibility of providing sufficient buses for transporting all eligible pupils.
- d) Each school district is required to conform to the equipment standards and regulations established by the Department of Transportation.
- e) Each local school board that provides transportation shall designate a person under its direct supervision to ensure adherence to all laws and regulations affecting safe pupil transportation.
- f) School bus routing is the responsibility of the local school board. School districts shall arrange school bus stops to maximize safety, so that buses will not have to back up, and so that crossing arms will not infringe upon pedestrian crosswalks or cross streets. School buses are not required to enter private property.
- g) Local school boards shall institute policies and practices that promote the safety and well-being of school bus passengers, including provisions that support Section 10-22.6(b) of the School Code [105 ILCS 5/10-22.6(b)]. Local school boards shall require that all school bus drivers who transport pupils have been trained as discussed in Section 1.515 of this Part. The requirements set forth in subsections (h) through (n) of this Section shall serve as minimum statewide requirements for operating a school bus. Transportation for students who receive special education and related services shall be as set forth in the State Board's rules for Special Education (23 Ill. Adm. Code 226). Local school boards may adopt more stringent requirements, at their discretion.



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- h) Operation of the Bus by the Driver
- 1) The service door shall be closed at all times when the bus is in motion.
  - 2) Windows shall not be lowered below the stop line painted on the body pillar.
  - 3) The emergency door shall be unlocked but securely latched when operating the school bus.
  - 4) The driver shall not leave the bus while the motor is running.
  - 5) The gasoline tank shall not be filled while there are any persons on the bus or while the motor is running.
  - 6) The school bus signs shall be displayed only when the bus is being used for official school transportation.
  - 7) The required alternately flashing warning lights and stop arm shall be used only when stopping to receive or discharge students.
  - 8) The driver shall not back a bus at the school while students are in the vicinity unless a responsible person is present to guide the bus driver.
  - 9) The driver shall not permit a weapon or explosive of any kind on the bus.
  - 10) The driver shall not smoke when operating a school bus.
- i) Passenger Treatment and Supervision
- 1) All passengers shall be seated when the bus is in motion.
  - 2) Students shall not be asked to leave the bus along the route for breach of discipline, nor shall they be asked to sit anywhere other than on a seat for breach of discipline.
- j) Loading and Unloading
- 1) When children are picked up and must cross a roadway, the driver shall beckon them to cross the road when it is safe to do so.

- 2) The driver on a regular route shall not be expected to wait for a tardy student and may proceed on a timely route if the student is not in sight.
  - 3) At school, the bus shall be driven onto the school grounds to discharge pupils or they shall be otherwise discharged so they will not have to cross a street if at all possible. At all discharge points where it is necessary for pupils to cross a roadway, the driver shall direct students to a point at least ten feet in front of the bus on the shoulder of the roadway and shall direct them to remain there until a signal is given by the bus driver for the students to cross.
  - 4) A driver shall not allow a student to get off the bus at any place other than the student's designated discharge point unless permission is granted by the proper school official.
  - 5) If a loading zone is not visible to traffic approaching from either direction, the district shall notify the Illinois Department of Transportation and request a determination as to the need to erect appropriate signs.
- k) Permitted Occupants
- 1) The manufacturer's capacity for a bus shall not be exceeded.
  - 2) Only persons authorized by the school district shall be allowed to ride school buses. Except with the permission of school authorities, the driver shall transport no school children with animals. Any animal transported shall be properly confined at all times when it is on a school bus.
- l) Accidents
- 1) In case of an accident or breakdown while the bus is transporting students, the first consideration shall be whether it is safer to evacuate the students or to have them remain on the bus.
  - 2) All accidents shall be reported immediately to the appropriate school officials.
  - 3) A completed copy of the Illinois Department of Transportation's "Motorist Report of Motor Vehicle Accident Form" (SR-1) shall be forwarded to the regional superintendent immediately after any accident.

- 4) In case of a death that occurs as a result of a school bus accident, the responsible district official shall immediately notify the regional superintendent by telephone.

m) Railroad Crossings

Each driver of a school bus shall stop at all railroad crossings except where protected by a human flagman or law enforcement officer or marked as having been exempted by the Illinois Commerce Commission pursuant to Section 11-1202 of the Illinois Vehicle Code [625 ILCS 5/11-1202].

- 1) The driver shall stop between 15 and 50 feet in front of the first rail. While stopped, the driver shall open the service door, listen and look in both directions for any approaching train. When the driver determines that no train is approaching, he or she shall close the door, then proceed completely across the grade crossing without changing gears.
- 2) A driver who has stopped at a railroad crossing that is protected only by flashing lights and who determines that no train is, in fact, approaching (i.e., a malfunction is apparent) may proceed despite the warning lights, provided that he or she has complied with the requirements of subsection (m)(1) of this Section.
- 3) The driver shall not use the alternately flashing warning signals or stop arm at railroad grade crossings.

n) School Bus Crossing Arm

- 1) A school bus driver shall use the school bus crossing arm whenever the bus stops to allow students to enter or leave the bus. The driver shall allow sufficient space for the full extension of the crossing arm without infringing on other vehicles, other obstacles, the pedestrian crosswalk, or a cross street. However, a driver may omit using the crossing arm at school loading areas where school buses are parked bumper to bumper or when extending the crossing arm would impede pedestrians' crossing, extend into the adjacent cross street, or collide with another object or vehicle.
- 2) A school bus driver shall report to the affected school district any instance when the crossing arm cannot be used as required. School districts shall use this information in evaluating school bus routes and pickup and dropoff points. Districts shall retain these records in a manner consistent with their retention policies applicable to other records.

- 3) A school bus shall not be used if its crossing arm is found to be inoperable during the pre-trip inspection, or if the crossing arm has malfunctioned and has not yet been repaired.
- 4) If a crossing arm malfunctions while the school bus is carrying students, the driver shall note the stop where the malfunction first occurs and may complete the route if permitted to do so by local board policy.

(Source: Amended at 29 Ill. Reg. 12351, effective July 28, 2005)

### **Section 1.515 Training of School Bus Driver Instructors**

Initial and refresher training is required of all school bus drivers by Section 6-106.1 of the Illinois Vehicle Code [625 ILCS 5/6-106.1]. Pursuant to Section 3-14.23 of the School Code [105 ILCS 5/3-14.23], regional superintendents of schools are responsible for conducting training programs for school bus drivers. These programs shall be established by the State Board of Education and approved by the Secretary of State pursuant to the Secretary's rules titled School Bus Driver Permit (92 Ill. Adm. Code 1035).

- a) 92 Ill. Adm. Code 1035.30 of the Secretary's rules requires the certification of bus driver instructors by the State Board of Education. The following standards shall apply to this certification.
  - 1) The person must be at least 21 years of age.
  - 2) The person must hold or have held an Illinois School Bus Driver's Permit, hold a current teaching certificate endorsed for driver education, or have the approval of the regional superintendent as having had other direct involvement in school bus transportation.
  - 3) The person must provide evidence of having completed a course in first aid from the American Red Cross, the American Heart Association, or another national organization that is recognized by the Illinois Department of Public Health.
  - 4) The person must have assisted a certified instructor in conducting an initial school bus driver training course and a refresher course; the person must also have taught each of these types of courses under the observation of a certified instructor and have received a satisfactory evaluation of overall teaching performance.
  - 5) Certification of bus driver instructors shall be renewed annually. Renewal shall be sought by the regional superintendent of the region where services will be provided, with the permission of the individuals in question and using a form supplied by the State Superintendent of Education. Renewal of certification shall be based on the criteria set forth in subsections (a)(1) through (a)(4) of this Section.
- b) The State Superintendent shall notify each regional superintendent of the certification status of all affected instructors in his or her region and of any deficiencies preventing the certification of any individual. The regional superintendent shall be responsible for notifying instructors of their status.

- c) The regional superintendent shall be responsible for notifying the employers of all bus drivers who complete initial or refresher training courses.

(Source: Added at 29 Ill. Reg. 12351, effective July 28, 2005)

**Section 1.520 School Food Services (Repealed)**

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

**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).
  - 1) School districts shall, by November 15 of each school year, report to the State Board 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, on forms provided by the State Board of Education. A copy of each district's report shall also be delivered to the regional superintendent.
  - 2) Any school district whose report has not been delivered to the State Board of Education by November 15 or does not comply with the percentage requirements of Section 27-8.1 of the School Code shall be issued a Notice of Non-Compliance and be given Notice of Opportunity for Hearing in accordance with the State Board's rules for Contested Cases and Other Formal Hearings (23 Ill. Adm. Code 475).
  - 3) Upon a determination of non-compliance, the reduction in the district's General State Aid payments shall commence on December 10 and will occur semi-monthly thereafter until compliance is documented.
- b) Students participating in interscholastic athletics shall have an annual physical examination.
- c) Each district shall adopt an emergency procedure to be followed in cases of injury or sudden illness to students and/or staff.

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



**Section 1.540 Pupil Personnel Services (Repealed)**

(Source: Repealed at 19 Ill. Reg. 6530, effective May 1, 1995)

SUBPART F: STAFF CERTIFICATION REQUIREMENTS

**Section 1.610 Personnel Required to be Qualified**

All professional employees of public schools and school districts shall be properly certified as required by Section 21-1 of the School Code [105 ILCS 5/21-1]. No one shall teach or supervise in a public school unless that individual holds a certificate of qualification for the position to which that individual has been assigned, or unless the requirements of 23 Ill. Adm. Code 25.464 have been met. (See Appendices A and B of this Part.) Schools' and districts' compliance with these requirements shall be a factor in their recognition status, as discussed in Section 1.20 of this Part.

- a) No one shall be certified to teach or supervise in the public schools of the State of Illinois who is not of good character, good health, a citizen of the United States or legally present and authorized for employment and at least 19 years of age (Section 21-1 of the School Code [105 ILCS 5/21-1]).
- b) A person not a citizen of the United States but who meets the other requirements of subsection (a) of this Section may be issued a certificate valid for teaching or supervising in all grades of the common schools. *An applicant for a certificate who is not a citizen of the United States must sign and file with the State Board of Education a letter of intent indicating that, either within 10 years after the date that the letter is filed or at the earliest opportunity after the person becomes eligible to apply for U.S. citizenship, the person will apply for U.S. citizenship.* (Section 21-1 of the School Code)

(Source: Amended at 28 Ill. Reg. 8486, effective June 1, 2004)

**Section 1.620 Accreditation of Staff (Repealed)**

(Source: Repealed at 28 Ill. Reg. 8486, effective June 1, 2004)

**Section 1.630 Noncertificated Personnel**

- a) Pursuant to Sections 10-22.34 and 34-18 of the School Code [105 ILCS 5/10-22.34 and 34-18], school boards may employ nonteaching personnel or use volunteer personnel for nonteaching duties not requiring instructional judgment or evaluation of pupils.
- b) Paraprofessionals; Teacher Aides
  - 1) School boards may further utilize volunteer noncertificated personnel or employ noncertificated personnel as paraprofessionals (or “teacher aides”) to assist in the instruction of pupils, so long as each noncertificated individual is under the immediate supervision of a teacher who holds a valid certificate and is directly engaged in teaching subject matter or conducting activities (see Sections 10-22.34 and 34-18 of the School Code). To “assist in the instruction of pupils”, i.e., to serve as a paraprofessional, means to support teachers through interactions with students that will help them master curricular content, such as by tutoring; or to assist with classroom management, such as by organizing instructional materials.
  - 2) Employment as a paraprofessional requires a statement of approval issued by the State Board of Education, in consultation with the State Teacher Certification Board, except that a paraprofessional first employed on or before June 30, 2005, in a program that serves students with disabilities shall be subject to this requirement as of July 1, 2007.
  - 3) Each paraprofessional shall be under the direct supervision and control of a fully certificated teacher when assisting with instruction, whether this occurs in classrooms, laboratories, shops, playgrounds, libraries, or other educational settings where instructional judgment requires the supervision of a fully certificated teacher. The certificated teacher shall be responsible for planning the activities to be conducted by the paraprofessional and for evaluating the pupils with whom the paraprofessional works. The certificated teacher shall be continuously aware of the paraprofessional’s activities, i.e., the teacher shall be responsible for controlling the paraprofessional’s activities and shall be able to modify them at any time.
  - 4) Paraprofessionals shall not be utilized as substitutes for or replacement of certificated teachers, and they shall not have equivalent responsibilities. Certificated teachers shall exercise professional judgment when assigning

duties to paraprofessionals and shall retain the responsibility for determining students' scholastic activities.

- 5) Each school district shall:
  - A) submit a list of all paraprofessionals it employs to the State Superintendent of Education with its annual application for recognition;
  - B) maintain a file for each paraprofessional that describes his or her functions and includes his or her statement of approval and evidence that he or she has met the relevant requirements of 23 Ill. Adm. Code 25.510; and
  - C) be responsible for ensuring that no individual is employed as a paraprofessional without a statement of approval, except as permitted under subsection (b)(2) of this Section, and that paraprofessionals are assigned only to tasks for which their approval is valid.
- c) School boards may designate noncertificated persons of good character to serve as supervisors, chaperones or sponsors, either on a voluntary or on a compensated basis, for school activities not connected with the academic program of the schools (see Section 10-22.34a of the School Code [105 ILCS 5/10-22.34a]).
- d) School boards may utilize noncertificated persons, under the direction of a certified teacher, for providing specialized instruction related to a course assigned to the certified teacher on a regular basis, not otherwise readily available in the immediate school environment, in the fields for which they are particularly qualified or skilled (see Section 10-22.34b of the School Code [105 ILCS 5/10-22.34b]).
- e) Noncertificated personnel in special education programs under contract to the local board of education, other than paraprofessionals, shall be governed by 23 Ill. Adm. Code 226 (Special Education). Also, beginning July 1, 2006, educational interpreters for persons who are deaf or hard of hearing shall be approved pursuant to 23 Ill. Adm. 25.550 (Approval of Educational Interpreters).

(Source: Amended at 29 Ill. Reg. 12351, effective July 28, 2005)

**Section 1.640 Requirements for Different Certificates (Repealed)**

(Source: Repealed at 28 Ill. Reg. 8486, effective June 1, 2004)

**Section 1.650 Transcripts of Credits**

Official transcripts of credits earned are issued by institutions of higher education. In determining whether an individual meets the requirements for a particular assignment, a school district shall not rely upon any transcript that does not bear the seal and the signature of the responsible officer of the institution issuing the transcript.

(Source: Amended at 28 Ill. Reg. 8486, effective June 1, 2004)

**Section 1.660 Records of Professional Personnel**

The school district shall maintain records for all professional personnel currently employed by the district. In addition to the individual's name, the record for each professional employee shall contain at least the copies of official transcripts required by Section 24-23 of the School Code [105 ILCS 5/24-23] and relevant health records, including the verification of freedom from tuberculosis required by Section 24-5 of the School Code [105 ILCS 5/24-5]. Each employee's record may also contain other relevant items such as verification of past teaching experience, salary schedule placement, and accumulated sick leave.

(Source: Amended at 28 Ill. Reg. 8486, effective June 1, 2004)



SUBPART G: STAFF QUALIFICATIONS

**Section 1.705 Minimum Requirements for Teachers (Repealed)**

(Source: Repealed at 28 Ill. Reg. 8486, effective June 1, 2004)

**Section 1.710 Requirements for Elementary Teachers**

- a) Each elementary teacher shall hold a valid certificate for the grade level or levels to be taught.
- b) Each elementary teacher first assigned to an elementary position on or after September 1, 1978, shall have formal training in each basic instructional area to be taught.
- c) The endorsement for self-contained general education shall be issued when an individual whose application is received on or before June 30, 2005, demonstrates that he or she has completed the coursework listed in this subsection (c) and passed the test of subject matter knowledge or content-area test and, if he or she has not already passed the test of basic skills and received a certificate based on it, that test as well. For applications received on or after July 1, 2005, the requirements of 23 Ill. Adm. Code 25.100(g) shall apply.
  - 1) Language Arts
  - 2) Mathematics
  - 3) Science
  - 4) Social Science
  - 5) Physical Education
  - 6) Health
  - 7) Fine Arts
  - 8) General Elementary Teaching Methods
  - 9) Elementary Reading Teaching Methods
- d) Beginning July 1, 2004, no teacher may be assigned to teach self-contained general education at the elementary level unless he or she holds a certificate valid for the grade level or levels to be taught and:
  - 1) holds the applicable endorsement; or

- 2) met the requirements of this Section or their predecessor requirements at a time when they were applicable, as confirmed by the employing district's verification of the individual's qualifications; or
- 3) is assigned pursuant to authorization received under 23 Ill. Adm. Code 25.464 (Short-Term Authorization for Positions Otherwise Unfilled).
- e) Assignments in reading at the elementary level shall be subject to the provisions of Section 1.745 of this Part.
- f) Additional requirements may apply to holders of elementary certificates who teach in grades 5 through 8; see Section 1.720 of this Part.

(Source: Amended at 28 Ill. Reg. 8486, effective June 1, 2004)

**Section 1.720 Requirements for Teachers of Middle Grades**

- a) The requirements of this Section apply to teachers first employed after September 1, 1973, in departmentalized grades 5 through 8 ("middle-grade teachers"). Teachers first employed in grades 5 through 8 prior to September 1, 1973, or employed in non-departmentalized grades 5 through 8, are subject to the requirements of Section 1.710 of this Part. To qualify as a middle-grade teacher, the teacher must have either completed the coursework identified in subsection (a)(1) of this Section prior to July 1, 1997, or completed the coursework identified in subsection (a)(2) of this Section. In mathematics and reading, and for library information specialists, there is specific coursework that must be included among the 18 semester hours to be earned; see subsections (a)(3), (4), and (5) of this Section. Further, new requirements for reading and library information specialists will apply to persons who apply for these endorsements on or after July 1, 2006, as well as to other persons who have not completed the 18-hour requirements prior to that date. See subsections (a)(4) and (5) of this Section.
- 1) 18 semester hours in the subject matter area of major teaching assignment (e.g., language arts, mathematics, general science, social science, music), unless the subject taught is a foreign language and Section 25.86 of the State Board's rules for Certification (23 Ill. Adm. Code 25) applies. Where a teacher is assigned to deliver instruction in two areas (e.g., English and social science or mathematics and science), the teacher shall meet the requirements of this subsection for one area and have no fewer than 5 semester hours in the other instructional area.
  - 2) 18 semester hours in the subject matter area of major teaching assignment (e.g., language arts, mathematics, general science, social science, music), unless the subject taught is a foreign language and Section 25.86 of the State Board's rules for Certification applies. Where a middle-grade teacher is assigned to deliver instruction in two areas (e.g., English and social science or mathematics and science), the teacher shall meet the requirements of this subsection for one area and have no fewer than 9 semester hours in the other instructional area. In addition:
    - A) 3 semester hours of coursework, approved by the college of education or other institutional unit governing teacher education, that includes middle-grade philosophy, middle-grade curriculum and instruction, and instructional methods for designing and teaching developmentally appropriate programs (i.e., addressing the cognitive, emotional and physical development of each child)

in the middle grades, including content area (e.g., science, social sciences) reading instruction.

- B) 3 semester hours of coursework, approved by the college of education or other institutional unit governing teacher education, that includes educational psychology focusing on the developmental characteristics of early adolescents, the nature and needs of early adolescents, and the role of the middle-grade teacher in assessment, coordination and referral of students to health and social services.
- 3) For teachers of mathematics in grades 6 through 8 first employed on or after September 1, 1985, the required 18 semester hours in the field shall include three semester hours in the methods of teaching mathematics in those grades and 15 semester hours to be selected from four of the following areas:
- A) Math content courses for elementary teachers;
  - B) Calculus;
  - C) Modern algebra or number theory;
  - D) Geometry;
  - E) Computer science;
  - F) Probability and statistics;
  - G) History of mathematics.
- 4) For major assignments in reading in any of departmentalized grades 5 through 8:
- A) persons first employed on or after September 1, 1978, but before July 1, 2004, are required to have completed the 18 semester hours described in Section 1.740 of this Part;
  - B) persons first employed on or after July 1, 2004, shall be required to have completed either the 18 semester hours described in Section 1.740 of this Part or 18 semester hours in the field that include a

practicum and address at least five of the six topics listed at 23 Ill. Adm. Code 25.100(i), provided that:

- i) the individual completes all the required coursework on or before June 30, 2006; or
  - ii) the individual applies for the reading endorsement on or before June 30, 2006, and completes any coursework identified on a related deficiency statement no later than one year after the date of that statement; and
- C) new requirements for an endorsement in this field apply to persons who have not met the requirements of either subsection (a)(4)(A) or (B) of this Section; see also 23 Ill. Adm. Code 25.100(i) and Section 1.745 of this Part.
- 5) Persons first employed on or after September 1, 1978, as media professionals or library information specialists serving any of grades 5 through 8 are required to have completed 18 semester hours in the field that address administration, organization (cataloging and classification), reference, and selection of materials, provided that the individual completes all the required coursework on or before June 30, 2006, or has applied for the endorsement on or before June 30, 2006, and completes any coursework identified on a related deficiency statement no later than one year after the date of that statement. New requirements for an endorsement in this field apply to persons who have not qualified on the basis of 18 semester hours; see also 23 Ill. Adm. Code 25.100 and Section 1.755 of this Part. The provisions of subsection (a)(2) of this Section notwithstanding, no individual who has completed only nine semester hours in the field may serve in this capacity unless assigned pursuant to 23 Ill. Adm. Code 25.464.
- b) Beginning July 1, 2004, no individual may be assigned to teach in departmentalized grades 5 through 8 unless he or she holds a certificate that is valid for the grade level or levels to be taught and:
- 1) holds a middle-grades endorsement applicable to the subject area; or
  - 2) meets the relevant requirements of this Section; or

- 3) met the requirements of this Section or their predecessor requirements at a time when they were applicable, as confirmed by the employing district's verification of the individual's qualifications; or
- 4) is assigned pursuant to Section 1.745(b)(3) or 1.755(c) of this Part; or
- 5) is assigned pursuant to authorization received under 23 Ill. Adm. Code 25.464 (Short-Term Authorization for Positions Otherwise Unfilled).

(Source: Amended at 29 Ill. Reg. 12351, effective July 28, 2005)

**Section 1.730 Minimum Requirements for Secondary Teachers and Specified Subject Area Teachers in Grades Six (6) and Above through June 30, 2004**

The provisions of this Section not already superseded by Section 1.735 or 1.736 of this Part are replaced by Section 1.737 of this Part as the minimum requirements for assignments beginning July 1, 2004. However, as provided at 23 Ill. Adm. Code 25.100(f)(2), the operable requirements of this Section shall continue as an available basis for issuance of the respective endorsements for applications received through June 30, 2005. Each subsection of this Section applies only to secondary teachers in the respective subject matter area, unless specific requirements for teachers in grades 6 through 8 are set forth.

a) Agriculture (Grades 9 through 12)

The requirements set forth in this subsection (a) shall remain in force through June 30, 1991. Thereafter, the requirements set forth in Section 1.735(a) of this Part shall take effect.

- 1) 24 hours in the field, including an appropriate distribution in the following areas, plus preparation in the specific course taught.
  - A) Agricultural Production
  - B) Agricultural Mechanics
  - C) Agricultural Supplies, Services and Products
  - D) Horticulture
  - E) Agricultural Resources and Forestry
- 2) If special courses are taught in this field, 8 semester hours are required for each course taught.

b) Art (Grades 9 through 12)

24 semester hours in the field, including an appropriate distribution in:

- 1) Painting, drawing, printmaking
- 2) Sketching, lettering, jewelry, design, silkscreen
- 3) Pottery and sculpture



- 4) Constructional design
  - 5) Art education
  - 6) History and appreciation of art
- c) Aviation-Aerospace Education (Grades 9 through 12)
- 1) General Aviation and/or Aerospace Education
    - A) Completion of an approved aerospace education workshop course. 5 hours of flight orientation or familiarization within the last five years. This flight experience does not necessarily need to be as a member of a flight crew.
    - B) If the material that is being taught is strictly sociological in nature, the flight orientation requirement may be minimal. If the material that is being taught emphasizes astroscience, the teacher should have at least one college course in astronomy.
  - 2) Aviation Science Course
    - A) (Based upon a preflight course leading to completion of the FAA private pilot's written examination.)
    - B) A valid FAA private pilot's license or higher, or a valid FAA ground school instructor's certificate and 10 hours of flight orientation or familiarization in the general aviation category aircraft within the last five years. This flight experience does not necessarily need to be as a member of a flight crew.
- d) Business Education (Grades 9 through 12)
- 1) The requirements set forth in this subsection (d) shall remain in force through June 30, 1991. Thereafter, the requirements set forth in Section 1.735(b) of this Part shall take effect.
  - 2) 24 semester hours in the field, which shall include a specialized methods course with the following minimum qualifications for the subject matter areas or course taught:

## A) Typing

6 semester hours, or a statement of equivalency from the institution granting the degree, or the completion of the terminal course in the typewriting sequence.

## B) Shorthand and Transcription

6 semester hours, or a statement of equivalency from the institution granting the degree, or the completion of the terminal course in the shorthand-transcription sequence.

## C) Bookkeeping, accounting, record keeping

6 semester hours in accounting and a course in data processing, or a statement of equivalency from the institution granting the degree.

## D) Business law

3 semester hours of business law.

## E) Distributive subjects; i.e. marketing, retailing, distributive education

8 semester hours covering at least two of the following: sales, retailing, advertising, principles of marketing.

## F) Business arithmetic

2 semester hours in business mathematics or 6 semester hours in accounting.

## G) Office practice, secretarial practice, clerical practice, or office machines

2 semester hours in coursework which includes the operation of the office machines taught in the secondary school course and qualifications for teaching whichever of the following is part of the course: typewriting, shorthand, bookkeeping (see subsections (d)(2)(A), (B), and (C) of this Section).

- H) Basic business, general business, introduction to business, business principles  
  
3 semester hours of consumer education; 3 semester hours of economics and at least 4 semester hours in any two of the following areas: business law, introduction to business marketing, management, or a methods of teaching basic business.
  - I) Business English  
  
2 semester hours in business English, business correspondence, business communications, or business writing.
  - J) Business economics  
  
8 semester hours in the area of economics, finance, financial management, or marketing, including at least one course in principles of economics.
  - K) Data processing  
  
5 semester hours in data processing or the equivalent.
- e) Language Arts--English (Grades 9 through 12)
- 24 semester hours in the field, including 6 semester hours in rhetoric and composition and not more than 8 semester hours in speech and journalism. To teach grammar, American Literature, English Literature, reading or dramatics, the English teacher must have one course in the subject.
- f) Journalism (Grades 9 through 12)
- 8 semester hours in journalism and 16 semester hours in English, or 18 semester hours in journalism and 6 semester hours in rhetoric and composition.
- g) Speech (Grades 9 through 12)
- 8 semester hours in speech selected from at least three of the following four areas: public speaking, interpersonal communication, oral interpretation, and group discussion; and 16 semester hours in English or 18 semester hours in speech, selected from the four areas listed above, and 6 semester hours in rhetoric and composition.

h) Foreign Language (Grades 9 through 12)

20 semester hours in the language.

No credit may be allowed for high school language, unless such credit is approved by an institution of higher learning, and it is noted on the official transcript, in which case 1 semester hour may be allowed for each unit of high school language, not to exceed 4 semester hours.

i) Health Education (Grades 9 through 12)

The requirements described in this subsection (i) shall remain in force through June 30, 1994. Thereafter, the requirements set forth in Section 1.736(a) of this Part shall take effect.

- 1) 20 semester hours in the field
- 2) Required Health Education Component -- One course from each of the following areas to total 10-14 semester hours:
  - A) Advanced Concepts of Health
  - B) Programs in School Health
  - C) Programs in Community Health
  - D) Curriculum Development and Evaluation in Health Education
- 3) Additional Health Education Components-- One course from at least three of the following areas to total 6-10 semester hours:
  - A) The Growing and Developing Organism
  - B) Ecological Relationships
  - C) Disease Control
  - D) Human Sexuality and Family Life
  - E) Food Practices and Eating Patterns

- F) Consumer Health Sources and Resources
- G) Safety
- H) Mood-Modifying Substances
- I) Personal Health Practices
- J) Mental-Emotional Health

j) Health Occupations (Grades 9 through 12)

The requirements set forth in this subsection (j) shall remain in force through June 30, 1991. Thereafter, the requirements set forth in Section 1.735(c) of this Part shall take effect.

- 1) 24 semester hours in a health occupations specialty (e.g., medical laboratory, nursing, radiologic technology, inhalation therapy).
- 2) Graduation from an approved technical-level program in a specific health field with a minimum of 2,000 hours of post-graduate practical work experience in the health specialty in which trained.
- 3) Shall be certified, licensed or registered in the health occupations specialty.

k) Home Economics Education (Grades 9 through 12)

The requirements set forth in this subsection (k) shall remain in force through June 30, 1991. Thereafter, the requirements set forth in Section 1.735(d) of this Part shall take effect.

- 1) 24 semester hours in the field, including work in some of the following areas, plus preparation in the specific teaching area.
  - A) Human Development (includes prenatal, child, adolescent and adult development and care)
  - B) Interpersonal and Family Relationships
  - C) Consumer Education and Home Management

- D) Nutrition and Food
  - E) Housing, Home Furnishings and Equipment
  - F) Clothing and Textiles
- 2) To teach a special course in any of the above areas, 8 semester hours are required in the area to be taught.
- l) Industrial Arts (Grades 9 through 12)

The requirements set forth in this subsection (l) shall remain in force through June 30, 1991. Thereafter, the requirements set forth in Section 1.735(e) of this Part shall take effect.

- 1) 24 semester hours in the field, including work in each shop subject to be taught.
  - 2) To teach a unit shop, the teacher shall have 8 semester hours in the subject taught.
- m) Mathematics
- 1) In grades 9-12
- 25 semester hours in the field, including:
- A) a minimum of 8 semester hours from calculus
  - B) 3 semester hours of coursework in the teaching of secondary school mathematics
  - C) 14 semester hours of work from at least four of the following areas:
    - i) Computer Science
    - ii) Linear Algebra
    - iii) Modern Algebra
    - iv) Geometry

- v) Applied mathematics
  - vi) Probability and statistics
  - vii) History of mathematics
- 2) In grades 6-8
- 18 semester hours in the field including:
- A) 3 semester hours in the methods of teaching mathematics in grades 6-8
  - B) 15 semester hours to be selected from four of the following areas:
    - i) Math content courses for elementary teachers
    - ii) Calculus
    - iii) Modern algebra or number theory
    - iv) Geometry
    - v) Computer Science
    - vi) Probability and statistics
    - vii) History of mathematics
- 3) The requirements of Section 1.730 (m) are not applicable to personnel employed prior to September 1, 1985.
- n) Music (Grades 9 through 12)
- 1) Vocal
- 24 semester hours in the field, including:
- A) Applied vocal music
  - B) Music theory

- C) Conducting
  - D) History of music
  - E) Methods and materials for general school vocal music
- 2) Music--Instrumental
- 24 semester hours in the field, including:
- A) Applied instrumental music
  - B) Music theory
  - C) Conducting
  - D) Methods and materials for general school instrumental music
- 3) These standards do not apply to those individuals employed prior to September 1, 1978.
- o) Physical Education (Grades 9 through 12)
- The requirements described in this subsection (o) shall remain in force through June 30, 1994. Thereafter, the requirements set forth in Section 1.736(b) of this Part shall take effect.
- 1) 20 semester hours in the field which shall include the following:
- A) 5 semester hours to be selected from at least two of these areas:
    - i) Anatomy
    - ii) Physiology
    - iii) Kinesiology
    - iv) Physiology of exercise
  - B) One course from each of the three areas below to total 5 semester hours:



- i) Dance and/or rhythmic activities
    - ii) Individual-dual activities
    - iii) Team sports
  - C) 10 semester hours to be selected from at least three of the four areas listed below:
    - i) Instructional methods for physical education
    - ii) Curriculum design for physical education
    - iii) Physical Education for the atypical child (optional, but strongly recommended)
    - iv) Physical education for the elementary school (required for elementary school; optional, but strongly recommended for secondary school)
- 2) This standard does not apply to those individuals employed prior to September 1, 1978.
- p) Psychology (Grades 9 through 12)  
20 semester hours in the field
- q) Safety and Driver Education (Grades 9 through 12)  
16 semester hours in the field, including preparation as follows:
  - 1) 3 semester hours in general safety
  - 2) 5 semester hours in driver education and advanced traffic safety
  - 3) 8 semester hours chosen from two or more of the following areas:
    - A) General safety, including traffic and industrial safety
    - B) Advanced psychology and sociology

- C) First aid and health education
  - D) Instructional materials
  - 4) Teachers assigned to either simulation or multiple-car programs shall have preparation in the use of these methods which shall consist of a minimum of 1 semester hour or its equivalent in each area.
- r) Science, Biological (Grades 9 through 12)
- 24 semester hours in the field, including the semester hours indicated in the subject to be taught
- 1) Biology  
  
8 semester hours in botany including 5 semester hours in laboratory work, 8 semester hours in zoology including 5 semester hours in laboratory work. 10 semester hours laboratory work in biology satisfies the laboratory requirement.
  - 2) Botany  
  
8 semester hours including 5 semester hours in laboratory work.
  - 3) Physiology  
  
8 semester hours
  - 4) Zoology  
  
8 semester hours in zoology including 5 semester hours in laboratory work.
- s) Science, Physical (Grades 9 through 12)
- 24 semester hours in the field, including the semester hours indicated in the subject to be taught:
- 1) Astronomy--5 semester hours
  - 2) Chemistry--10 semester hours including 4 semester hours in laboratory work

- 3) Geology--8 semester hours
  - 4) Physics--10 semester hours including 4 semester hours in laboratory work
  - 5) Physiography--5 semester hours
  - 6) Aerospace--5 semester hours
  - 7) Earth science--8 semester hours
  - 8) In astronomy, geology, and earth science, it is recommended that field experiences be included as part of the hourly requirements. In addition, it is recommended that a teacher of astronomy, chemistry, or physics have the minimum preparation required of a mathematics teacher.
- t) Science, General (Grades 9 through 12)
- 24 semester hours in the field including:
- 1) Physical science--8 semester hours
  - 2) Biological science--8 semester hours
- u) Social Studies (Grades 9 through 12)
- 24 semester hours in the field, including the semester hours indicated in each subject to be taught:
- 1) United States History--8 semester hours
  - 2) Civics, Political Science--8 semester hours
  - 3) Economics--8 semester hours
  - 4) Geography--8 semester hours
  - 5) Sociology--8 semester hours
  - 6) World History--8 semester hours in World History, 5 semester hours in U.S. History

- 7) Anthropology--5 semester hours
- 8) Every history teacher shall have 16 semester hours in history.
- v) Vocational Education (Reimbursable Training Programs, Grades 9 through 12)

All instructional personnel and coordinators shall hold a valid teaching certificate. The requirements set forth in this subsection (v) shall remain in force through June 30, 1991. Thereafter, the requirements set forth in Section 1.735(f) of this Part shall take effect.

- 1) Instructional Personnel--The requirements for instructional personnel in reimbursable programs in the five areas of Industrial-Oriented, Applied Biological and Agricultural, Home Economics, Health Occupations, and Business, Marketing and Management are:
  - A) A minimum of 2,000 hours of employment experiences in the occupational specialty to be taught.
  - B) The district may employ an individual who does not meet the provisions of subsection (v) (1) (A) of this Section, providing the employment experience requirement will be met within four years from the date of employment by: 2,000 hours of employment experience in the occupational specialty to be taught or a combination of work experience and directed occupational experience. Options exercised under this subsection (v)(1)(B) must be submitted in detail in the district's One and Five Year Plan for occupational education and are subject to approval.
  - C) For those occupations in which employment or preparation is regulated by law or licensure, compliance with those laws is mandated.
- 2) Cooperative Teacher Coordinator  
  
Professional competencies for specialized cooperative occupational education:
  - A) Occupational Education  
  
Teacher-coordinators of specialized cooperative education in any one of the following areas:

- i) Agriculture and Agri-Business
  - ii) Business and Office
  - iii) Distributive Education
  - iv) Health Occupations
  - v) Home Economics and Related Occupations
  - vi) Industrial Oriented Occupations Cooperative Work Training
- B) To be approved, an individual shall possess 16 semester hours in the field, which shall include a methods course in the occupational specialized area; in addition, 6 semester hours in the area of organization and administration of cooperative occupational education, coordination in techniques, and individualized instructional methodology. In addition, the coordinator shall possess a minimum of: 2,000 hours of employment experience in the occupational specialty to be taught, or complete a directed occupational experience in the appropriate specialized area, equivalent to the 2,000 hour employment requirement, or complete a combination of employment experience and directed occupational experience equivalent to the 2,000 hour employment experience requirement within four years from date of initial employment as a coordinator. The latter two of these three options shall be submitted in detail in the district's One and Five Year Plan for occupational education and are subject to approval.
- 3) Special Needs Cooperative Teacher Coordinator
- In schools with cooperative courses to serve students with special needs, such as Work Experience and Career Exploration Program, the coordinator shall meet the requirements for specialized cooperative occupational education coordinators as shown in subsection (v)(2) of this Section (except that the 16 semester hours in occupational education shall be waived).
- 4) Interrelated Cooperative Occupational Teacher Coordinator

Coordinators of interrelated cooperative education shall meet certification standards in at least one of the occupation areas listed in subsection (v)(2)(A) and meet the requirement of subsection (v)(2) of this Section.

5) Compliance with Legal, Governmental and Professional Requirements

For those occupations in which employment or preparation is regulated by law or licensure, compliance with those laws is required.

6) The requirements of subsection (v) are not applicable to personnel employed prior to September 1, 1978.

(Source: Amended at 28 Ill. Reg. 8486, effective June 1, 2004)

**Section 1.735 Requirements to Take Effect from July 1, 1991, through June 30, 2004**

The requirements of this Section shall apply only to personnel employed on or after July 1, 1991, and shall be replaced beginning July 1, 2004, as the minimum requirements for the respective assignments by the applicable provisions of Section 1.737 of this Part. However, as provided at 23 Ill. Adm. Code 25.100(f)(2), the requirements of this Section shall continue as an available basis for issuance of the respective endorsements for applications received through June 30, 2005. For the purposes of this Section, the term "upper-division level" refers to coursework normally offered to students by postsecondary educational institutions during their junior or senior year. The term "preparation level" means courses usually taught during the junior or senior year of high school.

- a) Agricultural Education (Grades 9 through 12)
  - 1) 24 semester hours, to include:
    - A) A vocational/occupational education methods course at the upper-division level.
    - B) 12 semester hours, including at least one course in each of the following areas:
      - i) Agricultural Exploration/Orientation - agricultural careers, supervised occupational experience programs, adult education in agriculture, agricultural leadership;
      - ii) Agricultural Entrepreneurship - agricultural merchandising, agricultural business procedures, agricultural economics, computer applications in agriculture;
      - iii) Agricultural Natural Sciences - animal science, plant science, soil science;
      - iv) Agricultural Physical Science/Mechanization - servicing small engines, surveying, electrical wiring, building agricultural structures.
    - C) A minimum of one concentration (9 semester hours in addition to the 12 semester hours listed in subsection (a)(1)(B) of this Section) in one of the following endorsement areas:

- i) Agricultural Business and Management - agricultural commodity and product marketing, financing agricultural businesses, agricultural business management, computerization in agriculture, producing, processing, promoting and selling agricultural products;
    - ii) Agricultural Power and Machinery - gasoline and diesel power units, field machinery, electric motors and controls, hydraulic systems, power transmission systems;
    - iii) Horticulture - floriculture, vegetable and fruit production, landscaping and turf management, nursery and greenhouse operation and management; or
    - iv) Agricultural Resources - agricultural conservation, recreation management, forestry production and management, game and wildlife management.
  - 2) To provide instruction at the preparation level, teachers must hold an endorsement that corresponds to their area of instruction.
  - 3) In vocational education reimbursable programs, instructors teaching preparation-level courses must have a total of 2,000 hours of work experience in the specific endorsement area being taught. If an instructor teaches in more than one endorsement area, the 2,000 hours shall be distributed among endorsement areas being taught, with a minimum of 250 hours work experience in each endorsement area. Records must be kept by the employing institution to substantiate this experience. Such records may include written statements from supervisors at places of employment who can be reached for verification of the documentation submitted, or, in cases where supervisors are no longer available to verify the employment, affidavits by applicants' instructors stating the facts concerning the work experience in question.
- b) Business, Marketing, and Management (Grades 9 through 12)
- 1) 24 semester hours, to include:
    - A) A vocational/occupational education methods course at the upper-division level.



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- B) 12 semester hours, including at least one course in each of the following areas:
- i) Business Exploration/Orientation - business management, survey of business, business and its environment, business principles;
  - ii) Business Computer Applications - microcomputer applications, data processing, management information systems, introduction to data processing/computers;
  - iii) Business Communications - business English, business communications, business report writing, business correspondence;
  - iv) Business Mathematics - quantitative methods of business, finance, mathematics for business, statistics or one year of college mathematics.
- C) A minimum of one concentration (9 semester hours in addition to the 12 semester hours listed in subsection (b)(1)(B) of this Section) in one of the following endorsement areas:
- i) Accounting - accounting, financial accounting, managerial accounting, or finance, with one course in the upper division;
  - ii) Basic Business - economics, survey of business, business law, entrepreneurship, consumer education or upper-division course(s) in management and/or marketing;
  - iii) Information Processing - microcomputer applications, introduction to computers, including the terminal course in the word processing and/or typewriting sequence, and one upper-division course in office administration/information management;
  - iv) Information Processing/Secretarial - microcomputer applications, introduction to computers including one upper-division course in office administration/information management, the terminal course in the word processing

and/or typewriting sequence and the terminal course in a shorthand system;

- v) Business Computer Programming/Systems - business computer programming, microcomputer applications, systems analysis, including one upper-division management information system (MIS), systems analysis, or business computer programming course; or
  - vi) Marketing - upper-division courses in advertising, sales, retailing, marketing, wholesaling, consumer behavior, entrepreneurship.
- 2) Business, Marketing and Management teachers who hold a Business, Marketing and Management endorsement may teach an orientation/exploratory composite course which addresses a variety of subject areas in Business, Marketing and Management Occupations. To provide instruction in a specific subject, teachers must hold the endorsement that corresponds to the area of instruction, as identified in subsection (b)(1)(C) of this Section.
- 3) In vocational education reimbursable programs, instructors teaching preparation-level courses must have a total of 2,000 hours of work experience in the specific endorsement area being taught. If an instructor teaches in more than one endorsement area, the 2,000 hours shall be distributed among endorsement areas being taught, with a minimum of 250 hours work experience in each endorsement area. Records must be kept by the employing institution to substantiate this experience. Such records may include written statements from supervisors at places of employment who can be reached for verification of the documentation submitted, or, in cases where supervisors are no longer available to verify the employment, affidavits by applicants' instructors stating the facts concerning the work experience in question.
- c) Health Occupations (Grades 9 through 12)
- 24 semester hours, to include:
- 1) A vocational/occupational education methods course at the upper-division level.

- 2) 12 semester hours, including at least one course in each of the following areas:
  - A) Introduction to Health Occupations - introduction to various health professions, education requirements, licensure/registration/certification, career mobility, job market, technologies and other information;
  - B) Principles and Philosophies of Vocational Education - nature and purpose of vocational, occupational and career education, their relationships and differences, and the place of each in preparing for the world of work;
  - C) Occupational Analysis and Curriculum Development - upper-division course in a systems approach to curriculum development and instruction methods utilized in vocational and occupational education. Includes analyzing operations and jobs, specifying objectives, and developing curriculum;
  - D) Occupational Internship - upper-division course(s) of experiential activities which are based upon required occupational skills and knowledge and are related to health occupations.
- 3) Endorsement
  - A) In addition to the 12 semester hours listed in subsection (c)(2) of this Section, licensure, registration or certification is required in one health occupations specialty, e.g., respiratory therapy, radiology, medical records technology, medical assisting, nursing or other health occupation.
  - B) In vocational education reimbursable programs, instructors teaching preparation-level courses must have a total of 2,000 hours of work experience in the specific endorsement area being taught. If an instructor teaches in more than one endorsement area, the 2,000 hours shall be distributed among endorsement areas being taught, with a minimum of 250 hours work experience in each endorsement area. Records must be kept by the employing institution to substantiate this experience. Such records may include written statements from supervisors at places of employment who can be reached for verification of the documentation submitted, or, in cases where supervisors are no

longer available to verify the employment, affidavits by applicants' instructors stating the facts concerning the work experience in question.

- d) Home Economics (Grades 9 through 12)
  - 1) 24 semester hours, to include:
    - A) A vocational/occupational education methods course at the upper-division level.
    - B) 12 semester hours, to include one course in four of the six following areas:
      - i) Human Development, Child Development - human, prenatal, child, adolescent growth and development and care, adult care, gerontology, administration of child care programs, instructional activities and materials for preschoolers;
      - ii) Interpersonal and Family Relationships and Parenting - interpersonal and family relationships, family life, adult living, family dynamics, parenting, human relationships;
      - iii) Consumer and Resource Management - family finance, consumer education, consumer economics, consumer management, resource management, home management;
      - iv) Housing, Interior Furnishings, Living Environments - home furnishings, interior design, household equipment, basic design, living environments, housing;
      - v) Food and Nutrition, Food Service, Hospitality - foods and nutrition, food preparation, quantity food preparation, food sanitation, hospitality management, food management, therapeutic nutrition;
      - vi) Clothing, Textiles, Fashion - clothing selection, clothing construction, costume design, history of fashion, apparel merchandising, textiles selection.

- C) A minimum of one concentration (9 semester hours in addition to the 12 hours listed in subsection (d)(1)(B) of this Section) in the endorsement areas of:
- i) Child and Day Care Services - 9 semester hours, to include 6 from subsection (d)(1)(B)(i) and 3 from subsection (d)(1)(B)(ii);
  - ii) Food and Nutrition Services - 9 semester hours from subsection (d)(1)(B)(v);
  - iii) Fashion and Clothing Services - 9 semester hours from subsection (d)(1)(B)(vi);
  - iv) Interior Furnishings Services/Living Environments - 9 semester hours, to include 6 from subsection (d)(1)(B)(iv) and 3 from subsection(s) (d)(1)(B)(iii) and/or (vi);
  - v) Institutional and Home Management Services - 9 semester hours, including one course from four of the areas listed in subsections (d)(1)(B)(i) through (v);
  - vi) Consumer Education and Resource Management - 9 semester hours, to include 6 from subsection (d)(1)(B)(iii) and the remainder from subsection (d)(1)(B)(i), (ii), (iv), (v), or (vi); or
  - vii) Interpersonal, Family Relationships, Parenting - 9 semester hours, to include 6 from subsection (d)(1)(B)(ii) and 3 from subsection (d)(1)(B)(i).
- 2) Home Economics teachers who hold a Home Economics endorsement may teach an orientation/exploratory composite course which addresses a variety of subject areas in Home Economics Occupations. To provide instruction in a specific subject, teachers must hold the endorsement that corresponds to the area of instruction, as identified in subsection (d)(1)(C) of this Section.
- 3) In vocational education reimbursable programs, instructors teaching preparation-level courses must have a total of 2,000 hours of work experience in the specific endorsement area being taught.

If an instructor teaches in more than one endorsement area, the 2,000 hours shall be distributed among endorsement areas being taught, with a minimum of 250 hours work experience in each endorsement area. Records must be kept by the employing institution to substantiate this experience. Such records may include written statements from supervisors at places of employment who can be reached for verification of the documentation submitted, or, in cases where supervisors are no longer available to verify the employment, affidavits by applicants' instructors stating the facts concerning the work experience in question.

- e) Industrial Technology Education (Grades 9 through 12)
  - 1) 24 semester hours, to include:
    - A) A vocational/occupational education methods course at the upper-division level.
    - B) 12 semester hours of laboratory-based courses in industrial technology, including at least one course in each of the following content areas:
      - i) Communication Technology - design and drafting, broadcasting, computers in communication, photography, graphic arts, telecommunications;
      - ii) Production Technology - managing the enterprise, materials and processes, research and development, producing, marketing, servicing in the manufacturing/construction enterprise;
      - iii) Transportation Technology - material handling conveyors, space transportation, atmospheric transportation, marine transportation, terrestrial transportation;
      - iv) Energy Utilization Technology - energy conversion, solar resources, wind and water resources, fossil fuels, nuclear energy resources, energy conservation.
    - C) A minimum of one concentration (9 semester hours of laboratory-based courses in addition to the 12 semester hours listed in

subsection (e)(1)(B) of this Section) in one of the following endorsement areas:

- i) Construction - carpentry, building maintenance, residential and commercial, electricity, painting, plumbing, cement and brick masonry, drywall application and roofing;
- ii) Electronics - computer repair, radio and television repair, small appliance repair, electrical and electronic instrument repair, electromedical equipment repair, communication equipment installation and repair;
- iii) Graphic Communications - press operation, composition and typesetting, commercial art, lithographic press operation, platemaking, photography, printing camera operation;
- iv) Transportation - small gasoline engine repair, aircraft mechanical systems repair, automobile engine repair, diesel engine repair, automobile and truck mechanical systems repair, motor vehicle repair;
- v) Manufacturing - machine tool operation, tool and die making, sheet metal fabrication, welding and metal fabrication, production cabinet making, plastics-forming and fabrication, machinery maintenance, automated manufacturing equipment set-up and maintenance, numerical control machine operation, computer numerical control machine operation;
- vi) Industrial Technology - mechanical systems, hydraulic systems, pneumatic systems, thermal systems, electrical systems, communication systems, transportation systems, production systems, energy and power utilization;
- vii) Public Service - fire-fighting technology, police science, criminal justice technology, security services;
- viii) Drafting/Design - architectural drafting, mechanical drafting, civil drafting, computer-aided drafting and design, geometric construction, industrial design;

- ix) Autobody Repair - frame inspection and alignment, body and fender repair, glass installation, vinyl top repair, automotive painting; or
  - x) Heating, Ventilation and Air Conditioning - installation and repair of heating, air conditioning and ventilation systems, installation and repair of refrigeration and air conditioning systems.
- 2) To provide instruction at the preparation level, teachers must hold an endorsement that corresponds to their area of instruction.
  - 3) In vocational education reimbursable programs, instructors teaching preparation-level courses must have a total of 2,000 hours of work experience in each specific endorsement area being taught. If an instructor teaches in more than one endorsement area, the 2,000 hours shall be distributed among endorsement areas being taught, with a minimum of 250 hours work experience in each endorsement area. Records must be kept by the employing institution to substantiate this experience. Such records may include written statements from supervisors at places of employment who can be reached for verification of the documentation submitted, or, in cases where supervisors are no longer available to verify the employment, affidavits by applicants' instructors stating the facts concerning the work experience in question.
- f) Vocational Education Teachers (Reimbursable Training Programs, Grades 9 through 12)

The requirements for instructional personnel to teach in reimbursable programs in Agricultural Education; Business, Marketing and Management; Health Occupations; Home Economics Occupations; and Industrial Technology Education are:

- 1) Instructors must meet the certification standards in one of the above occupational areas and possess a valid teaching certificate.
- 2) Instructors teaching preparation-level courses must have a minimum of 2,000 hours of work experience in the specific endorsement area to be taught. If an instructor teaches in more than one endorsement area, the 2,000 hours shall be distributed among endorsement areas being taught, with a minimum of 250 hours work experience in each endorsement area. Records must be kept by the employing institution to substantiate this



experience. Such records may include written statements from supervisors at places of employment who can be reached for verification of the documentation submitted, or, in cases where supervisors are no longer available to verify the employment, affidavits by applicants' instructors stating the facts concerning the work experience in question.

- 3) A district may employ an individual who does not have 2,000 hours of employment experience in the occupational specialty to be taught, provided that the employment experience requirement will be met within four years from the date of employment by either 2,000 hours of employment experience in the occupational specialty to be taught or a combination of work experience and directed occupational experience. A directed occupational experience means: a combination of work experience and a university credit-generating course specifically designed to supervise the work experience equal to one-half of the required 2,000 hours; or participation in a work experience with supervision similar to that provided through a university course setting provided by a local agency administrator equal to one-half of the required 2,000 hours. Options chosen pursuant to this subsection must be described in detail in the Regional Education for Employment Plan and will be approved, if:
  - A) The work experience is a paid employment experience; and
  - B) The work experience is outside of the education or teaching profession.
- 4) Cooperative Teacher Coordinator
  - A) The requirements for teacher-coordinators of specialized cooperative education in Agricultural Education; Business, Marketing and Management; Health Occupations; Home Economics Occupations; and Industrial Technology Education include:
    - i) 24 semester hours in the specialty area, which shall include a methods course, six semester hours in the area of organization and administration of cooperative education; and
    - ii) A minimum of 2,000 hours of employment experience in the occupational specialty to be taught; or

- iii) Completion of a directed occupational experience in the appropriate specialized area, equivalent to the 2,000-hour employment requirement; or
    - iv) Completion of a combination of employment experience and directed occupational experience equivalent to the 2,000-hour employment experience requirement within four years from the date of initial employment as a coordinator.
  - B) Options chosen pursuant to subsections (f)(4)(A)(iii) and (iv) of this Section shall be described in detail in the district's Regional Education for Employment Plan and will be approved, if:
    - i) The work experience is a paid employment experience; and
    - ii) The work experience is outside of the education or teaching profession.
- 5) Special Vocational Teacher Coordinator

In schools with cooperative courses to serve students with special needs, such as the Work Experience and Career Exploration Program, Early School Leaver Program, and vocationally reimbursed Special Education Cooperative Education, the coordinator shall meet the requirements for specialized cooperative occupational education coordinators as shown in subsection (f)(4) of this Section, except that the 24 semester hours in the occupational specialty area shall be waived. The coordinator shall possess six semester hours in the area of organization and administration of cooperative education.
- 6) Interrelated Cooperative Occupational Teacher Coordinator and Cooperative Work Training (CWT) Teacher Coordinator

Coordinators of interrelated cooperative education and cooperative work training shall meet certification standards in at least one of the specialty areas listed in subsection (f)(4)(A) of this Section and shall meet the requirements for a Cooperative Teacher Coordinator.
- 7) Compliance with Legal, Governmental and Professional Requirements

For those occupations in which employment or preparation is regulated by law or licensure, compliance with those laws is required.

(Source: Amended at 28 Ill. Reg. 8486, effective June 1, 2004)

**Section 1.736 Requirements to Take Effect from July 1, 1994, through June 30, 2004**

The requirements described in this Section shall apply only to personnel employed on or after July 1, 1994, and shall be replaced beginning July 1, 2004, as the minimum requirements for the respective assignments by the applicable provisions of Section 1.737 of this Part. However, as provided at 23 Ill. Adm. Code 25.100(f)(2), the requirements of this Section shall continue as an available basis for issuance of the respective endorsements for applications received through June 30, 2005.

- a) Health Education (Grades 9 through 12)
  - 1) 24 semester hours in the field.
  - 2) Required Health Education Core Component - One course from each of the following areas, for a total of 10-14 semester hours:
    - A) Theories and Concepts of Health (Anatomy and physiology may not be counted in meeting this requirement.)
    - B) Programs in School Health
    - C) Programs in Community Health
    - D) Curriculum Development and Evaluation in Health Education
  - 3) Additional Health Education content - At least 10 semester hours distributed as follows:
    - A) At least one course in Human Sexuality or Sex Education
    - B) At least one course in Drug/Chemical Use and Abuse
    - C) At least two courses chosen from the following list of electives:
      - i) Mental/Emotional Health
      - ii) Environmental Health
      - iii) Disease Prevention and Control
      - iv) Nutrition and Dietary Patterns

- v) Consumer Health
  - vi) Safety and Injury Control
  - vii) Personal Health Practices
- b) Physical Education (Grades 9 through 12)
- 1) 24 semester hours in the field
  - 2) Knowledge and Skill Acquisition - At least one course in each of the following, for a total of at least 6 semester hours:
    - A) Health-Related Fitness (e.g., conditioning, aerobic fitness exercise, stress management)
    - B) Rhythm and Dance
    - C) Individual Sports/Activities
    - D) Team Sports
  - 3) Scientific Foundations
    - At least 9 semester hours distributed as follows:
      - A) 3 semester hours earned in at least one of the following:
        - i) Human Anatomy
        - ii) Human Physiology
      - B) 6 semester hours from at least two of the following areas:
        - i) Exercise Physiology
        - ii) Kinesiology or Biomechanics
        - iii) Motor Learning, Motor Behavior, or Motor Development

- C) Curriculum and Instruction - At least one course in each of the following, all of which must explicitly include an emphasis on both regular and special populations:
  - i) Curriculum Design in Physical Education
  - ii) Instructional Strategies/Methodology in Physical Education
  - iii) Assessment/Evaluation of Physical Education (Learning Assessment and Program Evaluation)

(Source: Amended at 28 Ill. Reg. 8486, effective June 1, 2004)

**Section 1.737 Minimum Requirements for the Assignment of Teachers in Grades 9 through 12 Beginning July 1, 2004**

- a) Beginning July 1, 2004, no teacher may be assigned to teach a particular subject in any of grades 9 through 12 unless he or she holds a certificate that is valid for the grade level or levels to be taught and:
  - 1) holds the applicable endorsement for the subject area (and, in the case of the provisional vocational certificate, has also completed the work experience required pursuant to subsection (c) of this Section); or
  - 2) met the requirements of Section 1.730, 1.735, or 1.736 of this Part, or their predecessor requirements, at a time when they were applicable to that assignment, as confirmed by the employing district's verification of the individual's qualifications; or
  - 3) meets the minimum requirements for that assignment identified in subsection (b) of this Section and has not exhausted the three-year period of eligibility available pursuant to 23 Ill. Adm. Code 25.100(l); or
  - 4) meets the requirements of Section 1.745 of this Part, if applicable; or
  - 5) is assigned pursuant to authorization received under 23 Ill. Adm. Code 25.464 (Short-Term Authorization for Positions Otherwise Unfilled).
  
- b) Beginning July 1, 2004, the provisions of this Section shall replace those of Sections 1.730, 1.735, and 1.736 of this Part as one basis upon which school districts and other entities subject to this Part may assign individuals to teach specific subjects. The qualifications identified in this subsection (b) are not the same as those for the respective endorsements, nor are they intended to match the requirements for identification as a "highly qualified" teacher in any particular subject area. Each individual who is first assigned to a subject area based upon the qualifications delineated in this subsection (b) shall be subject to the requirement for acquiring an endorsement in the respective field within three years after the date of assignment, in accordance with 23 Ill. Adm. Code 25.100(l). For purposes of the applicability of this requirement, an individual shall be considered "first assigned" to any field in which he or she has not taught in Illinois prior to July 1, 2004.
  - 1) For agricultural education; visual or drama/theatre arts; business, marketing, and computer education; dance; English language arts; health education; health careers; family and consumer sciences; technology

education; mathematics; music; physical education; biology; chemistry; earth and space science; environmental science; physics; economics; geography; history; political science; psychology; sociology and anthropology: 24 semester hours in the field.

- 2) For foreign language: 20 semester hours in the language (unless 23 Ill. Adm. Code 25.85 or 25.86 applies).
- 3) For safety and driver education: The 16 semester hours in the field that are specified in Section 1.730(q) of this Part shall continue to apply.
- 4) For assignments in reading, the requirements of Section 1.745 of this Part shall apply.

c) Additional Requirements for Career and Technical Education

- 1) Assignments at the “skill-level” (grades 11 and 12) in reimbursable career and technical education generally require 2,000 hours of work experience in the area to be taught or, for more than one area, a total of 2,000 hours with no fewer than 250 hours in each area taught. A district may, however, employ an individual who holds a secondary certificate with the appropriate career and technical education endorsement but who has not completed 2,000 hours of work experience in the occupational area to be taught, provided that the individual acquires this experience in paid employment outside the teaching profession within four years after the date of first assignment. The employing entity shall maintain records to substantiate this experience, which may include written statements from former supervisors who can be reached for verification or, in cases where supervisors are no longer available to verify the individual’s employment, affidavits by the applicant’s instructors describing the work experience.
- 2) A teacher who is eligible under this Section to provide skill-level instruction in a particular area shall also be eligible to serve as a coordinator of either a specific cooperative education program or interrelated cooperative education, provided that he or she has also completed six semester hours of coursework in the organization and administration of cooperative education.
- 3) A teacher serving as a coordinator of cooperative education for special education students shall be required to meet the requirements for assignment as a special education teacher rather than those for assignment as a teacher of career and technical education, except that an individual



serving in this capacity shall be required to have completed 2,000 hours of work experience as provided in subsection (c)(1) of this Section and six semester hours of coursework in the organization and administration of cooperative education.

(Source: Amended at 29 Ill. Reg. 12351, effective July 28, 2005)

**Section 1.740 Standards for Reading through June 30, 2004**

The requirements of this Section shall apply through June 30, 2004, to those teachers whose major teaching assignment is reading. The requirements of Section 1.745 of this Part shall apply beginning July 1, 2004.

- a) 18 semester hours of graduate-undergraduate level work in the field, including preparation in the following areas:
  - 1) Foundation or survey of reading fundamentals including reading in the content areas
  - 2) Testing procedures and diagnosis of reading disabilities
  - 3) Diagnostic teaching techniques and materials
  - 4) Clinical or laboratory practicum in reading
  - 5) Literature appropriate for the age of students included in the program.
- b) This standard does not apply to those individuals employed prior to September 1, 1978.

(Source: Amended at 28 Ill. Reg. 8486, effective June 1, 2004)

**Section 1.745 Requirements for Reading Teachers and Reading Specialists at all Levels as of July 1, 2004**

- a) The “reading teacher” endorsement is valid only for teaching reading to students, while the “reading specialist” endorsement is valid not only for teaching reading to students but also for providing technical assistance and/or professional development to other teachers. Separate sets of standards and requirements govern the issuance of these two endorsements (see 23 Ill. Adm. Code 27.110 and 27.120, as well as 23 Ill. Adm. Code 25.100(i)).
- b) Beginning July 1, 2004, no individual may be assigned to teach reading, other than reading as part of general classroom instruction provided by that individual, or to serve as a reading specialist unless he or she holds a certificate valid for the grade level or levels of the assignment and:
  - 1) holds the endorsement appropriate to the assignment; or
  - 2) met the requirements of Section 1.720 or Section 1.740 of this Part, as applicable to the grade level served, or their predecessor requirements at a time when they were applicable, as confirmed by the employing district’s verification of the individual’s qualifications; or
  - 3) presents evidence of having completed 24 semester hours of college coursework in reading on or after July 1, 2006, and has not exhausted the three-year period of eligibility available pursuant to 23 Ill. Adm. Code 25.100(I); or
  - 4) is assigned pursuant to authorization received under 23 Ill. Adm. Code 25.464 (Short-Term Authorization for Positions Otherwise Unfilled).

(Source: Amended at 29 Ill. Reg. 12351, effective July 28, 2005)

**Section 1.750 Standards for Media Services through June 30, 2004**

Preparation of Person Providing Media Services

- a) Media Professional: responsible for both library and audio-visual services to students, teachers and other school personnel.

Appropriate Teacher Certificate. Work in the field: 18 semester hours in library science--media; professional preparation (at four-year college and/or graduate levels) in administration, organization (cataloging and classification), reference, and selection of materials (elementary and/or secondary levels).

- b) Media Specialist: responsible for both library and audio-visual services to students, teachers and other school personnel.

Standard Special Certificate with Library Science--Media (instructional materials) Teaching Endorsement. Work in field: 32 semester hours in media (instructional materials, library science, audio-visual) including professional preparation (at four-year college and/or graduate levels) in administration, organization (cataloging and classification), reference and selection of materials for both elementary and secondary levels, production and communications.

- c) Media Supervisor or Director: works with teachers and supervises other media professionals and specialists.

Supervisory or Standard Special Supervisory Endorsement, or the General Supervisory Endorsement (Administrative Certificate) with specialization in media.

- d) These standards do not apply to those individuals employed prior to September 1, 1978.

(Source: Amended at 28 Ill. Reg. 8486, effective June 1, 2004)

**Section 1.755 Requirements for Library Information Specialists Beginning July 1, 2004**

Beginning July 1, 2004, no individual shall be assigned to provide library and audio-visual services to students, teachers and other school personnel unless he or she holds a certificate that is valid for the grade level or levels of the students to be served and:

- a) holds an endorsement for Library Information Specialist or a comparable, previously issued endorsement such as Media or Library Science; or
- b) met the requirements of Section 1.720 or Section 1.750 of this Part, as applicable to the grade level served, or their predecessor requirements at a time when they were applicable, as confirmed by the employing district's verification of the individual's qualifications; or
- c) presents evidence of having completed 24 semester hours of college coursework in the field on or after July 1, 2006, and has not exhausted the three-year period of eligibility available pursuant to 23 Ill. Adm. Code 25.100(1); or
- d) is assigned pursuant to authorization received under 23 Ill. Adm. Code 25.464 (Short-Term Authorization for Positions Otherwise Unfilled).

(Source: Amended at 29 Ill. Reg. 12351, effective July 28, 2005)

**Section 1.760 Standards for Pupil Personnel Services**

- a) School psychologists, social workers in schools, and school guidance counselors, and school nurses, except as provided in subsection (c) of this Section, shall hold a Type 10 or Type 73 Certificate with the appropriate endorsement.
- b) Registered Professional Nurse means any nurse who is licensed to practice professional nursing in Illinois in accord with The Illinois Nursing Act (Ill. Rev. Stat. 1985, ch. 111, par. 3401 et seq.) and whose license is active and in good standing as determined by the Illinois Department of Registration and Education.
- c) School Nurse means any registered professional nurse who holds a Type 73 School Service Personnel Certificate with an endorsement in school nursing, or any noncertificated registered professional nurse who was employed in the school district of current employment before July 1, 1976.
- d) School boards that employ school nurses shall be responsible for verifying that each such person holds a valid license and certificate except as provided in subsection (c) of this Section.
- e) School boards that employ one or more school nurses for the purpose of providing professional nursing services shall develop and keep on file a written job description defining the duties of said school nurse(s).
- f) Any job description prepared pursuant to subsection (e) of this Section will be accepted by the State Board of Education as complying with Section 10-22.23 of The School Code (Ill. Rev. Stat. 1985, ch. 122, par. 10-22.23) if it contains at least:
  - 1) the duty to provide professional nursing services as defined in The Illinois Nursing Act (Ill. Rev. Stat. 1985, ch. 111, par. 3405 (4)(1)); and
  - 2) at least one or more additional duties as the school board shall select from subsection (g) of this Section.
- g) Additional duties of the school nurse shall include one or more of the following:
  - 1) screening for deficits in vision, hearing, growth and development, immunization status, and other physical defects (e.g. scoliosis, hernia);
  - 2) identifying student health problems, making referrals for their diagnosis, treatment and remediation, and providing follow-up for each referral;

- 3) recommending modification of the school programs for a student who requires a change because of a health deficit and developing health care plans when students need special physical health care procedures to be provided at school;
- 4) establishing a communicable disease prevention and control program;
- 5) assessing the health status of students and providing health counseling (e.g. on diet, exercise) for students, parents and school staff;
- 6) administering and monitoring medication and treatment given in school (subject to local policy regarding the administration of medication at school);
- 7) providing crisis intervention for students and/or staff in the advent of sudden illness or injury;
- 8) establishing an accident prevention program;
- 9) acting as liaison between the home, school, community health agencies and the private medical sector;
- 10) participating in the identification, evaluation and placement of students into special education programs, e.g., as a referring agent, a consultant to parents, teachers, etc., and/or as a member of a multidisciplinary team pursuant to the provisions of 23 Ill. Adm. Code 226 (Special Education);
- 11) collecting and analyzing health-related data (e.g. immunization records, medical records, incidence of specific diseases) and making recommendations based upon these data;
- 12) maintaining accurate school health records in accord with the Illinois School Student Records Act (Ill. Rev. Stat. 1985, ch. 122, par. 50-1 et seq.) and 23 Ill. Adm. Code 375 (Student Records);
- 13) carrying out other specified duties which the school nurse is qualified to perform, provided that the school nurse shall not be assigned teaching duties unless the nurse holds the appropriate teaching certificate.

- h) The duty to provide professional nursing services as defined in "The Illinois Nursing Act" shall not be included among the functions assigned to any school district personnel not covered by the job description required for school nurses.

(Source: Amended at 11 Ill. Reg. 3073, effective February 2, 1987.)



**Section 1.762 Supervision of Speech-Language Pathology Assistants**

- a) Pursuant to Section 14-6.03 of the School Code [105 ILCS 5/14-6.03], school districts and cooperative entities may employ licensed speech-language pathology assistants (“SLPAs”), as well as speech-language pathology paraprofessionals who are approved by the State Board of Education (“paraprofessionals”). These individuals are required by that Section to serve under the supervision of experienced speech-language pathologists, who are further required by Section 3.5(b) of the Illinois Speech-Language Pathology and Audiology Practice Act [225 ILCS 110/3.5(b)] to be licensed under that Act. Therefore, a school district or cooperative entity shall not assign a speech-language pathologist certified under Article 21 of the School Code [105 ILCS 5/Art. 21] but not licensed under the Illinois Speech-Language Pathology and Audiology Practice Act to supervise any SLPA or paraprofessional.
  
- b) Except as provided in subsection (d) of this Section, a speech-language pathologist who supervises one or more SLPAs shall provide evidence of having completed training of at least ten hours’ duration that was provided by an organization approved by the Illinois Department of Professional Regulation pursuant to the Department’s rules titled “The Illinois Speech-Language Pathology and Audiology Practice Act” (68 Ill. Adm. Code 1465) and that addressed all the following topics:
  - 1) Establishing and maintaining effective working relationships;
  - 2) Ethical, legal, regulatory, and reimbursement aspects of the profession;
  - 3) Strategies for direct and indirect supervision (supervisory process and practices, effective use of assistants);
  - 4) Evaluating the performance of assistants;
  - 5) The scope of assistants’ responsibility; and
  - 6) Instructing and assisting SLPAs with:
    - A) the execution of goals and objectives, data collection, and student outcomes,
    - B) standards and strategies for oral and written communication,
    - C) techniques, materials, and equipment utilized in the profession, and

- D) the maintenance of records.
- c) In order to be eligible to supervise SLPAs, a speech-language pathologist shall provide to the employing district or cooperative a copy of a signed certificate of completion furnished by the provider. The employing district or cooperative shall maintain this written evidence on file.
- d) The requirements of subsections (b) and (c) of this Section shall not apply to speech-language pathologists who supervise paraprofessionals only. A speech-language pathologist who supervises one or more SLPAs shall be exempt from the requirements of subsections (b) and (c) of this Section provided that he or she presents to the employing district or cooperative entity, and the employer maintains, written evidence demonstrating that the speech-language pathologist had acquired at least one full school year's experience in supervising paraprofessional speech-language pathology staff serving individuals of school age prior to January 1, 2003.

(Source: Added at 26 Ill. Reg. 16160, effective October 21, 2002)

**Section 1.770 Standards for Special Education Personnel**

Individuals employed in reimbursable Special Education programs shall hold appropriate certification as required in 23 Ill. Adm. Code 226, Special Education.

**Section 1.780 Standards for Teachers in Bilingual Education Programs**

- a) Bilingual teachers and teachers of English as a Second Language may provide instruction in bilingual education programs that are approved in accordance with The School Code (Ill. Rev. Stat. 1983, ch. 122, pars. 14C-1 et seq.) and 23 Ill. Adm. Code 228, Transitional Bilingual Education.
- b) Personnel who meet the requirements in Section 1.781 for bilingual teachers may teach English as a Second Language in Grades K-6 and all other subject areas of a bilingual education program in the language for which they hold an approval. Bilingual teachers may teach English as a Second Language in Grades 7-12 upon completion of the requirements in Section 1.782.
- c) Personnel who meet the requirements in Section 1.782 for teaching English as a Second Language may teach only in this capacity.

(Source: Amended at 9 Ill. Reg. 8608, effective May 28, 1985)

**Section 1.781 Requirements for Bilingual Education Teachers in Grades K-12**

- a) Bilingual education teachers employed in an approved bilingual education program prior to September 1, 1985 are not subject to the requirements set forth below, provided they continue to hold a certificate issued prior to that date and valid for their current teaching role. Bilingual education teachers whose Transitional Bilingual Certificate will lapse between June 30, 1985 and June 30, 1987 shall have until September 1, 1988 to achieve compliance with the standards set forth below.
- b) On September 1, 1985 and thereafter, bilingual education teachers in approved bilingual education programs must meet one of the following two requirements:
  - 1) Possess a Transitional Bilingual Certificate issued in accordance with 23 Ill. Adm. Code 25.90
  - 2) Possess a valid Illinois teacher certificate and possess a statement of approval which shall be issued by the State Board of Education when evidence is presented demonstrating that the following requirements have been met:
    - A) Verification of reading and speaking proficiency in the non-English language for which the approval is sought. Verification must be provided by a recognized Illinois teacher education institution whose assessment procedures have been approved pursuant to Section 25.90(b) of 23 Ill. Adm. Code 25, Certification.and either
    - B) 18 semester hours distributed among the following areas and including 100 clock hours of clinical experience or 3 months teaching experience in a bilingual education program:
      - (i) Foundations of bilingual education
      - (ii) Assessment of the bilingual student
      - (iii) Methods and materials for teaching limited English proficient (LEP) students in bilingual programs

- (iv) Methods and materials for teaching English as a Second Language
  - (v) Cross-cultural studies for teaching LEP students
- or
- (C) Two years teaching experience in a state/approved bilingual program prior to September 1, 1985, and 75 clock hours of experience acquired prior to September 1, 1985, in conferences or workshops required by Section 228.50 of the rules governing Transitional Bilingual Education (23 Ill. Adm. Code 228.50), distributed among the following areas:
    - (i) Foundations of bilingual education
    - (ii) Assessment of the bilingual student
    - (iii) Methods and materials for teaching LEP students in bilingual programs
    - (iv) Methods and materials for teaching English as a Second Language
    - (v) Cross-cultural studies for teaching LEP students

(Source: Added at 9 Ill. Reg. 8608, effective May 28, 1985)

**Section 1.782 Requirements for Teachers of English as a Second Language in Grades K-12**

- a) Bilingual teachers presently teaching English as a Second Language and employed in an approved bilingual education program prior to September 1, 1985 are not subject to the requirements set forth below, provided they continue to hold a certificate issued prior to that date and valid for their current teaching role. Bilingual teachers in Grades 7-12 whose Transitional Bilingual Certificate will lapse between June 30, 1985 and June 30, 1987 shall have until September 1, 1988 to achieve compliance with the standards set forth below.
- b) On September 1, 1985 and thereafter, teachers of English as a Second Language in approved bilingual education programs must meet one of the following two requirements:
  - 1) Possess a Standard Special Certificate endorsed for teaching English as a Second Language, issued by the State Board of Education in accordance with 23 Ill. Adm. Code 25, Certification.
  - 2) Possess a valid Illinois teaching certificate and a statement of approval which shall be issued by the State Board of Education when evidence is presented of having completed 18 semester hours distributed among the following areas and including 100 clock hours of clinical experience or 3 months experience teaching English as a Second Language:
    - A) Linguistics (including English and non-English phonology and syntax)
    - B) Theoretical foundations of teaching English as a Second Language
    - C) Assessment of the bilingual student
    - D) Methods and materials for teaching English as a Second Language
    - E) Cross-cultural studies for teaching LEP students

(Source: Added at 9 Ill. Reg. 8608, effective May 28, 1985)

**Section 1.790 Substitute Teacher**

- a) A person substituting for any member of the professional staff should have the qualifications required of the staff member for whom that individual is substituting.
  - 1) To serve as a substitute teacher, a person shall hold a valid certificate as specified in Section 21-9 of the School Code [105 ILCS 5/21-9].
  - 2) A teacher holding a substitute teacher certificate may teach only in the place of a certified teacher who is under contract with the employing board, for a period not to exceed 90 paid school days or 450 paid hours in any one school district in any one school term. Where such teaching is partly on a daily and partly on an hourly basis, a school day shall be considered as five hours (Section 21-9 of the School Code).
- b) Substitute teachers who hold a substitute certificate or a certificate for grades other than the class being taught may teach only when a teacher certified for the grade is not available (Section 21-9 of the School Code).

(Source: Amended at 20 Ill. Reg. 15290, effective November 18, 1996)



**Section 1.APPENDIX A Professional Staff Certification**

Types of Certificates

The following list of certificates identifies those certificates which, if properly registered and renewed, are valid for teaching, administering or performing the specified service in Illinois public schools.

Code	Type of Certificate	Grade Level Valid For	Still Issued	Years Valid	School Code or Ill. Adm. Code
02	Early Childhood	to age 6 excluding Kdg.	No	4	21-2.1
03	Standard Elementary	K-9	No	4	21-3
03	Initial Elementary	K-9	Yes	4 years of teaching	21-1a; 21-2; 21-3
03	Standard Elementary	K-9	Yes	5	21-1a; 21-2; 21-3
03	Master Elementary	K-9	Yes	10	21-1a; 21-2; 21-3
04	Early Childhood	Birth - 3	No	4	21-2.1
04	Initial Early Childhood	Generally Birth – Grade 3 (as endorsed)	Yes	4 years of teaching	21-1a; 21-2; 21-2.1
04	Standard Early Childhood	Generally Birth – Grade 3 (as endorsed)	Yes	5	21-1a; 21-2; 21-2.1
04	Master Early Childhood	Generally Birth – Grade 3 (as endorsed)	Yes	10	21-1a; 21-2; 21-2.1
05	Provisional Early Childhood	Birth –3	Yes	2	21-10
06	Kindergarten - Primary	K-3	No	4	

09	Standard High School	6-12*	No	4	21-5
09	Initial Secondary	6-12	Yes	4 years of teaching	21-1a; 21-2; 21-5
09	Standard Secondary	6-12	Yes	5	21-1a; 21-2; 21-5
09	Master Secondary	6-12	Yes	10	21-1a; 21-2; 21-5
10	Standard Special	K-12 Field Endorsed	No	4	21-4
10	Initial Special K-12	K-12 Field Endorsed	Yes	4 years of teaching	21-1a; 21-2; 21-4
10	Standard Special K-12	K-12 Field Endorsed	Yes	5	21-1a; 21-2; 21-4
10	Master Special K-12	K-12 Field Endorsed	Yes	10	21-1a; 21-2; 21-4
10	Initial Special Preschool – Age 21	Generally Birth – Age 21	Yes	4 years of teaching	21-1a; 21-2; 21-4
10	Standard Special Preschool – Age 21	Generally Birth – Age 21	Yes	5	21-1a; 21-2; 21-4
10	Master Special Preschool – Age 21	Generally Birth – Age 21	Yes	10	21-1a; 21-2; 21-4
11	Vocational	7-12 Field Endorsed	No	4	
14	Junior College	9-14 Field Endorsed	No	4	
17	Special Exc. Children	K-14 Field Endorsed	No		

20	Special	11-12 Electives 10 hrs. per Week	No	4	
21	General	Adult Field Endorsed	No		(21-11 repealed)
22	Alternative Elementary	K-9	No	4	21-5b
22	Initial Alternative Elementary	K-9	Yes	4	21-5b
22	Standard Alternative Elementary	K-9	No	4	21-5b
23	Provisional Alterna- tive Elementary	K-9	Yes	1	21-5b; 21-5c
24	Alternative Secondary	6-12	No	4	21-5b
24	Initial Alternative Secondary	6-12	Yes	4	21-5b
24	Standard Alternative Secondary	6-12	No	4	21-5b
25	Provisional Alterna- tive Secondary	6-12	Yes	1	21-5b; 21-5c
26	Provisional Alterna- tive Administrative	K-12	Yes	1	21-5d
27	Provisional Alterna- tive Special	K-12 Field Endorsed	Yes	1	21-5b; 21-5c
28	Alternative Special	K-12 Field Endorsed	No	4	
28	Initial Alternative Special	K-12 Field Endorsed	Yes	4	21-5b

29	Transitional Bilingual	K-12 Language Endorsed	Yes	6	14C-8
30	Provisional Elementary	K-9	Yes	2	21-10
31	Provisional Secondary	6-12	Yes	2	21-10
32	Provisional Foreign Lang.	K-14 Language Named	No	4	
33	Provisional Special	K-12 Field Endorsed	Yes	2	21-10
34	Provisional Vocational	K-12 Field Endorsed	No		21-10
34	Provisional Vocational	11-12 Field Endorsed	No		21-10
35	Provisional Vocational	7-12 Field Endorsed**	Yes		21-10
36	Temp. Prov. Vocational	11-12 Field Endorsed***	Yes	1	21-10
37	Temp. Prov. Vocational	K-12 Field Endorsed	No	1	21-10
38	Resident Teacher	K-12	No	4	21-11.3
39	Substitute – 90 days	K-12 All	Yes	4	21-9
40	Part-Time Provisional	6-12	Yes	2	21-10
42	Life Elementary	1-8	No	Life	
43	Provisional Alternative Early Childhood	Birth – Grade 3	Yes	1	21-5b; 21-5c
44	Alternative Early Childhood	Birth – Grade 3	No	4	21-5b
44	Initial Alternative Early Childhood	Birth – Grade 3	Yes	4	21-5b

45	Life Kindergarten	K-3	No	Life	
47	Life High School	6-12 *	No	Life	
48	Life Special	K-14 Field Endorsed	No	Life	
49	Life Junior College	9-14 Field Endorsed	No	Life	
50	Visiting International Teacher - Special	K-12	Yes	3	23 Ill. Adm. Code 25.92
51	Life School Librarian	K-14 Library	No	Life	
53	Visiting International Teacher - Elementary	K-6	Yes	3	23 IAC 25.92
54	Visiting International Teacher – Early Childhood	Birth – Grade 3	Yes	3	23 IAC 25.92
59	Visiting International Teacher - Secondary	6-12	Yes	3	23 IAC 25.92
60	Ltd. Supervisory	K-14 All	*No	4	
61	All-Grade Supervisory	K-14 All	*No	4	
62	Ltd. Elem. Supervisory	K-9 All Elementary	*No	4	
63	Ltd. H.S. Supervisory	6-12 All Secondary	*No	4	
70	Life General Supervisory	K-14 All	*No	Life	
71	Life Supervisory	K-14 All	*No	Life	
72	Temporary TMH	K-12 TMH	No	1	

73	School Service Personnel	K-12 Area of Service Endorsed	Yes	5 (beginning July 1, 2004)	21-25
74	Provisional School Service Personnel	K-12 Area of Service Endorsed	Yes	2	21-10
75	Administrative	K-12 All	*Yes	5	21-7.1
76	Provisional Administrative	K-12 All	Yes	2	21-10
77	Administrative K-12	K-12	Yes	5	21-5d
78	Interim School Counselor Intern	K-12	Yes	3	23 IAC 25.227
80	Resident Teacher - Special	K-12	Yes	4	21-11.3
83	Resident Teacher - Elementary	K-9	Yes	4	21-11.3
84	Resident Teacher – Early Childhood	Birth – Grade 3	Yes	4	21-11.3
89	Resident Teacher - Secondary	6-12	Yes	4	21-11.3

\*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 of this Part, or to which the individual is assigned pursuant to authorization received under 23 Ill. Adm. Code 25.464 (Short-Term Authorization for Positions Otherwise Unfilled).

\*\*Valid in approved, reimbursable programs of career and technical education (CTE), for “skill-level” instruction in grades 11 and 12 in the field of specialization. Provided that the certificate-holder is employed to teach in Grade 11 and/or Grade 12 in the field of specialization, the certificate is also valid for “orientation-level” instruction in grades 9 and 10 in the field of endorsement to which the specialization belongs and for exploratory career and technical education courses in grades 7 and 8 in that field of endorsement.

\*\*\*Valid only in approved, reimbursable CTE programs for “skill-level” instruction in grades 11 and 12 in the field of specialization.

(Source: Amended at 29 Ill. Reg. 1891, effective January 24, 2005)

**Section 1.Appendix B Certification Quick Reference Chart**

Questions concerning the appropriateness of certificates required for specific positions depend upon the job description of the position and should be referred to the Public School Approval Section, State Board of Education.

For This Position	These Types of Certificates Are Valid (Codes)	(Most Common)
Teachers	Certificate Currently Being Issued	Certificate No Longer Issued But Still Valid If Properly Registered
Teacher Up To 6 Years, Exclusive Of Children Enrolled in Kindergarten	04, 05	02
Teacher K-5	03, 10*, 29*, 30, 33*, 34*, 75 34*, 75	06(K-3), 32*, 42, 45(K-3), 48*, 60, 61, 62, 70, 71
Teacher 6-9	03, 09, 10*, 29*, 30, 31, 33*, 34*, 75	11*, 32*, 47*, 48*, 60, 61, 62, 63, 70, 71
Teacher 9-12	09, 10*, 29*, 31, 33*, 34*, 75	11*, 14*, 32*, 47*, 48*, 49*, 60, 61, 63, 70, 71
Special Subject Teacher (Art, Music, P.E., Sci., etc.) K-9	03, 10*, 29*, 30, 33*, 34*, 75	32*, 42, 48*, 60, 61, 62, 70, 71, 72
Special Subject Teacher (Art, Music, P.E., Sci., etc.) 6-12	09, 10*, 29*, 31, 33*, 34*, 75	11, 32*, 47*, 48*, 60, 61, 63, 70, 71
Administrators		
Head Of Dept. Or Supervisor Spec. Subject	10**, 75, 73**, 76	60, 61, 62(K-9), 63(6-12), 70, 71
Supervisor-Spec. Ed.--One Field	10**, 75 or 76(GS,GA or S Endorsement)	60, 61, 70, 71 and approval ***
Supervisor-P.P.S.--One Field	10**, 73**, 75 or 76(GS,GA or S Endorsement)	60, 61, 70, 71
Supervisor-Voc. Ed.--One Field	10**, 75 or 76(GS,GA or S Endorsement)	60, 61, 70, 71



For This Position	These Types of Certificates Are Valid (Codes)	(Most Common)
Directors, Coordinators, General Supervisors	75 or 76(GS,GA or S Endorsement)	60, 61, 62(K-9), 63, 70, 71
Director-Spec. Ed.--More Than One Field	75 or 76(GA or S Endorsement)	60, 61, 70, 71, and approval ***
Director-P.P.S.--More Than One Field	75 or 76(GA or S Endorsement) 73** endorsed for supervision in multiple fields	60, 61, 70, 71
Director-Voc. Ed.--More Than One Field	75 or 76(GA or S Endorsement)	60, 61, 70, 71
Chief School Business Official	75 or 76(C.S.B.O. Endorsement)	Individuals serving as C.S.B.O. prior to 7/1/77 may continue in their position
Principals, Asst. Prin. Administrative Asst., Associate Supt., Asst. Supt. Area Voc. Center Director Superintendent	75 or 76(GA or S Endorsement)	60, 61, 62(K-9), 63(6-12), 70, 71
School Service Personnel		
Guidance	73, 74	10
Nurse	73, 74	10
Social Worker	73, 74	10
School Psychologist	73, 74	

\* Subject named only

\*\* Endorsed for Supervision

\*\*\* Additional work and course requirements must be completed under the Special Education Reimbursement Approval requirements of the Department of Specialized Educational Services in order to qualify for special education personnel reimbursement.

(Source: Amended at 14 Ill. Reg. 12457, effective July 24, 1990)

**Section 1.APPENDIX C Glossary of Terms (Repealed)**

(Source: Repealed at 28 Ill. Reg. 8486, effective June 1, 2004)

## **Section 1. Appendix D State Goals for Learning**

The State Goals for Learning are broad statements of what students 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 is 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

State Goal 1: Read with understanding and fluency.

Standards:

Apply word analysis and vocabulary skills to comprehend selections.

Apply reading strategies to improve understanding and fluency.

Comprehend a broad range of reading materials.

State Goal 2: Read and understand literature representative of various societies, eras and ideas.

Standards:

Understand how literary elements and techniques are used to convey meaning.

Read and interpret a variety of literary works.

State Goal 3: Write to communicate for a variety of purposes.

Standards:

Use correct grammar, spelling, punctuation, capitalization and structure.

Compose well-organized and coherent writing for specific purposes and audiences.

Communicate ideas in writing to accomplish a variety of purposes.

State Goal 4: Listen and speak effectively in a variety of situations.

Standards:

Listen effectively in formal and informal situations.

Speak effectively using language appropriate to the situation and audience.

State Goal 5: Use the language arts to acquire, assess and communicate information.

Standards:

Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.

Analyze and evaluate information acquired from various sources.

Apply acquired information, concepts and ideas to communicate in a variety of formats.

## MATHEMATICS

State Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.

Standards:

Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.

Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.

Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers.

Solve problems using comparison of quantities, ratios, proportions and percents.

State Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.

Standards:

Measure and compare quantities using appropriate units, instruments and methods.

Estimate measurements and determine acceptable levels of accuracy.

Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.

State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.

Standards:

Describe numerical relationships using variables and patterns.

Interpret and describe numerical relationships using tables, graphs and symbols.

Solve problems using systems of numbers and their properties.

Use algebraic concepts and procedures to represent and solve problems.

State Goal 9: Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.

Standards:

Demonstrate and apply geometric concepts involving points, lines, planes and space.

Identify, describe, classify and compare relationships using points, lines, planes and solids.

Construct convincing arguments and proofs to solve problems.

Use trigonometric ratios and circular functions to solve problems.

State Goal 10: Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.

Standards:

Organize, describe and make predictions from existing data.

Formulate questions, design data collection methods, gather and analyze data and communicate findings.

Determine, describe and apply the probabilities of events.

### SCIENCE

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.

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

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.

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.

Understand the development of United States political ideas and traditions.

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.

Understand trade as an exchange of goods or services.

Understand the impact of government policies and decisions on production and consumption in the economy.

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.

Understand Illinois, United States and world social history.

Understand Illinois, United States and world environmental history.

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

Standards:

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

Analyze and explain characteristics and interactions of the Earth's physical systems.

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.



PHYSICAL DEVELOPMENT AND HEALTH

State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.

Standards:

Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.

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 fitness.

Assess individual fitness levels.

Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.

State Goal 21: Develop team-building skills by working with others through physical activity.

Standards:

Demonstrate individual responsibility during group physical activities.

Demonstrate cooperative skills during structured group physical activity.

State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

Standards:

Explain the basic principles of health promotion, illness prevention and safety.

Describe and explain the factors that influence health among individuals, groups and communities.

Explain how the environment can affect health.

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.

State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

Standards:

Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

Apply decision-making skills related to the protection and promotion of individual 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.

Understand how the arts shape and reflect history, society and everyday life.

(Source: Amended at 22 Ill. Reg. 22233, effective December 8, 1998)

**Section 1.Appendix E Evaluation Criteria - Student Performance and School Improvement Determination (Repealed)**

(Source: Repealed at 22 Ill. Reg. 22233, effective December 8, 1998)

**Section 1.Appendix F Criteria for Determination - Student Performance and School Improvement (Repealed)**

(Source: Repealed at 22 Ill. Reg. 22233, effective December 8, 1998)

**Section 1.Appendix G Criteria for Determination - State Assessment (Repealed)**

(Source: Repealed at 22 Ill. Reg. 22233, effective December 8, 1998)